

# ENGL 390: Tutoring Practicum

Instructors: Ms. Elizabeth Geib &  
Dr. Harry Denny

Office: HEAV 215 (Ms. Geib), HEAV 226 or  
122c (Dr. Denny)

Class time: Wednesday (Dr. Denny, 3:30-4:20, or Friday, same time with Ms. Geib)	Class Location: HEAV 206
Office Hours: Ms Geib: W&F 1:30-3:30 or by appointment Dr Denny: W 1:00-3:00 or by appointment	E-mail: <a href="mailto:geibe@purdue.edu">geibe@purdue.edu</a> or <a href="mailto:hdenny@purdue.edu">hdenny@purdue.edu</a>

## Course Description

Welcome to English 390! This course is designed to guide you in tutoring writers in the Writing Lab at Purdue. Tutors work with writers in a number of ways which includes talking, listening, collaborating, and guiding writers with their work. It is our intention that you find working with students as a rewarding experience for both you and the writers you work with. The actual act of consulting depends on the situation at hand, the writer you work with, the writer's objective, various dynamics of the session, and a number of other influencing factors that go into how you and the writer seeking advice, communicate with one another.

This course merges theory and practice as we discuss and complicate what it means to assist writers who all have different wants, needs, objectives, pressures, and identities that in turn, affect their relationship with writing. We will spend a lot of time reading and discussing how writing is situated within colleges and universities. We will also talk about what ideas and standards surround what writing might mean to different people, what getting help with and receiving feedback on writing mean/ can mean within different contexts, and where writing centers fit into these narratives. You will also gain hands on experience in the Writing Lab by working with both current tutors and clients.

English 390 involves two credit hours, either for a grade or with a pass/no pass option. In addition to the regularly scheduled time, you will also complete additional weekly scheduled hours per week for shadowing, hands-on training, and related activities in the Writing Lab.

## Learning Objectives

By the end of the semester students will:

- Understand the theoretical and pedagogical roots to effective mentoring of writers.

- Apply appropriate techniques to facilitate student writing, whether for initiating, revising, or editing drafts.
- Demonstrate flexibility around different types of learners and disciplinary conventions.
- Identify and explore avenues of research to address student-initiated lines of inquiry around tutoring.

## Course Materials:

You are not required to purchase a textbook. All readings and supplementary materials will be available to you on Blackboard. Please take a look at the calendar below for the reading schedule and bring your current readings (or laptop) to class every week.

## Assignments:

### Literacy Self-Reflection

For your first major assignment, we ask that you think and reflect on the way you communicate, how you communicate, and the different contexts in which that communication depends. You might write and communicate differently within different classes, with different audiences. You might communicate differently with friends and family than you do in academic settings. So, we ask that you think about all the English's that you use/ have used throughout your life. Treat this as a personal reflection, where you work through some of these thoughts and reflect on what this all means to the way you communicate. This introduction project is meant to not only introduce conversations about language, writing, communication, and talking about writing, but it asks you to reflect on the language choices you currently make or have made in the past. You will find that helping others with their writing can be done so more effectively when you, yourself have taken the time to think about your relationships with language. Your personal reflection should be 1,000-1,500 words in the citation style of your choice.

### In-Lab Activities

During week one, we will establish a schedule that determines your Writing Lab shift throughout the semester. Essentially, you will complete the following assignments in your 1-hour time slot each week. You are responsible for making sure these assignments are completed by their due date (located on the course schedule). We will go over each assignment in more detail during class time. In conjunction with completing the task below, you will submit a 250-word reflection for each. Instructions for reflections will be available on Blackboard and may vary depending on the assignment. All submissions should be uploaded to Blackboard.

### Shadowing (2)

Every time you are in the Writing Lab you should be observing various interactions, but we ask that you complete two formal tutorial observations. Please make sure to ask permission before hand (we will talk about this in class).

#### Tutor Interviews (2)

we ask that you interview two current undergraduate or graduate tutors (separately) for 15-20 minutes. You will create your own interview questions (which we will spend some time going over in class) and write down your interviewee's responses. Make sure to schedule your interview in advance and work around the schedule of the tutor you are interviewing.

#### Your Tutorial (1)

Schedule an appointment with a Writing Lab tutor to work on a paper you are writing this semester (not a previously written or graded assignment). You may use a paper from any course, including 390, or a document such as a résumé, internship application, a proposal for the undergraduate research initiative. Please forward the Writing Lab report form to us.

