



**Spring 2014**  
**LEARNING ASSISTANCE 97 / ENGLISH WRITING 97**  
**Introduction to Peer Tutoring in Writing (3 units)**

**Class Time: Thursdays 4:00-5:50 in L75**  
**New Tutor Orientation (choose one):**  
**Tues 4/15 or Thurs 4/17 2:30-3:45 or by arrangement.**  
**All orientations held in the WRC (ATC 309.)**

Sign up in class or call or e-mail Tutor Support Team (see below) to arrange orientation.

**Instructors:**

<b>Diana Alves de Lima</b>	<b>408-864-8485</b>	<b>alvesdelimadiana@fhda.edu</b>	<b>Office: ATC 309A</b>	<b>Hours by appointment</b>
<b>Michele DuBarry</b>	<b>408-864-5577</b>	<b>dubarrymichele@fhda.edu</b>	<b>Office: F61m</b>	<b>T-W-TH 12:15-1:15 &amp; by appointment</b>

**Tutor Support Team:**

<b>Sandy Blackborow</b>	<b>408-864-8852</b>	<b>blackborowsandra@deanza.edu</b>	<b>Office: ATC 309</b>	<b>M-Th 8:30-5:30</b>
<b>Victoria Kahler</b>	<b>408-864-5753</b>	<b>kahlervictoria@deanza.edu</b>		<b>F 8:30-12:30</b>

<b>Senior Tutor</b> <small>Assigned at orientation</small>	<b>Phone(s)</b>	<b>E-mail</b>

**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, 5<sup>th</sup> Edition*** (provided free to you!)  
***LRNA/EWRT 97 Handout Packet*** (will be distributed in class.)  
 Online materials and links from course Catalyst web site (see below)

Recommended additional resources:

*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

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

Class web page: <http://www.deanza.edu/studentsuccess> (click on "Info for Tutors" 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.

## **ATTENDANCE & PARTICIPATION (15 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. Absences or partial absences WILL affect your grade.

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):** Arrive on time and come prepared to each class; absences and partial absences will affect your grade. Listen carefully to your classmates and instructors, ask questions, 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 (6 points):** Respond in Catalyst Forums to at least two of your classmates for each assignment marked with an asterisk. Post to the Dialogue Chamber at least once during the quarter. Since class time is so short, we depend on the forum to continue our conversations. See the "Guidelines for Responses" link in Catalyst to understand how to write appropriate, helpful and engaging feedback to your classmates.
- **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.)
- Interview your senior tutor as part of **Assignment #4: Senior Tutor Grammar Consultation** concerning the two most common sentence level issues he or she encounters in WRC tutoring. Glean how he or she tutors for those kinds of errors, what resources to use in those situations, and how to apply the resources in the tutoring process.
- Arrange a 30-minute session to watch and discuss significant portions of your videotape together for your **Assignment #8: Videotape Reflection**. **PLEASE PLAN AHEAD**, since senior tutors are busy, just as you are. See below for due date for this assignment. Your senior tutor will have a set of tips for how to learn from watching videos...make sure he or she refers to these tips!

## **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/studentssuccess> (click on "Information for Tutors") 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 are 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, complete your online timesheet on time, etc. It is important to show initiative during no-shows by helping staff or working on supplemental training activities (see staff.)

### **2. Communication with Tutor Support Team (6 points)**

Check and respond to e-mails, keep your Tutor Support Team informed of each 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 green sheet for details regarding relationship with senior tutor.

### **4. Communication with tutees (4 points)**

Clarify goals and expectations with tutees, 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.

## **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

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.

Grades for assignments will be based on the following, each of which is worth minimum of 1 point:

- on-time submission
- word count
- content
- grammar and style

Your written assignments should be complete, thoughtful, engaging, analytic responses, and should address each part of the assignment. Use MLA style to cite references when appropriate; as tutors, you need to be experts on citing sources so you can help the students you work with develop these skills.

### **Late/Missing Assignment Policy:**

Any missing assignment will drastically affect your grade, so be sure to submit all assignments, even if they are late. 20% of the total grade will be deducted if assignments are submitted after the due date. Please contact the instructors if you have technical problems or an emergency that prevents you from submitting your assignments by the due date.

