

Writing Center Training Overview

As a trainee, you are assigned a mentor who will help you develop your tutoring skills during your time (four hours per week) in the Center.

To meet the Center's weekly training goals, you will do the following:

- Observe sessions
- Interact with clients and tutors during sessions
- Complete training modules
- Complete written exercises or do interactive exercises

At Friday TRAINING MEETINGS, you will participate in group and individual exercises to check your progress.

Feedback on your modules, your general performance in the Center, and your training meeting exercises will be emailed to you on SUNDAYS.

At any stage, training may be extended to be sure you have sufficient practice and have developed the skills necessary for the next stage of development. You—in collaboration with the Director—may decide to terminate the training process if sufficient and timely progress is not being made.

Training Stages

- 1 Modeling**
- 2 Guided Tutoring: Tutor Moves**
- 3 Guided Tutoring: Goal Setting**
- 4 Independent Tutoring**
- 5 Self-Directed Development**

Progress Checks*

*AKA Assessments

1. Handbook Quiz
2. Reflection essay
3. Strategy Talk-Through
4. Problems-Strategies Assessment
5. Mock Session
6. Grammar/Syntax Performance Assessment
7. Clarity/Style Assessment
8. Hacker Quiz

Evaluation Process: The Leadership Team, comprising the WC Director, Training Supervisor, lead tutor(s), and training assistants meet weekly to assess each trainee.

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'What is everyone saying?!' Your Guide to Tutor Terms

Session Terms

Goals

every session in the Center starts with the client and tutor setting session goals to help focus the work



Move

a small step or task used by tutors to get clients thinking more critically (e.g. reading aloud, annotating the assignment sheet, bracketing the thesis, circling the evidence, asking critical "how" and "why" questions). Moves are always facilitated through tutors.



Strategy

these are similar to running a play in sports, in that they are a series of concrete steps through which tutors lead clients, in order to address an issue in the writing or to create an end product (e.g. backwards outlining, reading-to-write notes, free-writes). Clients can run them independently or with a tutor.



End Product

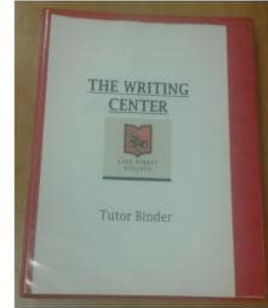
what the client takes away from the session. It is often a new product, such as a brainstorming chart, an outline, or a thesis statement, but it could also be a marked up draft or paragraph.

End products must be clean, legible, and client-friendly. Every session must end with an end product, and tutors should review end products with clients to check understanding and ensure confidence in the client's next steps.

Sidekicks

Tutor Binder

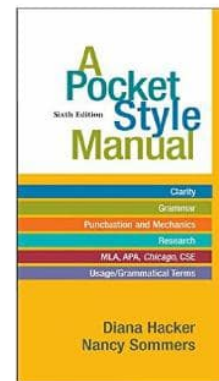
a 3-ring binder of materials that tutors use in sessions to support explanations of writing processes and expectations.



Hacker Guide

The College's style handbook that is required for all first year students to purchase.

The manual provides clarity, grammar, punctuation, and citation tips that can help you teach the client editing strategies and citation styles.



Reflection

it is a requirement for this job that all staff members consciously and consistently reflect on and improve their practice. Reflections involve identifying parts of your work that did not succeed and devising alternatives for the future, as well as celebrating successes.

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Training Stage 1: Modeling

OBSERVE

- Take detailed notes during observation
- Exhibit active listening skills
- Recount major moments of the session and resources used

REFLECT

- Understand major differences between appointments
- Identify session goals, the tutor's plan to achieve goals, and the end product
- Identify tutor moves and client reactions

BE PROFESSIONAL

- Arrive 10 minutes early to every shift
- Follow WC policy
- Submit work and return emails in a timely manner
- Exhibit pleasant and collaborative attitude with staff members and clients

FIRST SHIFT

Bring the following modules completed:



Session Protocol Module



Managing Time Module

SECOND SHIFT

Bring the following modules completed:



Identifying Global & Local Revisions Module



Discussing Essay Structure Module

After you observe, complete the Protocol Checklist on the report page.

