ENGL 4390 Calendar (Spring 2020)

January:

Mon. 13th:
- Review Syllabus and Daily Schedule with Q&A Session
- “Two Truths and a Lie” Ice-Breaker
- “Rules for ‘Good’ Writing” Class Activity

HW:

✓ Boquet, Elizabeth “‘Our Little Secret’: A History of Writing Centers, Pre- to Post-Open Admissions” *The Longman Guide to Writing Center Theory and Practice* (41-60)
✓ Fitzgerald, Lauren and Ianetta, Melissa “Tutoring Writing: What, Why, Where, and When” (Course Library)

Weds. 15th:
- “Mapping Writing Center History” Class Activity
- “Where Did We Come From? Where are We Going?” Lecture and Class Discussion
- “What is a Writing Center? How Do We Best Teach Writing Peer-to-Peer?” Lecture and Class Discussion

HW:

✓ Newkirk, Thomas “The First Five Minutes: Setting the Agenda in a Writing Conference” *The Longman Guide to Writing Center Theory and Practice* (302-315)

Mon. 20th- Martin Luther King Jr. Day—No Class!

HW:

✓ Newkirk, Thomas “The First Five Minutes: Setting the Agenda in a Writing Conference” *The Longman Guide to Writing Center Theory and Practice* (302-315)

Weds. 22nd:
- “How Do You Set a Great Tone for a Writing Center Session?” Lecture and Class Discussion
- “Setting the Agenda” Class Activity
- Introduction of “Literacy Narrative”
HW:

- Discussion Board Post/Conversation: “Your Idea of a Writing Center”
- Begin work on your “Literacy Narrative”

Mon. 27th-

- “The Legacy of Stephen North’s ‘The Idea of a Writing Center’” Lecture and Class Discussion

HW:

- Ryan, Leigh and Zimmerelli, Lisa “Inside the Tutoring Session” (Course Library)
- Bring a piece of writing to class on Wednesday that you would like to discuss in a mock writing center tutorial session
- Continue working on your “Literacy Narrative”

Weds. 29th-

- “What Does a Writing Center Tutorial Look Like?” Lecture and Class Discussion
- “‘Stepping into the Cage’—Practice Sessions” Class Activity

HW:

- Brannon, Lil and Knoblauch, Cy “On Students’ Rights to Their Own Texts: A Model of Teacher Response” (Course Library)
- Bring a piece of writing to class on Monday that you would like to discuss in a mock writing center tutorial session
- Continue working on your “Literacy Narrative”
- Make sure you make an appointment with the UWC to discuss your “Literacy Narrative” before it is due
February:

Mon. 3rd-

➢ “Who Is, and Should Be, in Control During a Writing Center Tutorial?” Lecture and Class Discussion
➢ “Control—We Don’t Need No Stinkin’ Control!” Class Activity

HW:

✓ Bruffee, Kenneth “Peer Tutoring and the ‘Conversation of Mankind’” The Longman Guide to Writing Center Theory and Practice (206-218)
✓ Bring a piece of writing to class on Wednesday that you would like to discuss in a mock writing center tutorial session
✓ Continue working on your “Literacy Narrative”
✓ Make sure you make an appointment with the UWC to discuss your “Literacy Narrative” before it is due

Weds. 5th-

➢ “The Importance of ‘Conversation’ for Writing Center Tutorials” Lecture and Class Discussion
➢ “How Did You ‘Enter the Conversation?’” Class Activity

HW:

✓ Thompson, Isabella and Mackiewicz, Jo “Questioning in Writing Center Conferences” (Course Library)
✓ Continue working on your “Literacy Narrative”
✓ Make sure you make an appointment with the UWC to discuss your “Literacy Narrative” before it is due

Mon. 10th-

➢ “Son, She Said, Have I Got a Little Question for You?” Lecture and Class Discussion
➢ “Questioning Our Questioning (We are Super Meta in the UWC!)” Class Activity

HW:

✓ Straub, Richard “The Concept of Control in Teacher Response: Defining the Varieties of ‘Directive’ and ‘Facilitative’ Commentary” (Course Library)
✓ Discussion Board Post/Conversation: “Directive vs. Facilitative: Do We Have to Choose Sides?”
✓ Bring a piece of writing to class on Wednesday that you would like to discuss in a mock writing center tutorial session
Continue working on your “Literacy Narrative”
Make sure you make an appointment with the UWC to discuss your “Literacy Narrative” before it is due

