

SPRING 2011 Information Sheet
LEARNING ASSISTANCE 97 / ENGLISH WRITING 97
Introduction to Peer Tutoring in Writing (3 units)

Class Time: Thursdays 4:00-5:45 in L48

Tutoring Orientation in ATC 309 WRC (choose the earliest possible):

Tues 4/12 4:00-5:00 or Thurs 4/14 2:30-3:30, or by arrangement.

(Sign up in class or call or e-mail Sandy Blackborow, blackborowsandra@deanza.edu, to arrange orientation.)

Instructors:

Amy Leonard	408-623-2681	leonardamy@fhda.edu	Office: ATC 309	Hours by appt. or: Mon & Wed 12:50-1:20 Online via Catalyst 4:00-5:45 Tues
Ken Weisner	408-864-5797	weisnerken@deanza.edu	Office: Forum 2C	Hours by appt or: Mon 12:00-1:30 Wed 4:00-5:00 Thurs 1:30-2:30 Online via Catalyst 4:00-5:45 Tues

Tutor Support Team:

Sandy Blackborow	408-864-8852	blackborowsandra@deanza.edu	Office: ATC 309	Hours: M-Th 8:30-5:30 F 8:30-12:30
Renato Tuazon	408-864-5668	tuazonrenato@deanza.edu		
Kanako Suda	408-864-8624	sudakanako@deanza.edu		

Senior Tutor (Assigned at orientation)	Phone(s)	E-mail
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COURSE DESCRIPTION, OBJECTIVES, AND LEARNING OUTCOMES

This course trains De Anza students to be peer tutors for De Anza writing, reading, and English as a Second Language courses. In this class, you will learn to help student writers throughout the writing process and work with students at various levels of writing proficiency and from diverse backgrounds. You will read about, observe, discuss, write about and practice the craft of tutoring writing. After an initial orientation, you will begin tutoring De Anza students and use class time to reflect on your tutoring experiences.

Student Learning Outcomes

After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will:

- Plan and conduct tutoring sessions using student-centered communication strategies;
- Apply appropriate tutoring strategies for helping students at various levels;
- Adapt communication and tutoring practices to students from diverse backgrounds and with diverse learning styles;
- Demonstrate professional and ethical behavior when tutoring.

MATERIALS

Required: *The Bedford Guide for Writing Tutors, 5th Edition* (provided free to you!)
Judy Hubbard's student grammar packet (download from class web page)
Online materials and links from course Catalyst web site (see below)

Recommended additional Resources:

The Brief McGraw-Hill Handbook (Maimon, Peritz and Yancey)
or *EasyWriter (Andrea Lunsford)*
Bring your copy if you already own it.

St. Martin's Sourcebook for Writing Tutors, The Practical Tutor (Meyer and Smith), Errors and Expectations (Shaughnessy), ESL Writers (Leki) – available on loan

Class web page: <http://www.deanza.edu/studentsuccess/tutorial> (click on “tutor training” down the Nav bar, then “LRNA/EWRT 97”). This page includes current course info, downloads, a link to the Catalyst web site, links to past final projects and other resources.

Catalyst web page: <https://catalyst.deanza.edu/> This is where you submit all homework assignments and participate in online discussions. See below for details.

ATTENDANCE & PARTICIPATION (13 points)

LRNA/EWRT 97 meets only once per week, so your regular attendance and participation are essential. You may be dropped from the course if you are marked absent three times. You will be marked absent if you are not present or if you miss more than 15 minutes of any class session. You are responsible for any information provided in class. If you miss class, please post a request to your classmates on the Catalyst Forum, or e-mail us to find out what you missed.

We expect you to actively participate in all classes and online discussions, including responses to your classmates' assignments. We also expect you to read the assigned materials before class each week, prepare for assignments that need advance planning, and submit your assignments on time.

Your participation grade is calculated as follows:

Active participation in class (9 points): Come prepared to each class, listen carefully to your classmates and instructors, and support each other by sharing good ideas. Be aware of your communication habits. If you tend to dominate discussion, try to hold back and let others speak more. If you tend to be quiet, make an effort to take a risk and speak up.

