

Cultivating Voice: A Writing Tutor's Craft

Spring 2017

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- **Course Description:** *Cultivating Voice* combines readings, reflective writing, seminar, workshops, and a practicum to prepare students to become peer tutors in the Writing Center. In seminar, we will explore tutoring theories, examine the role of a peer tutor, and develop effective tutoring practices. In the practicum, students will observe peer tutoring and graduate to supervised tutoring. The course also will address working with unique populations of learners. Students considering graduate school in teaching, writing, or other related fields will benefit from this course.
- **Readings:** All readings are provided at no cost in PDF format on the Writing Center's website at: <http://evergreen.edu/writingcenter/cultivatingvoice-cv1.htm>
- **Weekly Written Reflections:** Each week you will compose a written reflection that lets you explore your developing thoughts and insights on the practice of tutoring, connecting the readings, class activities, and practicum. Keep your reflections, as they will be included in your portfolio at the end of the quarter.
- **"How I Write" and "My Tutoring Philosophy":** Over the quarter you'll compose two longer pieces. "How I Write" will challenge you to examine your writing process, and "My Tutoring Philosophy" will encourage you to explore your personal philosophy on the practice of tutoring. More information will be provided in class, and the prompts are posted on the website. These pieces will be included in your portfolio at the end of the quarter.
- **Practicum:** The practicum is designed to give you experience tutoring and being tutored in the Writing Center. For the first two to four weeks, you will meet with a tutor in the Writing Center as a writer. As early as Week 4 and by Week 6, you will have tutoring trios, where you and a peer from Cultivating Voice will practice tutoring each other, accompanied by a tutor. More information will be provided in class.
- **Portfolio:** At the end of the quarter, you will submit a portfolio of all your work over the quarter. Your portfolio is required to earn credit for the class. The portfolio will include your weekly reflections, "How I Write," "My Tutoring Philosophy," and any work produced from in-class activities. A comprehensive checklist is on p. 3 of this syllabus.
- **Interviews:** During the last class you will be able to sign up for an interview to enroll in an unpaid 2-credit internship for Fall Quarter of 2017 in the Writing Center. For this internship, you will be on the schedule to tutor student writers in the Writing Center, participate in workgroup meetings and staff meetings, participate in group meetings with your internship cohort every other week, and complete readings and assignments. The internship makes you eligible to be hired as a paid tutor in the winter. More information about interviewing and the internship will be provided in class.

