

Writing Studies 300 Issues in Tutoring Writing: Adult Education and the Consultation of Writing

Instructor: Logan Middleton
Please Call Me: Logan (He/Him/His)
E-mail: lpmiddl2@illinois.edu
Class Location: 107A English Building

Wednesdays.: 2.00p-4.00p
Office: 4th Floor, English Building
Office Hours: Thurs., 1.00p-2.00p

Course Description:

How does one begin to tutor writing? Where should you start, and what approaches should you use to do so? And how can you do this work within non-university writing contexts of adult learning?

This course, tailored to current Odyssey Project volunteers, interns, and educators, introduces students to the theories and practices of writing center work as filtered through the lens of adult education. Synthesizing perspectives from composition theory, community literacy, English as a Second Language, genre theory, and education, this class aims to prepare students with the underlying theories and pedagogies not only just to tutor writing, but to do so through methods and practices designed to support adult learners of varying educational backgrounds. In doing so, students will—through writing, observation, and active discussion—better understand how writing instruction and tutoring shape and are shaped by institutional contexts and ideologies regarding adult education and literacy.

Student Learning Outcomes for Adult Education and the Consultation of Writing:

After completing this course, students will be able to:

- 1.) Understand how theories of composition, writing center studies, and education can inform to the one-to-one tutoring of writing.
- 2.) Practically and successfully apply conceptual ideas about writing, learning, and instruction to the work of writing consultation in adult education contexts.
- 3.) Comprehend how language, culture, and identity-based differences impact adult learners, educators, and the writing consultation itself in adult literacy settings.
- 4.) Develop and implement a dynamic, fluid, contextual toolkit of writing and talk-based tutoring strategies for working with adult learners—both to promote global revision strategies and to help students develop the writing competencies, fluencies, and skills that will be most useful to them.
- 5.) Clearly explain, reflect upon, and revise your practices in adult education tutoring work through writing and talk in response to course texts, observation protocols, and peer and instructor feedback.

Course Texts:

Course readings and materials will be made available online through our course website; you won't need to purchase any textbooks for this class. It is imperative, however, that you're able to access said course readings during our class meetings. Whether you print these materials out or access them via a laptop, tablet, or other electronic device is up to you.

Grade Breakdown and Major Assignments (*):

Major course assignments for this class are listed below. For each major assignment, a corresponding assignment sheet and grading rubric will be published on the course website.

*** Reflective Tutoring Log (15%)**

Since you all frequently work with the Odyssey Project in varying capacities as tutors, instructors, or educators, this assignment asks you to keep an ongoing session log about the adult education work you do. Throughout the semester, you'll need to record 10 reflective entries in which you provide the following information:

- A brief summary of the writing consultation: what the writer wanted to work on, the assignment, what happened, etc.
- A brief reflection on what worked well in the session and a corresponding reflection on what you could have done better in the session.
- A brief discussion of how you incorporated theoretical principles or key concepts from our course readings into your session. Or if you feel like you didn't do this during your session, feel free to reflect on where you could have incorporated these ideas.
- A brief meditation on how the session can help us develop theories of writing consultation in adult education settings.

Please write your reflections in a single, continuous document, and aim for about one to two double-spaced pages of reflection per entry. In addition, you're welcome to write about any session you like for this ongoing tutor log, though please do limit your reflection to two consultations per week. That way, you'll be able to trace your development as a tutor over the course of the semester.

These entries are, collectively, due by the end of the semester, though I've included a few check-in dates on the calendar during which I'll ask you to submit your reflective logs and in which we'll discuss your observations in class.

On the whole, this assignment will assist you in develop metacognitive awareness about your work as a writing tutor and help you better think about the ways you're aligning theory with practice as you consult with adult learners on their writing.

*** Observation Protocol (15%)**

Much like the Reflective Tutoring Log, this assignment is designed to help you reflect upon and learn from tutoring sessions. Unlike the project above, however, this observation protocol asks you to do this work in a more collaborative and social manner.

