

English 343-01

Fall 2009

Teaching and Tutoring Writing

Instructor: Dr. Judy Fowler

DAILY AGENDA

Friday, August 21

Class today: Introduction to the Course: Syllabus, Major Assignments, Attendance, Texts

Monday, August 24

Class today: Myths vs. Facts in Teaching Writing and in Learning to Write Well

Wednesday, August 26

Readings due today: Williams, pp. 43-51

Reading Guide Questions: What is Williams complaining about? Is there anything that he likes? Explain your answer.

Class today: Experiencing the Writing Process with Post-Its

Friday, August 28

Readings due today:

Lindbloom, Kenneth, and Rebecca S. Wheeler. "Teaching English in the World: Code Switch to Standard English." English Journal 95.5 (May 2005: 108-112).

Class today:

(continued from prior day) Experiencing the Writing Process with Post-Its

Monday, August 31

Readings due on Sept 2

See assignment and questions under Sept. 2, just below. Notice that the reading assignment is long. Because there is no other home assignment for today, you could (should?) split the reading assignment for Sept. 2, doing some of it by today and the rest for Wednesday, Sept 2.

Class today (continued from prior class):

Experiencing the Writing Process with Post-Its

Formulating Process Theory and Pedagogy

Evaluating Process Theory and Pedagogy

Wednesday, September 4

Readings due today: Williams, pp. 51-76.

Guide Questions: 1. Describe Process theory as explained in this reading? What is its ancestry? What kind of research supports it?

2. What are the major beliefs of the Romantic School of writing theory? Who are its major spokespersons? What does Williams think of this teaching approach?

Class: Cornerstones of Process Theory and Pedagogy

Friday, September 4

Readings due today: Meyer, Emily, and Louise G. Smith. The Practical Tutor, pp. 3-23. (A couple of copies are ON RESERVE IN CHESNUTT LIBRARY; you may also easily and economically order a copy online.)

Guide Questions for reading:

1. What problems, according to this chapter, do tutees often bring to the Writing Center, especially in the early sessions?
2. What can unnerve a tutor, and how should the tutor handle these problems.

Class: Tutoring scenarios and tutoring mock-ups

Monday, September 7

Labor Day Holiday: FSU CLOSED: NO CLASS TODAY

Wednesday September 9

Readings/Activities due today:

ON RESERVE IN CHESNUTT LIBRARY: Meyer and Smith. Read pp. 27-37 and 43 -65 (pages include some wide spacing).

Guide Questions and Writing Activities:

1. Write a double-entry journal of the sort described on page 29. In the left column, write freely your reactions to the ideas presented in the chapter. Then on the right-hand side, comment on your comers. This is another way to set up a dialogue with yourself as a writer. (activity from Meyer and Smith)
2. What is fluency, and who has trouble with it?
3. What can a tutor or a teacher do to promote fluency?

Class:

Tutoring Scenarios and Discussion

Friday, September 11

Class:

Introducing Paper 1; Getting Started on Paper 1 (looking at the assignment sheet; selecting a topic, locating articles germane to your chosen topic)

Monday, September 14

Due today:

1. Short Bibliography (6-8 possible sources germane to your chosen topic for MWA 1 (Major Writing Assignment 1).
2. **Read the following article**, which we will in class use as a basis for learning to write a summary, and bring your copy to class:
Newkirk, Thomas. "Popular Culture and Writing Development." Language Arts 84.6: (2007): p. 539 +. (Electronic copy generated by ProQuest has thirteen pages of text.)

Class:

How to write a summary; posting your summary on Blackboard.

Wednesday, September 16

Due today: Read one article from your bibliography on your chosen topic, WRITE A SUMMARY OF THAT ARTICLE AND POST THAT SUMMARY ON BLACKBOARD'S DISCUSSION BOARD FOR ENGL 343. IT IS IMPORTANT THAT YOU DO THIS ASSIGNMENT IN A TIMELY MANNER (THAT MEANS POST THE SUMMARY BEFORE YOU COME TO CLASS!).

In class:

Creating a good response to a posted summary; writing the response and posting it on Bb.

Friday, September 18

Readings due today: Williams, pp 79-86.

Guide Questions for Readings;

1. What activities would you be likely to see in a social-theoretic classroom, according to the text?
2. What other activities that you have experienced or that you know about from conversation or reading would be appropriate?

Hint: For some sample activities, don't forget to tap into the article by Thomas Newkirk read earlier as well as the articles that you are summarizing: Many of them mention techniques that you could apply in the social-theoretic classroom.

Class: Discussion of readings, especially your answers to the guide questions.

Monday September 21

Work due today before class:

1. **Read** two more articles on your subject for MWA1 that are on your bibliography.
2. **Summarize** each of the two.

3. **Post** both summaries on the Blackboard discussion board. REM. That you can/should post these summaries as you finish reading the article and writing the summary. You could, for example, post the summary of one article on Saturday afternoon and the other on Monday morning.

