LEVEL ONE WRITING TUTOR TRAINING WORKBOOK

The Learning Centres at Kwantlen Polytechnic University

October 2026

KPU

TLC
The Learning Centre

KPU Writing Tutor Training – Level One

List matches topic and time requirements for CRLA and is aligned with KPU TLC practices.

Level One Workbook for 1 Day Writing Training (6 hours)

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The Learning Centres at Kwantlen Polytechnic University respectfully acknowledge the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem peoples on whose unceded traditional and ancestral lands we are privileged to work and learn.

Foreword

This Workbook and Training Session, coupled with online modules and coaching from your Writing Mentor will bring you to the standard needed for Level One Writing Tutor certification.

Tutor Name	**Date of Tutor Training**
My Writing Tutor Trainer(s)	**Contact Info**
Writing Tutoring Subject Area	**Tutoring Since Date**

Outcomes

As a writing tutor you will be focusing on process – rather than product – to help your tutees become better writers. This training will help you to use specific strategies at the different stages of the writing process and to analyze writing to select the most appropriate area(s) to work on. You will be identifying ways that writing tutoring requires expertise and is built on scholarship. This is a chance to begin your professional development as a writing tutor as well as continuously improve your grammar and mechanics of writing.

Reflect on the Process of Tutoring Writing

By this point you have completed the Fundamental Peer Tutor training and completed the following objectives:

- ☐ Identify the Scope of Peer Tutoring in the Learning Centres
- ☐ Define Peer Tutoring Roles and Responsibilities
- ☐ Behave Ethically when Tutoring
- ☐ Analyze Tutoring Situations Where Ethical Choices Are Made
- ☐ Plan Tutor Sessions
- ☐ Utilize the Tutoring Cycle
- ☐ Communicate Effectively as a Tutor
- ☐ Use Critical Questioning
- ☐ Define Bloom's Taxonomy
- ☐ Use Referrals (When You Need Assistance)
- ☐ Identify When to Stop the Tutoring Process

You will also be starting the work on the Integration Exercises in Moodle that include:

- ☐ Follow Learning Centres Procedures (includes beginning Tutor Certification process)
- ☐ Complete LASSI (study skills for success) and Debrief with a Learning Strategist
- ☐ Create Reflective Journal Entries on Tutoring Practices
- ☐ Integrate Adult Learning Basics into Tutoring
- ☐ Discuss Issues of Copyright
- ☐ Practice Academic Integrity
- ☐ Set a Professional and Welcoming Environment
- ☐ Shadow Tutoring Sessions
- ☐ Plan Sessions and Document the Tutor Processes
- ☐ Self-Evaluate, Receive Tutee and Other Feedback

Starting Writing Tutor Training

Start the Writing Tutor training by introducing yourself, giving your name, major area of specialization, area of academic interest and possible strengths as a Writing Tutor.

As we get to know each other a bit, we will also become aware of the diversity of backgrounds that we bring and the initial concepts that we have about our tutoring practices.

Activity: Simulation of Tutoring

Form pairs. One person will be the tutee; the other will be the writing tutor.

Tutee: You are in first-year and have received your first university writing assignment, due two days from now. The instructor has asked the class to produce a 500-word paper to get an idea of writing abilities. You have come for assistance because you are uncertain whether your draft is university-level writing. You have booked a 30-minute appointment with a Writing Tutor.

Use the untitled composition by "Jack" or "Jacqueline" (adapted from Muriel Harris' Teaching One-to-One).

Tutor: You will help your tutee with their writing process.

We will stop the session at the 10-minute mark. Then we will switch roles and repeat the simulation.

Untitled

“Jack” or “Jacqueline”

The activity that I find myself doing to relax & unwind is a slow walk. I usually perform this action when I am upset, either at myself or someone I am acquainted with. I sometimes walk for a couple of hours, just thinking about my problems, and alot of the time I do find myself having a pretty good conversation with myself. When I'm walking I notice alot of things about people. I see flowers, trees and alot of other natural sights. Such as the wildlife. I think my biggest focusing point when I'm walking and thinking it the sky. It is so beautiful no matter what sate it is in. On a bright sunny day it is a fascinating light blue, but on a windy, stormy day it is a very fluffy, gray, low hanging bunch of billows. As I walk I feel the wind zip through me, the rough pavement beneath my fee, and the unraveled strings in my pockets. I hear an occasional sigh from deep within myself as my voice echoes off the seasonal air and reflects my verbal thoughts back to me. My sense of smell is usually focused on the clean freshness of the country air, but it is tampered with sometimes by the sweet smell of a patch of wild flowers. My walks really make me understand my self and most of the time I feel relieved upon returning home again.

Activity: Discussion

What surprised you in this simulation?

What would you now like to learn and discuss about Writing Tutoring?