Tips to Apply Module Teachings to Observations



Managing Time Module

- Before a shift, consider how previous client reports can help you approach a session
- Implement standard appointment structure
- Maintain focus and momentum
- How do tutors begin and end appointments based on the protocol and Center policies?



Session Protocol Module

- Learn our standard appointment structure
- As you observe sessions, watch how tutors make clients feel comfortable by their conversation style, by setting goals, and by helping the client learn how to accomplish those goals—all in fifty minutes!
- What structural and procedural patterns do you observe in appointments?



Identifying Global & Local Revisions Module

- Global issues are issues revolving around argument development and structure
- Local issues are at the sentence level, namely grammar and clarity
- As you observe tutors, examine the ways in which they communicate the global and local issues in an essay and set reasonable goals to fix those issues
- How do tutors end the appointment in such a way that clients feel comfortable finishing the work independently?



Discussing Essay Structure Module

- Listen to the ways in which tutors explain relationships between the introduction and conclusion, claims and evidence, and other essay parts.



- How can tutors help guide clients toward an accumulative argument structure?

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Training Stage 2: Guided Tutoring

Understanding Tutor Moves

ENGAGE

- Introduce yourself to client
- Look client in the eye, speak up, and smile
- Use appropriate language
- Stick to the goals of a session and the philosophy of the Center

REFLECT

- Understand how and why sessions go well or poorly
- Identify the "tutor moves" and the client's reaction to them
- Generate alternative practices/choices

BE PROFESSIONAL

- Arrive early to every shift
- Follow WC policy
- Submit work and return emails in a timely manner
- Exhibit pleasant and collaborative attitude with staff members and clients

Friday's Meeting

Bring the following modules completed:

1. Developing Thesis Statements Module
2. Introductions Module
3. Conclusions Module

Next week...

You know the drill. Each successful appointment has

a goal,
a strategy,
and an end-product.

Think about the ways in which goals, strategies, and end-products function together. Try to have an end-product in mind as you set the goal. That way, the strategy falls in line—what will the client need to do in the session to get from the goal to an end-product that they can use independently?

FIRST SHIFT

Bring the following modules completed:



Brainstorming & Outlining Module



Communications Module

After each session, fill out the Strategy Outcome Form.

SECOND SHIFT

Bring the following module completed:



Reverse Outlining and Argument Mapping Module

After each session, fill out the Strategy Outcome Form.

"I have to interact with clients?!"



Have no fear.



The tutor will set up the session goal. You get to swoop in and take all the credit for the client's newfound confidence and writing know-how. Why only complete modules about tutoring strategies when you can show off your skills in a session?

Tips to Apply Module Teachings to Tutoring Sessions



Brainstorming & Outlining Module

- Help yourself out. Make sure you know the ins and outs of the assignment sheet. To do this, you can annotate the assignment sheet with the client or "quiz" the client on what s/he knows about the assignment as you read it together.
- Early on in the session, think about potential end-products that the client can use independently to aid in the drafting process.
- Is the client more visual? Maybe a chart or a detailed web map may work best for them.
- Do you have a client who prefers to create structured outlines? Ask them what they usually do, and build the end-product from there.



Communications Module

- Share your observations with the client so that you're on the same page. "I noted that..."
- Express a problem that you saw. "This dropped quote is confusing because..." "As a reader, this paragraph seems disconnected from the others because..."
- Ask grounded questions to help the client generate a solution. "What do you see as the connection between X and Y?" "Why did you choose to place that paragraph there?"
- Questions that drive clients crazy include, "Do you have any ideas about how we can fix X?" and "What do you think would be a good way to address this problem?" Clients are in the Center because they do not yet know how to solve these problems.

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Training Stage 3: Guided Tutoring

Setting Session Goals

ASSESS

- Gather sufficient information from clients about the assignment and the clients' writing processes
- Explain attainable and appropriate goals
- Assess the importance of goals and sequence of goals
- Describe and teach appropriate strategies
- Collaborate with client on a helpful end product

REFLECT

- Continue to reflect on each appointment
- Did you and your client both agree on the session goals?
- Did you meet the session goals?