Weds. 12th-

- “Directive vs. Facilitative: The History—and Consequences—of a Binary” Lecture and Class Discussion
- “What’s My ‘Coaching’ Style Going to Be?” Class Activity

HW:

- Continue working on your “Literacy Narrative”—Have a rough draft of it ready for Monday
- Make sure you make an appointment with the UWC to discuss your “Literacy Narrative” before it is due

Mon. 17th-

- Rough Draft of “Literacy Narrative” Due
- Workshop for “Literacy Narrative”

HW:

- Harris, Muriel “Assignments from Hell: The View from the Writing Center” (Course Library)
- Harris, Muriel “Talk to Me: Engaging Reluctant Writers” (Course Library)

Weds. 19th-

- “If You Have a Problem, Yo, I’ll Solve It!” Lecture and Class Discussion
- “When Tutoring Sessions Go Wrong!” Class Activity
- Introduction of “More Practice, More Problems”

HW:

- Dean, Deborah “Chapter 1: Why Study Genre?” and “Chapter 2: Genre Theory Explained” (Course Library)
- Walker, Kristin “The Debate Over Generalist vs. Specialist Tutors: Genre Theory’s Contribution” (Course Library)
- Finish your “Literacy Narrative”
- Begin work on your “More Practice, More Problems” project
Mon. 24th -

- “Literacy Narrative” Due
- “Genres—More Than Just Categories!” Lecture and Class Discussion
- “Generalist vs. Specialist—The ‘Novice’ Expert in the Writing Center” Lecture and Class Discussion
- “Tutoring Outside of Your Comfort Zone” Class Activity

HW:

✓ Russell, David “Activity Theory and Its Implications for Writing Instruction” (Course Library)
✓ Continue working on your “More Practice, More Problems” project

Weds. 26th - Class in the UWC!

- “Writing—It Isn’t Just for Getting a Good Grade!” Lecture and Class Discussion
- “Analyzing Disciplinary Genres” Class Activity
- Sign-up for Internship Hours

HW:

✓ Carter, Michael “Ways of Knowing, Doing, and Writing in the Disciplines” (Course Library)
✓ Discussion Board Post/Conversation: “Writing in the Disciplines: Attitudes, Perceptions, Experiences, Etc.”
✓ Continue working on your “More Practice, More Problems” project

March:

Mon. 2nd -

- “You’ve Been Disciplined!” Lecture and Class Discussion
- “Pop-Quiz Hotshot! You Have a Client from a Discipline Foreign to Yours—What Do You Do?” Class Activity

HW:

✓ Leki, Ilona “Before the Conversation: A Sketch of Some Possible Backgrounds, Experiences, and Attitudes Among ESL Students Visiting a Writing Center” (Course Library)
✓ Matsuda, Paul Kei and Cox, Michelle “Reading an ESL Writer’s Text” (Course Library)
✓ Continue working on your “More Practice, More Problems” project
Weds. 4th -

- Guest Speaker(s)—Faculty and Staff L2 Learners!
- “Different Backgrounds, Experiences, and Attitudes—Different and/or Similar Clients?” Lecture and Class Discussion
- “The Challenges of Working with L2 Students” Lecture and Class Discussion
- “Reading L2 Writing” Class Activity

HW:

✓ Continue working on your “More Practice, More Problems” project—Have a rough draft of it ready for Monday, March 16th

Mon. 9th - No Class—Spring Break!

HW:

✓ Continue working on your “More Practice, More Problems” project—Have a rough draft of it ready for next Monday

Weds. 11th - No Class—Spring Break!

HW:

✓ Continue working on your “More Practice, More Problems” project—Have a rough draft of it ready for next Monday

Mon. 16th -

- Rough Draft of “More Practice, More Problems” Due
- Workshop for “More Practice, More Problems”

HW:

✓ Finish your “More Practice, More Problems” project

Weds. 18th - Internship Hours

HW:

✓ Finish your “More Practice, More Problems” project
Mon. 23rd-

- “More Practice, More Problems” Project Due
- “More Practice, More Problems” Presentations

HW:

✓ Elbow, Peter “Ranking, Evaluating, and Liking: Sorting Out Three Forms of Judgment” (Course Library)
✓ Faigley, Lester “Judging Writers, Judging Selves” (Course Library)
✓ Discussion Board Post/Conversation: “My First Weeks of Tutoring”

Weds. 25th - Internship Hours

HW:

