ISSUES AND METHODS IN THE TUTORING OF WRITING—CSTW 3467S-0100

Dr. Genie Giaimo
Denney 308
Giaimo.13@osu.edu
Class Period: Tuesdays/Thursdays 12:45 – 2:05
Office Hours: Tuesdays 11:00 – 12:30
Office Location: 4120

REQUIRED TEXTS AND MATERIALS


Various articles that will be scanned and uploaded on carmen-canvas and/or printed in hard-copy.

You will need a notebook for class, functioning OSU e-mail and carmen-canvas accounts, and reliable means to save your work electronically (USB stick, external hard drive etc.)

COURSE DESCRIPTION:

English/CSTW 3467 focuses on theories and practices in tutoring writing. The aim of this course is to prepare undergraduates to work with writers from diverse backgrounds and disciplines. This class provides a unique opportunity for its members to learn about composition theory and pedagogy, tutoring strategies, and writing center theories and practices in order to put these theories and practices to work in classroom and writing center settings. Students will apprentice as writing consultants/tutors in the University Writing Center. Therefore, in addition to our regularly scheduled class time, each person enrolled in this course will spend approximately one hour per week in the Writing Center. In addition to your observations, you will be expected to complete a semester-long research project.

This course is particularly helpful to those who are planning careers as teachers or who are enrolling in the professional writing minor (3467 is an elective for the professional writing minor). It is also a great setting in which to engage in collaborative learning, and students who successfully complete this course are eligible to apply for paid tutoring positions in the University Writing Center.

Course Objectives:

1. To introduce students to composition theory and writing center theory
2. To introduce students to current writing tutoring strategies
3. To provide students with opportunities to learn from experienced consultants and to work with a diverse group of writers
4. To provide students with the opportunity to enter the scholarly conversations about issues that affect writing consultants
5. To provide students with the opportunity to design and carry out a small research project.

Learning Outcomes:
When you complete this course, you should
1. Be a more critical reader and writer
2. Apply theoretical concepts to specific writing practices
3. Be conversant in current writing center and tutoring scholarship
4. Be familiar with the principles of qualitative and quantitative research.

ASSIGNMENTS

Because this course is run in a workshop style, you are expected to come to class prepared to participate, which means having done the reading and writing assignments. Being physically there is only the first step in establishing your attendance and participation, you must be intellectually and socially present in class discussion, group work, and other assigned tasks. Here is a descriptive breakdown of the assignments:

Reading: Each class that we meet there will be a reading assignment due; these must be completed before you come to the class for the day.

Writing Logs: Most weeks (excluding Week 10, Week 14, and Week 15) there will be a writing log due on that weeks’ reading and exercises. Sometimes, these writing logs are more targeted assignments (e.g. writing a cover letter and resume). However, in general, these logs should be developed responses that engage directly with the material and make use of direct citation, essay structure and MLA formatting conventions (12-point font, 1 inch margins, standard serif font etc.)

Activities and Reflections:
1. You will also be required to conduct ethnographic research at the OSU Writing Center: you will attend three writing center sessions to discuss your writing. (3)
2. You will conduct three observations, of roughly an hour each, at the Smith Lab WC site. (3)
3. You will also hand-out a writing center perception survey within both public spaces on campus and in your classes over two weeks. (2)
4. You will consult during finals week, while under observation. (1)

After each one of these activities (which total 9 discreet events), you will write reflection responses of 1 – 2 pages. These activities (and reflective writing logs) will account for 40% of your grade.

