

Writing Consultants Workshop (WCW) for Graduate Students

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

Instructors

Cynthia Lin, lin.1013@osu.edu

Katherine DeLuca, deluca.37@osu.edu

CSTW Director

Dr. Richard (Dickie) Selfe, selfe.3@osu.edu

Overview:

The OSU – Writing Center (WC) is offering a 6-week, paid workshop (a \$500 student award) from 05/12 (Mon) - 06/20 (Fri) for graduate students, from any field, interested in writing tutoring. Those who successfully complete this workshop will receive the student award. Successful completion of the class means that participants

- have prepared for and attended and actively engaged in class activities;
- have completed both assignments and the assessment activity; and
- have been tutored, observed tutoring, and engaged in collaborative tutoring during the six-week workshop.

During the Summer 2014 workshop, graduate students will be asked to work for 5 hours per week and meet in 4187 Smith Labs from 10:30 AM – 12:30 PM on Mondays (and two additional meetings in the sixth week). The other three hours per week will be negotiated with individuals as they complete the following activities: go into the Writing Center (WC) to get tutored, go to the WC to observe tutoring, complete the journal and reflection paper assignments, and participate in the Carmen discussions each week. The goals for the workshop are to introduce the fundamental theories and practices of writing center tutoring, to prepare individuals to work with writers from diverse backgrounds and disciplines, and to develop expertise on a variety of Writing Center topics: for instance, specialized tutoring strategies for specific clientele (esp. ELL/ESL clients, dissertation/thesis writers) and models of tutoring across media (i.e. online tutoring). This workshop provides a unique opportunity to learn about composition, WC studies, and Writing Across the Curriculum theories and practices. Students will receive hands-on experience as apprentice writing consultants/tutors in OSU's main Writing Center in 4120 Smith Labs as part of the workshop experience.

This workshop is particularly helpful to those who are planning careers as high school or college teachers, particularly those who incorporate writing into their classes or those who plan on working extensively with international students.

Participants will be asked to:

- Read a series of theory and practice-based selections (books and articles) assigned each week to prepare for weekly discussions during Wednesday morning meetings.
- Prepare for and participate in mock tutorial role-playing activities.
- Sign up and participate as a client in four face-to-face Writing Center sessions. Sign up for the first session by the end of Monday, 5/12/14, the first day of the workshop. Participants will be responsible for signing up for the following three tutoring sessions on their own.
- Observe Writing Center tutorials (with permission of the tutor and client), interview a tutor(s) to gain insights on their experiences and pedagogy, and observe at least one writing group meeting (with permission of facilitator(s) and clients).
- Participate in a "live" collaborative tutoring session with an experienced tutor (with permission).
- Participate actively through written assignments and in-class discussions, including: developing and responding to discussion questions on carmen; writing a short paper and being tutored throughout the writing process; write two short reflective journals.
- Write an analytic reflection paper at the end of the workshop.