✓ Elbow, Peter “Ranking, Evaluating, and Liking: Sorting Out Three Forms of Judgment” (Course Library)
✓ Faigley, Lester “Judging Writers, Judging Selves” (Course Library)
✓ Discussion Board Post/Conversation: “My First Weeks of Tutoring”

Mon. 30th-

- “Judging, Ranking, Evaluating, Liking: How Do We Evaluate Writing?” Lecture and Class Discussion
- “The ‘Perfect’ Writer” Class Activity
- Introduction of “Philosophy of Tutoring”

HW:

✓ Begin working on your “Philosophy of Tutoring”

April:

Weds. 1st - Internship Hours
HW:

✓ Continue working on your “Philosophy of Tutoring”

Mon. 6th-

➢ “I Won’t Always Stand By You (And Sometimes Writing Instructors are Going to Hurt You)” Lecture and Class Discussion
➢ “Weaning Your Clients!” Class Activity

HW:

✓ Elbow, Peter “The Believing Game—Methodological Believing” (Course Library)
✓ Continue working on your “Philosophy of Tutoring”

Weds. 8th - **Internship Hours**

HW:

✓ Elbow, Peter “The Believing Game—Methodological Believing” (Course Library)
✓ Continue working on your “Philosophy of Tutoring”

Mon. 13th-

➢ “The Importance of Doubt and—Just as Importantly—Belief” Lecture and Class Discussion
➢ “Playing the Doubting and Believing Game” Class Activity

HW:

✓ Yancey, Kathleen Blake, Robertson, Liane, and Taczak, Kara “How Students Make Use of Prior Knowledge in the Transfer of Knowledge and Practice in Writing” (Course Library)
✓ Discussion Board Post/Conversation: “Play-by-Play of a Tutoring Session”
✓ Continue working on “Philosophy of Tutoring”
Weds. 15th- Internship Hours

HW:

✓ Yancey, Kathleen Blake, Robertson, Liane, and Taczak, Kara “How Students Make Use of Prior Knowledge in the Transfer of Knowledge and Practice in Writing” (Course Library)
✓ Discussion Board Post/Conversation: “Play-by-Play of a Tutoring Session”
✓ Continue working on “Philosophy of Tutoring”

Mon. 20th-

➢ “What Do You Mean I’m Going to Use This Somewhere Else?” Lecture and Class Discussion
➢ “Mapping Transfer” Class Activity

HW:

✓ Continue working on “Philosophy of Tutoring”—Have a rough draft of it ready for Monday

Weds. 22nd- Internship Hours

HW:

✓ Continue working on “Philosophy of Tutoring”—Have a rough draft of it ready for Monday

Mon. 27th-

➢ Rough Draft of “Philosophy of Tutoring” due
➢ Workshop for “Philosophy of Tutoring”
➢ “Our Experiences so Far” Class Discussion

HW:

✓ Neff, Julie “Learning Disabilities and the Writing Center” The Longman Guide to Writing Center Theory and Practice (376-390)
✓ Kiedaisch, Jean and Dinitz, Sue “Changing Notions of Difference in the Writing Center: The Possibilities of Universal Design” (Course Library)
✓ Discussion Board Post/Conversation: “The Three Biggest Lessons I’ve Learned so Far While Tutoring”
✓ Finish your “Philosophy of Tutoring”
Weds. 29th- **Internship Hours**

**HW:**

- Neff, Julie “Learning Disabilities and the Writing Center” *The Longman Guide to Writing Center Theory and Practice* (376-390)
- Kiedaisch, Jean and Dinitz, Sue “Changing Notions of Difference in the Writing Center: The Possibilities of Universal Design” (Course Library)
- Discussion Board Post/Conversation: “The Three Biggest Lessons I’ve Learned so Far While Tutoring”
- Finish your “Philosophy of Tutoring”

May:

Mon. 4th -

- **“Philosophy of Tutoring” Due**
- “Disability in the Writing Center—Ethics and Practice” Lecture and Class Discussion
- “Exploring Disability’s Influence on Writing” Class Activity
- “Welcome to the Team! Are You Ready?” Closing Remarks

**HW:**

- Finish up your internship obligations

Weds. 6th- **Internship Hours**

**HW:**

HAVE A GREAT SUMMER!!! SEE YOU IN A FEW WEEKS IF YOU ARE WORKING THIS SUMMER; IF NOT, SEE YOU IN THE FALL!!!