Once during the semester, you'll need to observe and videorecord another Odyssey Project volunteer's writing consultation session; the volunteer can either be a student in this course or a volunteer outside of it so long as they work to tutor adult learners in their writing.

As you observe the session, you'll want to take note of consultation factors and elements that seem most salient to you. Among the possibilities are: how the tutor and tutee negotiate the session agenda, who takes ownership of the session, who writes during the session (and what), to what extent student concerns are addressed, who takes notes during the session, who initiates conversation and inquiry, etc. Regardless of what factors you attend to, you should certainly take note of the tutee's writing assignment at hand and how that

impacted what you believed to be the tutor and tutee's priorities during the session. You should also, after reflecting on the session, provide at least two points of critical feedback—things you might have done differently in the session.

Instead of a written document, you will share your findings to the rest of the class in the form of an in-class presentation. You'll want to present your observations in accordance with the videorecording you created so that we can see and discuss these interactional elements together as a group.

I'll circulate sign-up dates for this observation protocol assignment later in the semester; your presentations will be due during the latter half of the term. At this time, we'll also discuss approaches to secure consent from the tutors and tutees you observe and videorecord. In addition, we'll also talk about how best you can record these sessions (technology, camera angle, microphone positioning, etc.).

In completing this assignment, you'll gain valuable experience in observing, learning from, and reflecting on the practices of tutors other than yourself; this will help you continue to develop as an adult education writing consultant. You also stand to gain insight into how productive dialogues about tutoring, writing instruction, and learning can be built around observational video data.

* Identify-a-Gap Project (35%)

—*Project Proposal Due*: Wednesday, March 7

—*Project Slice Due*: Wednesday, April 11

—*Final Project Due*: Wednesday, May 9

As you'll undoubtedly notice in this class, literature that speaks to the intersections of adult education and the tutoring of writing is fairly scarce. While writing center work, community literacy, and adult education have all been theorized in their own respective, disciplinary silos, there exists little written work that synthesizes these areas of study.

What this final project asks you to do, then, is to respond to this gap in some way, shape, or form. How you decide to do this in terms of genre and subject matter is up to you. All I ask is that you use this cumulative project as a means to respond to some sort of writing-tutoring-in-adult-education exigence in a way that will be meaningful to you, your local community of adult learners, and/or the institution of adult education you work with.

So, for instance, you could write an end-of-semester academic paper that attempts to develop theories of tutoring adult learners. Or you might write a research proposal for a future project that aims to understand the qualitative, lived experience of adult writers and adult education tutors. You could, alternatively, develop some sort of curriculum that would aim to educate adult education instructors on how best to teach and tutor writing to their adult learning students. Alternatively, you might consider marshaling what you've learned in this class to try and compose a grant proposal to better support adult learners at your site.

In completing this project, you'll be able to use what you've learned in this course—and from your own experience as a writing tutor—to clearly respond to gaps in writing center / adult education literature. Whether your work is explicitly scholarly or serves a more practical need, you'll be able to identify, compose, and create connections between the work of tutoring, writing instruction, and adult education in real, lived-in contexts.

Leading Class Discussion (10%): Everyone will be responsible for leading discussion on one day of class with a partner. This task has two parts: you should engage your peers in the assigned reading for the day, and you should apply the ideas from said readings to some real-world (or imagined) tutoring example. Possible approaches include creating a prompt for in-class writing, small-group discussion questions, a whole-class activity, posing tutoring scenarios, sharing a recent or relevant news story pertaining to adult education,

exploring how the reading applies to some issue in an on-the-ground tutoring experience, or some combination of the above.

The point is not for you to lecture, but for you to gain experience in facilitating discussion and to help your peers gain a deeper understanding of the day's topic. Plan for your discussion or activity to last 30 minutes (around a quarter of the class period). If you're struggling to come up with discussion topics, please make an appointment to speak with me or drop in to see me during my office hours.