Extra Credit may be available for attending supplemental workshops.

### **Plagiarism/Academic Dishonesty**

Plagiarism is representing the work of someone else as your own. As tutors, you need to understand the complexities of intentional and unintentional plagiarism, and be a role model for the highest standards of integrity. Please see the De Anza College policy on Academic Integrity: <http://www.deanza.edu/studenthandbook/academic-integrity.html> .

### **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 classmates' 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!

## WEEKLY TOPICS, READING AND HOMEWORK

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

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</b> <b>Thursday 4/10</b>	<p><b>Introductions and Orientation</b></p> <ul style="list-style-type: none"> <li>--Questions/Welcome/Icebreaker</li> <li>--Overview of class and goals</li> <li>--Housekeeping/course materials/orientation sign-up</li> <li>--Green sheet activity</li> <li>--CATALYST demo</li> </ul> <p>(Possible visits from experienced tutors)</p> <p><b><i>Orientations and online discussion throughout week</i></b></p>	<p><b><u>Submit by Sunday 4/13</u></b></p> <ul style="list-style-type: none"> <li>-- Assignment #1 "Tell Us About Yourself"</li> <li>-- Respond to at least two of your classmates' Assignment #1</li> </ul> <p><b><u>Thinking ahead:</u></b></p> <ul style="list-style-type: none"> <li>-- Schedule your observation for Assignment #3 (Observation)</li> <li>-- Choose a piece of your own writing to bring and be tutored on in next class</li> </ul>
<b>Week 2</b> <b>Thursday 4/17</b>	<p><b>The Tutoring Process (Part 1)</b></p> <ul style="list-style-type: none"> <li>• Check-in/questions/reflections</li> <li>• Reflect on Assignment #1</li> <li>• Becoming a Professional</li> <li>• Group Skits (Ch. 1)</li> <li>• Tutoring Process Demo and discussion: organizing a session, minimalist tutoring, active listening</li> </ul> <p>(Possible visits from experienced tutors)</p>	<p><b><u>Read for this class:</u></b></p> <ul style="list-style-type: none"> <li>--De Anza Tutor Handbook</li> <li>--<i>Bedford Guide</i>, Introduction, Ch. 1 "The Writing Center as a Workplace."</li> <li>--<i>Bedford Guide</i> Ch. 3 "Inside the Tutoring Session"</li> </ul> <p><b><u>Submit by Sunday 4/20:</u></b></p> <ul style="list-style-type: none"> <li>-- Assignment #2 "Your Writing &amp; Reading Processes"</li> <li>-- Respond to at least two other Assignment #2</li> </ul> <p><b><u>Thinking ahead:</u></b></p> <p>Schedule your observation for Assignments #3 &amp; 4</p>