Active participation online (4 points): Respond in Catalyst Forums to at least one of your classmates for each assignment marked with an asterisk. Post to the Dialogue Chamber at least three times during the quarter. Since class time is so short, we depend on the forum to continue our conversations.

Active participation with your senior tutor: Points counted under Tutoring (see below.)

SENIOR TUTORS

You will be assigned a Senior Tutor to support and mentor you through your first quarter of tutoring. This process benefits both new tutors and experienced ones. Toward the end of the course, let us know if you are interested in becoming a senior tutor (you must have done well in the class, of course!)

Communication with your senior tutor is part of your Tutoring grade in the class (see below).

Here's what you need to do with your senior tutor:

- Meet for 15 minutes or more in person or by phone, before your first tutoring session if possible. Use this time to get to know each other and ask lots of questions about tutoring.
- For Assignment #3: Observation of a Tutoring Session, you may observe your senior tutor, or observe a drop-in session in the WRC (ATC 309.)
- Arrange a 30-minute session to watch and discuss significant portions of your videotape together for your Assignment #8: Videotape Reflection.
- **Please plan ahead (see below for due dates for this assignment.)** Senior Tutors will have a set of tips for how to learn from watching videos...make sure he or she refers to these tips!
- Arrange one or more 30-60 minute sessions for your senior tutor to help you on your final project proposal, project, and/or presentation. **Please plan ahead (see below for due dates for this assignment.)**

COURSE CATALYST WEB SITE & ONLINE DISCUSSION BOARD

EWRT/LRNA 97 is a hybrid class. In addition to participating in class, you will be required to post your assignments online and participate in the online discussion for the class. Participation in the online Forums is part of your grade for participation. At a minimum, we expect you to respond thoughtfully to your classmate's assignments in the Academic Forum and post questions and comments about tutoring online. ***We expect you to log in to the web site at least twice each week.***

To access the class web site, go to:

<https://catalyst.deanza.edu/>

You must be registered in EWRT/LRNA 97 to access the site.

Please see the separate pages below for more instructions for logging in to the site, posting assignments, and participating in the discussion board. On the first day of class we will have a demonstration and orientation to the web site. Please do not hesitate to contact us by e-mail if you have technical difficulties!

GRADING

If you would like to take this class Pass/No Pass, please submit the form to Admissions and Records by the deadline (usually the end of week 4).

A passing grade is 70 points or more. Letter grades will be based on cumulative total points, assigned according to the following scale:

A = 92-100	B = 82-87	C = 70-77
A- = 90-91	B- = 80-81	D = 60-69
B+ = 88-89	C+ = 78-79	F = 0-59

See below for the point value of each assignment.

ASSIGNMENTS

Submit all assignments online through the Catalyst web site. Be sure to carefully follow the instructions on the assignment page; do not hesitate to contact us if you have technical difficulties.

You may view your grade and comments for each assignment on the Catalyst web site. We will attempt to respond to each assignment within the week after it is submitted.

Extra Credit may be available for attending supplemental workshops.

#	Assignment	Possible points	%
1	* Tell Us About Yourself	5	5%
2	* Your Writing Process	5	5%
3	Observation of a Tutoring Session	5	5%
4	* Exploring Grammar Resources	5	5%
5	Responding to Student Writing	10	10%
6	*Your Cultural and Linguistic Background	5	5%
7	Videotape Tutoring Process Reflection	10	10%
8	* Final Project Proposal	5	5%
9	* Final Project	12	12%
10	Final Presentation	5	10%
11	Tutoring (professionalism, communication with Support Team, Sr. Tutor, tutees)	20	20%
12	Participation (preparation and class discussion, online responses)	13	13%
	Total:	100	100

TUTORING (20 points)

As part of this class, **you are required to tutor at least four hours per week**, probably beginning week 3 or 4. Tutors typically work with each student for one hour per week, except in special cases. Your tutoring schedule will be based on your available hours, as indicated on the schedule in your Tutor Application. The Tutor Support Team (see contact info at top of this document) is in charge of assigning your tutees and supervising your work as a tutor. **Please communicate regularly with the Tutor Support Team to ensure you are meeting your tutoring obligation for the class!**

If you haven't done so already, you must fill out a Tutor Application (available at <http://www.deanza.edu/studentsuccess/tutorial> (click on "Becoming a Tutor") and complete an interview before the class begins or as soon as possible. Please maintain close communication with the Tutor Support Team throughout the quarter.