Participation (25%): Participation means coming to class prepared to talk about the assigned readings, discussing you and your peers' works-in-progress, and actively engaging with in-class writing exercises and activities. In class, I expect you to listen attentively to your peers and to respectfully challenge the source material as well as the assertions of your classmates.

In addition to verbal participation, this grade also includes all homework and blog post assignments, the likes of which will be assigned periodically and evaluated for thoughtfulness and on-time completion. Homework and blog posts turned in and posted late will not receive credit.

If you want a more detailed breakdown of your participation grade, here's what it looks like:

- Blog posts (40%)
- Talking in class (40%)
- In-class writing (20%)

Digital Course Components:

*WordPress Course Site: Our course site is as follows: UIUCWrit300.wordpress.com. I will use this website to post announcements, assignments, resources, and our course syllabus and schedule. You are responsible for keeping up to date with our course site. Feel free to follow the blog if you prefer to receive e-mail updates when I post new entries.

*Individual Course Blog: You will all need to create a course blog as well, either through WordPress or another blogging site of your choice. Your blog will serve as a platform to post your homework assignments and engage with class material. In addition, your site will be attached to the course blogroll. In other words, it will be public to both me and your classmates, so be sure to keep that in mind when posting.

*Compass 2G: All major assignments will be submitted through Compass 2G since it's generally more secure and private than our WordPress course site. I will also use Compass 2G to post your grades and to provide feedback on your projects. If you're unfamiliar with Compass 2G or don't know how to submit files or access grades through this platform, please don't hesitate to ask me for assistance.

*E-mail: On occasion, I will send brief e-mails to your university e-mail addresses with reminders, resources, and/or clarifications on assignments. I check my e-mail daily and usually respond within one business day; I expect you to do the same. Legally, I'm not permitted to give out or discuss grades via e-mail, so if you'd like to discuss these matters, please set up a time to meet with me face to face instead.

Grading Policy:

Each major assignment listed above will be graded out of 100 points. You will receive a corresponding letter grade based upon the quality of your work as well as a completed evaluation rubric and written feedback for each project. Letter grades for these assignments will be posted on Compass 2G. In addition, your final grade will be calculated on a 100-point scale and converted to a letter grade using this system:

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F= Below 60
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

For those keeping track at home, the UIUC-wide GPA calculation is as follows:

A+ = 4.0	B+ = 3.6	C+ = 2.33	D+ = 1.33	F= 0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.67	B- = 2.67	C- = 1.67	D = 0.67	

Assignment Submission / Presentation Policy:

All projects and homework assignments will either be submitted on your course blog or Compass 2G. When submitting files to Compass 2G, please title your files as follows: “LastName_[nameofassignment].docx” (for example, “Middleton_ ReflectiveTutoringLog.docx”). You will receive more specific submission instructions for all projects and assignments throughout the semester.

Whether submitting assignments for homework or delivering in-class presentations, plan ahead for technological setup and potential pitfalls. Technology can be wonderful, but it is never reliable, so always have a back-up plan. I highly recommend backing up your written and multimedia files to a flash drive, external hard drive, and/or cloud storage.

In the case of presentations, you must be prepared to present or otherwise speak about your work on the first date listed for presentations on the calendar. If you are asked to present and are not prepared, you will lose points for that project.

All major assignments are due on the specific due date as it appears on the course calendar. As noted below in this syllabus, projects not submitted by these deadlines will be docked ten points per day they are late.

Attendance:

Your presence and active participation in this course is critical to your success in this class since most of the course consists of in-class discussion and peer feedback.

You can have up to two unexcused absences with no questions asked. So if you have a cold or a personal emergency, you should probably just stay home for the day and catch up by looking at our course website or asking a peer what you missed. There is no need to give me an explanation of why you weren't in class. Just be sure to use your allowed absences strategically.

If you have more than two unexcused absences, your participation grade will be lowered one-third of a letter grade for each additional unexcused absence. For example, if you finished the semester with a B+ for participation, and you had five unexcused absences total, your participation grade would be lowered to a B-.