Final Project:
For your final project, I am giving you the task to “Improve The Ohio State University Writing Center/Services” through scholarship, research, and implementation proposals. In the past, students have formed pairs or groups of three or four students in order to accomplish this goal.
Students have created training workshops and documents for the WC staff, they have created marketing materials such as our video advertisement on our website, they have researched a particular WC topic such as working with Deaf students in the WC, or STEM low-stakes writing and writing-to-learn methods. In short, this is an open-ended project that asks you to think about your own research (and other) strengths and then connect those strengths to answering a proposed scholarly question about writing centers and the tutoring of writing or solving a current issue that you believe to be endemic to the OSU Writing Centers. One possible opportunity would be for you to apply to the East Central Writing Center Association Conference (ECWCA) Spring 2017 conference: http://ecwca.org/conference/conference-information/ In order to accomplish this particular project, you will have to develop a research problem, write an abstract and submit it to the conference committee. Please see me outside of class if you want to explore this opportunity for your final project.

ATTENDANCE & LATENESS

Because of the experiential nature of this course, and the end-goal of becoming a peer consultant in the OSU Writing Center, students must make a concerted effort to attend all class sessions unless there is an emergency of some kind. Habitual or excessive lateness will also not be tolerated. Because this course is run like a workshop, we will focus a lot on in-class exercises; therefore, attendance is, of course, more than your physical presence. You need to have your assignment(s) completed for class and you must participate in the class discussions and exercises. Also, lateness to activities such as attending a WC consultation or observing a consultant will not be tolerated. If you are going to be late, you must re-schedule and notify Dr. Giaimo and the WC.

*Please note that I do not accept late work unless you are absent, in which case the assigned work is due the next session you attend.

PROJECTS AND GRADE BREAKDOWN (OVERVIEW):

- Writing Logs (12): 30%
- Attendance and Participation: 10%
- Writing Center Activities 1 – 4: 40%
  1. Attend WC consulting sessions (Weeks 1, 2, and 3)
  2. Observe sessions at the WC (Weeks 3, 4, and 5)
  3. Hand out surveys “on the ground” and in selected classes (Weeks 12, 13)
  4. Tutor a writer while under observation (Finals Week)
- Final Project (including 1 – 2 pg. proposal): 20%

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT):

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct (and this syllabus) may constitute “Academic Misconduct.”
The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

Other sources of information on academic misconduct (integrity) to which you can refer include: The Committee on Academic Misconduct web pages [http://studentaffairs.osu.edu/csc](http://studentaffairs.osu.edu/csc)

**RESOURCES:**

**The Writing Center**

The Writing Center is a valuable resource for any member of the University community. Writing Center tutors are available (face-to-face or online) to work with you at any stage in the writing process. I encourage you to take advantage of this opportunity. To make an appointment utilize the new WCONline software on the website [cstw.osu.edu](http://cstw.osu.edu).

**Research Tutor**

Emily Sferra is the Research Tutor for the OSU Libraries. Emily is available to provide help to English 1110 and 2367 writing students during any stage of the research process. She is available for tutoring sessions at the Writing Center in Thompson Library located behind the reference desk in Thompson 120. Research tutoring hours are Mondays, Wednesdays, and Thursdays from 11AM-1PM and 2PM-5PM. Tuesday tutoring hours are from 11AM-1PM and 4PM-6PM. All sessions are walk-in appointments. Emily can be reached at [sferra.19@osu.edu](mailto:sferra.19@osu.edu).

**The Digital Media Project (DMP)**

The DMP is the division of the English department that manages, troubleshoots, and supports students in English courses by providing technical advice and equipment. You can use the DMP resources for your class project and poster. The DMP office is located in Denney 324 and offers equipment borrowing and program support from friendly, expert staff.

**The Student Advocacy Center (SAC)**

The Student Advocacy Center was established to help answer questions, direct you to the appropriate departments and people, familiarize you with university policies and procedures, and give you guidance as you look at ways to solve problems and make choices during your years at OSU. SAC aims to help you become better informed so that you can focus on your classes. SAC is located in 1120 Lincoln Tower, 1800 Cannon Drive and is open 7:30 a.m. to 5:30 p.m., Monday through Friday. They can be reached by phone at (614) 292-1111 or email at [advocacy@osu.edu](mailto:advocacy@osu.edu).