Several of the assignments for this class require that you tutor actual students. If there are any problems with the students you tutor, we can help make alternative arrangements—please let us know.

You may be paid as a Student Assistant for the hours you are assigned to tutor. Information about employment guidelines, hiring, and payroll is covered in the *Student Success Center Tutor Handbook* and at your new tutor orientation. You must complete all required paperwork before you can be paid.

In order to be re-hired as a tutor in subsequent quarters, you must receive an A or B in the class and be recommended by the Tutor Support Team.

Your work as a tutor is worth 20 points. Points break down as follows:

1. Responsibility/Professionalism (6 points)

Follow all policies and procedures as described in new tutor orientation. Complete all requirements necessary to begin tutoring (application, letter of recommendation, interview) in a thorough and timely fashion; follow up on all tutee applications; arrive on time to sessions; maintain 4 hour/week minimum; sign in and out, etc. Make sure that tutees do mid quarter and final feedback surveys. Please show professional initiative during downtime at the tutorial center; you represent the De Anza WRC.

2. Communication with supervisor (6 points):

Check and respond to e-mails, keep you tutor support team informed of tutee's status (i.e. drops, no-shows), meet informally with a member of the tutor support team at least once a month, seek feedback and try to resolve issues.

3. Communication with Senior Tutor (4 points)

Communicate regularly with your assigned senior tutor and complete the required activities as described below. See bottom of p. 2 of greensheet for details regarding relationship with senior tutor.

4. Communication with tutees (4 points):

Clarify goals and expectations with tutee, demonstrate patience and friendliness, use effective tutoring practices as discussed in class to foster independent learning, seek feedback from tutees and try to address issues that may arise.

WEEKLY TOPICS, READING AND HOMEWORK

Unless otherwise noted, all reading should be done BEFORE class.

Assignments should be posted to BOTH *Assignments*, and *Forums* where ****starred****.

Unless otherwise specified, all assignments are due no later than the SUNDAY evening (midnight) prior to the next class. Be alert: this calendar is tentative and changes may occur!

Date	Classwork	Homework
Week 1 Thursday 4/7	Introductions and Orientation --Getting to know each other --Overview of class --Tutor Roles and Responsibilities --Overview of De Anza EWRT/ESL courses & sequences --CATALYST demo: Navigating, Assignments & Forums <i>Orientations and online discussion throughout week</i>	<u>Submit by Sunday night 4/10 at 11:59:</u> -- Assignment #1 "Tell Us About Yourself"* -- Respond to at least two of your classmates' Assignment #1 <u>Thinking ahead:</u> -- Schedule your observation for Assignment #3 (Observation) -- Choose a piece of your own writing to bring and be tutored on in next class <i>PLEASE BE SURE YOU COMPLETE YOUR HIRING INTERVIEW, ORIENTATION, & PAPERWORK BY WEEK 2.</i>
Week 2 Thursday 4/14	The Tutoring Process (Part 1) --Tutor Roles and Responsibilities (cont.) --Setting goals and organizing a session --Minimalist tutoring --Readerly responses --Active listening <u>**Please bring in a piece of your own writing to be tutored on in class</u> (Possible visits from experienced tutors; arrange observation sessions)	<u>Read for this class:</u> --De Anza Tutor Handbook and all info in blue folder -- <i>Bedford Guide</i> , Introduction, Ch. 1 "Being Professional" -- <i>Bedford Guide</i> Ch. 3 "Inside the Tutoring Session" <u>Submit by Sunday 4/17:</u> -- Assignment #2 "Your Writing Process" * -- Respond to at least one classmate's Assignment #2 <u>Thinking ahead:</u> Schedule your observation for Assignment #3
Week 3 Thursday 4/21	The Writing Process --What are the essential components of the process? --Variations by individual and task --Effective and non-effective practices --How to encourage effective practices? <i>Please check in with Tutor Support Team to confirm tutee assignments.</i>	<u>Read for this class:</u> -- <i>Bedford Guide</i> Ch. 2 "The Writing Process" <u>Submit by Sunday 4/24:</u> -- Assignment # 3 "Observation of a Tutoring Session" <u>Thinking ahead:</u> Choose grammar sources for Assignment #4
Week 4 Thursday 4/28	The Tutoring Process (Part 2) --Order of operations: from global to sentence-level --Helping students pre-write, compose, revise, edit --Analyzing student writing <i>Please check in with Tutor Support Team to confirm tutee assignments.</i>	<u>Read for this class:</u> -- <i>Bedford Guide</i> Ch. 4 "Helping Writers through the Writing Process" <u>Submit by Sunday 5/1:</u> -- Assignment # 4: Exploring Grammar Resources* -- Respond on Forums to others' Part C of Assign. 4. <u>Thinking ahead:</u> --Schedule yourself to videotape one of your tutoring sessions for Assignment #8; contact Senior Tutor to watch segment with you.

