

Cultivating Voice II: Internship  
The Evergreen State College, Writing Center

Fall 2016 Syllabus

**Sandy Yannone**  
360-867-6382  
yannons@evergreen.edu  
LIB 2304H (in the Writing Center)

**Beth Cook, Emily Gray (Sandy's assistants)**  
360-867-6981  
tescwriting@gmail.com  
LIB 2304F (in the Writing Center)

**Writing Center**  
360-867-6420  
LIB 2304

### Overview of the Internship

#### **Tutoring (8 hours/week)**

For most of your scheduled hours, you will be available to meet with students by appointment or drop-in, and offer feedback on their writing. You will put into practice everything you have learned about tutoring, and develop new insights and strategies through this practice. You may also answer brief questions about writing or the Center that do not require a formal appointment; if ever you're not sure, feel free to ask another tutor!

#### **Workgroups (1 hour/week)**

The Center has six workgroups (Curriculum Club, Grammar Group, Inkwell Board, Publicity Squad, Tutoring Across Significant Differences [TASD], and Workshop Group) that support the Center's operations around and beyond tutoring. You will be assigned to a workgroup and meet with your group for one hour each week. You can be blocked out to do additional work beyond the one hour with approval from the Assistants to the Director.

#### **Reflection Pairs (1 hour/week)**

You will be paired with another tutor and blocked out for an hour each week for reflecting. This is an opportunity to talk about how your sessions are going, share tutoring strategies, and process experiences in the Center.

#### **Reflection Journal**

At the beginning of fall, you will be given a \$5 gift card to go toward the purchase of a notebook to keep as a reflection journal. We recommend reflecting after each session or daily to think about what went well, what was challenging, and what skills you want to work on developing further as a tutor. Best practices for reflection vary from person to person—some tutors may find it beneficial to write detailed notes of tutoring experiences, while others may process their experience with just a few notes.

#### **CV II Class (2 hours/ every other week)**

On weeks 2, 4, 6, 8, and 10 (combined with the final staff meeting), interns will gather for a 2-hour CV II class to continue delving into tutoring theory through readings, seminar discussion, and reflective writing. More details below.

#### **Staff Meetings (2 hours/ every other week)**

On weeks 1, 3, 5, 7, 9, and 10, the entire staff will gather for a meeting. These meetings provide time for important announcements, guests, workshops, staff development, and tutor talk. If you are unable to attend, please email the Assistants to the Director and call the front desk.

Date	to do by class		during class
	Readings	Assignment	In-Class Activities
<u>Week 2</u>  Pg count: 20	<input type="checkbox"/> “Cultivating Voice” (Alex Eisenberg, <i>Inkwell</i> 7, 2012) [3 p] <input type="checkbox"/> “Breaking Ice and Setting Goals” (Shanti Bruce, <i>ESL Writers</i> ) [8 p] <input type="checkbox"/> “Tutoring When the Writer Doesn’t Have a Draft” (MacAndrew, Registad, & Strickland, <i>Tutoring Writing</i> , 2001) [6 p] <input type="checkbox"/> “About Responding to Student Writing” (Peter Elbow) [3p]		<ul style="list-style-type: none"> <li>seminar</li> </ul>
<u>Week 4</u>  Pg count: 13	<input type="checkbox"/> “The Tutoring Process” ( <i>Tutoring Writing</i> ) [3 p] <input type="checkbox"/> “What Tutoring Writing Isn’t” ( <i>Tutoring Writing</i> ) [4 p] <input type="checkbox"/> “Redefining Authority” (Sandy Yannone, <i>Inkwell</i> 2, 2002) [2 p] <input type="checkbox"/> “Minimalist Tutoring” ( <i>The Writing Lab Newsletter</i> ) [4 p]	<ul style="list-style-type: none"> <li>written reflection</li> </ul>	<ul style="list-style-type: none"> <li>seminar</li> </ul>
<u>Week 6</u>  Pg count: 14	<input type="checkbox"/> “Talk to Me: Engaging Reluctant Writers” ( <i>A Tutor’s Guide</i> ) [5 p] <input type="checkbox"/> “Use Your Words” (Thane Fay, <i>Inkwell</i> 8, 2013) [5 p] <input type="checkbox"/> “Considering the Role of Silence” (David Hunter, <i>Inkwell</i> 2, 2002) [1 p] <input type="checkbox"/> “I Don’t Know, What Do You Think?” (Mary Kallem, <i>Inkwell</i> 8, 2013) [3 p]	<ul style="list-style-type: none"> <li>written reflection</li> <li><i>Inkwell</i> article / “My Tutoring Philosophy” check-in</li> </ul>	<ul style="list-style-type: none"> <li>seminar</li> <li>peer review on tutoring philosophy</li> </ul>
<u>Week 8</u>  Pg count: 12.5	<input type="checkbox"/> “Editing Line by Line” (Cynthia Linville, <i>ESL Writers</i> , 2009) [7 p] <input type="checkbox"/> “Can You Proofread This?” ( <i>A Tutor’s Guide</i> ) [3 p] <input type="checkbox"/> “Writing from Life” (Chris Wukasch, <i>Inkwell</i> 7, 2012) [2.5 p]	<ul style="list-style-type: none"> <li>written reflection</li> </ul>	<ul style="list-style-type: none"> <li>seminar</li> </ul>
<u>Week 10</u>  Pg count: 1.5	<input type="checkbox"/> “Who Knows Best?” (Caryn Dudley, <i>Inkwell</i> 9, 2014) [1.5 p]	<ul style="list-style-type: none"> <li>written reflection</li> <li><i>Inkwell</i> article draft / “My Tutoring Philosophy” new iteration</li> </ul>	<ul style="list-style-type: none"> <li>seminar</li> </ul>

### Cultivating Voice II Class - Activity Descriptions

**Readings:** All readings will be provided at no cost in PDF format on the Writing Center's website at <http://evergreen.edu/writingcenter/cultivatingvoice.htm>

***Inkwell* article draft:** As an intern, you will participate as a writer in the *Inkwell* process, brainstorming and drafting a potential *Inkwell* article. After the Fall, continuing your article is optional.

**Annotated Bibliography:** In tandem with your *Inkwell* article you will craft an annotated bibliography. This will serve as great practice for working with annotated bibliographies, and it will serve as potential additional resources for your finalized *Inkwell* article.

**Written Reflection:** As with CV I, you will compose a reflective piece of writing for each class that shows your developing thoughts and insights on the practice of tutoring and cultivating voice, connecting the readings, class activities, and tutoring.

**"My Tutoring Philosophy" new iteration:** Over the quarter you will continue to revise your tutoring philosophy, and share a new iteration of it at the end of the quarter.

**Portfolio:** At the end of the quarter you will submit a portfolio of all your work over the quarter. This is required to earn credit for the internship. The portfolio will include (but is not limited to):

- Written reflections
- Latest tutoring philosophy iteration
- *Inkwell* article draft
- Annotated bibliography

**Interviews:** At the end of the quarter you will have another interview to stay on for Winter and Spring as a paid tutor. Sign up will occur on the last class, and interviews will be held week 10 unless otherwise stated.