

## English 390B: Tutoring Business Writing—Fall 2013

**Instructor:** Daniel Kenzie

**Office:** HEAV 227

**Class Times:** M 11:30-2:20 + 1.5 hours of scheduled lab time each week

**Course Site:** <http://courses.rhetorike.org/kenzie1/>

### ***Instructor Contact***

**Office:** HEAV 309A

**Office Hours:** W 9:30-10:30 or by appointment

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### **Course Description and Goals**

English 390B prepares students to become Purdue University Business Writing Consultants (BWCs). BWCs are tutors who work with students on a variety of workplace documents and course assignments, including resumes, cover letters, memos, reports, proposals, and multimedia presentations. In this class, you will improve your knowledge of these documents, learn the basics of writing center practice, observe both graduate and undergraduate tutors at work, and practice tutoring. BWCs selected for a position in the Writing Lab demonstrate initiative, leadership abilities, interest in working with students on their writing, and a strong interest in business and professional writing. English 390B can be taken for two or three credit hours either for a grade or with a pass/no pass option. If you are taking the class for three credits, it is your responsibility to make a plan with me to complete additional work.

This class requires that you have taken English 203, 306, 420, or 421 as preparation for the content knowledge. In addition, you are expected to execute effective prose and critical thinking skills.

### **Textbooks and Class Resources**

Ryan, Leigh, and Zimerelli, Lisa. *Bedford Guide for Writing Tutors*. 5<sup>th</sup> Ed. Boston, MA: Bedford/St. Martins, 2010. Print.

Course Materials in BWC file or online

### **Class Readings**

Class readings are due on the days that they're assigned. Each week that readings are due, you are responsible to bring two discussion questions to class. In order to receive credit for your questions, they must be typed and printed out, with page number references where appropriate.

Additionally, you will each sign up to write a response/synthesis/analysis of the week's readings. These should be approximately 500 words and should be posted on the course site by 12 noon on Saturday. Each week, you will respond to the writer's post with comments, questions, etc. See this as a discussion, so you can comment on the initial post or comments following. The discussion questions you bring to class can reference the work of the writer or the online discussions.

## **Class Assignments**

### *Tutor Interview*

For this assignment, you will interview an experienced tutor—UTA, BWC, or GTA. You will spend 30 minutes interviewing the tutor and record your responses on the Tutor Interview Form (in BWC cabinet). Be sure to schedule your interview in advance and work around the schedule of the tutor you are interviewing. You may choose to interview a tutor whom you've observed, and you may consider tutoring styles and strategies when selecting your interviewee.

### *Your Own Tutorial*

Before October Break, you must schedule an appointment with a Writing Lab consultant to work on a document you are writing for this semester. You may use a paper from any course, including this one. After you have had your tutorial, write a reflection that addresses the following questions: 1) How would you describe the tutor's tutoring style? 2) What strategies did the tutor use to help you think about or improve your writing? 3) What was effective about the tutorial? Or what did you change about your writing after the tutorial?

### *Tutorial Observation Reports*

You should be observing tutorials during each of your weekly sessions at the Writing Lab. However, twice in the semester, I'll ask you to complete formal observations and reports. Give preference to BWC tutorials, but you may attend others in order to get a broad idea of what goes on in the Writing Lab. Check the front desk schedule for scheduled tutorials that you would like to attend. Then, ask the assigned tutor if you may sit in on the tutorial—be sure to do this well before the tutorial begins, and don't do it in front of the student. When you're done, thank the tutor and student for letting you observe and fill out a Tutorial Observation Report (in BWC Cabinet). You should complete one observation report before midterm and another after midterm.

### *Mock Tutorial and Team Tutorial*

During the course of the semester, you will complete mock tutorials with currently employed BWCs. This will give you the opportunity to practice your tutoring skills and get feedback from experienced tutors. Schedules for mock tutorials will be posted in advance and you will be required to sign up. At the end of the semester, you will complete a team tutorial with a BWC. For this activity, you will be working with an actual student who has made a Writing Lab appointment. You will be conducting the tutorial, but a BWC will be present in case you need assistance.

### *Conversation Starter*

In addition to signing up to post a response to the course site, you will also sign up to start conversation on a week for which we do not have readings. You should come ready to talk for a few minutes about what you already know or have found out about the week's topic and get class discussion started productively.

### *Proposal and Final Project*

During Week 12, you will submit a one-page proposal for your final project in the course, which should connect course material to your professionalization or career goals. More detailed instructions will be distributed for the project, which will be due on December 4. The class will also participate in a poster session with English 390A to be held that day from 11:30-12:20.

