

Course Outline of Record

1. Course Code: ENG-037
2.
 - a. Long Course Title: Methods of Tutoring Writing
 - b. Short Course Title: WRITING TUTOR TRAINING
3.
 - a. Catalog Course Description:

Study of the theory, principles and methods of tutoring students who need specific practice in writing. Those completing this course with a grade of C or better are eligible to participate in tutorial writing services on campus. May not be counted toward fulfilling requirements for the English or liberal arts majors. May be counted toward fulfilling electives for the English or liberal arts majors. Students in this class are expected to be proficient writers.
 - b. Class Schedule Course Description:

ENG-037 provides training in the theory, principles, and methods of tutoring students who need specific practice in writing.
 - c. Semester Cycle (if applicable): Spring
 - d. Name of Approved Program(s):
 - LITERATURE
 - COMPOSITION
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 39 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)

 Prerequisite: ENG 001A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Barry, Anita K (2002). *English Grammar: Language As Human Behavior* (2nd/e). Upper Saddle River, NJ Prentice. ISBN: 0130322601
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - b. Gibaldi, Joseph (2003). *MLA Handbook for Writers of Research Papers* (5th/e). New York: MLA of America. ISBN: 0873529863
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - c. Kirszner, Laurie G., and Stephen R. Mandell. (2006). *The Concise Wadsworth Handbook: Custom Edition for College of the Desert*. Boston Thomson. ISBN: 10428029348
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - d. Murphy, Christina, and Steve Sherwood, eds (2007). *The St. Martin's Sourcebook for Writing Tutors* New York Bedford. ISBN: 0312442262
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - e. Shaughnessy, Mina P. (1979). *Errors and Expectations: A Guide for the Teacher of Basic Writing* New York Oxford UP. ISBN: 0195025075
 College Level: Yes

Flesch-Kincaid reading level: *N/A*

7. Entrance Skills: *Before entering the course students must be able:*

a. Employ writing as a process to generate and develop ideas, and to clarify and organize thoughts.

- ENG 001A - Develop ideas coherently in writing through the drafting process.

b. Construct focused theses.

- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.

c. Compose essays using combined rhetorical modes.

- ENG 001A - Write essays with varied strategies, including persuasive essays, with a arguable theses and evidence from a variety types of sources.
- ENG 001A - Use a variety of rhetorical strategies to write essays.

d. Demonstrate awareness of audience by use of appropriate tone and diction in all compositions.

- ENG 001A - Incorporate complex sentence-structure and variety of word choice.
- ENG 001A - Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).

e. Exhibit proficiency in correct usage of grammar, punctuation and mechanics in all compositions.

- ENG 001A - Use writing reference materials and handbooks to perfect documentation skills with few errors.

f. Analyze, explain, evaluate, compare, and contrast selected prose and poetry, both from text and researched sources.

- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).

g. Demonstrate skill in researching information, including CD-ROM and on-line sources.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

h. Paraphrase, summarize, and quote using MLA documentation for all published sources in all compositions.

- ENG 001A - Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.
- ENG 001A - Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

8. Course Content and Scope:

Lecture:

- I. Theory and strategies of the writing process.
 - a. Topic generating and free-writing.
 - b. Structural and technical revision.
 - c. Final editing skills.
- II. Principles and issues involved in tutoring writing.
 - a. Basic skills students.
 - b. ESL students and second language acquisition issues.
 - c. Ethnically- and culturally-diverse students.
 - i. Writing differences between cultures.
 - ii. Impediments to good writing faced by students of economic disadvantage.
 - iii. Impediments to good writing faced by students with learning disabilities.
- III. Techniques of interpersonal and cross-cultural communication relevant to the tutoring of writing.
- IV. Theories and practices of collaborative writing instruction.
- V. The instructional process.
- VI. Utilization of computer software relevant to writing tutorials.
- VII. Theory and administration of a writing center.
- VIII. Techniques for generating effective writing center materials, i.e., handouts and worksheets.
- IX. Thorough knowledge of MLA and APA documentation requirements.
- X. Thorough knowledge of grammar terminology and vocabulary word forms.

Lab: (if the "Lab Hours" is greater than zero this is required)

I. Observe applications of theories, principles, and techniques of tutoring writing learned in the course by observing trained tutors (5 hours). II. Apply theories, principles, and techniques of tutoring writing learned in the course by tutoring under observation of instructors or trained tutors (5 hours).

9. Course Student Learning Outcomes:

1.
Establish a collegial and comfortable environment for the tutoring session.
2.
Determine at what state of the writing process a given written project is and what is needed to be done to take the next step in the revision process.
3.
Assist the tutee in developing skills and/or knowledge in areas determined by tutoring session needs assessment.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Demonstrate knowledge of basic principles and theories of the writing process;
- b. Demonstrate techniques and interpersonal skills involved in the tutoring of writing;
- c. Create materials for use in the Center which develop writing skills;
- d. Demonstrate knowledge of decorum required in a successful tutorial relationship;
- e. Demonstrate basic insight into the principles of writing center theory and writing center operation;
- f. Demonstrate basic competency in the function and use of software relevant to writing instruction;
- g. Demonstrate basic knowledge of the principles of cross-cultural tutoring in writing;
- h. Demonstrate knowledge of MLA and APA documentation styles; and
- i. Demonstrate a working knowledge of grammar terminology and vocabulary word forms.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Collaborative/Team
- b. Discussion
- c. Journal
- d. Lecture
- e. Participation
- f. Role Playing

Other Methods:

a. Small- and large-group discussion; b. Guided journal writing; c. Role playing; d. Consultation with experts in other skills-related areas; e. Supervised tutor observations; f. Supervised direct tutor experience; and g. At least one extended formal expository writing assignment based upon their supervised tutor observations and/or supervised direct tutor experiences.

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 0

a. In-class Assignments

a. In-class tutor/tutee role playing and subsequent discussions. b. Discussions of observations of tutoring in the writing center. c. Discussions of supervised tutoring experiences in the writing center. d. In-class essay and multiple choice exams.

b. Out-of-class Assignments

a. Students' experiential journals will be reviewed (total words/course: 16,000-17,000); b. Tutor

performance will be monitored and assessed; c. A class presentation will be evaluated; d. A midterm exam; a final exam or final project (e.g., generation of a specific piece of writing center material evaluated for its accuracy and usefulness); and e. A critical essay (2000-2500 words) will be evaluated in terms of its incorporation of theories and techniques studied throughout the semester.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
College-level essays
- Written homework
- Critiques
- Guided/unguided journals
- Term or research papers
- Presentations/student demonstration observations
- Group activity participation/observation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution
- Student preparation

14. Methods of Evaluating: Additional Assesment Information:

a. Journal entries; b. Reading and critical evaluation of college-level material from a variety of sources; c. Reading and critical evaluation of sample, mock, and real student essays; d. Employment and critical evaluation of various methods of interpersonal communication; e. Examinations; and f. Essays.

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C3 – Arts, Humanities, and Culture

Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

IO - Critical Thinking and Communication

Apply principles of logic to problem solve and reason with a fair and open mind.

Apply standard conventions in grammar, mechanics, usage and punctuation.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Course periodic review.

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

ENG 037-Methods of Tutoring Writing

- a. Course Control Number [CB00]: CCC000507537
- b. T.O.P. Code [CB03]: 150100.00 - English
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: B = Transfer CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: N/A
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
 - l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): N/A

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 20

Third Year: 30

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Richard W. Rawnsley Origination Date 12/05/13