

## **English 3015: Peer Tutoring** **A Communication-Intensive Course (Writing & Speaking Emphasis)**

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### **Objectives**

English 3015 focuses on improving written communication through one-on-one conferencing and gives students practical tutoring experience. Students in the course often become peer tutors in the LSU Writing Center and later K-12 teachers. Whatever the motivation for taking the course, students should by the end of the semester meet the following objectives:

- improve writing abilities through reading, practice, conferences, and reflection (Major assignments will be presented as professional writing—memos, letters, and two-level business reports.)
- develop oral communication skills for effective one-on-one interaction and group discussion and presentations
- understand how other writers view writing and the teaching of writing
- learn and apply strategies to help other writers communicate more effectively
- understand various composition theories and learning theories and how they relate to one-on-one writing instruction
- connect knowledge gained in this course to knowledge, ideas, and experiences gained in other courses and contexts
- understand cultural differences as they relate to language and learning
- develop tutoring skills and strategies to work with writers from diverse backgrounds
- expand knowledge of ways to use technology to communicate effectively
- enhance research strategies and skills
- develop leadership abilities.

The “lab component” of this course involves a service-learning experience either in the Writing Center or in an area high school.

### **Course Materials**

*Allyn & Bacon Guide to Peer Tutoring*, Paula Gillespie and Neal Lerner. 2<sup>nd</sup> ed. Pearson Longmann, 2004

*The St. Martin’s Sourcebook for Writing Tutors*, Christina Murphy and Steve Sherwood, 3rd ed. Bedford/ St. Martin’s, 2008

3015 Blackboard site, including supplemental readings

[www.writingcenters.org](http://www.writingcenters.org) –the website of the International Writing Centers Association

Handbook of your choice

Also recommended:

*ESL Writers: A Guide for Writing Center Tutors*, Ed. Shanti Bruce and Ben Rafoth. Boynton/ Cook, 2004

*Grammar Alive! A Guide for Teachers*, Brock Haussamen, et al. NCTE, 2003 (especially for secondary English education majors)

## Course Requirements

**Enrollment in the course constitutes a commitment to read and write everything assigned and to attend every class. BE HERE; BE PREPARED.** Plan on two to three hours of preparation for each class period, more when major projects are due. Come prepared having done the day's reading and writing assignments. I do not accept late homework. If you miss class, ask a classmate what you missed and get the assignment for the next time from Blackboard. Participate actively in discussions and group work. You are responsible for making the class interesting, relevant, educational, and fun. Prompt and dependable attendance and participation in class are key criteria for being considered for a position in the Writing Center the following semester.

## Classroom Conduct

1. Do not plagiarize. The Code of Student Conduct explains, 'Academic Misconduct' includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. Other specific examples of academic misconduct include . . . failing to thoroughly follow requirements related to the preparation and presentation of work, including group projects, submitted for credit in a manner that results in submitting as one's own the work of another or misleading an instructor as to the condition under which the work was prepared; . . . [and] submitting as one's own, in fulfillment of academic requirements, any work (such as, but not limited to, a theme, report, term paper, essay, computer software, other written work, . . . ) prepared totally or in part by another.

We will discuss how to document sources to avoid plagiarism. LSU requires instructors to report all academic misconduct violations to the Office of Judicial Affairs and does not offer the option of letting students off with a warning or lowering their grade on a particular assignment.

2. Turn off all cell phones, pagers, lap top computers, etc. when you enter the class. If you wish to take notes electronically, talk to me first. Stay off the internet during class.
3. Listen to and respect classmates' ideas and opinions. We have much to learn from each other.

## Graded Activities—Tentative Due Dates

Writing Project	week 4	15%
Midterm	week 6	20%
Tutorial Observations (2)	week 4 & 7	10%
Tutoring Project	week 13	20%
Oral presentation	Throughout semester	5%
*Tutoring Notebook: Teaching Writing One-on-One	Final exam week	20%
Class participation	Each class period	10%

\*A word about the Tutoring Notebook: Your notebook will be a place for you to practice analytical reading and writing skills and reflect on what you're learning in the course. It's a cumulative project. Use a 2-inch 3-ring binder with several dividers. We'll determine division as we go along, but for now, start out with the following sections:

- 3015 writing assignments--space for the short writing assignments usually related to class activities or readings, assigned for most classes
- 3015 readings--space to write brief annotations of the readings assigned in the course and to note questions or reactions to the authors' ideas. If you want, include the readings posted on Blackboard in your notebook and annotate them there.

- Tutorial Observations--a space to summarize, analyze, and reflect the conferences you observe and that you conduct. What worked? What didn't? What do you want to remember to do/not to do next time?
- Major Projects: Midterm, Writing Project, Tutoring Project (oral and written presentation)
- Questions--space to jot down questions related to tutoring writing. Don't worry about answering the questions; instead think about the clearest way to phrase them. Raise your questions in class.
- "To read" list--a space to note articles or books related to language, rhetoric, composition, teaching, and tutoring that you want to look at later
- "Personal reflections"--your space to do with what you want

Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Office of Disability Services, 112 Johnston Hall, 225/ 578-5919.

### **Tentative Course Outline**

Listed below is a **tentative** course outline of topics and major assignments which will most likely be altered depending on students' needs and interests. You should **always consult the Blackboard site for daily readings, writing assignments, and announcements**. Also, I'll often communicate with you by email, so check your electronic mailbox regularly.