That said, I understand that attendance guidelines and policies are inherently ableist insofar that they're prejudiced against students with mental, physical, and other sorts of disabilities that might prevent them from making it to class, on time, or at all. If there's something going on in your life that's regularly making it difficult to participate—whatever that means to you and whether disability-related or not—please let me know and we can figure out a system of accommodations that'll work for you.

As mentioned above, this course is structured in a way that's discussion heavy; it can only work when you're actively participating in class. So please do be present in the ways that you can since it'll make our learning better for everyone.

Extensions and Late Work:

Everyone is permitted one extension for major projects. This means you may turn in one of this course's major assignments up to 48 hours past the original deadline with no effect on your grade and no need for an explanation.

If you choose to use your extension, please let me know by e-mail before the class period in which the assignment is due. The further in advance you do so, the better. Asking for an extension in person minutes before our class starts will not suffice.

Extensions aside, unexcused late work will result in a lower grade. Projects turned in late will automatically lose 10 points per day (every project is graded out of 100 points). For example, a project due Thursday could receive a maximum of 90 points if turned in on Friday and a maximum of 80 points if turned in on Saturday.

As noted above, late work that falls under your participation grade—presentations, short homework assignments, and in-class activities—cannot be made up. In addition, missing a day in which you are signed up to lead class discussion will result in a zero for the assignment unless there's an extenuating circumstance (and in which case you've notified me ahead of time).

Personal Electronics Policy

It is abundantly clear that we live in an increasingly technology driven and enabled world. Of course, you may bring your own laptop / tablet to class in order to read, annotate, write, and/or search for materials relevant to the course.

For many of us, our phones are an integral part of our lives, and of course, we (unconsciously) check them dozens of times per day. I recognize these habits and urges, in part, as informed by 21st-century literacy practices, especially where you might be very well using your phone as a media technology in its own right. As such, I do not wish to police or shame cell phone use during class. If you feel like you might be inclined to use your phone briefly during class, all I ask is that you leave your device on your desk and be acutely aware of when, how, and how much you use it during class.

That is not to say that you are permitted to tune out on these devices during class. If I notice that you are more engaged with your phone, tablet, or laptop than with course activities, I will send you an e-mail after class to remind you that our sessions should be devoted to our daily discussions and tasks. Should this reminder not discourage "inappropriate" use of your device in the future, these habits will negatively affect your participation grade for the course.

Classroom and Course Etiquette

In this course, you will undoubtedly work with students who differ from you in terms of identity, whether that's in terms of gender, race, nationality, language background, age, or beyond. Regardless of these differences, you must absolutely respect the attitudes and contributions of your classmates, even if their perspectives differ from your own. As such, (cis)sexist, racist, ableist, homophobic, transphobic, and/or xenophobic remarks or behavior will not be tolerated, nor will any additional form of harassment. These attitudes are not only counterproductive to safe and inclusive learning, but they're simply unacceptable and have no place in this classroom, much less anywhere else. So please be respectful of your peers' verbal contributions to class and their work, as we will all be working together to promote a rich, comfortable learning environment.

It follows that I envision our class environment—both in its physical and digital iterations—as a safer space in which everyone feels welcome to participate. Should we encounter material that might be emotionally challenging or potentially traumatic, I will provide a trigger or content warning in advance. If you find

yourself having difficulty dealing with a particular class discussion or reading, feel free to step out of the classroom and/or speak to me about it in person.

As noted above, classroom etiquette also extends into networked spaces, specifically with regard to e-mail communication and blog activity. In your e-mails to me and to your peers, please be sure to include a title explaining the subject of the message, a greeting (“Hi Logan”), a clear explanation of your question/concern, and a signature.

Please allow at least 24 hours for an e-mail response from me. By no means do I consider e-mail correspondence an appropriate substitute for office hour conversations (in-depth discussions about major assignments, talking through writing processes, etc.).

