

The Bat Poet: Writing a Literary Analysis in MLA Style

The purpose of this Learning Module is to help you:

- Gain familiarity with the genre of literary analysis (if you don't already have that) and provide you with language to discuss these kinds of assignments with students.
- Gain familiarity with MLA style (if you don't already have that) and provide you with language to discuss this writing and documentation style with students.
- Learn how writing assistants work with students by putting yourself in the vulnerable position of student writer.
- Consider how you as a writing tutor will balance collaboration and control within writing center sessions.

See the chapter on writing a literary analysis in *The Norton Guide to Field Writing*, then read *The Bat Poet*, by Randall Jarrell.

Your Question for This Literary Analysis:

Consider *The Bat-Poet* in the context of the Writing Center and answer one of the following questions (or ask and answer your own):

- What is Jarrell saying about what it feels like to be a writer?

or,

- What is Jarrell saying about the kinds of support writers need to thrive?

After you've read the book and the assignment, you'll sign yourself up for a WC session with a tutor to discuss the assignment and brainstorm for your draft.

When you've written your first draft, make another appointment with a tutor to read and discuss it.

Then make a final appointment for proofreading and polishing your revision.

Reflective Letter:

When you're ready to post your final revision, include an informal letter in which you explore the various processes you went through for this assignment and how you think they will relate to your work here in the WC. What did you learn about this academic genre? What did you learn about yourself as a writer? What did you learn about WC sessions? Which questions that tutors asked you were particularly helpful to you?

Writing a Literature Review in APA Style

For this Learning Module, you'll read several articles on how and why writing center tutors work to collaborate with students in sessions – and what exactly we mean by “collaboration” in writing centers. Then you'll write a literature review in APA style (see the detailed description and sample of a literature review in *The Norton Field Guide to Writing*), utilizing your fellow writing assistants and me for information and support.

The purpose of this Learning Module is to help you:

- Gain familiarity with the genre of annotated bibliography (if you don't already have that) and provide you with language to discuss these kinds of assignments with students.
- Gain familiarity with APA style (if you don't already have that) and provide you with language to discuss this writing and documentation style with students.
- Learn how writing assistants work with students by putting yourself in the vulnerable position of student writer.
- Consider how you as a writing tutor will balance collaboration and control within writing center sessions.

After you've read the assignment and the articles (posted on Blackboard), you'll sign yourself up for a WC session with a tutor to discuss the assignment and brainstorm for your draft.

When you've written your first draft, make another appointment with a tutor to read and discuss it.

Then make a final appointment for proofreading and polishing your revision.

Reflective Letter:

When you're ready to post your final revision, include an informal letter in which you explore the various processes you went through for this assignment and how you think they will relate to your work here in the WC. What did you learn about this academic genre? What did you learn about yourself as a writer? What did you learn about WC sessions? Which questions that tutors asked you were particularly helpful to you?