#### Team Tutorials (2)

You are asked to complete two team tutorials with a current tutor. This will give you the opportunity to apply your tutoring skills and receive feedback from experienced tutors. You will take the lead in both tutorials, but an undergraduate tutor will be there to assist you if needed.

#### Research Proposal

Based off of what you learned by interacting the Writing Lab and reflecting on your communicative choices, what thoughts and ideas are you left with? For your final project, we ask that you create a proposal specifically related to the Writing Lab or writing centers at large. You might ask yourself questions such as: what do writers need help with? What help are/aren't they getting? How do you propose this happen? Here are a few ideas to structure your final project:

1. Propose a workshop for a course in your major or for wide interest. This workshop could be something that relates to your discipline or it might be more general. While you're observing in the Writing Lab or thinking about how writing happens in your classes, you might see issues in current practices and want to find ways to make them better.
2. Design an assessment plan for some phenomenon in the Writing Lab. For example, you might figure out a new way to assess how the Writing Lab studies various populations (greek system, athletes, faith communities, LGBTQ+, etc.). You could think in terms of client report forms, student surveys, or staff training. Just remember, you can't conduct any research without institutional review.
3. Develop a literature review or analytic essay that explores a topic of your choice. Consider where your interests lie in writing center work: tutoring strategies, roles of tutors and writing centers, meeting students' needs, Composition and writing centers, writing center technology, etc.

You are asked to turn in a project-topic description, complete an in-class check-in, and submit the final version of your project.

## Reading Journaling

Throughout the semester, we will ask you to reflect and write on the readings that we assign. The point here is to imagine moments you have experienced or witnessed relate to the topic up for discussion. For example, when reading Dr. Denny's work, we'll ask you to think about a time when you had to disclose something about yourself that wasn't/isn't visible. See the schedule below for due dates. Journals are private (that is, we will be the only who see them) and you will turn them in on Blackboard. You should also think about these conversations in terms of tutoring. For example, what does it mean to tutor with an awareness of the themes/topics discussed in the readings?

## Grade Breakdown

Communication Self-Reflection: 10%	In-Lab Activities: 35% (5% each)	Reading Journals: 20%	Final Project 35%
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## Policies

### Attendance

There is a lot to learn about tutoring in the Writing Lab and because of this, we really value our time together. We do expect you to be in every class, but we also understand that things come up, folks get sick, etc. Please make sure to communicate with us if you are ill, come across an emergency, or other circumstances that result in your absence. Please note that PUSH does not provide notes/letters for excused absences. For long absences go to the Office of the Dean of Students (ODOS): <http://www.purdue.edu/odos/>.

### Academic Integrity

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

### Plagiarism

This issue of academic integrity is the copying, deliberate or not, of another person's work and/or ideas without proper citation. Plagiarism can result in failure of the project, the course,

and other disciplinary action. We will discuss it further in class, but you also need to be aware of what plagiarism is and how to avoid it. If you have any questions at all about plagiarism, please do not hesitate to ask us. For further information please visit:

[owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/avoiding\\_plagiarism/index.html](http://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html)

## Late Work

The majority of missed class assignments cannot be made up. If a serious and unavoidable problem arises, however, you should contact us prior to the deadline to determine whether or not an extension is possible.

## Grief Absence Policy

The Grief Absence Policy for Students states that Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missing assignments or assessments in the event of the death of a member of the student's family. For more information, contact ODOS or visit <http://www.purdue.edu/studentregulations/>

## Writing Lab

This might go without saying, but please know you are welcome and encouraged to visit the Writing Lab at any point in this class. As stated in the course description above, we all write and we all need help with writing. Talking with others about our work is one very important aspect of strengthening ourselves as communicators. Keep in mind that visiting the Writing Lab outside of course requirements also provides insight into the very conversations we are having in class. You can make an appointment at [this website](#).

## Campus Resources

### CAPS

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

### Disability/ Accommodations

If you have a disability that requires accommodations, please see us privately at any point throughout the semester. If you have questions, please do not hesitate to talk to us and/or visit the Disability Resource Center: <https://www.purdue.edu/studentssuccess/specialized/drc/>.

## Campus Emergencies

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Information about possible changes will be communicated by us through email. If you have questions, please email us, and for more information, see ITAP's Campus Emergency website: <http://www.itap.purdue.edu/tilt/faculty/>.