FIRST SHIFT

Bring the following module completed:



Setting Session Goals Module

After each session, write a report.

SECOND SHIFT

Bring the following modules completed:



Creating Useful End Products Module



Report Module

After each session, write a report.

This week, you will set the session goal. An appointment without a goal can cause you to lose focus of the strategy and end product. Set yourself and the client up for success with a clear plan of action.

Friday's Meeting

Mock Sessions



"Quick-how do I defeat the Mock Monster?"



Reflect Practice

Practice. Reflect. Repeat.

It's okay to be nervous. Every tutor was nervous when s/he completed the mock. You can build confidence by practicing for the mock. Ask your mentor for a few "mock" essays to use as practice. Identify a goal, strategy, and end product for each draft. For the best results, rinse and repeat.

Tips to Apply Module Teachings to Tutoring Sessions



Setting Session Goals Module

- Imagine a chasm with an assignment's requirements on one side and the client's current progress on the other side. As a tutor, you want to help the client build a bridge between the two sides. The client should leave the session with the ability to make his/her writing cross that bridge.



Creating Useful End Products Module

- Imagine that every client you tutor will wait one week before returning to the writing assignment that the client worked on with you in the Center.
- Is your end product clear enough that the client can use it independently without having to remember everything that happened in the appointment?
- Did your client stay engaged by producing most or all of the end product?



Report Module

- You have 10 minutes to write the report, so keep it simple.
- What did the client bring to the session?
- If the client is not new to the Center, what has the client done in prior sessions?
- What goals did you and the client set for the session?
- What did the client learn and do in the session to meet those goals?
- What did the client leave with to guide further coursework?



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Training Stage 4: Independent Tutoring

GOALS

- Keep the appointment moving/client talking and/or active and avoiding extended silences and hesitation
- Listen to/address client concerns
- Set session goals that relate to reason client came in
- Focus on pre-determined session goal(s) the entire time (If changing focus, explaining why)
- Completely address/resolve the goal(s) (If not, explain to the client what they must do to finish)
- Effectively apply feedback
- Record feedback when its given
- Asking questions to clarify feedback
- Applying feedback in timely manner
- Writing reports that reflect feedback

You will work with another tutor's client and will run the entire session as the tutor observes. At the end of each session, you will write the session report.

Bring the following modules completed:



Teaching Clients to Edit Module

- Now is the time to hone in not only your own grammar skills, but your ability to teach editing strategies to clients
- Practice breaking sentences in clauses and phrases to correctly identify grammatical errors.



Using Diane Hacker

- The Hacker guide can help provide explanations and examples that will help clients understand grammar and syntax issues.

Friday: Grammar/Syntax Assessment



You (probably)

Another assessment?



If you pass this test, you get to be a Grammar Ninja Warrior.

Grammar Ninja Warrior (with sunglasses)

To prepare for this assessment, practice identifying parts of speech and sentence parts (phrases, dependent clauses, and independent clauses) quickly. This takes time to learn, but you will feel like you have a super power once you master the process.

Training Stage 5: Self-Directed Development

New Tutor Goals

- Exhibit confidence to lead session
- Assume a partnership role and tone of voice during appointment
 - Embrace and promote Center mission
 - Using Center resources and strategies, rather than making up new ones
 - Consistently tutor instead of teach
 - Contribute to staff meetings

New Tutor Tips

Continue to reflect on each session you have with clients.

Familiarize yourself with the tutor binder, online resources, and model papers.

Remember that there is always room for growth. You will only get better at tutoring through continued practice and reflection. Keep flexing your "tutoring" muscles.

Congratulations! You will now receive your own clients.

In first week of Self-Directed Development, you will be observed by either the WC Director, Training Supervisor, or Language Specialist.

You will meet with the person who observed them, in order to receive specific feedback and goals.

You will complete modules and other projects assigned by staff members.

Friday: Style/Clarity Assessment

Now that you know the difference between style/clarity and grammar, practice ways to describe the effects of different style choices.



You when you find out you're on the scheduler

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