

Writing Consultants Workshop (WCW) for Graduate Students

Sponsored by the OSU Writing Center & the Center for the Study and Teaching of Writing

Short Paper Assignment

The primary purpose of this assignment is to have you experience a series of tutorials (brainstorming, HOCs, and LOCs) at the writing center as you go through the writing process. This project is intended to slow your writing process, enabling you to receive feedback and assistance from tutors at the writing center at different stages and to reflect upon the purpose of multiple types of tutorials at different stages of the writing process.

We ask that you undertake this writing assignment in a reflexive state of mind--beyond the task of writing the paper itself, what do you learn when you are asked to slow your writing process down to its component parts? What is your experience during each phase of the process? How does receiving feedback from a reader at different stages help your process? What pedagogical lessons can you garner from this experience?

The prompts below are intended to provide you a starting point for this short paper, focusing on issues that we are relevant to our workshop topic. You're welcome to use these topics as a jumping off point, and to take the short paper where you'd like--as long as your topic remains relevant to the workshop. Along with this paper, you will be asked to compose a **cover letter (1-2 pages)** that reflects upon the experience of being tutored throughout the writing process and the pedagogical insights you have gained from the experience. This short paper assignment is due by Friday, 6/6 in the Dropbox.

Select one of the prompts below and compose a 5-7pp paper on the topic.

Prompts

Discuss your preconceptions about writing tutoring and if/how they have changed from your readings and learning about writing center philosophies. What do you think is central to writing center tutoring? What do you think could be revised and/or changed?

Compare and contrast the role of the teacher and the role of the tutor. How are they mutually influential roles? What can each perspective provide insight for the other? What insights from tutoring will you incorporate into your teaching and vice versa?

Discuss your views on the role of editing in the writing center. If the WC generally takes a no proofreading stance, how can tutors navigate the necessary issue of editing and LOCs in sessions? In what ways would you negotiate with a client who only wanted to have his/her work proofread and/or edited?