Week 5 Thursday 5/5	Sentence-level Errors (Overview) --Using handbooks and resources --Hierarchy of errors --Finding subjects and verbs --Sentence boundaries --Identifying patterns of error Confirm time for webcam in WRC <i>Please check in with Tutor Support Team to confirm tutee assignments.</i>	Read for this class: -- Judy Hubbard's student grammar packet (download from class web site) -- Review these grammar web sites: http://owl.english.purdue.edu/handouts/index.html http://webster.commnet.edu/grammar/index.htm Submit by Sunday 5/8: -- Assignment # 5 "Responding to Student Writing" (download from class web site/ copies also in course handout packet) Thinking ahead: -- Videotaping: contact senior tutor to watch segment with you.
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Week 6 Thursday 5/12	Sentence-level Errors (ESL Focus) --grammar terminology (how to look things up) verb tenses, articles, prepositions, count/non-count nouns etc. --hands-on practice explaining grammar <i>Guest Speaker: Michele Dubarry</i>	Read for this class: -- Michele Dubarry's handout on ESL grammar Submit by Sunday 5/15: -- Mid quarter Assessment, Assignment #6 Thinking ahead: -- Continue videotaping; contact Senior Tutor
Week 7 Thursday 5/19	Student Diversity —English as a Second Language and "Generation 1.5" students —Cultural influences on writing —Film: <i>Writing Across Borders</i> Mid quarter assessment (How is the class going/how can it be improved)	Read for this class: -- <i>Bedford Guide</i> Ch. 5 "The Writers You Tutor" -- Browse http://flightline.highline.edu/wac/ESLstudents.htm -- Read "Notes on Gen 1.5" http://faculty.deanza.edu/alvesdelimadiana/stories/storyReader\$438 Submit by Sunday 5/22: -- Assignment # 7 "Your Cultural and Linguistic Background"* -- Please respond to one of your classmates' Assignment # 6 Thinking ahead: -- Should have completed videotaping and have arranged for partner to watch segment. E-mail us if you're having any difficulties! -- Begin to identify topic, sources for Final Project
Week 8 Thursday 5/26	The Reading-Writing-Learning Connection --Metacognition and learning --Helping students improve reading and vocabulary skills --Helping students improve study skills --Learning Styles and tutoring --Learning Disabilities --Campus Resources <i>Guest Speaker: Sarah Lisha</i>	Read for this class: -- Take an online Learning Styles Inventory: http://www.metamath.com/lswb/dvclearn.htm http://www.ncsu.edu/felder-public/ILSdir/styles.htm -- Explore links for Reading and Vocabulary http://www.deanza.edu/studentsuccess/tutorial/academicskillscenter/selfpacedskillsonline.html -- Browse http://www.howtostudy.org , http://www.studygs.net/ -- Browse http://www.deanza.fhda.edu/specialed/dish/ --View study skills and learning styles video clips http://maclife.mcmaster.ca/academicskills/online_resources.cfm Submit by Monday, 5/30, 11:59 PM -- Assignment # 8 "Videotape Tutoring Process Reflection"

