

**Advanced Writing Seminar**  
**Fall-Winter 2016-2017**  
**Mr. Czarnecki**  
[sczarnecki@nsboro.k12.ma.us](mailto:sczarnecki@nsboro.k12.ma.us)

**Congratulations!**

I'm not given to hyperbole, so I'm being honest when I say you're in a historic position. As the first class of writing-tutors-in-training, you have the unique opportunity to have a permanent impact on the Algonquin community – one that will last well beyond your tenure at the school. You will be the first in what we hope will be a long line of Algonquin writing tutors. As such, you will lay the foundation for future generations of tutors and help to revolutionize Algonquin's approach to writing. So, yea. Congrats. ☺

**Course Description**

From college essays to physics labs, from short stories to research papers, students are assigned a variety writing tasks in a variety of subject areas. Advanced Writing Seminar (H) is a higher-level English elective that will train our first cohort of writing center tutors to better serve the Algonquin community of writers. Writing center staff-in-training will engage in an in-depth study of writing across the curriculum (social studies, science, English, math, business, theater, and beyond) and work collaboratively to develop methods and strategies associated with peer tutoring in a writing center. Finally, members of our first cohort of tutors will lay the foundation for Algonquin's first writing center and have a significant role in the design of how the center operates and the services it will provide.

**Essential Questions**

- What is the role of a writing center in an educational institution?
- What is the role of a writing tutor in a tutoring session?
- How do writing tutors guide their peers in the writing process?
- How does writing differ among disciplines? Why does writing differ among disciplines? How does understanding these differences influence a tutor's approach to tutoring?

**Texts**

We will use a variety of texts throughout the semester including, but not limited to, the following:

- *The Bedford Guide to Peer Tutoring 6<sup>th</sup> edition*
- Selected chapters from *Allyn and Bacon's Guide to Peer Tutoring 2<sup>nd</sup> edition* Gillespie & Lerner

**Grading**

*Homework (15%)*

It is assumed that all blog posts, readings, or overnight assignments will be completed to the best of your ability. As such, not every homework assignment will be graded. Those that are, however, will be checked for quality and depth of engagement.

Included in the homework grade are your contributions to the Google Classroom discussion board. Each AWC Tutor (whether or not he/she is enrolled in AWS course) is expected to participate in the online dialogue in the class's Discussion Board. Tutors and tutors-in-training can pose a new forum question, respond to another student's question, or respond to another student's thread. The idea is that we have a virtual community through which all tutors can communicate, share ideas, and dialogue about writing and tutoring! Students are required to post with each forum (four times per term - approximately once weekly) on the course Discussion Board.

*Reading Checks (15%)*

Again, it is assumed that because you elected to take his course you will complete all readings and assignments. To keep everyone honest, however, readings will be periodically checked through timed in-class writing assignments.

*Participation (25%)*

Writing and, by extension, tutoring are not solitary endeavors. The easiest way to become a better writer and a better tutor is by engaging in conversation and sharing ideas with your peers. You will be assessed based upon your engagement during small-group and full-class discussions. Note that participation can take a variety of forms, e.g. asking questions and giving comments during class discussion, taking notes on behalf of a small group, sharing perspectives with peers. In order to participate, of course, one needs to complete course readings and assignments. Not doing so will greatly hinder your ability to contribute productively.

Attached is the rubric by which your participation will be assessed:

	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Attendance/ Promptness</b>	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks but regularly attends classes.	Student is late to class more than once every two weeks and/or may accumulate unexcused absences.	Student is late to class more than once a week and/or accumulates many unexcused absences.
<b>Level of Engagement in Class/ Small Group Discussion</b>	Student proactively contributes to class by offering ideas and asking questions more than twice per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student almost never contributes to class by offering ideas and asking questions.
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others. Student writes down the feedback he/she receives during peer review.	Student listens when others talk both in groups and in class. Student sometimes incorporates or builds off of the ideas of others. Student writes down some of the feedback he/she receives during peer review.	Student does not always listen when others talk, both in groups and in class. Student may or may not incorporate or build off of the ideas of others. Student rarely writes down the feedback he/she receives during peer review.	Student almost never listens when others talk, both in groups and in class. Student does not incorporate or build off of the ideas of others. Student almost never writes down the feedback he/she receives during peer review.
<b>Behavior/ Respectfulness</b>	Student never displays disruptive behavior during class and shows respect to fellow students and the	Student rarely displays disruptive behavior during class and shows respect to fellow students and the	Student occasionally displays disruptive behavior during class and shows respect to fellow students and the teacher some of	Student almost always displays disruptive behavior during class and rarely shows respect to fellow students and the

	teacher.	teacher most of the time.	the time.	teacher.
<b>Preparation</b>	Student is always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.