**Counseling and Consultation Services**

Counseling and Consultation Services provides a wide range of resources for undergraduate students. For more information, call (614) 292-5766.
DISABILITY SERVICES

Students with documented disabilities who have registered with the Office of Student Life Disability Services (SLDS) will be appropriately accommodated and should inform me as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

University Grading System (Bylaw 3335-8-21):

(A) "A," "A-
   The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be in this range of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

(B) "B+," "B," "B-
   The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be in this range of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

(C) "C+," "C," "C-
   The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be in this range of average quality based upon a comparison with other students in the course, and/or students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

(D) "D+," "D
   The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be in this range of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

(E) "E"
   The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark "E" has been received can be obtained only by repeating and passing the course in class (see rules 3335-8-23 to 3335-8-28 of the Administrative Code).
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<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading/Writing Due</th>
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<tbody>
<tr>
<td><strong>Week 1—Writing/Consulting Processes</strong></td>
<td>Introductions</td>
<td><strong>Due 1/12:</strong> Read: Chapter 1 (“Why We Tutor”), 3 (“The Tutoring Process”), and 4 (“Examining Expectations”) in <em>Longman Guide</em></td>
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<tr>
<td>Tues. 1/10</td>
<td>Syllabus Review</td>
<td><strong>Read:</strong> Newkirk, Thomas. “The First Five Minutes: Setting the Agenda in a Writing Conference.”</td>
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<td>Writing process exercise</td>
<td><strong>Activity #1</strong> Schedule and attend a WC consulting session (3 times) for class-related writing or other writing. Write a reflection for each session.</td>
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<td>Read in-class: Chapter 2 (“The Writing Process”) in <em>Longman Guide</em></td>
<td><strong>Writing Log #1 Due</strong></td>
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<td>Thur. 1/12</td>
<td>WC Structure</td>
<td><strong>Due 1/17:</strong> Read: Carol Severino, “A Comparison of Online Feedback Requests by Non-Native English-Speaking and Native English-Speaking Writers.”</td>
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<td>Expectations</td>
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<td><strong>Week 2—Online Consulting &amp; History of WCs</strong></td>
<td>WC Expectations</td>
<td><strong>Due 1/19:</strong> Read: Chapter 11 (Writing Centers: Historical and Theoretical Contexts”) in <em>Longman Guide to Tutoring</em>.</td>
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<tr>
<td>Tues. 1/17</td>
<td>Online Consulting</td>
<td><strong>Read:</strong> Leahy, Richard. “What the college writing center is--and isn’t.”</td>
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<td><strong>Read:</strong> North, Stephen. “The Idea of a Writing Center.”</td>
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| Week 2—Online Consulting & History of WCs | WC History | Due 1/24:  
Read: Chapter 5 (“Observing in the WC”), Chapter 6 (“Tutoring Practice”) in *Longman Guide to Tutoring*.  
**Writing Log #2 Due** |
| Week 3—WC Research | Conducting WC Research:  
- Etiquette of Session observations  
- Qualitative notetaking Practices (with Ch. 5)  
- mock session note taking exercise (with Ch. 6) | Due 1/26:  
Read: Chapter 10 (“Writing Center Research”) in *Longman Guide to Tutoring*.  
**Activity #2: Schedule observation in OSU Writing Center. Write detailed notes for each observation.**  
**Writing Log #3 Due** |
| Week 3—WC Research | Survey Project | Due 1/31:  
Read: Chapter 13 (“What If”) in *Longman Guide to Tutoring*. |
| Week 4—Unexpected situations in WC | *What If* Scenarios—training on how to handle plagiarism and other unexpected occurrences during tutoring sessions.  
Uncomfortable Situation mock session exercise | Due 2/2:  
Read: Chase, Geoffrey. “Accommodation, Resistance and the Politics of Student Writing.”  
**Writing Log #4 Due** |
| Week 4—Unexpected situations in WC | Discuss different writing models students apply to their writing process in-session. | Due 2/7:  
Read: Chapter 8 (“Reading in the WC”) in *Longman Guide to Tutoring*.  
Read: Haas and Flower. “Rhetorical Reading Strategies and the Construction of Meaning.” |
| Week 5—Reading-Writing Connection | Reading-Writing Connection | Due 2/9:  
Read: Edgington, “Becoming visible: tutors discuss reading and listening to student papers.”  
Read: Rebecca Block “Disruptive Design: An Empirical Study of Reading Aloud in the Writing Center.”  
Writing Log #5 Due |
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<td>Tues. 2/7</td>
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| Week 5—Reading-Writing Connection | Reading and writing processes in the WC  
Reading exercise | Due 2/14:  
Read: Chapter 9 (“Working with ESL Writers”) in Longman Guide to Peer Tutoring  
Read: Chapters 1 & 4 in ESL Writers |
| Thurs. 2/9 |  |  |
|  |  |  |
| Week 6—ESL Writers | Common assumptions about ESL Writers—stereotypes and realities  
ESL Exercise | Due 2/16:  
Read: Chapters 5, 6 & 10 in ESL Writers  
Writing Log #6 Due |
| Tues. 2/14 |  |  |
|  |  |  |
| Week 6—ESL Writers | Working against appropriation in tutoring multilingual writers  
Grammar—working line-by-line  
Working with ESL Writing—approaches and advice | Due 2/21:  
Read: NCTE position statement on multimodal literacy  
Read: Dowd et al.’s “Concept maps for improved science reasoning.”  
Read: Ibrahim M. R. Al-Shaer’s “Concept Mapping as a Pre-writing Strategy and Argumentative Compositions.”  
Read: McKinney, “New Media Matters: Tutoring in the Late Age of Print.” |
| Thurs. 2/16 |  |  |
|  |  |  |
| Week 7—Multimodal Literacy & Concept Mapping | Discussion of multimodal literacy | Due 2/23:  
Read: Dowd et al.’s “Concept maps for improved science reasoning.”  
Read: Ibrahim M. R. Al-Shaer’s “Concept Mapping as a Pre-writing Strategy and Argumentative Compositions.”  
Writing Log #7 Due |
| Tues. 2/21 |  |  |
|  |  |  |
| Week 7—Multimodal Literacy & Concept Mapping | Applying concept mapping to tutorial sessions  
Concept map exercise on consulting process | Due 2/28:  
Read: Sommers, Nancy. “Revision Strategies of Student Writers and Experienced Adult Writers.”  
Writing Log #8 Due |
| Thurs. 2/23 |  |  |
### Week 8—Revision

