



## Glenbrook North High School Write Place Tutor Development Schedule 2008-09 School Year

<i>Date &amp; Time</i>	<i>Topic</i>	<i>Format</i>	<i>Readings/Activities</i>
Ongoing	Tutor concerns & issues that come up with specific assignments	Online discussions via email & wiki established for group	<ul style="list-style-type: none"> <li>➤ Tutors &amp; WP Teachers post questions for discussions</li> <li>➤ WP Teachers post announcements/tips about assignments being sent our way (whenever we learn that full classes are required to visit)</li> </ul>
Sept. 11 6:30-8:30 pm	Introduce new staff members to policies, procedures, & expectations. Also opportunity for tutors to get to know each other.	Seniors run workshop for new staff members	<ul style="list-style-type: none"> <li>➤ Pizza</li> <li>➤ Ice Breakers</li> <li>➤ “Sessions Gone Bad”</li> <li>➤ Online Demo from Univ. of Wisconsin—Madison (<a href="http://engage.wisc.edu/software/qv/examples.html#">http://engage.wisc.edu/software/qv/examples.html#</a>)</li> <li>➤ GBN Tutor Manual</li> <li>➤ <i>Bedford Guide</i> Chapter 3</li> <li>➤ Role Playing</li> <li>➤ Nuts N Bolts</li> </ul>
October	Descriptive writing (show not tell) to support freshman English assignment	Independent and group activities to be completed during assigned writing center time or on own	<i>(under development)</i>
Nov.	Working with ELL writers	Online Discussion	<ul style="list-style-type: none"> <li>➤ Selected readings to be determined from <i>WLN</i> or Rafoth/Bruce text</li> <li>➤ <i>Writing Across Borders</i> DVD</li> </ul>
Dec.	Brevity/Vigor in writing	Independent and group activities to be completed during assigned writing center time or on own	<ul style="list-style-type: none"> <li>➤ <i>Bedford Guide</i> 86-87</li> <li>➤ Online activities that accompany student handbook (Diana Hacker’s <i>Rules for Writers</i>)</li> <li>➤ <i>Other activities under development</i></li> </ul>

January	What worked? What didn't work?	Reflection letter	What successes did you have this semester? What areas would you like more support in? What questions do you have? What was a difficult tutoring situation? How did you deal with it? Would you deal with it differently now? What could we do to help you in such a situation? What was a positive tutoring situation? What made it so?
February 13 7:40-10:50 (in-school field trip)	English 363 Research paper	Workshop facilitated by senior tutors who wrote the 363 paper last year and WP teachers	<ul style="list-style-type: none"> <li>➤ <i>Bedford Guide</i> Chapter 7</li> <li>➤ In-house publications about plagiarism, citations, pros/cons.</li> <li>➤ Sample papers for review</li> <li>➤ Bagels!</li> </ul>
March	A tutor's perspective	Online Discussion	<i>WLN</i> "Tutor's Column" to be determined
March/April Date TBA 11:00-1:15 (in-school field trip)	English 373 (honors) research paper	Workshop facilitated by seniors who wrote the 373 paper last year & a teacher from the course	<ul style="list-style-type: none"> <li>➤ Discussion led by 373 teacher</li> <li>➤ Q &amp; A about assignment</li> <li>➤ Common problems with assignment</li> <li>➤ Sample papers for review</li> <li>➤ Subway sandwiches!</li> </ul>
May	Tutoring in the Writing Center—a student's perspective	Reflection letter	What have you learned about yourself as a writer as a result of your experiences as a WP tutor? What suggestions do you have for the directors? What advice do you have for new staff members?