

**FALL 2009 Information Sheet**  
**LEARNING ASSISTANCE 97 / ENGLISH WRITING 97**  
**Introduction to Peer Tutoring in Writing (3 units)**

**Class Time:** Thursdays 3:45-5:25 in L76

**Tutoring Orientation in WRC (choose the earliest possible):**

**Tues 9/29 3:30-4:20 or Weds 9/30 3:30-4:20, or Tues 10/6 10:30-11:20 by arrangement.**

(Sign up in class or call or e-mail Sandy or Diana to arrange orientation.)

**Instructors:**

<b>Diana Alves de Lima</b>	<b>408-864-8485</b>	<b>alvesdelimadiana@deanza.edu</b>	<b>Office: L-47</b>	<b>Hours: In office Weds. 9-5 Online via Catalyst 3:43-5:35 Tues</b>
<b>Julie Pesano</b>	<b>408-864-8653</b>	<b>pesanojulie@deanza.edu</b>	<b>Office: F61L</b>	<b>Hours: In office M-R 11:20- 12:30 Online via Catalyst 3:43- 5:35 Tues</b>

**Tutor Supervisor:**

<b>Sandy Blackborow</b>	<b>408-864-8852</b>	<b><a href="mailto:blackborowsandra@fhda.edu">blackborowsandra@fhda.edu</a></b>	<b>Office: L-47 &amp; ATC 309</b>	<b>Hours: M-Th 8:30-5:30 F 8:30-12:30</b>
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<b>Senior Tutor</b> (Assigned at orientation)	<b>Phone(s)</b>	<b>E-mail</b>
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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, 4<sup>th</sup> Edition*** (provided)  
 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) **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 from L-47.

Class web page: <http://www.deanza.edu/studentsuccess/tutorial> (click on "tutor training" 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/> where you submit assignments and participate in discussions.

### **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 your videotape together for your Assignment #7: Videotape Reflection.
- **Please plan ahead (see below for due dates for this assignment.)** Senior Tutors will have a set of tips for 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 points 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.

#	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 supervisor, 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. Sandy Blackborow, tutor supervisor (phone 864-8852, e-mail [blackborowsandra@deanza.edu](mailto:blackborowsandra@deanza.edu)), is in charge of assigning your tutees and supervising your work as a tutor. **Please communicate regularly with Sandy to ensure that 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 meet with Sandy for an interview before the class begins or as soon as possible. Please maintain close communication with Sandy throughout the quarter.

Several of the assignments for this class require that you tutor actual students. If there are any problems with the students to tutor, we can help you 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 *De Anza College Tutorial Center 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 your supervisor.

### **Your work as a tutor is worth 20 points.**

Points break down as follows:

#### **1. Responsibility/Professionalism (5 points)**

Follow all policies and procedures as described in new tutor orientation. Complete process to begin tutoring (application, letter of recommendation, interview), follow up on all tutee applications, arrive on time to sessions, try to maintain 4 hour/week minimum, sign in and out, etc.

#### **2. Communication with supervisor (6 points):**

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

#### **3. Communication with Senior Tutor (3 points)**

Communicate regularly with your assigned senior tutor and complete the required activities as described below.

#### **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.

#### **5. Evaluations from tutees (2 points)**

Distribute written evaluations to tutees encouraging honest feedback, follow up to be sure evaluations are submitted. Evaluations are anonymous and will be interpreted in context; credit will be given for your attempts to respond with professionalism to student and staff feedback.