		Thinking ahead: -- Choose topic, locate sources for Final Project -- Submit Final Project Proposal early for more feedback
Week 9 Thursday 6/2	Tutoring Successes & Challenges --Drop-in vs. weekly tutoring --Difficult tutoring situations --Grammar troubleshooting --Plagiarism --Technology Groupwork for Final Projects <i>Bring draft of proposal to be tutored on in class.</i> Browse reference materials and brainstorm topics for final projects <i>Please meet with Tutor Support team member to report on tutoring & tutees</i>	Read for this class: -- <i>Bedford Guide</i> Ch. 8 "Coping with Difficult Tutoring Situations" -- <i>Bedford Guide</i> Ch. 6 "Tutoring and Technology" -- Sources for your Final Project --Bring your sources and 3 copies of a draft of your Final Project Proposal to this class for group work Submit by Sunday, 6/5: -- Assignment #9 Final Project Proposal -- Please respond to one of your classmates' proposals
Week 10 Thurs 6/9	*Bring three copies of a completed draft of your final project to class for peer review in class.	Submit final project, Assignment #10 by midnight Sunday 6/12 —Assignment #11, PowerPoint due in class Thursday, June 16th
Week 11 Thurs 6/16 <i>Barbecue—12:30</i> <i>6/17—park across street</i>	Final Project presentations	Required class. *Sunday, 6/19, 11:59 PM, is the absolutely final deadline for any late written assignments—NO EXCEPTIONS!

Assignments

How to Submit Your Assignments:

1. **Write your assignment.** Write, revise, and edit your assignments in a word processing program such as Word and save your file. Please DO NOT compose in the text box in Catalyst...you may lose your work!

2. **Submit your assignment for grading.** When you are finished writing, go to <https://catalyst.deanza.edu>, enter your user id and password, click on the "**Assignment #___: Graded Submission**" link for the appropriate week. Click "Edit my submission," then paste your text into the text box. Click "Save Changes" to submit. This will send your assignment to the instructors, who will respond and assign a grade, usually within one week. NOTE: Please submit only once--do not edit and resubmit your assignment, or we will not be sure we've graded the final version. You will be sent an e-mail when your assignment is graded. To view your grade, click on the "Grades" link in the Admin box on the lower left side of the Catalyst screen.

* 3. **Post some assignments to Forums.** So that your classmates can see and respond to some of your assignments, please *also* post those assignments marked with an "*" to the online discussion board, "Forums." To do so, after submitting to Assignments, click on the "**Assignment #___: Forums**" in the appropriate week. Click "Add a new discussion topic," add an original subject line (like your name,) then paste your text.

4. Respond to your classmates on Forums. Those assignments marked with an “*” require you to respond to your classmates. To do so, click on “Forum” in the appropriate week, then the message. Read it, then click “Reply” under the message. Type or paste your response in the text box, then click “Post to Forum.”

Throughout the quarter, please check the *News* and use the *Dialogue Chamber* to reflect on your tutoring experiences, ask questions and seek and provide advice. We expect you to post in the Dialogue Chamber at least 3 times as part of your Class Participation grade—the more the better!

A word about word count: We have specified word counts for each assignment, but your ideas, effort, and expression are more important than the number of words. It is possible (but probably difficult!) to do a good job in fewer words, or you may need to write more. Please read each assignment prompt carefully, and be sure to answer each part of the prompt as SPECIFICALLY as possible.

Assignment #1: Just as it is important to get to know your tutees and to establish a relationship of trust before you begin tutoring, it's important for students and instructors in this class to know a little about each other as we begin to work together.