**Tues. 2/28**

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<tr>
<td>On Revision Strategies and Responding to student writing</td>
<td><strong>Due 3/2:</strong> Read: Welch, Nancy. “Sideshadowing Teacher Response.” Bring to Class: A final draft of a previous piece of academic or personal writing for in-class.</td>
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### Week 8—Revision

**Thurs. 3/2**

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<tr>
<td>On Revision Strategies and Responding to student writing Revision exercise</td>
<td><strong>Due 3/7:</strong> Assignment (Writing Log #9): The Writing Center is hiring for Fall 2017. Review the job ad online. Then, bring in a cover letter and resume in <em>mock</em> application to the position.</td>
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### Week 9—Professional Writing

**Tues. 3/7**

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<td>Cover letter and resume discussion and mock tutorials.</td>
<td><strong>Due 3/9:</strong> Create or collect: example(s) of personal statements for graduate school, fellowships, internships, STEP, or other professional contexts.</td>
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### Week 9—Professional Writing

**Thurs. 3/9**

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<tr>
<td>Working with personal statements mock tutorial/exercise. Discuss OSU WC personal statement support materials.</td>
<td><strong>SPRING BREAK</strong></td>
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### Week 10—Break!

**Tues. 3/14**

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<td>SPRING BREAK!</td>
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### Week 10—Break!