Academic Integrity Policy (Plagiarism)

The University of Illinois has high standards of academic integrity set out in Article 1, Part 4 of the University Student Code, which I uphold.

All written work submitted in this course is expected to be your own, with any wording and/or idea taken from any other source fairly attributed. To use phrases and/or ideas from any other source as if they were your own, whether accidentally or deliberately, constitutes plagiarism. Submitting your own work for more than one course without permission of both instructors can also constitute plagiarism. The Student Code sets out possible consequences of plagiarism ranging from failure on the assignment to suspension or dismissal from the University, and it specifies that ignorance of these standards is not an excuse.

Students in this class should familiarize themselves with the Code. If you have questions about fair use or documentation, please do not hesitate to consult me.

Students Requiring Accommodation:

Everyone learns differently and benefits from different kinds of support. Please get in touch with me if you would like to discuss your individual learning style and/or needs and how this course can best accommodate them, whether you have a documented disability or not. If you have a disability that requires accommodation for you to succeed in this class, you may want to contact the Division of Disability Resources and Educational Services (DRES) for additional support.

Writers Workshop:

The Writers Workshop provides free, one-to-one help to all UIUC writers. The Workshop’s consultants can help with any kind of assignment, in any class, and at any stage of the writing process. While the Writers Workshop is not an editing service, tutors will help students with anything related to their writing, including grammar, brainstorming, organizing, polishing final drafts, citing sources, and more. Bring a draft to revise or just stop by for help with getting your ideas together.

The Writers Workshop offers 50-minute sessions by appointment in five locations: the Undergraduate Library, Grainger Library, Ikenberry Commons, Burrill Hall, and the Pennsylvania Avenue Residence Halls. You can drop-in for a quick 15-30 minute session in 251 UGL during the evening on M-R. The Workshop also sponsors writing groups and provides hands-on presentations about academic writing skills.

Main Location: 251 Undergraduate Library
Satellite Locations: Ikenberry, Grainger, Burrill, PAR
Website: <http://www.cws.illinois.edu/workshop>

E-mail: wow@illinois.edu
Phone: 217.333.8796

Changes to Syllabus / Course Schedule

This course syllabus and its corresponding schedule are subject to change. You will be notified of any such changes in class and in writing (most likely through e-mail or the course website).

Writing Studies 300
Issues in Tutoring Writing:
Adult Education and the Consultation of Writing

Week One	Reading	Assignments Due
Wednesday, January 17 **Course Introduction + Introduction to Writing (Center) Studies	Adler-Kassner and Wardle (2015), "Writing is a Social and Rhetorical Activity," <i>Naming What We Know</i>	- - -
Week Two	Reading	Assignments Due
Wednesday, January 24 **Writing Centers I: Historical Contexts and Trajectories	North (1984), "The Idea of a Writing Center" Harris (1995), "Talking in the Middle: Why Writers Need Writing Tutors" Babcock and Thonus (2012), "The Contexts of Tutoring," <i>Researching the Writing Center</i>	- - -
Week Three	Reading	Assignments Due
Wednesday, January 31 **Writing Centers II: The Work of Writing Consultants	Babcock and Thonus (2012), "Tutoring Activities," <i>Researching the Writing Center</i> Babcock and Thonus (2012), "The Details? They Matter," <i>Researching the Writing Center</i> Babcock and Thonus (2012), "A Sample Research Question: What is a 'Successful' Writing Tutorial?," <i>Researching the Writing Center</i> Mackiewicz & Thompson (2014), "Instruction, Cognitive Scaffolding, and Motivational Scaffolding in Writing Center Tutoring"	Blog Post #1 Due.

