GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ENGL 12   DIVISION: 10   ALSO LISTED AS: ENGL 12B & ENGL 212

TERM EFFECTIVE: Spring 2021   CURRICULUM APPROVAL DATE: 6/8/2021

SHORT TITLE: TUTORING WRITERS: PRACTICE

LONG TITLE: Tutoring Writers: Practice

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18
		Total Learning Hrs:	54	

COURSE DESCRIPTION:

Practice in the writing process, peer-to-peer communication, interacting with faculty and educational institutions, and effective responses to writing will be covered. In addition, students will gain an understanding of writing pedagogy while participating in a community of writers that connect them to their own writing practice. Also Listed as ENGL 212.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
        L - Standard Letter Grade
        P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
        02 - Lecture and/or discussion
        05 - Hybrid
        71 - Dist. Ed Internet Simultaneous
        72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Define and apply best practices for supplemental instruction.
2. Define and apply best practices for tutoring writers and readers.
3. Examine and evaluate best tutoring practices through observations in various tutoring settings.
4. Examine the diverse uses and value of writing and research to recommend best practices.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 6/8/2021

Unit 1 - 5 hours. Students will spend time setting goals and norms for the semester. Instructor will introduce theory on information literacy. Students will read and analyze various sources on information literacy and will make connections between the theory and their work as peer educators. Students will present on at least one element of information literacy theory and show the connection between the theory and their own work in the Writing Center/Learning Commons.

Student Performance Objectives: Identify and analyze connections between the ALA information literacy framework and their work as a peer educator on campus in order to identify and employ best practices for supporting the research process across disciplines, both in the classroom and in supplemental learning contexts.

Unit 2 - 4 hours. Students will be introduced to reading theory, will read and analyze various sources on reading theory, and will make connections between the theory and their work as peer educators. Students will present on at least one element of reading theory and show the connection between the theory and their own work in the Writing Center/Learning Commons.

Student Performance Objectives: Employ best practices for active, critical reading and for modeling critical reading for other students across disciplines, both in the classroom and in supplemental learning contexts.

Unit 3 - 4 hours. Students will be introduced to writing theory, will read and analyze various sources on writing theory, and will make connections between the theory and their work as peer educators. Students will present on at least one element of writing theory and show the connection between the theory and their own work in the Writing Center/Learning Commons.

Student Performance Objectives: Identify and analyze connections between best practices in writing theory and their work as a peer educator on campus in order to identify and employ best practices for supporting the writing process across disciplines, both in the classroom and in supplemental learning contexts.

Unit 4 - 5 hours. Students will be introduced to Learning Assistance theory, will read and analyze various sources on learning assistance theory, and will make connections between the theory and their work as peer educators. Students will present on at least one element of learning assistance theory and show the connection between the theory and their own work in the Writing Center/Learning Commons.

Student Performance Objectives: Identify and analyze connections between best practices in learning assistance theory and writing, reading, and information literacy theories in order to identify and employ best practices for supporting student learning across disciplines, both in the classroom and in supplemental learning contexts.

METHODS OF INSTRUCTION:

Exercises, field work, coached sessions, planning, role plays, critiques, research & inquiry presentations.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 36

Assignment Description:

Readings, projects and presentation preparation

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 25.00 %

20% - 30% Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 25.00 %

20% - 30% Homework problems; Field work; Quizzes

Skill demonstrations

Percent of total grade: 25.00 %

20% - 30% Field work; Performance exams

Objective examinations

Percent of total grade: 25.00 %

20% - 30% Multiple choice

REPRESENTATIVE TEXTBOOKS:

Daniel R Sanford. The Roman and Littlefield Guide for Peer Tutors. Maryland, US: Rowman and Littlefield ,2020.

The new text provides the latest best practices and theory for peer tutoring.

ISBN: ISBN: 978-1-5381-3552-5

Recommended Other Texts and Materials

St. Martin's Sourcebook for Writing Tutors (4th Edition) St. Martin's Christina Murphy and Steve Sherwood
ISBN: 978-031-266-1915 2011

ARTICULATION and CERTIFICATE INFORMATION

        Associate Degree:

        CSU GE:

        IGETC:

        CSU TRANSFER:

            Transferable CSU, effective 202130

        UC TRANSFER:

            Transferable UC, effective 202130

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000625532

Sports/Physical Education Course: N

Taxonomy of Program: 150100