Class:

In Bu 312, the computer lab (if available), where you should work on responding to two more posted summaries. When you finish that, you should work on reading your remaining two chosen articles on your subject and/or responding to the remaining posted summaries. (If the lab is not available, I will just have to let this be a challenge!

Wednesday, September 22

Due today:

1. Complete the activity assigned in the computer lab on Sept 21 (day before yesterday) if you have not done so already.
2. Read and summarize at least one more of your articles on your topic.

Class:

In computer lab, BU 312:

1. Complete your fifth and last summary of an article on your topic, and post it on Bb if you have not already done so.
2. Compose your thoughtful responses to at one least summary of a classmate, and do both the remaining ones, time permitting. If time does not permit you to respond thoughtfully to both, respond to one and then respond outside of class to the other **by** Monday, September 27. (I'll be recording grades immediately after that date.) REM that by this date, you should have five summaries of your own and five thoughtful responses to the summaries of other students.
3. REM: Counting as a response is a thoughtful response to another response. For example, "Way to go, guy!" is a good enough beginning for a response, but you need to put (a) reason(s) for your response. Develop your response, in other words.

Friday, September 24

Due today: **While no assignments are due today, you need to work on your Bb assignments if they are not yet complete.**

Class:

Extrapolating criteria for a good summary of research.

Monday, September 28

Due today: First Copy of MWA 1 (Review of Literature). **Bring to class:** four hard copies (for peer-group members and yourself). Send the instructor an electronic copy of your first copy: jfowler@uncfsu.edu

Class: Peer evaluation of First Copy of MWA 1

Wednesday, September 30

Revised (second) copy based on peer evaluation(s). Rem. that this should be a second copy, that is to say, a copy improved as a result of peer evaluation.

Hold either an in-person conference or an electronic conference with the instructor based on student preference. Yes, this means that the conferences replace the regular class on September 29!

Please make appointments for in-person conferences. IF YOU DO NOT SCHEDULE AN IN-PERSON CONFERENCE, I WILL ASSUME THAT YOU WANT AN ELECTRONIC CONFERENCE.

FOR AN ELECTRONIC CONFERENCE, SEND/EMAIL ME YOUR REVISED ESSAY/SECOND COPY, AND I WILL RESPOND ELECTRONICALLY AS WELL. I WILL RESPOND ELECTRONICALLY AS SOON AS POSSIBLE, PROBABLY WITHIN 24 HOURS AND OFTEN EARLIER THAN THAT.

ANY REVISED COPY SENT TO ME BY WEDNESDAY (SEPT. 29) AT 4 PM IS ASSURED OF A RESPONSE TO ITS AUTHOR BY 12 NOON ON THURSDAY, SEPT. 30.

IF THE REVISED COPY IS TENDERED LATER THAN THIS, I WILL RESPOND ON A TIME-AVAILABLE BASIS. HOWEVER, LET'S ALL AIM FOR BY 4 PM WEDNESDAY FOR THE SECOND COPY.

Friday, October 2

Due today: Final Copy of MWA1 in a pocket folder. Put the steps in the writing process on the left and the final copy and the spec sheet on the right. These components will be listed for you before the due date.

Class:

Process sheet completed: more specific instructions given in class today, but basically, a process sheet asks you to identify the salient and required components in your essay. E.g., “Double underline your thesis statement,” and “Identify in the left margin beside your first paragraph what type of opening you have used.”

Sharing of Final Copies on a Time-Available Basis

Monday, October 5

Class:

Classical Argument and Rogerian Argument

Introducing Papers 2.1 and 2.2

Wednesday, October 7

Readings: None due today. Work on readings due next class period.

Class:

Rogerian Argument and Politeness Techniques

Friday, October 9

Readings due today: Williams, pp 99 -121

Guide Questions for Readings:

1. Consider the writing classes you have taken. What approach(es) did they follow?
2. Looking back on those classes with the benefit of what you have read so far in this chapter, what were some strengths and weaknesses of the instruction you received?
3. It is important that writing teachers be writers themselves. Reflect on your own writing process. How do you go about writing papers?

Class:

Invention Activities for Paper 2.1 and 2.2

Assignment Sheet for Paper 2.1 Distributed

Monday, October 12

Readings due today: Williams, pp. 67-79

Guide Question for Readings: What are the arguments for and against writing across the curriculum?

Class: Activities for writing across the curriculum. Preparing for the Midterm

Wednesday, October 14

Class: Midterm Exam

Friday, October 16

NO CLASS: MIDTERM BREAK

Monday, October 19

Readings due today:

ON RESERVE IN LIBRARY: Meyer and Smith, pp. 68-85

Class:

Role playing: tutoring mock-ups

Wednesday, October 21

Assessment tools for writing

Friday, October 23

Due today:

Copy 1 of the Classical Argument (MWA 2.1)

Class: Peer evaluation of Classical Argument – need a copy for a single peer.