<b>Week 3</b> <b>Thursday 4/24</b>	<p><b>Writing &amp; Reading Processes</b></p> <ul style="list-style-type: none"> <li>• Check-in/questions/reflections</li> <li>• Refresher on Tutoring Process</li> <li>• Editors vs Readers</li> <li>• Writing and reading process group activity (graphics, personality types, reading/writing connections)</li> <li>• Tutoring through the writing process activity</li> </ul>	<p><b><u>Read for this class:</u></b></p> <ul style="list-style-type: none"> <li>--<i>Bedford Guide</i> Ch. 2 "The Writing Process"</li> <li>--Handout packet—Reading Strategies pp.1-8</li> </ul> <p><b><u>Submit by Sunday 4/27:</u></b></p> <ul style="list-style-type: none"> <li>-- Assignment # 3 "Observation of a Tutoring Session"</li> </ul> <p><b><u>Thinking ahead:</u></b></p> <ul style="list-style-type: none"> <li>-- Contact your senior tutor for Assignments #3 &amp; 4</li> <li>-- Schedule Instructor Consultation (Assignment #5) (E-mail us if you're having any difficulties!)</li> </ul>
<b>Week 4</b> <b>Thursday 5/1</b>	<p><b>The Tutoring Process (Part 2)</b></p> <ul style="list-style-type: none"> <li>• Check-in/questions/reflections</li> <li>• Group Activity: planning a tutoring session activity (prioritizing, order of operations); helping students pre-write, compose, revise, edit; analyzing student writing (prep for Assignment #6)</li> </ul> <p><b><i>Please check in with Tutor Support Team to confirm tutee assignments</i></b></p>	<p><b><u>Read for this class:</u></b></p> <ul style="list-style-type: none"> <li>--<i>Bedford Guide</i> Ch. 4 "Helping Writers through the Writing Process"</li> </ul> <p><b><u>Submit by Sunday 5/4:</u></b></p> <ul style="list-style-type: none"> <li>-- Assignment # 4: Senior Tutor Grammar Consultation</li> <li>-- Respond in Forums to others' Part A of Assign #4.</li> </ul> <p><b><u>Thinking ahead:</u></b></p> <ul style="list-style-type: none"> <li>--Schedule Instructor Consultation (Assignment #5) (E-mail us if you're having any difficulties!)</li> </ul>
<b>Week 5</b> <b>Thursday 5/8</b>	<p><b>Sentence-level Errors (Overview)</b></p> <ul style="list-style-type: none"> <li>• Check-in/questions/reflections</li> <li>• Feedback on Assignment #4</li> <li>• Group presentations: subjects, verbs, agreement, past tense, run-ons, fragments, subordination and coordination.</li> </ul> <p><b><i>Please check in with Tutor Support Team to confirm tutee assignments.</i></b></p>	<p><b><u>Read for this class:</u></b></p> <ul style="list-style-type: none"> <li>-- Week 5 grammar packet materials</li> <li>-- Review Purdue OWL and Commnet grammar web sites (linked in Catalyst)</li> </ul> <p><b><u>Submit by Sunday 5/11:</u></b></p> <ul style="list-style-type: none"> <li>-- Assignment #5 Instructor Consultation</li> </ul> <p><b><u>Thinking ahead:</u></b></p> <ul style="list-style-type: none"> <li>-- Plan for video recording; contact Senior Tutor</li> </ul>