## 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
<b>Week 1 Thursday 9/24</b>	<p><b>Introductions and Orientation</b>                      --Getting to know each other                      --Overview of class                      --Tutor Roles and Responsibilities                      --Overview of De Anza EWRT/ESL courses &amp; sequences                      --CATALYST demo: Navigating, Assignments &amp; Forums</p> <p><b><i>Orientations and online discussion throughout week</i></b></p>	<p><b><u>Submit by Sunday 9/27:</u></b>                      -- Assignment #1 "Tell Us About Yourself"*                      -- Respond to at least two of your classmates' Assignment #1</p> <p><b><u>Thinking ahead:</u></b>                      -- Schedule your observation for Assignment #3 (Observation)                      -- Choose a piece of your own writing to bring and be tutored on in next class</p> <p><b><i>PLEASE BE SURE YOU COMPLETE YOUR HIRING INTERVIEW, ORIENTATION, &amp; PAPERWORK BY WEEK 2.</i></b></p>
<b>Week 2 Thursday 10/1</b>	<p><b>The Tutoring Process (Part 1)</b>                      --Tutor Roles and Responsibilities (con't)                      --Setting goals and organizing a session                      --Minimalist tutoring                      -- Readerly responses                      --Active listening</p> <p><b><u>**Please bring in a piece of your own writing to be tutored on in class</u></b></p> <p>(Possible visits from experienced tutors; arrange observation sessions)</p>	<p><b><u>Read for this class:</u></b>                      --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"</p> <p><b><u>Submit by Sunday 10/4:</u></b>                      -- Assignment #2 "Your Writing Process" *                      -- Respond to at least one classmate's Assignment #2</p> <p><b><u>Thinking ahead:</u></b>                      Schedule your observation for Assignment #3</p>
<b>Week 3 Thursday 10/8</b>	<p><b>The Writing Process</b>                      --What are the essential components of the process?                      --Variations by individual and task                      --Effective and non-effective practices                      --How to encourage effective practices?</p> <p><b><i>Please check in with Sandy to confirm tutee assignments.</i></b></p>	<p><b><u>Read for this class:</u></b>                      --<i>Bedford Guide</i> Ch. 2 "The Writing Process"</p> <p><b><u>Submit by Sunday 10/11:</u></b>                      -- Assignment # 3 "Observation of a Tutoring Session"</p> <p><b><u>Thinking ahead:</u></b>                      Choose grammar sources for Assignment #4</p>
<b>Week 4 Thursday 10/15</b>	<p><b>The Tutoring Process (Part 2)</b>                      --Order of operations: from global to sentence-level                      --Helping students pre-write, compose, revise, edit                      --Analyzing student writing</p> <p><b><i>Please check in with Sandy to confirm tutee assignments.</i></b></p>	<p><b><u>Read for this class:</u></b>                      --<i>Bedford Guide</i> Ch. 4 "Helping Writers through the Writing Process"</p> <p><b><u>Submit by Sunday 10/18:</u></b>                      -- Assignment # 4: Exploring Grammar Resources*                      -- Respond on Forums to others' Part C of Assign. 4.</p> <p><b><u>Thinking ahead:</u></b>                      --Schedule yourself to videotape one of your tutoring sessions for Assignment #7; arrange for partner to watch segment with you.</p>
<b>Week 5 Thursday 10/22</b>	<p><b>Sentence-level Errors</b>                      --Using handbooks and resources                      --Hierarchy of errors                      --Finding subjects and verbs                      --Sentence boundaries                      --Identifying patterns of error</p> <p>Sign up on videotape scheduling forms</p> <p><b><i>Please check in with Sandy to confirm tutee assignments</i></b></p>	<p><b><u>Read for this class:</u></b>                      -- Judy Hubbard's student grammar packet (download from class web site)                      -- Browse these grammar web sites:  <a href="http://owl.english.purdue.edu/handouts/index.html">http://owl.english.purdue.edu/handouts/index.html</a>  <a href="http://webster.comnet.edu/grammar/index.htm">http://webster.comnet.edu/grammar/index.htm</a></p> <p><b><u>Submit by Sunday 10/25:</u></b>                      -- Assignment # 5 "Responding to Student Writing" (download from class web site)</p> <p><b><u>Thinking ahead:</u></b>                      -- Continue videotaping; arrange for partner to watch segment with you.</p>