In about 500-1000 words, introduce yourself to your classmates and write about your impressions and concerns about peer tutoring in writing so far.

- * Tell us about your background, interests, and future plans.
- * Why did you choose to take this class?
- * Have you ever tutored or helped others before?
- * How do you feel about writing?
- * What do you think are/will be the most challenging aspects of tutoring?
- * What do you hope to learn in this class?

Write the paper in Word, then copy and paste the text. Be sure to submit to the Forums as well, and respond to at least one of your classmates' Assignment #1 in the Forum. Also please post a recent picture of yourself to your profile page so we can get to know you quicker!

Assignment #2: In about 500-1000 words, describe your own writing process, from beginning (getting the assignment) to end (submitting your final draft).

- * How does your process compare to the students described in the beginning of Chapter 2 of the Bedford Guide for Writing Tutors?
- * How does it compare to the description on page 8-10?
- * What strategies work best for you at each stage of the process?
- * What parts are the most difficult? How does the process change depending on the assignment or circumstances?
- * How do you think understanding writing as a process will help you as a tutor?

Write the paper in Word, then paste your text to submit it. Be sure to also post this assignment to Forums and respond to at least one of your classmates'

Assignment #3:

Option 1: Arrange with your senior tutor, or another experienced tutor to observe a drop-in tutorial session in the WRC (ATC 309). To see the WRC schedule, go to <http://www.deanza.edu/studentsuccess/writing-reading-center/>

Write about 500-1000 words describing:

- The student's class, the specific assignment worked on, length of session
- The tutoring process (agenda, wrap-up) and strategies that you saw in action (see handouts in

packet, pp. 1-4)

- How did the 30-minute drop-in session differ from a 50-minute weekly session?
- What you learned that might help you with your own tutoring sessions
- What worked or did not work well and why
- How the session you observed relates to Chapter 3 "Inside the Tutoring Session" and the class handouts on the tutoring process and "minimalist tutoring."

Option 2: As a last-resort option, if you are unable to do a real-time observation (requires high-speed Internet), go to University of Richmond's Training for Tough Tutorials web site <http://writing2.richmond.edu/training/tough/index.html> . Click on the sessions "Grammar Tutorial" and watch all the related video clips.

Write 500-1000 words describing the scenario and addressing each of the points listed for Option 1. To maintain confidentiality, this assignment is not posted on Forums.

Assignment #4:

Please explore grammar and punctuation resources online (start by examining choices found at <http://www.deanza.edu/studentsuccess/writing-reading-center/resources.html>

For A, B, and C below,

- * Give the URL of the best site you found to understand each topic
- * Make sure to cite your favorite online resources using MLA method!
- * Restate the explanation in your own words, using your own examples to illustrate
- * Summarize what you learned
- * Tell us how and when you might use this information in your tutoring.

A) Define verbs and subjects and explain how to locate them in a sentence (even long and complicated ones.)

B) Explain the difference between dependent and independent clauses. Can they be part of the same sentence?

C) Define and illustrate the answer to some nagging problem or question that your tutee struggles with related to grammar or punctuation. If you have no tutee yet, or a tutee with no grammar or punctuation struggles, choose a grammar issue that you yourself struggle with.

Write this assignment in Word, then copy and paste here to submit. Be sure to post this to both Assignments and Forum and respond to one other person's "C" in Forums.

Assignment #5: Responding to Student Writing

Read either "Ghost Festival" or "Friendship is Strong" (available on the web site). In about 500-1000 words:

- * Describe the prompt and how the writer does or does not address it;
- * Tell us what you think the writer is trying to convey in this piece of writing, even if they weren't successful in this attempt;
- * Describe the most important strengths and weakness of this piece of writing in terms of overall organization, paragraph structure, and sentence-level issues and give examples;
- * Describe how you would prioritize these issues, assuming you can't address everything in one session;
- * Describe the activities you work on with the student to help with the issues you prioritized;
- * Will any of the activities you plan involve independent work by the tutee? If so, why?
- * Provide a detailed timeline for a 50-minute session with this student.

