COMMON COURSE OUTLINE: Course discipline/number/title: ENGL 2870: Tutoring Writing: Theory and Practice

A. CATALOG DESCRIPTION
1. Credits: 1
2. Hours/Week: 1
3. Prerequisites (Course discipline/number): ENGL 1117
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course introduces students to the theory and practice of tutoring writing at a variety of levels and in multiple disciplines. Students learn basic composition theory, tutoring and conferencing methods, and writing center practice. Completion of this course qualifies a student to work as a Writing Coach in the UCR Learning Center. RECOMMENDED ENTRY SKILLS/KNOWLEDGE High school diploma or GED. Completion of ENGL 1117 and strong writing skills.

B. DATE LAST REVISED (Month, year): August, 2007

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Writing as a process
2. Composition theory for writing center work
3. Working one-on-one with writers
4. Ethics and philosophy of a tutoring program
5. Learning Center operations and protocols
6. Definition of tutoring and tutor responsibilities
7. Basic tutoring “Do’s” and “Don’ts”
8. Setting goals and negotiating a tutoring session
9. Learning styles and approaches
10. Directive and non-directive approaches to working with writers
11. Active listening, positive reinforcement, questioning skills
12. Prioritizing higher-order and lower-order concerns in writing
13. Working with English language learners
14. Cultural awareness and intercultural communication

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Define and explain the role and responsibilities of a writing tutor.
2. Apply sound tutoring techniques.
3. Understand basic composition theory as applied to writing center work.
4. Understand how to use directive and nondirective approaches.
5. Know techniques for nurturing independent, confident writers.
7. Know standard procedures for tutoring in the Learning Center.
8. Promote and use effective communication skills with learners.
9. Be able to refer students to other resources, and to model use of Learning Center resources.
10. Understand and model critical thinking skills.
11. Understand how cultural differences affect tutoring and writing, and model effective communication and tutoring approaches with non-native speakers.

E. LEARNING OUTCOMES (MNTC): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Reports, essays, tests
2. Practical demonstrations
3. Oral discussion and question/answer sessions
4. Journals or reflective writing
5. Group work or team projects
6. Course assignments
F. METHODS FOR EVALUATION OF STUDENT LEARNING: Continued...
7. Mock tutoring sessions and tutoring observations
8. Attendance

G. SPECIAL INFORMATION (if any):
This course provides training in subject-specific tutoring (of writing) for students who are motivated to become Writing Coaches in the Learning Center. Successful completion of this course qualifies them to work in the Center. Part of their coursework may take place in the Learning Center, as a “hands-on” or experiential component. Additional (in-service) training and support will be available after this course is completed, through the Learning Center.

This course provides the foundational training for a tutor to become certified by the College Reading and Language Arts Association. This certification is optional, and may require an additional fee to join the College Reading and Language Arts Association.