HU 4101: Multiliteracies Center Practicum (1 credit)

Fall 2011
Nancy Grimm
Walker 103
Course Meeting Time: Tuesday 5-6 pm
Office Hours: T/Th 2-3; others by appointment
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Course Description
HU 4101 is designed to introduce you to the conceptual understandings, resources, and strategies that contribute to effective coaching in the Michigan Tech Multiliteracies Center. Through your engagement in the course, you will develop linguistic and cultural knowledge, self-monitoring strategies, and interpersonal and leadership skills.

Learning Objectives
1. To work toward fulfilling the mission statement of the Michigan Tech Multiliteracies Center: We work with students, faculty, and staff to address the challenges of learning and communicating in complex and culturally diverse environments.
2. To develop genre knowledge, cultural and linguistic knowledge, self-knowledge, and process knowledge in order to improve the effectiveness of our work.
3. To address challenges of daily work.
4. To demonstrate a positive commitment to domestic and international diversity by recognizing the challenges, responsibilities, and privileges that accompany the social and cultural positions of ourselves and others.

Resources (all of these are available in the Multiliteracies Center)
A Tutor’s Guide: Helping Writers One to One. 2nd ed. Rafoth, Ben, ed. Portsmouth, NH: Boynton/Cook, 2005

Course Requirements
Your performance in this course is linked to the overall effectiveness of the Multiliteracies Center. The requirements focus on developing the conceptual knowledge and personal habits that contribute to your effectiveness in this workplace and in future workplaces. Students are required to

- Attend and fully participate in every class
- Full participation means no use of electronic devices in class
- Prepare Reading Notes on Powerpoint or Prezi slides for each reading to share with class. Bring 1 print copy for me.
- Keep a weekly appointment for yourself in the Multiliteracies Center
- Observe a weekly session, a walk-in session, and a study team
- Prepare 4 written reflections
1. Reflection on your observation of a weekly appointment
2. Reflection on a study team observation
3. Reflection on what you learned in this course and an educational development plan for the remainder of your time on staff
4. Reflection on your appointment

Template for Reading Notes (Remember to include citation information!)
1. What idea or strategy did you find that you might use in one of your weekly sessions?
2. What insight about culture, language, or literacy did you gain? Use an example, if possible.
3. What did you encounter that you’d like to know more about?
4. What did you learn about yourself and your own culture?

Templates for Reflections will be given separately

Practicum Tone
Please help me keep a communal and cooperative tone in this group. Let’s use our differences to broaden our perspective and deepen our learning. Come to class prepared to share ideas and to stay focused on the material.

Grading
Successful completion of this class is a condition of your continued employment as a coach in the Multiliteracies Center. Successful completion is defined as earning an A or AB. If you attend all class sessions and are fully engaged in the work of the class as outlined here, you will earn an A. If your work or engagement is weak, inconsistent, late, missing, lacking in substance, indifferent, domineering, or silencing of others, you will earn less than an A and you will likely lose this esteemed job as a writing coach.

The quality and timeliness of individual work matters, as well as the quality and sincerity of social interaction with the group. Thoughtful listening, helpful observations, genuine questions, honesty and openness, cooperative teamwork, self-monitoring, and other behaviors that contribute to learning for all are important.

If I identify a problem or have concerns about the quality of your work, I’ll let you know in writing, and I will ask you to help me understand the contributing factors.

Use all the resources at your disposal here: the other coaches, the professional staff, the graduate administrators, the published material, and the locally generated material to improve your interactions and usefulness as a coach. Genuine questions are especially welcome because they make us aware of what we need to make more explicit.

Let us know early in the course if there is something we need to change or address or clarify in order to foster your engagement.
Homework and Use of Prep Time
Your first priority during your prep time, your unfilled appointment times, and your 'no show' times is to attend to your paperwork, prepare for your sessions, and collect resources for your sessions. If all of that is up-to-date, you can use this time 'on the clock' to complete the homework for this class because the homework for this class is intended to improve your effectiveness as a coach. You may also need to complete the homework on your own time. Please don’t remove the resources from the Center because others will need them.

Your weekly appointment
You can use your appointment to work on any communication task for any class, including this one. For example, you can ask your coach to review your reading notes or your reflections, or you can use a discussion with your coach as a way to launch into the reading notes or reflections. You can also use it to discuss specific challenges presented by your work here. You can also make notes to yourself about specific strategies or questions that your coach uses that you want to try in your own sessions.

Accommodations
Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call Christy Oslund in the Dean of Students Office (487-2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (487-3310). Please communicate with me about circumstances that I can accommodate.

Academic Integrity
This class adheres to University policy on academic integrity:
http://www.studentaffairs.mut.edu/dean/judicial/policies/academic_integrity.html
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Writing Assignment Due</th>
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<tbody>
<tr>
<td>August 30</td>
<td>Getting acquainted, Responsibilities for Perspectives Coaching</td>
<td>Chap. 1-3 of MTMC Handbook, A Tutor's Guide, Chap. 6; Severino</td>
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<td>Perspectives and Multilingual Stud.</td>
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<td>Sept. 6</td>
<td>Self-Reflection on Practice, Engaging Writers</td>
<td>MTMC Handbook pp. 57-64, A Tutor's Guide, Chap. 4; Harris**</td>
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<td>&quot;Shitty First Drafts&quot; Lamott pdf</td>
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<td>Sept. 13</td>
<td>Suggesting strategies for revision, Organizing Ideas; Writing Analytically</td>
<td>A Tutor’s Guide, Chap. 11 and 12 ** Keys for Writers, pp. 3-80, esp.Key Points and Language and Culture</td>
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<td>Sept. 20</td>
<td>High-Stakes Communication, Improving Self-Representation, Resumes and Interviews</td>
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<td>Reflection 1 due</td>
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<td>Sept. 27</td>
<td>Learning to Write with Sources</td>
<td>A Tutor’s Guide, Chapter 17 Keys for Writers, 133-160</td>
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<td>Oct. 4</td>
<td>Learning about Linguistic and Cultural Differences, Who is an ESL Writer? Negotiating Sessions with Multilingual Writers</td>
<td>ESL Writers, Chap. 1; Leki ** ESL Writers, Chap. 7; Staben; Nordhaus ESL Writers, Chap. 4; Matsuda</td>
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<td>Oct. 11</td>
<td>Responding to Drafts, Understanding Genres</td>
<td>They Say; I Say, Chapter 2, 4, 7 **</td>
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<td>Oct. 25</td>
<td>Learning about Linguistic and Cultural Differences, cont’d.</td>
<td>Multiling. Writers, Chap. 17; Rafoth ** Chinese students</td>
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<td>How are other languages structured?</td>
<td>Arabic and Japanese students</td>
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<td>How is power exerted through languages, dialects, and accents?</td>
<td>African American Vernacular English</td>
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<td>How are stereotypes developed?</td>
<td>Xueqin; Moujtabah; Baldwin--pdfs</td>
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<td>Nov. 1</td>
<td>Understanding the Relationship between Self and System</td>
<td>MTMC Handbook, 65-76 Discourse, Literacy, Identity</td>
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<td>Nov. 8</td>
<td>What can a coach learn from other languages and cultures?</td>
<td>MTMC Handbook, pp 85-88 Writing Across Borders CD</td>
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<td>Nov. 15</td>
<td>Preparing for World Cultures Study Teams</td>
<td>MTMC Handbook, Chap. 4 and 5</td>
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<td>Nov. 29</td>
<td>Meeting World Cultures Faculty</td>
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<td>Dec. 6</td>
<td>Review/Reflect on Semester's Learning</td>
<td>Reflection 4 due</td>
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