<p><b>Week 6</b> <b>Thursday 5/15</b></p>	<p><b>Sentence-level Errors (ESL Focus)</b></p> <ul style="list-style-type: none"> <li>• ESL class levels and expectations</li> <li>• Tips and assumptions about ESL grammar</li> <li>• ESL sentence challenge</li> <li>• Global vs. local error</li> <li>• Check-in/questions/reflections</li> </ul> <p><i>Guest Speaker: ESL instructor</i></p>	<p><b>Read for this class:</b> -- Michele Dubarry's handout on ESL grammar (packet)</p> <p><b>Submit by Sunday 5/18:</b> -- Assignment # 6 "Responding to Student Writing" (Download from class web site/ copies also in course handout packet. See rubric in appendix of packet.)</p> <p><b>Thinking ahead:</b> -- Continue video recording; contact Senior Tutor</p>
<p><b>Week 7</b> <b>Thursday 5/22</b></p>	<p><b>Student Diversity</b></p> <ul style="list-style-type: none"> <li>• Freewrite on students' backgrounds</li> <li>• Check-in/questions/reflections</li> <li>• De Anza demographics</li> <li>• ESL vs "Gen 1.5"</li> <li>• Cultural influences on writing</li> <li>• DVD: <i>Writing Across Borders</i></li> </ul> <p><b>Mid-quarter assessment</b> (How is the class going/how can it be improved?)</p> <p><i>Guest Speaker: English instructor</i></p>	<p><b>Read for this class:</b> -- <i>Bedford Guide</i> Ch. 5 "The Writers You Tutor" -- "Notes on Gen 1.5" (packet) -- Preview Oregon State's "Writing Across Borders" video (linked in Catalyst)</p> <p><b>Submit by Sunday 5/25</b> -- Assignment # 7 "Your Cultural and Linguistic Background" -- Please respond to one of your classmate's Assignment #7</p> <p><b>Thinking ahead:</b> -- Complete video recording and arrange for senior tutor to watch segment. E-mail us if you're having any difficulties!</p>
<p><b>Week 8</b> <b>Thursday 5/29</b></p>	<p><b>Reading and Learning</b></p> <ul style="list-style-type: none"> <li>• Check-in/questions/reflections</li> <li>• Learning Style Inventory debrief</li> <li>• Reading: metacognition, comprehension levels, pre-reading</li> </ul> <p><i>Guest Speaker: Reading Instructor Sarah Lisha</i></p>	<p><b>Read for this class:</b> -- Take an online Learning Styles Inventory (see Catalyst links) -- Explore links and videos for reading, vocabulary, learning styles and study skills (see Catalyst links)</p> <p><b>Submit by Sunday 6/1:</b> -- Assignment # 8 "Video Tutoring Process Reflection"</p>
<p><b>Week 9</b> <b>Thurs 6/5</b> <i>Conference week: meet with Tutor Support Team member to report on tutoring &amp; tutees</i></p>	<p><b>Learning Differences and Styles</b></p> <ul style="list-style-type: none"> <li>• Learning Styles and tutoring</li> <li>• Learning Disabilities/Campus Resources</li> </ul>	<p><b>Read for this class:</b> -- Complete learning styles inventory; bring results to class.</p> <p><b>Submit by Sunday 6/8:</b> No homework this week!</p>
<p><b>Week 10</b> <b>Thurs 6/12</b></p>	<p><b>Tutoring Successes &amp; Challenges</b></p> <ul style="list-style-type: none"> <li>• Freewrite</li> <li>• Drop-in vs. weekly tutoring</li> <li>• Plagiarism</li> <li>• Technology</li> <li>• Troubleshoot scenarios</li> <li>• Grammar troubleshooting</li> <li>• Grammar quiz!</li> </ul>	<p><b>Read for this class:</b> -- <i>Bedford Guide</i> Ch. 8 "Coping with Difficult Tutoring Situations" -- <i>Bedford Guide</i> Ch. 6 "Tutoring and Technology"</p> <p><b>Submit by Sunday 6/15:</b> -- Assignment #9 "Problems &amp; Solutions Post and Response" -- Please respond to two of your classmates' post</p> <p><b>Complete for next class:</b> -- Draft of Assignment #10 "Reflective Letter to Future Tutors"</p>
<p><b>Week 11</b> <b>Thurs 6/19</b></p>	<p><b>Looking Back and Looking Ahead</b></p> <ul style="list-style-type: none"> <li>• Course Evaluations</li> <li>• Peer Review—read and respond to one another's Reflective Letter to Future Tutors</li> <li>• Final Reflections</li> <li>• How will you continue to grow as a tutor and professional?</li> </ul>	<p><b>Submit by midnight Sunday 6/22</b> -- Assignment #10 "Reflective Letter to Future Tutors"</p> <p><i>Note: to get an "A" on this assignment, you need to be prepared with draft and participate in the peer review session during this class (2 pts of total.)</i></p>
<p><b>Week 12</b> <b>FINALS WEEK</b></p>	<p><b>TBA</b></p>	<p><b>*Tuesday, 6/24 noon is the absolutely final deadline for any late assignments—NO EXCEPTIONS!</b></p>