Class 1--Introduction to Course; Syllabus and Writing Inventory

Class 2--Brief Introduction to Theories of Composition and Writing Center Work

Readings: *Peer Tutoring (PT)*, Ch. 1, "Why We Tutor"; Ch. 2, "The Writing Process"; *St. Martin's Sourcebook (STM)*, "Tutoring and the Paradigms of Writing Instruction,"

Class 3--The Tutor's Role in the Tutoring Process

Readings: *PT*, Ch. 3, "The Tutoring Process"; *STM*, "The Tutor's Role" and "Stages of the Tutorial," pp. 7-25

#### **Writing Project Assigned**

Class 4--The Tutor's Role in the Tutoring Process

Readings: *PT*, Ch. 4, "Examining Expectations"; Newkirk, "The First Five Minutes: Setting the Agenda," on Blackboard

Class 5--Understanding Conference Talk: Analyzing Transcripts

Readings: *PT*, Ch. 5, "Observing in the Writing Center"

#### **Tutorial Observation Assignment Explained**

Class 6--Putting Tutoring Strategies into Practice

Readings: *PT*, Ch. 6, "Tutoring Practice," and *STM*, "Provocative Revision"

We will also discuss how to design a rubric for your writing project. Class 7--Putting Ideas into Practice: Editing Conferences on Writing Project

Readings: "Can You Proofread This?" by Beth Rapp Young, on Blackboard

Class 8--Workshop on Digital Portfolios

Class 9--Writing Effective Memos: A Writing Workshop for your Cover Memo

#### **First Tutorial Observation Due**

Class 10—**Writing Project Due in class**; in-class grammar exercise to introduce topics of next classes on how to talk about grammar in the Writing Center

**Tutoring Project Assigned**

Class 11--Addressing the Elephant in the Room: Perspectives on Grammar(s), Usage, and Mechanics

Readings: Hartwell, "Grammar, Grammars, and the Teaching of Grammar"; Martinsen, "The Tower of Babel and the Teaching of Grammar," on Blackboard  
Lunsford and Connors, "Frequency of Error"

Class 12—Point vs. Counterpoint: Nondirective vs. Directive Approaches

Readings: *STM*, Brooks, "Minimalist Tutoring: Making the Student Do All the Work"; Shamoon and Burns, "A Critique of Pure Tutoring"; Henning, "The Tutoring Style Decision Tree: A Useful Heuristic for Tutors" to be distributed in class

Class 13—Review for Midterm Exam

Class 14—**Midterm Exam**

Class 15--Error Analysis vs. Mistakes

Readings: Harris, "Mending the Fragmented Free Modifier"; Daiker, "Leaning to Praise" on Blackboard

Class 16—Interpersonal Dynamics

Readings: *PT*, Ch. 7, "Reflecting on the First Session"; Ch. 13, "What If"; *STM*, Murphy, "Freud in the Writing Center: The Psychoanalytics of Tutoring Well"; Boquet, "Intellectual Tug-of-War: Snapshots of Life in the Center"

**2nd Tutorial Observation Due**

Class 17—Tutoring ESL Students: Cultural Differences

Readings: *PT*, Ch. 9, "Working with ESL Students"; *STM*, Harris, "Cultural Conflicts in the Writing Center: Expectations and Assumptions of ESL Students"  
Hayward, Nancy, "Insights into Cultural Divides," on Blackboard

Class 18--Tutoring ESL Students: Linguistic Approaches

*STM*, Myers, "Reassessing the 'Proofreading Trap': ESL Tutoring and Writing Instruction; Matsulda and Cox, "Reading an ESL Writer's Text" on Blackboard;  
Linville, "Editing Line by Line," on Blackboard

Class 19--Affirming Diversity

Readings: *STM*, Dipardo, "Whispers of Coming and Going: Lessons from Fannie"; Neff, "Learning Disabilities and the Writing Center"; "Thirty-something Students: Transitions in the Writing"; "Transcending 'Conversing': A Deaf Student in the Writing Center" Writers Are Also Readers; Newman, "Centering in the Borderlands: Lessons from Hispanic Student Writers"

Class 20--Ethical Dimensions

Readings: *STM*, Sherwood, "Censoring Students, Censoring Ourselves: Constraining Conversations in the Writing Center"; Freed, "Subjectivity in the Tutorial Session: How Far Can We Go?"; Jacoby, "The Use of Force: Medical Ethics and Center Practice"

Class 21--Topic to be announced

Class 22--Workshop on Tutoring Project: Writing Effective Business Reports

Readings on Writing Effective Business Reports—on Blackboard

Class 23-- Technology in the Writing Center—Analyzing Web Sites

An Exercise with readings to be distributed in class

Class 24—**Tutorial Project due**; Making Effective Oral Presentations

Class 25—Tutoring Across the Curriculum: Working with Unfamiliar Genres and Technology in the Writing Center

Readings: *PT*, Ch. 12, “Interdisciplinary and On-Line Tutoring”; Greiner, “Tutoring in Unfamiliar Subjects”; “Teaching, Peer Evaluation, and Tutoring: Different Ways to Work with Writers

**Oral Presentations**

Class 26--Workshop on Teaching Notebook: Writing Effective Business Letters

Readings to be posted on Blackboard; Final Writing Assignments distributed in class;

**Oral Presentations**

Class 27—**Oral Presentations**

Class 28—Reflecting, Evaluating, Forecasting, Celebrating

Readings: *PT*, Ch. 11, “Writing Centers: Historical and Theoretical Contexts” and Lerner, “Writing Center Assessment: Searching for the ‘Proof’ of Our Effectiveness”

**Oral Presentations**

Class 29—**Final Exam**