

LAE 5946 - 0001 Teaching English as a Guided Study
Florida State University, Summer C 2017
WMS 209 | MW 9:30-12:30

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Office: WMS 229 | Hours: MW 12:30-1:30 or by Appt.

Course Description

The focus of this class is the exploration of the acts of reading and writing: the people who do it, how they do it, and how to help others do it. During the course of the term, you will: explore ways in which learners approach reading and writing and the ways in which these approaches are highly individualized; consider the impact that previous literacy knowledge has on acquiring new literacy knowledge; discuss and explain practical approaches to literacy tutoring, with special attention paid to specific student populations (developmental, athletes, multilingual, graduate students); create digital texts and the framework for an electronic teaching portfolio; and observe/practice tutoring in the RWC and/or the DS.

Texts and Materials

Course website for discussions, readings responses, etc.: Blackboard (Bb). All texts (readings, descriptions of major assignments) available via Bb or in class.

Overview of Course

- Week 1: Introduction to FSU Reading-Writing Center & Digital Studios
- Week 2: Transfer & Writing Center Approaches
- Week 3: Tutoring Sessions & Registered Students
- Week 4: Student Athletes, Graduate Students, & Strategies
- Week 5: Interdisciplinary Writers & ELL and International Students
- Week 6: Multiliteracy Tutoring & Joining the RWC Ranks

Outline of Major Assignments

- Online Course Discussions (40%)
- Literacy Narrative (20%)
- Strategy Presentation (10%)
- Teaching ePortfolio w/Semester Reflection (30%)

Attendance

Since the course is highly interactive, relatively short, and practically based, regular attendance is absolutely necessary. Students are expected to attend every class with the rare exception of professional or personal emergencies. Graduate students are professionals and are treated as such with full benefits and responsibilities.

Technology Requirements

This course requires the use of computer technologies out of class. Limited class time will be provided for basic computer literacy and skills instruction. Parts of class on Wednesday of Week 2 will be spent in support of the acquisition of more advanced skills toward the production of an ePortfolio. If more instruction is necessary, the instructor will either provide additional help or recommend other support.

Online Course Discussions

You will have an online course discussion post due for each class (unless otherwise noted). There will be a different prompt for each post, and it will relate to the readings for the upcoming class. Your post is due at **10 PM the night before class**. You will also make at least **two substantive responses** to classmates' posts before class begins. Discussion boards will become available on Bb at least 48 hours before they are due.

Students with Disabilities

It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individualized needs for accommodation. Please contact me if I can assist in any of the necessary accommodations.

Plagiarism Statement

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of Graduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own."

Schedule of Readings & Activities*

Week 1	Introduction to the FSU Reading-Writing Center & Digital Studios
Monday 6/26	Icebreakers, RWC: The Game, Syllabus & Course Overview. Introduce Literacy Narrative
Wednesday 6/28	Key Concepts in Writing Studies & Writing Centers Discuss Readings: <ul style="list-style-type: none">• Gillespie, Paula and Neal Learner. "Chapter 11: Writing Centers: Historical and Theoretical Contexts." <i>The Longman Guide to Peer Tutoring</i>. New York: Pearson Longman, 2008. 141-154. Print.• Fitzgerald, Lauren and Melissa Ianetta. "Chapter 2: Tutoring

	<p>Writing: What, Why, Where, and When.” <i>The Oxford Guide for Writing Tutors: Practice and Research</i>. New York: Oxford UP. 13-44. Print.</p> <ul style="list-style-type: none"> • Pages 144-146 from Jackson, Rebecca, Carrie Leverenz and Joe Law. “(Re)Shaping the Profession: Graduate Courses in Writing Center Theory, Practice, and Administration.” <i>The Center Will Hold</i>. Eds. Michael A Pemberton and Joyce Kinkead. Logan: Utah State UP. 130-150. Web.
Week 2	<p>Transfer and Writing Center Approaches <i>During this week, schedule and attend an RWC appointment.</i></p>
Monday 7/3	<p>Discuss Readings:</p> <ul style="list-style-type: none"> • Yancey, Kathleen Blake, Liane Robertson and Kara Taczak. “Chapter 4: How Students Make Use of Prior Knowledge in the Transfer of Knowledge and Practice in Writing.” <i>Writing Across Contexts</i>. Logan: Utah State UP. 103-128. Print. • North, Stephen M. "The idea of a writing center." <i>College English</i> (1984): 433-446. <i>JStor</i>. Web. 6 Apr. 2015. • North, Stephen M. "Revisiting" The Idea of a Writing Center." <i>Writing Center Journal</i> 15.1 (1994): 7-19. • Lunsford, Andrea. "Collaboration, Control, and the Idea of a Writing Center." <i>Writing Center Journal</i> 12.1 (1991): 3-10.
Wednesday 7/5	<p>Discuss Readings:</p> <ul style="list-style-type: none"> • Corbett, Steven J. "Tutoring style, tutoring Ethics: The continuing relevance of the directive/nondirective instructional debate." <i>Praxis</i> 5 (2008). • Ryan, Leigh and Lisa Zimmerelli. “Chapter 2: The Writing Process.” <i>The Bedford Guide for Writing Tutors</i>. Bedford/St. Martins, 2010. Print. • Gillespie, Paula and Neal Learner. “Chapter 2: The Writing Process.” <i>The Longman Guide to Peer Tutoring</i>. New York: Pearson Longman, 2008. 11-24. Print.
Week 3	<p>Tutoring Sessions and Registered Students <i>During this week, schedule and perform a one-hour observation with an experienced tutor in the RWC.</i></p>
Monday 7/10	<p>General Tutoring Strategies Discuss Readings:</p> <ul style="list-style-type: none"> • Ryan, Leigh and Lisa Zimmerelli. “Chapter 3: Inside the Tutoring Session.” <i>The Bedford Guide for Writing Tutors</i>. Bedford/St. Martins, 2010. Print.