<p><b>Week 6</b> <b>Thursday</b> <b>10/29</b></p>	<p><b>Student Diversity</b> —English as a Second Language and “Generation 1.5” students —Cultural influences on writing —Film: <i>Writing Across Borders</i></p> <p><b>Mid quarter assessment</b> (How is the class going/how can it be improved)</p> <p><i>Guest Speaker</i></p>	<p><b>Read for this class:</b> -- <i>Bedford Guide</i> Ch. 5 “The Writers You Tutor” -- Browse <a href="http://flightline.highline.edu/wac/ESLstudents.htm">http://flightline.highline.edu/wac/ESLstudents.htm</a> -- Read “Notes on Gen 1.5” <a href="http://faculty.deanza.edu/alvesdelimadiana/stories/storyReader\$438">http://faculty.deanza.edu/alvesdelimadiana/stories/storyReader\$438</a></p> <p><b>Submit by Sunday 11/1:</b> -- Assignment # 6 “Your Cultural and Linguistic Background”* -- Please respond to one of your classmates’ Assignment # 6</p> <p><b>Thinking ahead:</b> -- 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</p>
<p><b>Week 7</b> <b>Thursday</b> <b>11/5</b></p>	<p><b>The Reading-Writing-Learning Connection</b> --Learning Disabilities --Campus Resources --Metacognition and learning --Helping students improve reading and vocabulary skills --Helping students improve study skills --Learning Styles and tutoring</p> <p><i>Guest Speaker</i></p>	<p><b>Read for this class:</b> -- Take an online Learning Styles Inventory: <a href="http://www.metamath.com/lswweb/dvclearn.htm">http://www.metamath.com/lswweb/dvclearn.htm</a> <a href="http://www.ncsu.edu/felder-public/ILSdir/styles.htm">http://www.ncsu.edu/felder-public/ILSdir/styles.htm</a> -- Explore links for Reading and Vocabulary <a href="http://www.deanza.edu/studentssuccess/tutorial/academicsskillscenter/selfpacedskillsonline.html">http://www.deanza.edu/studentssuccess/tutorial/academicsskillscenter/selfpacedskillsonline.html</a> -- Browse <a href="http://www.howtostudy.org">http://www.howtostudy.org</a> , <a href="http://www.studyqs.net/">http://www.studyqs.net/</a> -- Browse <a href="http://www.deanza.fhda.edu/specialed/dish/">http://www.deanza.fhda.edu/specialed/dish/</a> --View study skills and learning styles video clips <a href="http://maclife.mcmaster.ca/academicsskills/online_resources.cfm">http://maclife.mcmaster.ca/academicsskills/online_resources.cfm</a></p> <p><b>Submit by Sunday 11/8</b> -- Assignment # 7 “Videotape Tutoring Process Reflection”</p> <p><b>Thinking ahead:</b> -- Choose topic, locate sources for Final Project -- Submit Final Project Proposal early for more feedback</p>
<p><b>Week 8</b> <b>Thursday</b> <b>11/12</b></p>	<p><b>Difficult Tutoring Situations</b> —Tutoring Scenarios —Defining &amp; dealing with plagiarism</p> <p><b>Groupwork for Final Projects</b> <b><i>Bring draft of proposal to be tutored on in class.</i></b> Browse reference materials and brainstorm topics for final projects <b><i>Please meet with Sandy to report on tutoring and tutees</i></b></p>	<p><b>Read for this class:</b> -- Chapter 8 “Coping with Difficult Tutoring Situations” -- Sources for your Final Project</p> <p><b>Submit by Sunday, 11/15:</b> -- Final Project Proposal -- Please respond to one of your classmates’ proposals</p> <p>--Bring your sources and 3 copies of your Final Project Proposal and outline or draft to this class for group work</p>
<p><b>Week 9</b> <b>Thursday</b> <b>11/19</b></p>	<p><b>Tutoring and Technology</b> -- tutoring at a computer -- online tutoring</p> <p><b>Groupwork for Final Project</b> <b><i>Please meet with Sandy to report on tutoring and tutees</i></b></p>	<p><b>Read for this class:</b> --<i>Bedford Guide</i> Ch. 6 “Tutoring and Technology” -- Sources for your Final Project</p> <p><b>Work on Final Projects and Presentation (Drafts)</b> -- --Bring your sources and 3 copies of Final Project paragraph outline and first two pages (or more) of draft</p>
<p><b>Week 10</b> <b>Thursday</b> <b>11/26</b></p>	<p><b>Thanksgiving Holiday—</b> <b>No class</b></p>	<p><b>Work on your final projects and presentations</b></p>
<p><b>Week 11</b> <b>Thursday</b> <b>12/3</b></p>	<p><b>Final Project Presentations</b></p>	<p><b>Submit no later than midnight Sunday 12/6</b> --Final Project</p>
<p><b>Week 12</b> <b>Finals</b> <b>Week</b> <b>(Tuesday,</b> <b>12/8, 4-6pm</b></p>	<p><b>Final Project presentations</b> <b>continued</b></p>	<p><b>Required last day of class and final deadline for any late written assignments</b> <b>—NO EXCEPTIONS!</b></p>

## 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!

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***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.***

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### \* Assignment #1: Tell Us About Yourself

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?

*Post to both Graded Submission and Forum. Please respond to at least one of your classmates' Assignment #1 Forum.*

### **\* Assignment #2: Your Writing Process**

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?
- See Bedford Guide, p. 13, Exercise 2E for more ideas.

*Post to both Graded Submission and Forum. Please respond to at least one of your classmates' Assignment #2 in Forum.*

### **Assignment #3: Observation of a Tutoring Session**

**Option 1:** Arrange with any drop-in, faculty, or experienced tutor to observe on a tutorial session, either in the WRC (ATC 309) or L47. To see the WRC schedule, go to <http://www.deanza.edu/studentsuccess/writing-reading-center/>

Write about 500-1000 words describing:

- The context (student's level, assignment, length of session)
- The tutoring strategies that you saw in action
- 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 handout on the tutoring process and "minimalist tutoring"

**Option 2:** (Requires high-speed Internet) Go to University of Richmond's Training for Tough Tutorials web site <http://writing2.richmond.edu/training/tough/index.html> . Choose one scenario, and watch all the related video clips. Write about 500-1000 words describing the scenario and what you learned, and addressing the points listed for Option 1.