## ASSIGNMENTS

Submit all assignments online through the Catalyst web site. Note that some assignments are submitted to both Forums and Graded Submissions. Be sure to carefully follow the instructions on the assignment page; do not hesitate to contact us if you have technical difficulties.

#	Assignment	Possible points	%
	* Starred assignments must be posted on both Forums and Graded Submissions		
1	* Tell Us About Yourself	5	5%
2	* Your Writing and Reading Processes	5	5%
3	Observation of a Tutoring Session	5	5%
4	* Senior Tutor Grammar Consultation	5	5%
5	Instructor Consultation and E-mail	5	5%
6	* Responding to Student Writing	10	10%
7	Your Cultural & Linguistic Background	5	5%
8	Video Tutoring Process Reflection	10	10%
9	* Problems & Solutions Post & Response	5	5%
10	Reflective Letter to Future Tutors	10	10%
11	Tutoring (professionalism, communication with Support Team, Sr. Tutor, tutees)	20	20%
12	Participation (preparation and class discussion, online responses & journal)	15	15%
	Total:	100	100

### 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 “Submit” 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.”

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: 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?

Write the paper in Word, save as plain text, then copy and paste into both Forums and Graded Submissions. Respond to at least one of your classmates' Assignment #1 in the Forum.

Reminder: Please post a recent picture of yourself to your profile page so we can get to know you quicker!

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

- What reading strategies help you as a writer? How do you effectively integrate reading and writing?
- How does your writing process compare to the students described in Chapter 2 of the Bedford Guide for Writing Tutors
- What parts of the process are most difficult? How does the process change depending on the assignment or circumstances?
- What could a tutor do that would help you at each stage? What might a tutor do that would *not* help at each stage?
- How do you think understanding reading and writing as processes will help you as a tutor?

Write the paper in Word, save as plain text, then copy and paste into both Forums and Graded Submissions. Respond to at least one of your classmates with personal comments and what you learned.

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

**Option 1:** Arrange with your Senior Tutor, or another experienced tutor to observe a drop-in tutorial session in the WRC (LIB 107). To see the WRC schedule, go to <http://www.deanza.edu/studentssuccess/wrc>

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 the 30-minute drop-in session differed 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: Senior Tutor Grammar Consultation

Note: During class, you will sign up to choose topics and resources for this assignment.

**Part A:** Interview your senior tutor or another experienced tutor and find out

- The two or three most common grammar concerns they face in their tutoring
- How do they help students learn to recognize, correct, or avoid these kinds of errors?
- What are the most useful resources?
- Quote, cite (MLA style) and summarize this resource in your own words

**Part B:** Grammar review

Explore grammar and punctuation resources online (start by examining choices found at <http://www.deanza.edu/studentssuccess/wrc>. Quote, cite (MLA style), and restate the explanation **in your own words**, using **your own examples** to illustrate.

1. Define verbs and subjects and explain how to locate them in a sentence (even long and complicated sentences.)
2. Explain the difference between dependent and independent clauses. Can you have both in the same sentence?
3. Tell us how and when you might use this information in your tutoring.

Write this assignment in Word, then copy and paste to submit. Be sure to post this to both Assignments and Forum and respond in Forums to a post that taught you something new.

## Assignment #5: Instructor Consultation & E-mail (Note: You must plan ahead for this assignment!)

Step 1: Contact one or more instructors of students you work with as soon as possible.

- E-mail and/or call as soon as you begin working with the student. Be persistent!
- Please let us know if you need help tracking down an instructor.

Step 2: Prepare for the consultation meeting.

- Review background information on the course number, from the binders in the WRC.
- Review the course green sheet and web site (if available).
- E-mail or calling the instructor to set up a day and time for a fifteen-minute appointment, ideally during office hours. In person is best, but if that's not possible, phone is fine.
- Lookover a specific assignment you've worked on with the student.

Step 3: Meet with the instructor. Discuss and take notes on the following:

- Your questions, based on your review of the green sheet, web site, and assignment.
- The academic (reading/ writing/ critical thinking) goals of the course.
- The instructor's goals in particular assignments and how s/he would like you to work with tutees. What tutoring strategies does the instructor recommend?
- What the instructor might prefer to see you emphasize (and/or not emphasize) in tutorial sessions in general—and with your assigned tutee in particular.

Step 4: Write a detailed thank you note.

- After the consultation, e-mail to the instructor to express your appreciation for his/her time.
- Include a summary of what you learned about the questions above (step 3) and more.
- Send the email.

Step 5: Submit to Catalyst Graded Submissions. Label as follows:

- "Part 1: Thank You Note." Cut and paste the detailed e-mail you sent to the instructor
- "Part 2: Reflection." What helped, surprised, or still eludes you about the nature of the instructor's course, assignments, and what s/he expects from your tutee—or from you. How will you apply the knowledge gleaned from this consultation in the upcoming weeks?

Submit only to Assignments, not to Forum (to maintain confidentiality.)