## Course Schedule

This schedule is subject to change. You will be notified on the course website or by email of changes made to the policies or syllabus. All readings will be available on Blackboard.

	Agenda	In-Lab	What's Due
<b>Unit 1: Nuts &amp; bolts of tutoring writing at Purdue</b>			
<b>Week 1: 8/21 &amp; 23</b>	Course Intro & Tour	No in-Lab hours	send schedule of available times for weekly in-lab hours by Monday, 8/26
<b>Week 2: 8/28 &amp; 30</b>	Discuss Self-Reflection assignment & Tutoring 101, Part 1	Get a feel for the space, meet new folks, etc.	<u>Literacy Self Reflection</u> : due Tuesday next week, 9/3.
<b>Week 3: 9/4 &amp; 6</b>	Tutoring 101, Part 2	Job shadows	<u>Journal 1</u> : due 9AM the day of class.
<b>week 4: 9/11 &amp; 13</b>	Tutoring 101, Part 3 <b>Reading: "Trickster at Your Table" from <i>Everyday Writing Center</i>, Ch. 2</b>	Job shadows	<u>Journal 2</u> : due 9AM the day of class.
<b>week 5: 9/18 &amp; 20</b>	Tutoring 101 part 4	Job shadows (back up week)	<u>Journal 3</u> : due 9AM the day of class.  <u>Job Shadow Reflections (1&amp;2)</u> due Friday, 9/20 by end of day
<b>Week 6: 9/25 &amp; 27</b>	introduce inquiry projects <b>Reading: "Scaffolding in the Writing Center" by Isabelle Thompson</b>	Tutor Interviews	<u>Journal 4</u> : due 9AM the day of class.
<b>Week 7: 10/2 &amp; 4</b>	<b>Reading: "Writing Assignments Across the Curriculum" by Dan Meltzer</b>	Tutor Interviews	<u>Journal 5</u> : due 9AM the day of class.

Unit 2: Pedagogical theories and criticism to challenge how we tutor at Purdue			
<b>week 8: 10/9 &amp; 11</b>	<b>Reading: “Tick Tock” by Geller</b>	Tutor Interviews (back up week)	<u>Journal 6</u> : due 9AM the day of class.  <u>Tutor Interview Reflections</u> (1&2) due Friday, 10/11 by end of day
<b>week 9: 10/16 &amp; 18</b>	The mission of the WL vs. possibilities/ subversion. <b>Reading: “Decisions Decisions” by Lori Salem</b>	Your tutorial	<u>Journal 7</u> : due 9AM the day of class.
<b>week 10: 10/23 &amp; 25</b>	<b>IWCA Week (Harry out Wednesday)</b>  <b>Reading: “Braving the Waters” by Denny and Towle</b>	Your tutorial (back up week)	<u>Journal 8</u> : due 9AM the day of class.  <u>Your Tutorial Reflection</u> due Friday, 10/25 by end of day
<b>week 11: 10/30 &amp; 11/1</b>	Introduce Final Projects <b>Reading: Guerra Ch.2</b>	Team Tutorials	<u>Journal 9</u> : due 9AM the day of class.
Unit 3: Investing our tutoring with research and inquiry at Purdue			
<b>week 12: 11/6 &amp; 8</b>	<b>Reading: “Valued Practices for building a writing center culture of observation” by Mark Hall</b>	Team Tutorial	<u>Journal 10</u> : due 9AM the day of class.  <u>Final Project-topic Description</u> : due Friday, 11/8 by end of day
<b>week 13: 11/13 &amp; 15</b>	Mitch guest speaker (translingualism)	Team Tutorials (Back up week)	<u>Journal 11</u> : due 9AM the day of class.  <u>Team Tutorial Reflection</u> (1&2) due Friday, 11/15 by end of day

<b>week 14: 11/20 &amp; 22</b>	Isaac guest speaker (comparative rhetorics)	Attend in-lab hours, work on final projects	<u>Journal 12</u> : due 9AM the day of class.
<b>Week 15: 11/26</b>	No Class: Thanksgiving Break		
<b>Week 16: 12/4 &amp; 6</b>	Workshop final projects; in-class project check in.	Attend in-lab hours, work on final projects	<u>In-class Final Project check-in</u> (no written deliverable; come prepared to chat in class)
<b>Week 17: 12/10</b>	No Class- Finals Week		<u>Final Project Research Proposal</u> due Monday 5PM