

Advanced Writing Seminar Week-to-Week – Fall-Winter 2016  
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Week 1 – Introduction to AWS /Writing Center as Community

- Essential questions: What does it mean to build community? What should that community look and feel like?
- Course Expectations
- *Assignment: (begin with Describe a community to which you belong in a way the reader can understand why or you experience a sense of belonging*
- *Activity: Discuss common threads → How can we build a community within the class? Within the school?*

Week 2: Myself as a Learner

- Essential questions: Who am I as a learner? How might my learning experiences influence how I tutor?
- Reading: Allyn & Bacon, Chapter 1 “Why We Tutor”
- Who am I as a learner? *Assignment: Literacy Narrative*
- *Activity: Discuss narratives → How might this influence how we tutor? → Workshop introductions*

Week 3 – The Writing Process

- Essential questions: What is my writing process? How might this relationship affect the writing process?
- Vocabulary: higher-order concerns, lower- (later-) order concerns, planning, drafting, revising, editing
- Reading: Lamott, “Shitty First Drafts,” Allyn & Bacon, Chapter 2 “The Writing Process” pgs 11-20
- *Assignment: “How I Write”*

Week 4 – The Rhetorical Situation

- Essential questions: In what rhetorical situations do students find themselves writing? What is the relationship between student, text, and teacher? What role does audience have in academic writing?
- Vocabulary: discourse, discourse community, rhetorical situation, exigence, audience, writer, topic, purpose, text
- Readings: Reading: Allyn & Bacon, Chapter 2 “The Writing Process” pgs 20-23, **NEED SOMETHING FOR RHETORICAL SITUATION→HAIVAN’S INTRO?**
- *Activities: Analyze rhetorical situation of op-ed, commercials?, Rolling the Dice (audience & topic)*
- *Assignment: Revise “How I Write” for new audience (ARHS faculty) \*\*graded, assignment created\*\**

Week 5 – The Role of the Writing Center

- Essential questions: What is a writing center and why do we need one? What is the role of a writing center in an educational institution?

- Vocabulary:
- Readings: Stephen North, “The Idea of the Writing Center,” Bedford Guide, Chapter 1 “Writing Center as a Workplace”
- *Activities: Socratic seminar? Fishbowl?*

#### Week 6 – Inside the Tutoring Session

- Essential questions: What is the role of a writing tutor in a tutoring session? What does effective feedback look like? How should a writer’s tutoring session function?
- Vocabulary: Active listening, open ended (or divergent) questions, closed question, facilitator
- Readings: Bedford Guide, Chapter 2 “Inside the Tutoring Session,” Allyn & Bacon, Chapter 3 “The Tutoring Process” pgs. 35-40
- *Activities: Role playing (teacher provided prompts)*
- **Field Trip to WSU Writing Center**
- *Assignment: Writing Center Ethnography Collaborative Assignment \*\*graded, assignment created\*\**

#### Week 7 – Tutoring through the Writing Process

- Essential questions: What is the role of a writing tutor in a tutoring session? (cont’d) How do writing tutors guide their peers in the writing process?
- Readings: Bedford Guide, Chapter 3 “Tutoring through the Writing Process,” revisit Allyn & Bacon, Chapter 2 “The Writing Process”
- *Activities: Group work -*

#### Week 8 – The Relationship Between Writer, Tutor, and Text

- Essential questions: How do you balance “telling” vs. “showing”? Under which circumstances must a tutor become more directive, if ever?
- Vocabulary:
- Readings: Brooks, “Minimalist Tutoring: Making the Student Do All the Work,” Shamoon and Burns, “A Critique of Pure Tutoring,” Ortoleva, “Centering the Writer or Centering the Text”

#### Weeks 9 &10 – Special Cases in the Writing Center

- Essential questions: How does a tutor accommodate for a variety of learning styles and experiences? To what extent should a tutor
- Vocabulary:
- Readings: Bedford Guide, Chapter 4 “The Writers You Tutor,” Allyn & Bacon, Chapter 9 “Working with ESL Writers,” Bedford Guide, Chapter 7 “Addressing Various Tutoring Situations”, B
- *Activities: connect with Jen Cuker on ELL workshop; after BG chapter 7--brainstorm (role play) other challenging situations, ie student who was forced to come to WC, older student who does not trust younger, etc.*
- *Assignment: Group presentations—have groups read two articles on issues of diversity in the writing center (ESL students, students with learning disabilities, students from multicultural backgrounds, students with physical impairments, etc.), provide summaries*

*and takeaways as well as resonating questions or problems \*\*graded, assignment not created\*\**

Week 11 & 12 – Writing in the Disciplines

- Essential questions: What genres do students encounter? What types of writing do different disciplinary communities value? How does writing differ among disciplines?
- Why does writing differ among disciplines?
- Vocabulary: discourse communities, writing in the disciplines (WID), writing across the disciplines (WAC)
- *Assignment: Writing in the Disciplines (WID) \*\*graded, assignment created\*\**
- *Activities: exploring the college essay as a genre (audience & purpose) genre brainstorm, introduce WID project, topic selection*

Week 13 -