

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
NEW COURSE PROPOSAL**

DATE 5.2.07
PROGRAM AREA ENGLISH

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix ENGL Course# 329 Title SEMINAR IN TUTORING WRITING Units (3)
3 hours lecture/discussion per week
hours lecture per week

- Prerequisites Completion of English 105 (or equivalent) and sophomore standing
 Corequisites

Description Elective introducing the theories that inform university writing centers and the practices common to them.

- | | | |
|---|--|--|
| <input type="checkbox"/> Gen Ed | Graded
<input checked="" type="checkbox"/> CR/NC | <input type="checkbox"/> Repeatable for up to _____ units |
| Categories
<input type="checkbox"/> Lab Fee Required | <input type="checkbox"/> A - F
<input type="checkbox"/> Optional (Student's choice) | Total Completions Allowed 1
<input type="checkbox"/> Multiple Enrollment in same semester |

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	0			<input type="checkbox"/>	
Seminar	3	1	15	<input checked="" type="checkbox"/>	
Laboratory				<input type="checkbox"/>	
Activity				<input type="checkbox"/>	

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This elective course will provide an introduction to the theories and practices of university writing centers for students with an interest in tutoring writing. While students will be required to gain some hands-on experience, the emphasis will be on understanding how contemporary learning theories and writing process inform writing center practices, how peer and professional tutoring differ, and the questions and concerns about various methods of tutoring. Unlike the graduate tutoring course, the emphasis at this introductory level will be on understanding the theories and practices commonly used in writing centers, as opposed to the graduate course emphasis on application of theory.

By the end of the course, students will be able to:

- Analyze tutor roles and practices according to writing process theory.
- Analyze how individual student learning styles impact tutoring.
- Articulate the responsibilities and limitations of peer and professional tutors.
- Evaluate a student paper and create a workable plan for a tutoring session.
- Distinguish different theoretical approaches to common ESL problems.
- Articulate the relationship between reading theory and tutoring practices.

4. Is this a General Education Course YES NO
If Yes, indicate GE category and attach GE Criteria Form:

- A (English Language, Communication, Critical Thinking)**
- A-1 Oral Communication
 - A-2 English Writing
 - A-3 Critical Thinking
- B (Mathematics, Sciences & Technology)**
- B-1 Physical Sciences
 - B-2 Life Sciences – Biology
 - B-3 Mathematics – Mathematics and Applications
 - B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art

C-2 Literature Courses

C-3a Language

C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UD Interdisciplinary

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- Writing Center History and Practice
- Composition Theories and the Process Model of Writing
- Language Acquisition Theories
- Collaborative Learning and Learning Styles
- Reading Theory and the Writing Center
- Writing Across the Curriculum Issues
- Working with English Language Learners
- Working with Students with Disabilities
- Writing Center Ethics

Does this course overlap a course offered in your academic program? YES NO

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES NO

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: English and University Writing Center

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Gillespie, Paula, Alice Gillam, Lady Falls Brown, and Byron Stay, eds. Writing Center Research. Mahwah: Lawrence Erlbaum Associates, 2002.

Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Prentice-Hall International, 1987.

Law, Christina, and Joe Law, eds. Landmark Essays on Writing Centers. Davis: Hermagoras, 1995.

Payne, Michael. Reading Theory: An Introduction to Lacan, Derrida and Kristeva. Blackwell, 1993.

Pemberton, Michael, and Joyce Kinkead, eds. The Center Will Hold: Critical Perspectives on Writing Center Research. Logan: University of Utah P, 2003.

Tobin, Lad. Reading Student Writing. Portsmouth: Boynton/Cook, 2004.

8. List Faculty Qualified to Teach This Course.

Kathleen Klompfen, University Writing Center Coordinator; Bob Mayberry, Composition Coordinator

9. Frequency.

a. Projected semesters to be offered: Fall Spring Summer

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO
If, YES attach a program modification form for all programs affected.

Kathleen Klompien & Bob Mayberry
Proposer of Course

2/18/2006
Date

