Preparing for Change: Who are we here for? What’s important about what we do? What do we do? What do we learn?

Week 3  Sept.23  Prep: Read Auster’s essay in Ways of Reading, pages 49-99. Write down your experience reading and any ideas for motivating students.
Discussion: Talking about reading and reading responses in coaching sessions.

Week 4  Sept.30  Prep: Read Fox, Introduction and Chapter 1. Write a brief summary of what you read. Try to include what Fox is trying to accomplish, who the audience is, the overall argument, and how it is all put together.
Discussion: Working with cultural difference

Discussion: Working with students’ drafts

Week 6  Oct. 14  Prep: Write a reflection about a student you are working with. What is complex about your work in the writing center? What are you learning on the job?
Discussion: Talking about our work in the Writing Center
Guest: Dr. Robert Johnson, Dept. Head, Humanities

Week 7  Oct. 21  Prep: Watch two returning coaches. Write about what you learned from your observations. Prepare a few questions for the coaches you observed.
Discussion: What we learn from peer observation. Similarities and differences in coaching styles

Week 8  Oct. 28  Prep: Preview the Writing Center Resume Handbook. Bring a draft of your own resume to the meeting or be prepared to begin one.
Discussion: Working with resumes and cover letters

Week 9  Nov. 4  Class Presentations (see attached assignment sheet)

Week 10  Nov. 11  Class Presentations and Evaluation
Presentation Assignment
Due Date: Nov. 4

With another writing coach, choose a question about writing center work that you would like to explore. You might choose a coaching issue that you struggle with (such as how to keep students involved at the beginning of a session as we read their drafts silently) or an issue we might want to know more about (such as how do students know what we do or how can we improve what we already do) or an issue that involves student use (such as why students don’t use the writing center). Next, plan a visit to the other writing center to begin to explore your question. You might choose to interview students, other coaches, or instructors whose students use the writing center. You might watch some of the video tapes of coaching sessions or do some peer observation in the center. You might look at a few professional articles. You might explore other writing centers’ web pages. Write a reflection on what you discover and prepare a 10 minute presentation for our HU 401 class.

Peer Observation Worksheet

Your name: ______________________

Name of writing coach observed: ______________________

date/time of observation: ______________________

1. Write a short summary of the session (You might include details about which stage the student was at in the paper, who talked about what, the roles the student and coach took on in the session)

2. Frequently our writing center discussions as well as our handbook focus on the aspects of coaching listed below. Describe any specific parts of the session that fit in to the following categories. Did you see any other categories we might add to this list?

--relationship building

--discussing reading assignments or working on a paper

--talking about teacher expectations or differences between high school and college writing assignments or cultural differences (discourse expectations)
Peer Observation Worksheet

Your name: _______________________

Name of writing coach observed: _______________________

Date/time of observation: _______________________

1. Write a short summary of the session (You might include details about which stage the student was at in the paper, who talked about what, the roles the student and coach took on in the session)

2. Frequently our writing center discussions as well as our handbook focus on the aspects of coaching listed below. Describe any specific parts of the session that fit in to the following categories. Did you see any other categories we might add to this list?

   --relationship building

   --discussing reading assignments or working on a paper

   --talking about teacher expectations or differences between high school and college writing assignments or cultural differences (discourse expectations)