Provide a Reader's Response

As a tutor you are reading the writing as presented and providing a reader's response to the materials. This means that you are reading to appreciate what has been written and your comments will reflect what you understand the writer to be saying. When you are confused, you can say so and ask for clarification, e.g. "I am not sure what you are trying to say here."

When you respond as a reader, you are helping to facilitate the writer's thought processes and encourage them to further consider, explore, and clarify their ideas and writing.

Use Active Listening

Your good communication and active listening Fundamental Skills (Communicate Effectively as a Tutor) are the basis of your interaction with Tutees. You can both give a reader's response and ask for clarification as you work with the tutee writer.

"This is what I get from this sentence. Is that what you mean?" "Can you tell me in your own words what you want to write?"

Listen carefully to their words and jot down some of the ideas that they say so you can explore them further with the tutee who is seeking help. These skills include:

- Reacting as a Reader
- Requesting Information
- Requesting Clarification
- Developing Critical Awareness
- Refocusing
- Prompting

Read: *The Bedford Guide for Writing Tutors*, Chapter 2, pp. 19-23.

Activity: Provide a Reader's Response

Using the first short paper, you and your partner will brainstorm ways that you can provide a reader's response to the writer. Write out your best ideas here so you can refer to them later.

Define Tutor Boundaries

As noted in the Fundamental tutor training, a Tutor is not an Instructor. The tutor's role is to facilitate the writer considering and elaborating on their thoughts and ideas.

We Do:

- ✓ Discuss assignments
- ✓ Help tutees analyze marked assignments
- ✓ Give short explanations on elements of grammar and structure
- ✓ Help tutees locate resources
- ✓ Point tutees in productive directions

We Do Not:

- Do tutee assignments
- Guess what mark that the tutee might receive on an assignment
- Give tutees the answers
- Locate tutee resources for them
- Proofread or edit

You need to be mindful of the boundaries zone between you and your tutees so that you do not breach the tutor ethics that are fundamental to being a good tutor. It can also be difficult to draw the line when your tutees and friends find out that you are tutoring writing and ask for just a little more assistance. Remember that you need to have time for your own studies, family, and recreation. Avoid overloading yourself!

Roles

We find ourselves taking on many roles with the title of Tutor:

- Ally
- Coach
- Commentator
- Collaborator
- Writing "Expert"
- Learner
- "Counselor"

Using the text readings in *The Bedford Guide for Writing Tutors*, Chapter 1, pp. 4-8 complete the following activity as a group.

Activity: What can I do?

As you discuss this area, write down examples of how you might behave with a tutee in the following roles:

Ally

Coach

Commentator

Collaborator

Writing "Expert"

Learner

"Counselor"

Notes and Questions:

Identify the General Stages of the Writing Process

The Writing Process

Although there is no single way to write, it helps to keep in mind that writing is a process that involves a number of stages and is iterative. To produce the best work, the writer needs to concentrate on one stage at a time.

One resource may identify three process areas for consideration:

1. Prewriting
2. Drafting
3. Revising and Editing

Other resources may outline the process in different ways. This includes the KPU Writing Process model retrieved from:
https://community.moodle.kpu.ca/pluginfile.php/4456/mod_resource/content/1/LC%20-%20The%20Writing%20Process%20-%20Writing%20Essays%20in%20General%20-%20Not%20about%20Texts%20-%202015.pdf

KPU English Writing Process model:

Part One – Getting Started

1. Don't procrastinate.
2. Sub-divide the task.
3. Consider your purpose.
4. Consider your audience.
5. Narrow your topic.
6. Leave a paper trail.

Part Two – Organizing the Material

7. Group your ideas.
8. Develop a preliminary thesis statement or topic sentence.
9. Create a rough outline.
10. Write a rough draft.

Part Three – Revising and Polishing the Draft

11. Revise for structure and content.
12. Edit for grammar and diction.
13. Don't forget to double-check the submission requirements.

Activity: Stages of the Writing Process

Compare this writing process (prewriting, drafting, revising and editing) to the KPU English Writing Process model. Be prepared to share your findings.

What do these models have in common and what is different?

Identify Ways That You Approach Writing

Reflect on your personal approach of how you adapt the common process to do your own writing by sharing your writing process and listen to other people describe their writing process.

Activity: Writing Process

What is your *personal* writing process for an academic essay? Consider the following:

- Do you:
  - Spend days worrying about it?
  - Immediately jot down ideas and then start playing with them?
  - Think for a long time and then produce a first draft at one sitting?
- How do you go about actually producing a draft? Do you:
  - Carefully assemble specific materials – like pencils and pad of paper?
  - Get into comfortable clothes?
  - Sit at the computer?
  - Create an introduction that "will suffice" and then rework the introduction later?
  - Write, pace the floor a bit, then write again, pace again etc.?
- Do you write with the advice of a particular person – maybe a former teacher – echoing in your head as you compose?
- When do you begin to consciously consider your audience?
  - From the outset?
  - When you outline?
  - As you revise your draft?
- Do you seek the advice of others as you write? Do you read or show people drafts or parts of drafts? What kinds of feedback do you look for? When others give suggestions, how do you factor them in?
- How do you feel when you have completed a paper? Are you simply glad it is done? Are you convinced that one more pass would produce a better paper?