WORKSHOP SCHEDULE	READINGS, ACTIVITIES AND HOMEWORK
Before Meeting (5/12)	Discussion Board: <ul style="list-style-type: none"> ● Katie and Cynthia post reading questions before Friday at noon ● Everyone responds <u>BEFORE</u> or <u>AFTER</u> the meeting
Week 1: 5/12 (10:30AM-12:30PM) “Intellectual Construction of the Writing Center”	Readings: <ul style="list-style-type: none"> ● D. Bartholomae, Inventing the University, pdf on Carmen (20 pages) ● K. Bruffee, Peer Tutoring & the Conversation of Mankind, pdf on Carmen (12 pages) ● S. North, The idea of a Writing Center (St. M) (14 pages) ● S. North, Revisiting (St. M) (12 pages) ● A. Lunsford, Collaboration, Control (St. M) (7 pages) ● M. Harris, Collaboration is not collaboration, pdf on Carmen (16 pages)
	Activities: <ul style="list-style-type: none"> ● Icebreaker activity ● Review Zimmerelli & Ryan “Inside the Tutoring Session” (including role play, p.33 practice giving comment on sample essays) ● Reading & reading response discussion ● Observations sign up
5/12-5/18	Homework: <ul style="list-style-type: none"> ● Have one tutorial at the writing center. Take a personal, academic, or professional writing piece to the Writing Center for advice. ● Observe one session at the Writing Center. (Remember to secure permission beforehand!) ● Journal entry (discuss the readings and/or your observation at the WC and upload to the Dropbox by Saturday, 5/17) ● Readings & reading discussion questions (posted by noon Friday, 5/16)
Week 2: 5/19 (10:30AM-12:30PM)	Readings: <ul style="list-style-type: none"> ● J. Brooks, Minimalist Tutoring (St. M) (5 pages) ● Pantiledes and Bartesaghi, “So What are We Working on?,” pdf on Carmen (14 pages) ● S. Corbett, Tutoring style, tutoring ethics (St. M) (8 pages) ● Yergeau, et al. “Expanding the space of f2f” (http://kairos.technorhetoric.net/13.1/topoi/yergeau-et-al/) ● D. Sheridan et al. The Idea of a Multiliteracy Center: Six Responses (http://praxis.uwc.utexas.edu/index.php/praxis/article/view/59/html)(10 pages?) ● Raymond & Quinn (2012) What a writer wants, pdf on Carmen, (15 pages)
	Activities: <ul style="list-style-type: none"> ● Tutor(s) visit to demonstrate and discuss online tutoring ● Observation Discussions ● Reading discussion

<p>5/19-5/25</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Work on your short paper: Choose from provided prompts and have one brainstorming tutoring session. Then, write your first draft of the short paper. You don't need to upload it to the Dropbox in this week. You will bring this draft for next week's WC appointment. • Observe one tutorial or interview a tutor. • Participate in the Discussion Board
<p>Week 3: 5/26 MEMORIAL DAY **NO WORKSHOP MEETING** 5/26-6/01</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Continue working on short paper: Have one HOCs tutoring session on your short paper (bring in a draft of the paper to the session). You don't need to upload it to the Dropbox in this week. You will write a second draft of the paper and bring it for next week's WC appointment. • Observe one tutorial or one writing group meeting (with permission!!). • Readings & reading discussion questions (for week 4, posted by noon Friday, 5/30)
<p>Week 4: 6/2 (10:30AM-12:30PM) "Understanding L2 Writers"</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Bell & Youmans (2006), Politeness and praise: Rhetorical issues in ESL (L2) Writing Center conferences (17 pages) pdf. on Carmen • Severino & Deifell (2011) Empowering L2 tutoring (31 pages) pdf. on Carmen • Brendel (2012) Tutoring between language with comparative multilingual tutoring (15 pages) pdf. on Carmen • Cogie (2006), ESL students Participation in Writing Center sessions (19 pages) pdf. on Carmen • Thonus (2003) Serving generation 1.5 learners in the university writing center (8 pages) pdf. on Carmen • Williams & Severino, (2004) The writing center and second language writers (8 pages) pdf. on Carmen • Ryan & Zimmerelli (Bedford, 2010) p.65-69 (4 pages)
	<p>Activities:</p> <ul style="list-style-type: none"> • Video: "Writing Across Borders" • Reading Discussions • Observation discussions
<p>6/2-6/08</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Continue working on the short paper: Have one LOCs tutoring session (bring polished draft to the session). Then, upload the final draft to the Dropbox. Short paper due Friday, 6/6 • Observe one tutorial • Readings & reading discussion questions (posted by noon Friday, 6/6) • Participate in the Discussion Board
<p>Week 5: 6/9 (10:30AM-12:30PM)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • S Myers, Reassessing the "Proofreading trap" (St. M) (19 pages) • I. Leki (1992) Chapter 7 L2 Composing: Strategies and Perceptions (11 pages) pdf. on Carmen • Staben & Nordhaus (2004) in Bruce & Rafoth Chapter 7 Looking at the whole text (12 pages) pdf. on Carmen • Nakamaru "Lexical Issues in Writing Center Tutorials" (pdf on Carmen). • N. Barron & N. Grimm, Addressing racial diversity (St. M) (24 pages)