	<ul style="list-style-type: none"> • Raymond, Laurel, and Zarah Quinn. "What a Writer Wants: Assessing Fulfillment of Student Goals in Writing Center Tutoring Sessions." <i>Writing Center Journal</i> 32.1 (2012): 64-77. • Harris, Muriel. "Assignments from Hell: The View from the Writing Center." <i>What is College-Level Writing? Vol. 2: Assignments, Readings, and Student Writing Samples</i>. Ed. Patrick Sullivan, Howard Tinberg, and Sheridan Blau. NCTE: Urbana, 2010. 183-206.
Wednesday 7/12	<p>Due: Literacy Narrative Introduce Strategy Presentation Working with Registered Students Discuss Readings:</p> <ul style="list-style-type: none"> • Hairston, Maxine, John J. Ruszkiewicz, and Christy Friend. "Chapter 8: How to Read Critically." <i>The Scott Foresman handbook for writers</i>. HarperCollins College Publishers, 2013. • Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." <i>A Tutor's Guide</i>. Ed. Ben Rafoth. Portsmouth: Heinemann. 23-33. Print. • Pacello, James. "Integrating Metacognition into a Developmental Reading and Writing Course to Promote Skill Transfer: An Examination of Student Perceptions and Experiences." <i>Journal of College Reading and Learning</i> 44.2 (2014): 119-140.
Week 4	<p>Student Athletes, Graduate Students, and Strategies <i>During this week, arrange to co-tutor for 1 hour with an experienced tutor.</i></p>
Monday 7/17	<p>Visit to Athletics</p>
Wednesday 7/19	<p>Due: Strategy Presentations Working with Graduate Students Discuss Readings:</p> <ul style="list-style-type: none"> • Leverenz, C. "Graduate Students in the Writing Center. Confronting the cult of (non) expertise." <i>The Politics of the Writing Center</i>. Portsmouth NH: Boynton/Cook (2001). • Pemberon, Michael A. "Working with Graduate Students." <i>The Writing Center Resource Manual</i>. Ed. Bobbie Bayliss Silk. Lawrence Erlbaum Associates, 2003.Web.
Week 5	<p>Interdisciplinary Writers & ELL and International Students <i>During this week, you'll tutor on your own for one hour.</i></p>
Monday 7/24	<p>Interdisciplinary Writers Discuss Readings:</p>

	<ul style="list-style-type: none"> Chandler, Daniel (1997): 'An Introduction to Genre Theory' Fitzgerald, Lauren and Melissa Ianetta. "Chapter 6: Tutoring Writing In and Across the Disciplines." <i>The Oxford Guide for Writing Tutors: Practice and Research</i>. New York: Oxford UP. 139-63. Print.
Wednesday 7/26	ELL/International Students Discuss Readings: <ul style="list-style-type: none"> CCCC Position Statement on Second Language Writing and Writers Horner, B., et al. (2011). Opinion: Language difference in writing: Toward a translingual approach. <i>College English</i> 73(3): 303–21. Kutz, E. (1986). Between Students' Language and Academic Discourse: Interlanguage as Middle Ground. <i>College English</i> 48.4: 385-96. Phillips, T. (2014). Developing resources for success: A case study of a multilingual graduate writer. In T. Zawacki, & M. Cox (Eds.), <i>WAC and Second-Language Writers: Research Towards Linguistically and Culturally Inclusive Programs and Practices</i>. Fort Collins: The Colorado State UP/WAC Clearinghouse.
Week 6	Multiliteracy Tutoring & Joining the RWC Ranks
Monday 7/31	Multiliteracy Tutoring Discuss Readings: <ul style="list-style-type: none"> Hawk, Byron. "Reassembling Postprocess: Toward a Posthuman Theory of Public Rhetoric." <i>Beyond Postprocess</i>. Sidney I. Dobrin, J. A. Rice, and Michael Vastola, eds. Logan: Utah State UP, 2011. Print. DeVoss, D. N., E. Cushman, and J. T. Grabill. "Infrastructure and Composing: The When of New-Media Writing." <i>College composition and communication</i> (2005): 14–44. Print. Fraiberg, Steven. "Composition 2.0: Toward a Multilingual and Multimodal Framework." <i>College Composition and Communication</i> 62.1 (2010): 100–126. Print.
Wednesday 8/2	Business Day: Scheduling, Employee Handbook Discuss Readings: <ul style="list-style-type: none"> Ryan, Leigh and Lisa Zimmerelli. "Chapter 1." <i>The Bedford Guide for Writing Tutors</i>. Bedford/St. Martins, 2010. Print.
Friday 8/4	ePortfolio & Reflective Essay Due

*Dates, readings, & assignments are subject to change with advanced notice.