Assignment #6: Please write 250-500 words about how things are going for you now, both in terms of tutoring and in the class. This is an informal, ungraded assignment (we'll just mark if you did it or not). Please address the following areas:

- * What's your biggest challenge in tutoring?
- * What's your biggest success in tutoring so far?
- * How has the tutoring experience either matched or defied your expectations?
- * What's been most and least helpful to you in terms of class time?
- * What's been most and least helpful to you in terms of the course online environment?
- * What would you like to see added/ more of in the class?

Submit only to assignments and not to forum.

Assignment #7: During Weeks 5-7, please videotape one of your tutoring sessions in its entirety. You will record yourself in iMovie at the WRC at a specially designated and set up table in the northeast corner of ATC 308. Any of our permanent WRC staff can help you set up the camera and microphone and initiate the iMovie session. Make sure to save the video before you close iMovie.

After taping, download the iMovie file to your flash drive and watch the entire session yourself, then choose a ten-minute segment to watch with a Senior Tutor or fellow tutor in the class. In about 500-1000 words, tell us about your tutee and describe the session from beginning to end.

- * How did this session compare to the tutoring process as described in Chapter 3, *Bedford Guide*?
- * How did you prioritize what to work on?
- * How did you set the agenda for the session?
- * What strategies did you employ in session?
- * How did you wrap up the session?
- * What surprised you most about watching the videotape of yourself tutoring?
- * With whom did you watch the segment, and what were his/her comments?
- * What aspects of the session were successful or not, and why or why not—and what might you do differently in future sessions with this student?

(This assignment is only posted to Graded Submissions.)

Assignment #8: Write about 500-1000 words about how you define yourself ethnically, culturally, and linguistically.

- * What language(s) did you grow up speaking, reading, and writing?
- * If your "home" language is not English, what teaching and learning methods helped you become proficient in reading, and writing English?
- * In high school and college, how did you learn to write academic essays?
- * How does your cultural background and experience of learning to write compare to the specific students you tutor this quarter? Give examples.

Post to both Graded Submission and Forum. Please respond to at least one of your classmates' Assignment #6 in the Academic Forum.

NOTE: For some, this topic is very personal. Do not feel obliged to post to Forums or share anything you do not feel comfortable sharing.

Assignment #9: Choose a topic for your final project. In 250-500 words, provide:

- A clear description of the issue or aspect of tutoring that you will address
- The intended student and/or tutor audience for the handout—course and level
- How your tutoring experience this quarter stimulated your interest in this topic
- A works cited page in MLA format for both print and online sources
- A preliminary outline of how you will organize your handout including presentation of information, interactive components, and graphics.
- What practical skills the handout will offer your tutee and/or fellow tutors

Explore WRC handout files; try to fill holes you find. Be sure to get help from your senior tutor on this!

Post to both Assignments and Academic Forum. Please respond in Forums to at least one of your classmates' proposals.

Assignment #10: Final Project—Handout and Cover Letter

• *In planning your handout, choose one specific aspect of tutoring or writing such as—*

Option #1: For writing/ grammar: anything related to tutoring throughout the writing process such as:

- * Subject-verb agreement
- * Tense consistency
- * Fragments
- * Run-ons
- * Sentence combining
- * Essay structure
- * PIE paragraphs
- * Reading process
- * Prereading & prewriting strategies
- * Annotation

(We'll approve these choices in class to ensure that there is balance of topics.)

• For the writing handouts option, please research the handouts and resources available in the WRC, and the following websites:

<http://owl.english.purdue.edu/handouts/index.html>

<http://webster.commnet.edu/grammar/index.htm>

Option #2: For tutoring: anything related to any specific subject mentioned either in class or in the Bedford Guide about which you think an informative handout may be useful or even necessary for either tutors or tutees.

• For the general tutoring option, consult with instructors for recommendations of appropriate resources.