### *Writing Assignments & Projects (45%)*

Because this is a writing course, you will have a many writing opportunities – both formal and informal. Each assignment will have attached to it a rubric or task list which will guide my grading. Please be sure to thoroughly review each assignment and ask questions if there is any confusion.

#### Term 1 Major Writing Assignments & Projects (subject to change)

- How I Write
- Writing Center Ethnography

#### Term 2 Major Writing Assignments & Projects (subject to change)

- Tutoring Strategy Group Project
- Writing in the Disciplines Research Project
- My Idea of the Algonquin Writing Center

### **Becoming a Tutor**

To graduate to becoming a tutor you must finish the course with an B+ or higher. No exceptions will be made.

### **Suggested Materials**

For this course, you will need a notebook or binder used for homework and class notes. I would also recommend highlighters and Post-Its.

### **Work to be handed in**

- Most assignments will be turned in electronically via Google Classroom.
- If you will be unable to complete an assignment on time, you must see me to discuss an extension BEFORE IT IS DUE. **Always let me know if you are not passing in assigned work on the due date and negotiate a revised due date.** It is your responsibility to notify me if you are not turning in work on the due date. Don't wait for me to ask for your work.
- Large assignments turned in late will be penalized ten points for each day up to a limit of **3 days late** (unless you have negotiated an extension.)
- For days during which we're workshopping, you must come prepared with printed drafts. If your printer isn't functional, **YOU MAY NOT** email me your assignment. If you are having printer issues or do not own one, you can come into school and print from my room or in the library. If you ask to print at the beginning of class, your assignment will be marked as late.
- If you don't have access to a computer at home, you may hand-write your work.

- Bring your completed assignments to class ready to hand in. **The pages should be in the proper order and stapled, ready to turn in.**

### **Absences/Make-up Work**

- If you are absent from class, then you have missed something important. It is your responsibility to ask a classmate for notes given in class and to ask me about missed handout, readings, and assignments.
- If you are absent, check Google Classroom for missed assignments. You should also check in with me in person or via email, so you can keep up with the class.
- Please refer to the guidelines in the Student Handbook for completing make-up work, particularly the following: *If a student is absent on the date of a major test, the student should be prepared to take the test on the day he/she returns.*
- Remember, I have over one-hundred students. You have seven teachers. It is your responsibility to keep track missed assignments. It is not my responsibility to be your personal secretary 😊

### **Honesty/Plagiarism**

- You are expected to do your own work at all times.
- If I see you copying someone else's homework before class, both you and the person who did the homework will receive a zero for that homework.
- Plagiarism entails using print or online information without crediting your source. This includes any instances of cutting and pasting sentences and/or passages from an online source into work that is supposed to be completely your own.
- Assignments that are plagiarized will receive a zero. The incident will be reported to the assistant principal, and parents may be notified as well.

Students:

With your parent(s) or guardian(s), please sign in the place provided to show that you have read and understand the contents of this handout. Please return the bottom of this sheet as soon as possible, and keep the handout in your notebook for reference throughout the course.

Parent(s), Guardian(s):

Please feel free to call or email me with questions or concerns at any point during the school year.

Mr. Czarnecki

[sczarnecki@nsboro.k12.ma.us](mailto:sczarnecki@nsboro.k12.ma.us)

-----  
*Please return to Mr. Czarnecki / Advanced Writing Seminar*

Student's name \_\_\_\_\_

Student's signature \_\_\_\_\_

Parent/Guardian name \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_

Parent/Guardian contact phone numbers. Please include daytime or cell phone numbers as well as when would be the best time to contact you.