Week Four	Reading	Assignments Due
<p>Wednesday, February 7</p> <p>**Community Literacy and Writing (Centers) Outside the Academy</p>	<p>Grabill (2001), “Disciplinary Gaps, Institutional Power, and Western District Adult Basic Education,” <i>Community Literacy Programs and the Politics of Change</i></p> <p>Higgins, Long, and Flower (2006), “Community Literacy: A Rhetorical Model for Personal and Public Inquiry”</p> <p>Wells (2014), “Investigating Adult Literacy Programs through Community Engagement Research”</p>	<p>- - -</p>
Week Five	Reading	Assignments Due
<p>Wednesday, February 14</p> <p>**Tutoring Adult Learners: Writing (Consultation) in Adult Literacy and Education Programs</p>	<p>Ziegahn and Hinchman (1999), “Liberation or Reproduction: Exploring Meaning in College Students’ Adult Literacy Tutoring”</p> <p>Belzer (2006), “What Are They Doing in There? Case Studies of Volunteer Tutors and Adult Literacy Learners”</p> <p>Belzer (2006), “Less May Be More: Rethinking Adult Literacy Volunteer Tutor Training”</p> <p>Nielsen (2015), “Teaching Writing in Adult Literacy: Practices to Foster Motivation and Persistence and Improve Learning Outcomes”</p>	<p>Submit any entries you might have for your reflective tutor log. Be prepared to discuss your reflective work in class.</p>

Week Six	Reading	Assignments Due
<p>Wednesday, February 21</p> <p>**Exploring the Identities of Adult Learners</p>	<p>Beder and Valentine (1990), "Motivational Profiles of Adult Basic Education Students"</p> <p>Belzer and Pickard (2015), "From Heroic Victims to Competent Comrades: Views of Adult Literacy Learners in the Research Literature"</p> <p>Zacharakis et al. (2015), "Understanding the Experiences of Adult Learners: Content Analysis of Focus Group Data"</p> <p>Tett (2016), "Learning, Literacy, and Identity: 'I Don't Think I'm a Failure Anymore'"</p>	<p>Blog Post #2 Due.</p>

Week Seven	Reading	Assignments Due
<p>Wednesday, February 28</p> <p>**Exploring the Identities and (Writing Consultation) Work of Adult Education Tutors</p>	<p>Hayes (1995), "Learning about Adult Literacy: A Case Study of a College Tutor"</p> <p>Sandlin and St. Clair (2005), "Volunteers in Adult Literacy Education," <i>The Review of Adult Learning and Literacy: Connecting Research, Policy, and Practice</i></p>	<p>---</p>

Week Eight	Reading	Assignments Due
<p>Wednesday, March 7</p> <p>**The Local, Local Context: College-Credit Granting Adult Education and the Odyssey Project</p>	<p>Marsh (2009), “Neither Necessary nor Sufficient: Community Education and the Fight against Poverty”</p> <p>Ng (2006), “Antipoverty Policy Perspectives: A Historical Examination of the Transference of Social Scientific Thought and a Situated Critique of the Clemente Course”</p> <p>Doyle (2013), “Increasing Access to Post-Secondary Education: A Mixed Methods Study of the Charleston Clemente Program”</p>	<p>Identify-a-Gap Project Proposal Due.</p>

Week Nine	Reading	Assignments Due
<p>Wednesday, March 14</p> <p>**Toward a Vision for Social Justice-Inflected Tutoring</p>	<p>Lu (1994), “Professing Multiculturalism: The Politics of Style in the Contact Zone”</p> <p>Paris and Alim (2017), “What is Culturally Sustaining Pedagogy and Why Does it Matter?”, <i>Culturally Sustaining Pedagogies</i></p>	<p>Submit any entries you might have for your reflective tutor log. Be prepared to discuss your reflective work in class.</p> <p>Blog Post #3 Due.</p>

No Class on on Wednesday, March 21, due to Spring Break—Have a great week off!