Requirements:

1. Create a two-page handout to help students and tutors understand and practice this topic. The handout should include both explanation and activity/practice. Use graphics. See the rubric for specific guidelines for effective handouts.
2. Create a 250-500 word cover sheet with explanation to other tutors: why did you choose to organize the handout the way you did? When would a tutor use this handout? For what level student?
3. Be sure to get help from your senior tutor on this.
4. Post to both Assignments and Academic Forum.
5. Please respond in Forums to at least one of your classmates' projects.

Assignment #11: On the last day of class or the day of the final exam (to be determined), you will spend 7-8 minutes discussing your final project with the class. As with the final project, be sure to link theory and information to practice (address both) and identify, using MLA method, the specific sources (author and title of book, chapter, or article) you refer to. Provide a visual aid or handout for the class to see as they listen.

- * Presentation should be in PowerPoint form
- * Should grab audience attention, pull audience in
- * Should carefully define its key terms
- * Should use 3-4 outside sources
- * Should have a works cited at the end of the PowerPoint
- * Should incorporate handout into presentation
- * Should summarize all aspects of project including how and when it might be useful in various tutoring situations and to both tutors and tutees

See greensheet for details and most up-to-date requirements. Please upload a copy of your PowerPoint to Forums. You do not need to submit anything else online for this assignment.

How to use the Catalyst web site for this course

LOGGING IN

(You must be registered in the course to log in.)

1. Go to <https://catalyst.deanza.edu> (Firefox web browser is recommended.)
2. Bookmark the site for future use.
3. Log in:

Username: Your De Anza College Student ID
(NOT YOUR SOCIAL SECURITY NUMBER OR "99" NUMBER)

Password: Your Birthday in this format: MMDDYYYY
(Two digit month, followed by two digit day, followed by FOUR digit year; no slashes or spaces.)

If you cannot remember your Student ID, you can look it up on your "My De Anza" page. Click on 'De Anza Registration System,' at the next screen for option 1 - click the 'login' link (highlighted in blue). At the Student ID prompt, enter in your social security number. Enter your PIN. You will be taken to a new page. Click on the 'Main Menu' tab. At the bottom of the next screen, under the section 'Click Here Account by Term' there is an option for 'Student ID Lookup.' Click on this and it will reveal your De Anza Student ID in the middle of the screen.

4. Change your password and update your profile, post your picture (see attached guide, "**First Time?**" link)

FINDING YOUR WAY AROUND THE WEB SITE

On the initial Catalyst page, you see the "Main Menu" block on the top left. Notice the "Help? Online/Phone 24/7" link.

We strongly recommend that click on "**First Time?**" and do all interactive modules:

- Module 1: How to Login
- Module 2: Password & Profile
- Module 3: Navigating in Catalyst

Below the Main Menu block on the left you see the "My Courses" block. Click on **EWRT/LRNA 97 – Leonard-Weisner** to get to the course.

Once in the course, you will see the "Top" block in the middle of the screen with links and information that always appears there. Scroll down to see the Weekly blocks. Follow the links and activities for each week.

On the left you see the Course Menu and Activities blocks, which provide an alternative to the Weekly blocks for finding your way around, and the Administration block where you can see your grades, edit your profile or change your password.

At the top you see "breadcrumbs" that show you where you have been so you can find your way back. The main course window is called "dlima_01".

Assignments

(See instructions on the Assignment page above.) **Remember, do not write (compose) your assignment in the text box!** Rather, compose your assignment as a separate file in Word or other program, then paste it. This will allow you to revise and edit your work and submit only the final version. It will also save you the frustration of losing your text before submitting the assignment!

Within 7 days (sometimes sooner) we will have posted comments and a grade on your assignment. You will get an e-mail when we have graded an assignment. Use the click on "Grades" in the Admin block to see grades and comments.

Forums

In the "top block" there is a *News* (read-only) forum for instructors to send you news, and a *Dialogue Chamber* forum for you to chat with your classmates. In several of the weekly blocks there is an *Assignment* forum for you to post those assignments with "*" To post to a forum, click on it, then click . You will automatically get an e-mail when there is a new post in the News. To get emails from other Forums, you must subscribe to them through Profiles.