

	TENETS	TUTORING STRATEGIES	SOURCES*
READING LIKE A WRITER/SPEAKER	Students read to pick up rhetorical strategies they can use in their writing and speeches	Modeling/imitation Students experiment with the construction of their sentences based on the examples from exemplary texts, “playing” and “tinkering” (Bishop), rather than following rules	Greene (1993) Bishop (1997) Bunn (2011)
READING CRITICALLY	Often linked with critical thinking and critical pedagogy . . . critical reading = “experiencing and interacting with texts and images in order to acquire information, analyze perspectives, generate questions, and interrogate one’s knowledge and positions” (Joliffe 128) . . . students are encouraged to reflect on their own cultural situatedness	Joliffe: Tutees deploy a reading process (previewing, annotating, summarizing, analyzing, rereading, and responding); they must ask, <i>What judgments can I make about this reading beyond my personal feelings, opinions, and observations?</i> (130) McCormick: Tutees read texts as ideological artifacts and for what might be unsaid; they compare their own assumptions, beliefs, and practices with those articulated in texts Salvatori and Donahue: “Difficulty paper” assignment: students describe why a text is difficult (moving from <i>why can’t I read this!</i> to <i>what demands is the text making on me/how/why?</i>)	Joliffe (2003) McCormick (2003) Salvatori and Donahue (2005)
READING RHETORICALLY	Move students past reading for information alone. To read rhetorically is to “1. Read with attention to how your purposes for reading may or may not match an author’s purposes for writing and 2. To recognize the methods that authors use to try to accomplish their purposes” (Bean 3).	Rhetorical analysis of texts, including genre analysis Self analysis: what is the rhetorical context of the reader/writer/speaker? Ask tutees to summarize and respond to key sources in their arguments	Haas and Flower (1988) Bean et al (2014)
READING MINDFULLY	Reading mindfully is “a method of engagement characterized by rhetorical adaptability that supports students as they deliberate, reflect on, and practice a range of reading approaches . . .Instructors focus	Ask tutees to reflect on their reading practices, habits, successes, and failures Reading mindfully = <ul style="list-style-type: none"> • Encourage them to reflect on present moment 	Carillo (2015)

	<p>with students not only on which types of reading they have chosen to teach, but <i>why</i> and <i>how</i> each type of reading works in specific ways” (Carillo 19, 121).</p>	<ul style="list-style-type: none"> • How far does a reading approach take them? • What aspects of the text does it allow them to address? • What meanings does it enable or prohibit? <p>Help students see that at times they may need to abandon an approach in favor of another if their purpose or the text demands it. (Carillo 124)</p>	
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The term *rhetoric* is invoked in the phrase rhetorical readers to indicate their orientation to an audience upon whom they hope to have an effect. Before they can persuade their audience, however, readers must discover what they want to say.

QUESTIONS WE CAN ASK TUTEES THAT GET THEM TO THINK ABOUT THEIR SOURCES RHETORICALLY (adapted from Bean et al, p 10)

1. What questions does the text/image address, explicitly or implicitly? (Why are these significant questions? What community cares about them?)
2. Who is the intended audience? (Are you a part of this audience?)
3. How does the author support his or her thesis with reasons and evidence? (Do you find this argument convincing? What about this counterevidence or counterargument?)
4. How does the author hook the intended reader’s interest and keep the reader reading? (Do the appeals work for you? Do they make you suspicious of the author’s motives?)
5. How does the author make himself or herself seem credible to the intended audience? (Is the author credible to you? Are the author’s sources reliable?)
6. Are this writer’s basic values, beliefs, and assumptions similar to or different from yours?
7. How do you respond to this text? (Will you go along with or challenge what this text is presenting? How has it changed your thinking?)
8. How do this author’s evident purposes for writing fit with your purposes for reading? (How will you be able to use what you have learned from the text?)

When we read rhetorically, we analyze a text’s contents and strategies in order to decide how to respond – whether to assent to the text’s ideas, modify them, or resist them.

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