	<ul style="list-style-type: none"> Severino et al. (2009) A comparison of online feedback requests (25 pages) pdf. on Carmen
	<p>Activities:</p> <ul style="list-style-type: none"> Tutors' visit (mock tutorials with tutors, Q&A panel) Observation Discussions Reading discussion Sign up for meeting with Cynthia and/or Katie and presentation
6/09-6/15	<p>Homework:</p> <ul style="list-style-type: none"> Observe two sessions--tutorial(s) and/or writing group Readings Participate in the Discussion Board Meet with Cynthia and/or Katie about Reflective ideas (sign up during meeting)
<p>Week 6: 6/16 (10:30AM-12:30PM) "Writing Across the Curriculum (WAC)"</p>	<p>Readings:</p> <ul style="list-style-type: none"> Thaiss & Zawacki (2006) Engaged writers, dynamic disciplines (Chapter 4 in Boynton & Cook, 2006) (40 pages) pdf. on Carmen R. Nowacek, (2009) Why is being interdisciplinary is so very hard to do? (20 pages) pdf. on Carmen J. Mullin (2002) Pieces Missing: Assignments and expectations (6 pages) pdf. on Carmen
	<p>Guest: Dr. Chris Manion (Writing Across the Curriculum and Writing Associates program coordinator)</p> <ul style="list-style-type: none"> Reading Discussion Role play (mock tutorials)
	<p>Homework:</p> <ul style="list-style-type: none"> Readings Observe one tutorial (if you feel ready, ask tutor for permission to participate in the session) Participate in the Discussion Board
<p>6/19 (10:30AM-12:30PM) "What are you going to do in the tutorial?"</p>	<p>Reading:</p> <ul style="list-style-type: none"> Review Ch. 3 Ryan & Zimmerelli (2010) and come in with questions/notes
	<p>Activities:</p> <ul style="list-style-type: none"> Reading Discussion Student Presentations
<p>6/20 (10:30AM-12:30PM) Wrap Up</p>	<p>Activities:</p> <ul style="list-style-type: none"> Student presentations

	<p>Homework:</p> <ul style="list-style-type: none"> ● Final Reflection Paper (by 6/20) ● Workshop survey/evaluation (by 6/27)
--	---

Being Tutored & Observing Tutoring:

Being Tutored--In the first week of the workshop, you will be asked to sign up for one tutorial in Smith Lab. For this tutorial, you can bring a piece of your writing--academic, personal or professional--of your choice to work on with the tutor.

In weeks two through four, you will be asked to sign up for one tutorial per week (three total) to experience working on a paper with a tutor throughout the writing process.

Observing Tutoring--You have all provided three preferred time slots to be scheduled for observations in the Smith Lab Writing Center site each week. You are required to conduct one hour-long observations as dictated by the schedule above. In the final week (6/16-6/20), approach the tutor with whom you've worked the most about co-tutoring a client during the week. If the tutor and client are comfortable having you make suggestions, please participate actively.

If the opportunity arises, you will also be asked to observe a writing group. You will be able to begin observing these group meetings in week three (after securing permission from the group facilitator). Please note, you need to coordinate with Cynthia and the writing group facilitator to schedule your observation. You will only be allowed to observe a group if all members of the group agree to have you there!

You are always welcome--and encouraged--to share and discuss your experiences being tutored and observing on the Carmen discussion board in addition to the week you are assigned to post guiding questions for weekly readings!

Discussion Board on the Carmen (By Friday noon):

To facilitate discussion of the assigned readings, participants will be asked to develop discussion questions about the week's readings and to **post those questions the Friday before their assigned meeting**. (For instance, those assigned to develop reading discussion questions for week 2 should post their questions by noon on Friday, 5/16.) Participants are welcome to collaborate to develop questions, divvying up the readings to develop questions, etc.

All participants will be tasked with responding to the questions on the discussion board for that week, by the following Friday. (For instance, if questions are posted on Friday, 5/16, responses must be submitted by Friday, 5/23. This is to encourage participants to follow up on in-class discussions on the message board).