*To maintain confidentiality, this assignment is not posted on Forums.*

### **\*Assignment #4: Exploring Grammar Resources**

Please explore grammar and punctuation resources online (start by examining choices found at <http://www.deanza.edu/studentsuccess/tutorial/tutorialcenter/onlinetutorinfo.html>), and in about 500-1000 words:

- a) Find a link that teaches you how to identify and define subjects and verbs. Give the URL, summarize what you learned, and show how and when you might use this information in your tutoring.
- b) Find a link that explains the difference between dependent and independent clauses. Give the URL, summarize what you learned, and show how and when you might use this information in your tutoring.
- c) Find a link of your own choice that defines and illustrates the answer to some nagging problem or question that your tutee struggles with related to grammar or punctuation. (If you have no tutee yet, you may choose a grammar issue that you yourself struggle with.) Give us the URL,

summarize what you learned, and give us examples of how this information will help you as a writer.

**Post to both Graded Submission and Forum. Respond to one other person's "C" in Forums.**

### **Assignment #5: Responding to Student Writing**

Read the essay (handed out in class and available on the web site). In about 500-1000 words,

- Describe what you think the writer is trying to convey in this piece of writing;
- Describe the most important strengths and weakness of this piece of writing in terms of overall organization, paragraph structure, and sentence-level issues;
- Describe how you would prioritize these issues;
- Describe the activities you work on with the student to help with the issues you prioritized;
- Provide a detailed timeline for a 60-minute session with this student.

### **\*Assignment #6: Your Cultural and Linguistic Background**

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, what helped you most (and least) as you learned 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 #7: Videotape Tutoring Process Reflection**

***(Please plan ahead for this assignment! You need to schedule yourself to tape, and arrange for a senior tutor or fellow tutor to watch a segment with you)***

During Weeks 5-7, please videotape one of your tutoring sessions in its entirety and arrange to watch the session by yourself and with your senior tutor. You will tape in ATC 304 (Listening Speaking Lab) or in L-47. More detailed instructions will be provided in class, or see

<http://www.deanza.edu/studentuccess/tutorial/tutorialcenter/videotaping.html> .

(For information about recording in the LSL, see "Resources" at

<http://www.deanza.edu/studentuccess/listening-speaking-lab/> .)

After taping, watch the entire session yourself and take notes, then choose a ten-minute segment to watch with a Senior Tutor, or fellow tutor in the class if necessary. In about 500-1000 words, Describe, in specific detail,

- Your tutee's background, level, class, personality;
- The assignment you helped with in the session;
- How you opened, set the agenda, prioritized issues and set goals for the session;
- Activities and techniques you used in the session;
- How you closed the session;
- How your session compares to the process as described in Ch. 3 of the Bedford Guide;
- What surprised you most about this experience;

- What aspects of the session were successful or not, and why, and what you might do differently in future sessions with this student;
- With whom you watched the segment, and his/her comments and insights.

### **Final Research Project Proposal**

Choose a topic for your final project (see Final Research Project assignment, below) and write about 500-1000 words on your plan. Include:

- A descriptive working title;
- A clear description of the issue or aspect of tutoring that you will address;
- Why you think this issue is important to becoming a good tutor;
- How your tutoring experience this quarter stimulated your interest in this topic;
- Why you choose the topic, what you hope to learn, and why it is important for writing tutors and their students;
- A list of specific sources you will use (title of article or book and author, URL, observations, interviews.)
- A preliminary outline or sketch of how you will organize the information.

Be sure to get help from your senior tutor on this!

See past projects at <http://www.deanza.edu/studentsuccess/tutorial/tutorialcenter/ewrt97finalprojects.html>

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

**Final Research Project** In about 1000-1600 words (or, with instructor approval other media, such as video, PowerPoint presentation or web site), present a specific, well-thought out argument, analysis, or how-to guide on some aspect of the practice of tutoring writing. Choose a topic that we have studied in class, or another topic you are curious about, and that you think will help make you a better tutor.

Be sure to link practice to theory, referring to assigned readings from class, ***as well as at least two authoritative written sources that were not assigned.*** List all specific sources used (i.e. title and author or chapter or article.) If appropriate, you may also incorporate information from interviews or conversations with classmates, experienced tutors, instructors and/or supervisors, but these do not replace authoritative written sources.

You must include specific references to and illustrations from both outside reading and your own experience tutoring this quarter to support your ideas.

(Be sure to get help from your senior tutor on this!)

### **Final Presentation**

On the last days of class, you will give a 3-5 minute presentation in which you summarize and discuss your final project with the class. As with the project itself, be sure to link theory to practice (address both) and identify, in writing, 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.

(Be sure to get help from your senior tutor on this!)

## 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 - Alves de Lima** 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.