Cultivating Voice 2016 Syllabus

	(to do by class)	(to do by class)	(during class)	(after class)
Date & Theme	Readings	Assignment	In-Class Activities	Practicum
<ul style="list-style-type: none"> Week 1: 4/6 Introduction 	<ul style="list-style-type: none"> <input type="checkbox"/> "Tutoring as a Radical Act" (Larkin) 5p <input type="checkbox"/> "The Idea of a Writing Center" (North) 14p (Total pages to read: 19)		<ul style="list-style-type: none"> <input type="checkbox"/> Overview of class <input type="checkbox"/> Preconception <input type="checkbox"/> Icebreaker <input type="checkbox"/> Observation trio scheduling 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with a tutor or observation trio
<ul style="list-style-type: none"> Week 2: 4/13 Philosophy & Purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> "Feedback from First Grade" (Yannone) 2.5p <input type="checkbox"/> "Writing as a Process" and "The Writing Grid" (Yannone) 3p (Total pages to read: 5.5)	<ul style="list-style-type: none"> <input type="checkbox"/> Written reflection 	<ul style="list-style-type: none"> <input type="checkbox"/> Seminar <input type="checkbox"/> Session basics <input type="checkbox"/> Writing Grid <input type="checkbox"/> Happy Box 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation trio
<ul style="list-style-type: none"> Week 3: 4/20 Brainstorming & Drafting 	<ul style="list-style-type: none"> <input type="checkbox"/> "Beingstorming" (Miller) 3p <input type="checkbox"/> "An Approach to Writing and Freewriting" (Elbow) 14p (Total pages to read: 17)	<ul style="list-style-type: none"> <input type="checkbox"/> Written reflection <input type="checkbox"/> Rough draft of "How I Write" 	<ul style="list-style-type: none"> <input type="checkbox"/> Seminar <input type="checkbox"/> Workshop w/ Joe Tougas <input type="checkbox"/> Group brainstorm 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation trio
<ul style="list-style-type: none"> Week 4: 4/27 Revision 	<ul style="list-style-type: none"> <input type="checkbox"/> "The Orbital Region: Re-envisioning Revision" (Nies) 2p <input type="checkbox"/> "Thorough Revising" (Elbow) 10p <input type="checkbox"/> "Becoming Reader" (McNealy) 1.5p (Total pages to read: 13.5)	<ul style="list-style-type: none"> <input type="checkbox"/> Written reflection <input type="checkbox"/> Bring to class: current draft of your Academic Statement OR "How I Write" 	<ul style="list-style-type: none"> <input type="checkbox"/> Seminar <input type="checkbox"/> Role-playing 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation trio or tutoring trio
<ul style="list-style-type: none"> Week 5: 5/4 Editing & Proofreading 	<ul style="list-style-type: none"> <input type="checkbox"/> "Mt. Edit" (Abreu) 1.5p <input type="checkbox"/> "Why You Won't Find the Answer in Strunk & White" (Fish) 12p (Total pages to read: 13.5)	<ul style="list-style-type: none"> <input type="checkbox"/> Written reflection <input type="checkbox"/> Revised draft of "How I Write" 	<ul style="list-style-type: none"> <input type="checkbox"/> Seminar <input type="checkbox"/> Group revision 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation trio or tutoring trio
<ul style="list-style-type: none"> Week 6: 5/11 Anti-Oppression 	<ul style="list-style-type: none"> <input type="checkbox"/> "'But I Write the Way I Talk': Inclusion and Exclusion in American Academic Writing" (Luck) 6p <input type="checkbox"/> "Women's Work: The Fence Around the Fire" (Albers) with Afterword (Van Dyke) 6p <input type="checkbox"/> "The Long Road to Advocacy" (Johnson) w/ afterwords (Jarvis & Bea) 7.5 p (Total pages to read: 19.5)	<ul style="list-style-type: none"> <input type="checkbox"/> Written reflection 	<ul style="list-style-type: none"> <input type="checkbox"/> Seminar <input type="checkbox"/> T ASD workshop 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutoring trio
<ul style="list-style-type: none"> Week 7: 5/18 Giving Feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> "Responding to Student Writing" (Sommers) 3.5p <input type="checkbox"/> "Writing Comments on Students' Papers" (Bean) 20p (Total pages to read: 23.5)	<ul style="list-style-type: none"> <input type="checkbox"/> Written reflection <input type="checkbox"/> Rough draft of "My Tutoring Philosophy" 	<ul style="list-style-type: none"> <input type="checkbox"/> Seminar <input type="checkbox"/> Editing and proofreading roleplay 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutoring trio

	(to do by class)	(to do by class)	(during class)	(after class)
Date & Theme	Readings	Assignment	In-Class Activities	Practicum
<ul style="list-style-type: none"> • Week 8: 5/25 • Working with People 	<input type="checkbox"/> “The Socratic Method” (Smith) 1p <input type="checkbox"/> “Editing Line by Line” (Linville) 14p <input type="checkbox"/> “Writing Lab Tutors: Hidden Messages that Matter” (Amigone) 7p (Total pages to read: 22)	<input type="checkbox"/> Written reflection	<input type="checkbox"/> Seminar <input type="checkbox"/> Current tutor panel	<input type="checkbox"/> Tutoring trio
<ul style="list-style-type: none"> • Week 9: 6/1 • Questions 	No readings	<input type="checkbox"/> Written reflection <input type="checkbox"/> Revised draft of "My Tutoring Philosophy"	<input type="checkbox"/> Overview of the Internship <input type="checkbox"/> Interview signup <input type="checkbox"/> Exit survey	<input type="checkbox"/> Tutoring trio
<ul style="list-style-type: none"> • Week 10: 6/8 • Tutoring Philosophy 	<input type="checkbox"/> “Cultivating Voice” (Eisenberg) 2p	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Share excerpt of "My Tutoring Philosophy"	

Portfolio Checklist

- ☐ 8 written reflections (from Weeks 2 through 9)
- ☐ “How I Write” first draft
- ☐ “How I Write” revised draft
- ☐ “My Tutoring Philosophy” first draft
- ☐ “My Tutoring Philosophy” revised draft
- ☐ (Optional) Anything else you wish to include