Week 2 (by 5/16):

Week 3 (by 5/23): MEMORIAL DAY

Week 4 (by 5/30):

Week 5 (by 6/06):

Journal Responses and Short Paper

Throughout the workshop you will be asked to complete short writing assignments in addition to the reading discussions.

Lin & DeLuca, WCW Sample Syllabus

Journals--In weeks **one** and **five**, you will be asked to complete short journal entries. In week one, the journal entry should reflect upon your experience of being a tutee and your observations of the tutorials; tie those observations in with the readings (1-2 single space pages or about 800 words) (due Saturday, 5/17 by the end of the day to the dropbox labeled "Journals").

In week five (6/09-6/13), you will be asked to begin working on your reflection paper by composing a journal entry (or a draft) that explores possible topics and/or questions you'd like to engage in your reflection paper; you will be asked to bring a copy of this journal entry to your meeting with Cynthia and/or Katie.

Short Paper--You will also be asked to compose a short paper (5-7 double spaced pages) in response to prompts provided to you. You will be asked to be tutored on this paper throughout your writing process, receiving three tutorials at different stages (a brainstorming session, a HOCs session, and a LOCs session). In addition, you will be asked to provide a cover letter (1 page) with your paper that reflects upon your experiences being tutored throughout the writing process and the pedagogical insights you have gained from the experience. (The short paper and accompanying cover letter will be due to the dropbox "Short Paper" on Friday, 6/6.)

Reflection Paper (Final draft due in the 6th week, no later than 6/20 meeting):

Review your workshop experiences integrate them into an analytical paper. What patterns do you see in your notes about being a client of the WC and in the observations you made? Include your reflections on attending the WCW workshop: the readings, activities, and participation in Writing Center tutorials. The rough draft of the reflection paper is due when, in the fifth week, you attend a one-on-one conference with Cynthia and/or Katie. Final drafts are due by 6/20. Cynthia Lin and Katie DeLuca make up the primary audience of your reflection paper. They will share your ideas and papers with Dr. Selfe.

Course Evaluation (No later than the end of Friday, 6/20):

Complete an anonymous course evaluation. We will provide you with questions, but we are primarily interested in your own thoughts about the workshop. Using a double-envelope system (which we will provide), write out the evaluation without your name on it; print it; put it in an unmarked envelope, and put that into a larger envelope with your name on it. Give the package to XXX in 4132E. She will mark you down as completing the evaluation and discard the outer envelope.

WCW-SU 2014 Policies

1. All assignments must be turned in on time. Late assignments will not be accepted without a physician's excuse.
2. You must come to class or to a conference with a draft or assignment on days when they are due. Failure to come with a draft will negatively influence our assessment of you as a tutor in training and may jeopardize your student award.
3. Class attendance is mandatory. If you are ill, be sure to communicate with the Writing Center and then either Cynthia Lin.1013 or Katie DeLuca.37. We will determine how you can make up the absence. **If you miss a tutorial, it will negatively influence our assessment of you as a tutor in training and may jeopardize your student award.**
4. Don't be late for class or Writing Center (WC) appointments. Arrive early. When you enter the Writing Center please initial the WCW schedule at the front desk. Include your initials and the tutor's initials you are observing or working with. **Being late for any writing center session is unacceptable. Lateness disrupts sessions and is unfair to the clients. Do NOT join a tutorial after it has begun.**
5. Please turn off your cell phone before class (or a tutorial) starts. Do not engage in texting during class.

6. Feel free to meet with Cynthia Lin or Katie DeLuca throughout the workshop; however, you are required to meet with Cynthia or Katie once to discuss your final reflection paper in the 5th week of the workshop.
7. Feel free to ask the assistant coordinators any writing center-related questions. A Writing Center staff person may attend our class during the workshop (fifth week).
8. When you are in the Writing Center, you must follow the rules and guidelines established by the Center. For example, you are not allowed to eat.
9. You are free to agree, disagree, or extend a point made during class discussions (in class and online); however, you are expected to be civil in tone. No personal attacks.