### **Assignment #6: Responding to Student Writing** (see rubric in appendix of handout packet)

Read either of the two essays (available on the web site). In about 500-1000 words, with well-formed paragraphs and/or bullet points:

1. Describe the prompt as you understand it.
2. Assess how the writer does or does not address it.
3. Tell us what you think the writer is trying to convey in this piece of writing, even if s/he wasn't successful in this attempt.
4. Describe the most important strengths and weakness of this piece of writing in terms of
  - a) overall organization, b) paragraph structure, and c) sentence-level issues.

*Use examples from the student's text to illustrate your point.*
5. Describe how you would prioritize these issues, assuming you can't address everything in one session.
6. Describe the activities and questions you would work on with the student to help with the issues you prioritized.
7. Describe how you would provide a wrap-up and next steps at the end of the session.
8. Provide a detailed timeline for specific tasks and activities you would accomplish in a 50-minute session with this student: Agenda, Activities, Wrap-up and Next steps (See Tutoring Cycle)

### **Assignment #7: Your Cultural & 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, 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 #7 in the 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 #8: Video Tutoring Process Reflection**

During Weeks 5-7, please videotape one of your tutoring sessions in its entirety. You can use your own device, or record yourself on an iPad or using iMovie in the WRC. If you prefer a quieter location, make an appointment in the Listening & Speaking Center (ATC 313). 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 recording, email the movie to yourself or download the iMovie file to your flash drive and watch the entire session yourself, then choose a ten-minute segment to watch with your Senior Tutor.

In about 500-1000 words, with well-formed paragraphs and/or bullet points, tell us about your tutee and describe the session from beginning to end.

1. Context and information on student: class, level, teacher, assignment, personality, language background, how you've been working with the student in previous sessions.
2. Context and information on assignment or task you worked on in the session
3. How did this session compare to the tutoring process as described in Chapter 3, *Bedford Guide*?
4. How did you prioritize what to work on?
5. How did you set the agenda for the session?
6. What strategies did you employ in session?
7. How did you wrap up the session?
8. What surprised you most about watching the videotape of yourself tutoring?
9. With whom did you watch the segment, and what were his/her comments?
10. 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?

Post only to Graded Submissions, not Forum (to maintain confidentiality.)

### **Assignment #9: Problems & Solutions Post & Response**

Give well-developed paragraph-length summaries of three different problems you've encountered as a writing tutor this quarter, and specifically how you've worked to solve the problem. At least one of the problems should relate to sentence level tutoring; another should address a challenge you faced with the tutoring of content and organization, and the third, a social or interpersonal challenge of professional tutoring.

Post to both Graded Submission and Forum. Please respond in Forums by expressing your own empathy and proposing potential solutions to at least one of your classmates problems.

*On this assignment you will be graded both on your posting and on your responses (as part of your participation grade.)*

### **Assignment #10: Reflective Letter to Future Tutors**

Instead of a final project or exam for the class, examine your journals, tutoring experiences, videotape self-reflection, class assignments, and class handouts and textbook, and reflect on what you have learned and how have you grown as a tutor over the past ten weeks. Take into account your development and learning related to at least four (more is OK) of the topics we covered in class:

- Understanding and applying professional & ethical behaviors
- Cultural competence
- Interpersonal skills: adapting to different kinds of tutees
- Sentence-level tutoring
- Applying learned theories and techniques of tutoring
- Shaping, planning and completing a tutoring session
- Adapting expectations & tutoring to different levels

Structure the final essay as a letter written to future student tutors in this class. Tell the story of what you learned in the class and how you grew in your tutoring skills. Give those future EWRT 97 tutors-in-training an idea of what to expect, what to look out for, and how to give and get the most out of the tutoring experience.

Post to both Graded Submission and Forum. Please respond in Forums by letting the writer know what you learned from him or her, from the letter, and from working with him or her in class and as a colleague in the WRC.

**Note: to get an "A" on this assignment, you need to be prepared with a draft and participate in the peer review session in week 11 (2 pts of total).**

## **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 you 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** 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 appear 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.

### **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. 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 "add new topic". You will automatically get an e-mail when there is a new post in the News. To get e-mails from other Forums, you must subscribe to them through Profiles.