Week Eleven	Reading	Assignments Due
<p>Wednesday, March 28</p> <p>**Working with Multilingual Writers I: An Overview</p>	<p>Matsuda and Cox (2009), "Reading an ESL Writer's Text"</p> <p>Ferris (2009), "Academic Language and Literacy and the Different L2 Student Audiences," <i>Teaching College Writing to Diverse Student Populations</i></p> <p>Thonus (2014), "Tutoring Multilingual Students: Shattering the Myths"</p>	<p>---</p>
Week Twelve	Reading	Assignments Due
<p>Wednesday, April 4</p> <p>**Working with Multilingual Writers II: Examining "Error" and Contexts of Adult Education</p>	<p>Ferris, "Responding to Student Writing Error," <i>Treatment of Error in Second Language Student Writing</i></p> <p>Fernandez et al. (2017), "A Survey of Writing Instruction in Adult ESL Programs: Are Teaching Practices Meeting Adult Learner Needs?"</p>	<p>Blog Post #4 Due.</p>

Week Thirteen	Reading	Assignments Due
<p>Wednesday, April 11</p> <p>**Genre and the Writing Consultation</p>	<p>Bazerman (1997), "Speech Acts, Genres, and Activity Systems," <i>What Writing Does and How It Does It</i></p> <p>Bawarshi and Reiff (2010), "Rhetorical Genre Approaches to Teaching Writing," <i>Genre: An Introduction to History, Theory, Research, and Pedagogy</i></p> <p>Reiff and Bawarshi (2011), "Tracing Discursive Resources: How Students Use Prior Genre Knowledge to Negotiate New Writing Contexts"</p> <p>Layne (2011), "Beyond Generalist and Specialist: Making Connections Between Genre Theory and Writing Center Pedagogy"</p>	<p>Identify-a-Gap Project Slice Due. Bring in whatever you have completed for this project, and prepare to discuss your work.</p>

No Class on on Wednesday, April 18—Logan Out of Town at Conference. Continue Working on Final Projects!

Week Fifteen	Reading	Assignments Due
<p>Wednesday, April 25</p> <p>**To Where and For What End?: The Transfer of Adult Learner Writing</p>	<p>Bacon (1999), "The Trouble with Transfer: Lessons from a Study of Community Service Writing"</p> <p>Assorted Authors (2013), "Elon Statement on Writing Transfer"</p> <p>Hill (2016), "Tutoring for Transfer: The Benefits of Teaching Writing Center Tutors about Transfer Theory"</p>	<p>---</p>

Week Sixteen	Reading	Assignments Due
Wednesday, May 2 —Last Day of Class + Course Wrap-Up	- - -	Last day to submit tutor reflective log. Be prepared to discuss your work in class.

***Your final Identify-a-Gap Project is Due by 5.00p on Wednesday, May 9. Please submit your files in .doc format via e-mail or through Compass 2G. As always, let me know if you have any questions about these submission instructions.

Sample Lesson Plan: Wednesday, 3.7

The Local, Local Context: College-Credit Granting Adult Education and the Odyssey Project

I.) Set Agenda:

—Proposal Check-In

—Small Groups: Discussion of Today's Readings

—Freewrite: Synthesizing Today's Readings

—Partner / Large Group / Crowdsourced Discussion: "How Does This Local Context Come to Bear on Your Tutoring Work? How Should It?"

—Wrap-Up

II.) Proposal Check-In

Before we get started today, I thought we could go around the room and do a brief check-in with regard to your Identify-a-Gap project proposals. What sort of project are you pitching, how do you feel about what you turned in, what do you like about the direction you're headed in, what are potential obstacles or constraints, etc.? This is meant to be a minute or so, so nothing too detailed is required.

Students go around the table and share work with regard to proposal.

Mention that I'll provided detailed feedback on their work and have it back to them within the next week.

III.) Small Groups: Discussion of Today's Readings

So for today, you had three readings to complete:

(1) Marsh (2009), "Neither Necessary nor Sufficient: Community Education and the Fight against Poverty"

(2) Ng (2006), "Antipoverty Policy Perspectives: A Historical Examination of the Transference of Social Scientific Thought and a Situated Critique of the Clemente Course"

(3) Doyle (2013), "Increasing Access to Post-Secondary Education: A Mixed Methods Study of the Charleston Clemente Program"

Our discussion today will largely be spent discussing these articles in relation to contexts of adult education, specifically the Clemente Course model that the Odyssey Project is based on, and the Odyssey Project itself, which is discussed in Marsh's 2009 piece. (Side note: Marsh originated the Odyssey Project in C-U here when he taught at UIUC).