Monday, October 26

Due today:

Rewrite your classical argument in light of peer evaluation. **NOTE:** After incorporating the peer suggestions, you may send your paper (Classical Argument) to Dr. Fowler over the weekend (Oct. 24 and 25) for an additional response.

Bring a new and improved Classical Argument to class today. You will need it to do your classwork on Rogerian argument with the care it needs.

Class:

Converting the Classical Argument to a Rogerian Argument.

Wednesday, October 28

Due today:

Copy 1 of the ROGERIAN Argument (MWA 2.2). Print enough for a group of **four people**, and email Dr. Fowler a copy.

Also, have on hand a revised version of the Classical Argument (no need for multiple copies) so that you and your evaluators can determine whether the new “Rogerian” version has been appropriately changed from the Classical Version.

Class: Peer evaluation of your Rogerian Version (MWA 2.2)

For a response from Dr. Fowler: After you have incorporated your peers’ suggestions, email Dr. Fowler your newest, probably second, version of the Rogerian Argument.. She will respond to it on Thursday if she receives it by 12 noon on Thursday, Oct. 29.

Friday, October 30

Due today: Your best copy to date of the Rogerian argument (one copy will suffice). It should differ from and contain improvement over the version that you had for peer evaluation on Wednesday as a result of peer and teacher input.

Class: Sharing your best Rogerian to date. What to put in your folder on the due date of November 2.

Monday, November 2

Due today:

Final Copy of the Classical Argument and the Final Copy of the Rogerian Argument. If they fit, you can put both in the same pocket folder. If your folder is too bulky for both, use two separate folders.

Class:

Process Sheet

Teaching and tutoring paragraph structure; glossing as a technique for improving paragraph structure.

Wednesday, November 4

Readings due today:

ON LIBRARY RESERVE—Meyer and Smith, pp. 91-110; 113-131.

Guide Questions:

1. What techniques can a tutor or teacher use to help writers form concepts?
2. What techniques can a tutor or teacher use to help writers commit to a concept?

Class: Role playing: Tutoring/conference sessions

Friday, November 6

Readings due today:

Williams, pp. 151-170.

Guide Questions:

1. Which is better in teaching reading, a top-down or a bottom-up approach? What research supports your opinion? What research goes against it?
2. Why does Williams recommend that a teacher give students models?

Class: Writing a literary analysis; the relationships between reading and writing. Role-playing exercises for tutoring conferences, time permitting.

Monday, November 9

Readings due today: ON RESERVE IN LIBRARY.

Lisle, Bonnie, and Sandra Mano. "Embracing a Multiculteural Rhetoric." Writing in Multicultural Settings. Carol Severino, Juan C. Guerra, and Johnella E. Butler, eds. New York: Modern Language Association, 1997.

Guide Questions:

1. What are Lisle and Mano complaining about?
2. What alternatives do they propose?

Class:

Introducing Paper 3 – A Teaching Unit for Writing -- to cover two weeks of 45-minute periods or the equivalent for schools with ninety-minute periods. Assignment Sheet Distributed.

Wednesday, November 11

NO CLASS TODAY: UNIVERSITY CLOSED FOR VETERANS' DAY.

Friday, November 13

Readings due today: Williams, pp. 171-191.

Class: Teaching "Grammar."

Monday, November 16

Readings due today: Williams, pp. 279-296.

Class: Writing Activities

Wednesday, November 18

Due today: No assignments due today

Class: Teaching Personal Writing

Friday, November 20

Class in the Curriculum Lab in Chesnutt Library. The purpose of this visit is for you to locate materials for your teaching unit.

Monday, November 23

Class in the Curriculum Lab in Chesnutt Library. The purpose of this visit is for you to locate materials for your teaching unit.

Wednesday, November 25

Questions from the class about the teaching unit.

Alternatives to teaching “Grammar” that promote fluency.

*Time for one teaching demo from class member providing if more students sign up for the class before the drop/add period is over. Lesson taught should be in unit plan or closely inspired by unit plan.

Thursday and Friday, November 26 and 27

No Classes: University Closed for Thanksgiving Holiday

Monday, November 30

First copy of unit plan due; bring three copies for peer evaluation.

*Three teaching demos today (sign up).

Wednesday, December 2

*Three teaching demos today (sign up)

Friday, December 4

Rem: Time for two class members to teach their demo lessons – to last 25 – 30 mins. You will be teaching a part of your unit plan.

Exam time as Set Forth in the Fall FSU Examination Schedule for Fall 2009. You will have a short examination, about 45 mins. There will be time for two more teaching demos.

Rem: Time for two class members to teach a portion of the unit plan – to last 25 – 30 mins. You will be teaching a part of your unit plan.