**Thurs. 3/16**

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<td>SPRING BREAK!</td>
<td><strong>Due 3/21:</strong> Write: a one-two page final project proposal, include preliminary peer reviewed sources in bibliography.</td>
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| **Week 11—Final Project Discussion** | **Final Project Brainstorming Session** | **Due 3/23:**  
**Complete:** CITI Human Subjects Testing Training Online *(3 hours, do ahead of time!)*  
<http://orrp.osu.edu/irb/training-requirements/citi/citiinstructions/>  
Conduct the following Modules ONLY:  
1. Social and Behavioral (ONLY) Responsible Conduct of Research  
2. Social and Behavioral Research  
Once complete, send email confirmation to Dr. Giaimo.  
**Activity #3:** hand out XX # of surveys to people “in the field” (week 12) and in selected classes (week 13), write a reflection for each survey dissemination. |
| **Tues. 3/21** |  |  |
| **Week 11—Survey Dissemination Discussion** | **Discussion of IRB Survey & ethics of human subjects testing.** | **Due 3/28:**  
**Read:** Isabelle Thompson. “Scaffolding in the Writing Center: A Microanalysis of an Experienced Tutor’s Verbal and Nonverbal Tutoring Strategies.”  
**Writing Log #10 Due** |
| **Thurs. 3/23** |  |  |
| **Week 12— Tutoring Strategies** | **Discuss Scaffolding/Verbal and Non-Verbal Tutoring Strategies.** | **Due 3/30:**  
**Read:** Jeff Brooks, “Minimalist Tutoring: Making the Student do All the Work.”  
**Read:** Steven Corbett, “Tutoring Style, Tutoring Ethics: The Continuing Relevance of the Directive!”  
**Read:** Jennifer Nicklay, “Got Guilt? Consultant Guilt in the WC Community.” |
| **Tues. 3/28** |  |  |
| Week 12—Tutoring Strategies | Discuss Directive and Non-Directive Tutoring models. | Due 4/4:  
Writing Log #11 Due |
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| Week 13—Disabilities in the WC | Discuss Babcock and Degner articles. | Due 4/6:  
Conduct: Research on disability in the writing center. Identify one peer-reviewed article of importance.  
Write: One-page summary of chosen article’s important/applicable points. Prepare to share one-page in-class. |
| Tues. 4/4                   |                                                    |                                                   |
|                             |                                                    |                                                   |
| Week 13—Disabilities in the WC | Exercise: One-page research report presentation (5 – 7 minutes per student) | Due 4/11:  
Read: Chapter 12 (“Interdisciplinary and On-Line Tutoring”) in Longman Guide to Peer Tutoring  
Collect: Sample assignments/grading rubrics from previous classes etc. take off name of instructor.  
Write: brief analysis of your artifact, and its effectiveness/clarity.  
Writing Log #12 Due |
<p>| Thurs. 4/6                  |                                                    |                                                   |</p>
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<th>Week</th>
<th>Activity</th>
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| 14   | Writing Across the Disciplines | Tues. 4/11  
Chris Leads class.  
Due 4/13:  
Read: Jeffrey Kovac, “Writing As Thinking.”  
Read: Connell et al., “Increasing the Use of Student-Centered Pedagogies from Moderate to High Improves Student Learning and Attitudes about Biology.” |
| 14   | Writing Across the Disciplines | Thurs. 4/13  
STEM Writing Genres and Disciplinary Knowledge  
Due 4/18:  
Write: Work on Final project  
BRING: Hard copy or electronic draft of final project to class. |
| 15   | Peer Review | Tues. 4/18  
Workshop for final project/presentation  
Due 4/20:  
Finalize final project & Presentation |
| 15   |  | Thurs. 4/20  
LAST CLASS OF SPRING SEMESTER!  
Final Project Research Symposium |
|      | During Finals Week |  
Schedule one hour to tutor while under observation by Dr. Giaimo.  
Activity #4 Due: End of finals week (May 2nd). |