First, however, we want to break into these articles. I'll go ahead and assign you each an article, and, in small groups—organize yourselves into groups of three to four, please—tackle the following questions:

- (a) What is the central argument of the piece you read?
- (b) What are any relevant or pertinent subarguments of your assigned reading?
- (c) What assumptions come to bear upon the piece? That is to say, what assumptions inform the author's argument?
- (d) What criticisms—either positive or not-so-positive—might you levy against this work?

Go ahead and speak with your groupmates for about 20 or so minutes. Then be prepared to report out. We'll talk about your findings together as a class.

IV.) Freewrite: Synthesizing Today's Readings

So now that we've identified the fundamental component parts of each of these readings, we want to take some time to make sense of how these texts relate to each other. In terms of the claims that are being made, the methods, the genres of these works, the outcomes—Marsh, Ng, and Doyle are all coming to different conclusions here.

Go ahead and take ten or so minutes to gather your thoughts and freewrite on what these connections might be. Then we'll open back out to the group and share what you all found.

****Questions to Guide Discussion if Need Be:**

- (a) What tensions exist between student experience in the Clemente Course per Doyle's piece, the overarching curriculum of the Clemente Course per Ng's work, and more structural issues concerning poverty and education in Marsh's work? How do we reconcile these perspectives?
- (b) Given how these viewpoints overlap and diverge, what are the implications for you all as volunteers, tutors, interns, and educators in the Odyssey Project? What do you do with this contextual understanding of the Odyssey Project (as located here in town) and the curricular and institutional factors that inform its implementation and design?

IV.) Partner / Large Group / Crowdsourced Discussion: "How Does This Local Context Come to Bear on Your Tutoring Work? How Should It?"

So we've spoken, so far, about the primary arguments and subarguments present in today's readings, and we've also worked to make connections between them. Now what I want us to do is to draw links between what we're reading, what we're talking about, and the tutoring work you all are doing,

By now, you should have some reflective tutor log entries written out. If you don't, you've certainly engaged in or thought about your tutoring work.

Go ahead and dive back into your records / tutoring log, and look for places where the tensions, connections, and themes we've been talking about with regard to Odyssey Project / Clemente Course / Adult Education contexts came into play during your tutoring sessions. Identify these places and prepare to talk about how and why the affordances or constraints of the Odyssey Project / Clemente Course curriculum affected your session.

As an example, we could talk about how the Clemente Course valorizes a Socratic Method approach of discussion. Perhaps this manifested itself in how a student received feedback from their teacher, or how a classroom discussion might have left a student feeling as if they didn't have a "direct answer." So look for and reflect upon these micro-scale moments during your consultation and be ready to discuss with the large group.

****Allow students 10 or so minutes to go back into their logs****

****Have students discuss findings with partners**

****Then have students discuss one or two salient points per group together as a class****

Based on discussion, have students brainstorm what we ought to do with this sort of information (how local context influences tutoring work) in a practical sense. Pull up crowdsourceable Google Doc, and lead discussion based on what we've talked about. Get students to think about what practical, tutoring strategies and takeaways would look like if we consider these sorts of factors.

****Takeaway:** Hopefully this discussion has demonstrated the degree to which local contexts of education, curriculum, and adult education influence and shape the work you all do as tutors. It's easy to focus only on the writer and the text and the consultation, but so much of your work—and the work being done in adult education—are shaped by larger institutional factors.

VI.) Wrap-Up

Ask students to speak to two or three major takeaways from the class. Then conclude by mentioning what we're covering next week and gesturing toward how this will extend today's conversation.