

English 312: Principles of Tutoring Writing

MWF 2:00 – 2:50
206 Friendly Hall
Fall 2016 – CRN: 15955

Professor John Gage
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Office Hours: Tu and Th 11:30- 12:30; Wed 10:00 – 11:00; and by appointment

ENG 312 is the gateway course into the **Writing Associates Program**, in which selected English majors with demonstrated excellence as writers serve as writing tutors for students enrolled in lower-division ENG courses and possibly WR 121 courses. After successfully completing ENG 312, you may choose to continue in winter term as Writing Associates by registering for the variable-credit ENG 404 internship, which may be repeated in subsequent terms. In addition to tutoring, ENG 404 has an appropriate academic component. Your tutoring responsibilities will be assigned then, with tutoring contact hours depending on the level of credit. WR 312 and the subsequent internships are designed to give you insight into teaching writing and professional experience as you move toward possible further education or professional work in English or related subjects involving writing or writing education.

Requirements:

Attendance and Participation	50%
Final Portfolio	50%

Attendance is mandatory. Unexcused absences will affect your final grade. You are expected to be on-time for class and thoroughly prepared. Participation will be assessed on the basis of your preparation of the readings when assigned to be discussed; your speaking in class, asking questions, and engaging in conversations with class-mates and panelists; sharing ideas and responding to each other's ideas; participating in mock-tutoring sessions in class; and making use of office hours. Do nothing less than your best work, with nothing less than a desire to learn.

The Final Portfolio will be assessed on the basis of completeness and on-time completion of written assignments according to the schedule. Contents of the portfolio consist of the written assignments for the class, which will be described prior to their due-date in class. These written assignments will not be collected and graded until the final portfolio is assessed holistically. The contents of the portfolio are:

- Writing autobiography parts 1 and 2
- Interpretive Essay: Rough draft, Revision, and Reflection
- Argumentative essay: Question at issue (all versions if changed), Enthymeme (all versions if changed), Rough draft, Revision, and Reflection
- Best practices
- Teacher observation / interview reflection
- Tutor observation reflection
- In-class writings (if any)
- Final reflection

Readings (handed out in class and/or available on Canvas):

Kenneth Burke, "Literature as Equipment for Living"
Martha Nussbaum, from *Not for Profit*
Robert Frost, "The Drumlin Woodchuck"
Kenneth Bruffee "Peer Tutoring and the 'Conversation of Mankind'"
John Trimbur "Peer Tutoring: 'A Contradiction in Terms?'"
John Gage, "Why Write?"
James Crosswhite, "Reading, Reasoning, and Writing"
Other occasional supplemental readings

Learning Objectives:

In addition to the learning outcomes published for English courses in general, students in this course will

- Consider and understand the nature and function of college-level interpretative and argumentative writing
- Apply these concepts to their own writing
- Benefit from reflecting on their own experience and struggles as writers
- Understand and practice the principles of tutoring as a means of helping students improve as college writers, including the professional and ethical responsibilities of tutors
- Prepare to serve as Writing Associates
- Reflect on their own goals within the profession of teaching English and writing

Policies:

See me during the first week of classes if you have a documented disability requiring accommodations, so we can discuss and implement those accommodations as appropriate.

Your discussion in class and out of class with peers, instructors, and tutors will be conducted in a professional manner, focused on the pedagogical issues of the course, and respectful of the ideas, the role, and the needs of those with whom you are discussing.

Turn off and put away all electronics during class, unless otherwise directed, so you can focus your attention entirely on the class and so the rest of us won't be distracted by your technology.

Any and all outside sources consulted, used, or quoted in written work for this class must be acknowledged and documented according to MLA standards.

All work done for credit in this class must be entirely your own and done exclusively for this class. Your continued enrollment in this class signifies your understanding of your responsibilities and mine under the "academic dishonesty" provisions of the Code of Student Conduct.