### **Policies**

#### *Attendance*

Because class meets once a week, it is vital that you attend and participate regularly. Therefore, you will only be allowed one absence; any further absences require a discussion with me and may affect your final grade. You are also required to attend your weekly scheduled 1.5 hours in the Writing Lab.

#### *Campus Emergencies*

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. I will send information about such changes via email to the entire class, and the course sites will be updated. Feel free to contact me by email if you have any questions.

#### *Bereavement Policy*

The Grief Absence Policy for Students states: "Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missing assignments or assessments in the event of the death of a member of the student's family." For more information, contact ODOS or visit <http://www.purdue.edu/studentregulations/>

#### *Violent Behavior*

Purdue's policy for violent behavior is as follows: Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity. For more information, visit <http://www.purdue.edu/policies/index.html>

#### *Grading*

Grades on all assignments follow the +/- letter grade system. They are weighted thus:

Online Discussion & Conversation Starter	20%
In-Lab Assignments	25%
Team Tutorial Reflection	10%
Proposal	15%
Final Project	30%

Final grades are tabulated according to this scale:

A = 95-100%	C+ = 77-79%
A- = 90-94%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60-62%
C = 73-76%	F = 0-59%

Please let me know if you have questions about my grading procedures or your standing in the course.

## Course Schedule

Date/Topic	Readings Due Today	Writing Due Today	In-Lab Assignment
<b>Aug 19</b>	Introductions		Treasure Hunt
<b>Aug 26</b> Tutoring Practice, Part I	<ul style="list-style-type: none"> <li>Ryan and Zimmerelli, "Introduction for Tutors" and "Chapter 1"</li> <li>Bruffee, "Peer Tutoring and the Convesation of Mankind"</li> </ul>	Online Discussion	Informal Observations
<b>Sept. 2</b>	NO CLASS—Labor Day		Tutor Interview
<b>Sept. 9</b> Tutoring Practice, Part II	<ul style="list-style-type: none"> <li>Newkirk, "The First Five Minutes"</li> <li>Brooks, "Minimalist Tutoring"</li> </ul>	Online Discussion	Informal Observations
<b>Sept. 16</b> Writing Processes	<ul style="list-style-type: none"> <li>Ryan and Zimmerelli, "Chapter 3"</li> <li>Murray, "Teaching Writing as a Process Not Product"</li> <li>Browse OWL, "<a href="#">The Writing Process</a>"</li> </ul>	Online Discussion	Your Own Tutorial
<b>Sept. 23</b> English as a Second Language	<ul style="list-style-type: none"> <li>Ryan and Zimmerelli, "Chapter 5" and "Chapter 8"</li> <li>Matsuda &amp; Cox, "Reading an ESL Writer's Text"</li> <li>Linville, "Editing Line by Line"</li> </ul>	Online Discussion	Document Review
<b>Sept. 30</b> Diversity and Access	<ul style="list-style-type: none"> <li>Babcock, "Tutoring Deaf College Students in the Writing Center"</li> <li>Hitt, "<a href="#">Access for All</a>"</li> <li>Villanueva, "Blind: Talking about the New Racism"</li> </ul>	Online Discussion	Formal Observation
<b>Oct. 7</b>	NO CLASS—October Break		

<b>Oct. 14</b> Document Design and Tutoring w/Technology	<ul style="list-style-type: none"> <li>• McKinney, "New Media Matters"</li> <li>• OWL, <a href="#">HATS PowerPoint</a></li> </ul>	Online Discussion	Formal Observation
<b>Oct. 21</b> Resumes			Work on Project Idea
<b>Oct. 28</b> Cover Letters			Mock Tutorials
<b>Nov. 4</b> Personal Statements		Project Proposal	Mock Tutorials
<b>Nov. 11</b> Grammar and Style	<ul style="list-style-type: none"> <li>• Curzan, "Says Who? Teaching and Questioning the Rules of Grammar"</li> <li>• Selections from Williams, <i>Style: Lessons in Clarity and Grace</i></li> </ul>	Online Discussion	Team Tutorial and Reflection
<b>Nov. 18</b> White Papers			Formal Observation
<b>Nov. 25</b> Grants and Proposals			Formal Observation, Continued
<b>Dec. 2</b> Review/Workshop		Final Project Due at Poster Session on 12/4	

This schedule is subject to change. The course website will always have a current version.