Capture your process on sticky notes and cluster them into your perceived steps of the writing process. Share this with the other participants on a large board.

In what ways do these fit with the other writing processes that you have looked at?

Summary of Writing Approaches

You can see that there is no single way to write but there are steps and an observable flow to the process. Shifting the focus to the writing process has been one of two major changes in composition in the last quarter century. If we compare sports training and writing you can see a clear importance of process. As Tutors, we intercede in this process. We focus on a model of adult learning that is facilitated and constructed. We understand the writing process as a method of thinking, of cognitive problem-solving occurring in recursive phases. We guide tutees with strategies that they can use for each phase. This promotes better learning for the tutee.

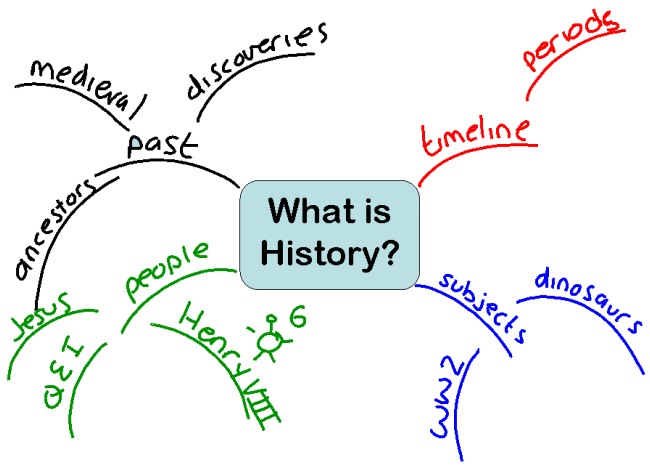
Identify Strategies to Help Tutees with Their Writing

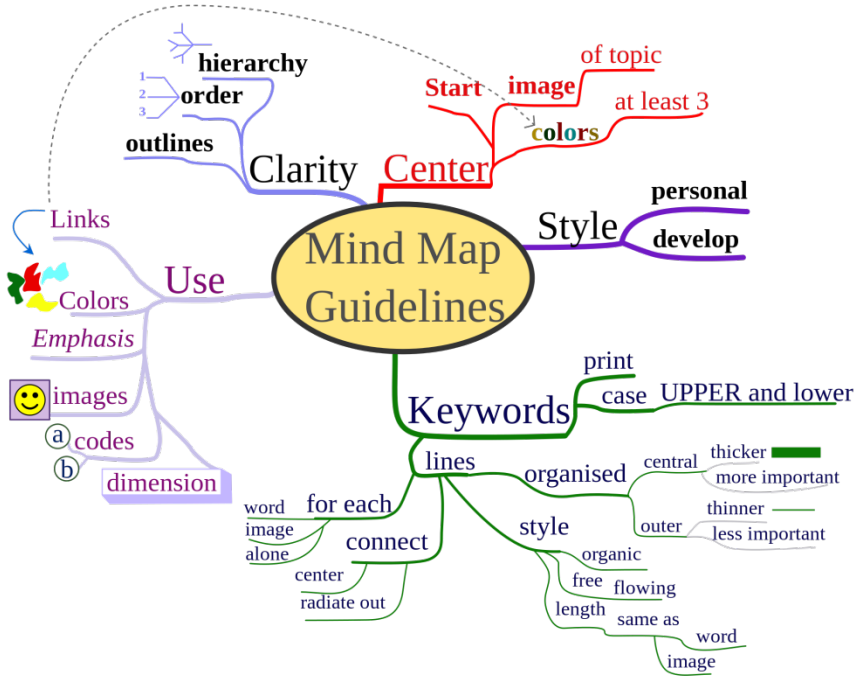
We will practice a few of the many strategies that can be used to assist the writing process at various stages. These form a core of our tutoring and will be the foundations to add others in the future.

Mind Mapping

Clustering ideas, (also called mind mapping by Tony Buzan, 1968), is a way of collecting ideas around a particular topic and defines connections. Clustering may be defined as a “nonlinear brain storming process akin to free association” (Rico, 1983, p.28). Brainstorming was defined by Alex Osborn in 1941 as a creativity technique by which efforts are made to gather a list of ideas around a central topic. The rules are: no criticism of ideas, go for large quantities of ideas, build on ideas, and encourage wild and exaggerated ideas. When these rules are followed, a lot more ideas are created and that a greater quantity of original ideas gives rise to a greater quantity of useful ideas. Particularly at the beginning of the writing process, you may explore a topic and generate content by creating a clustering diagram.

Examples of Clustering and Mind Mapping



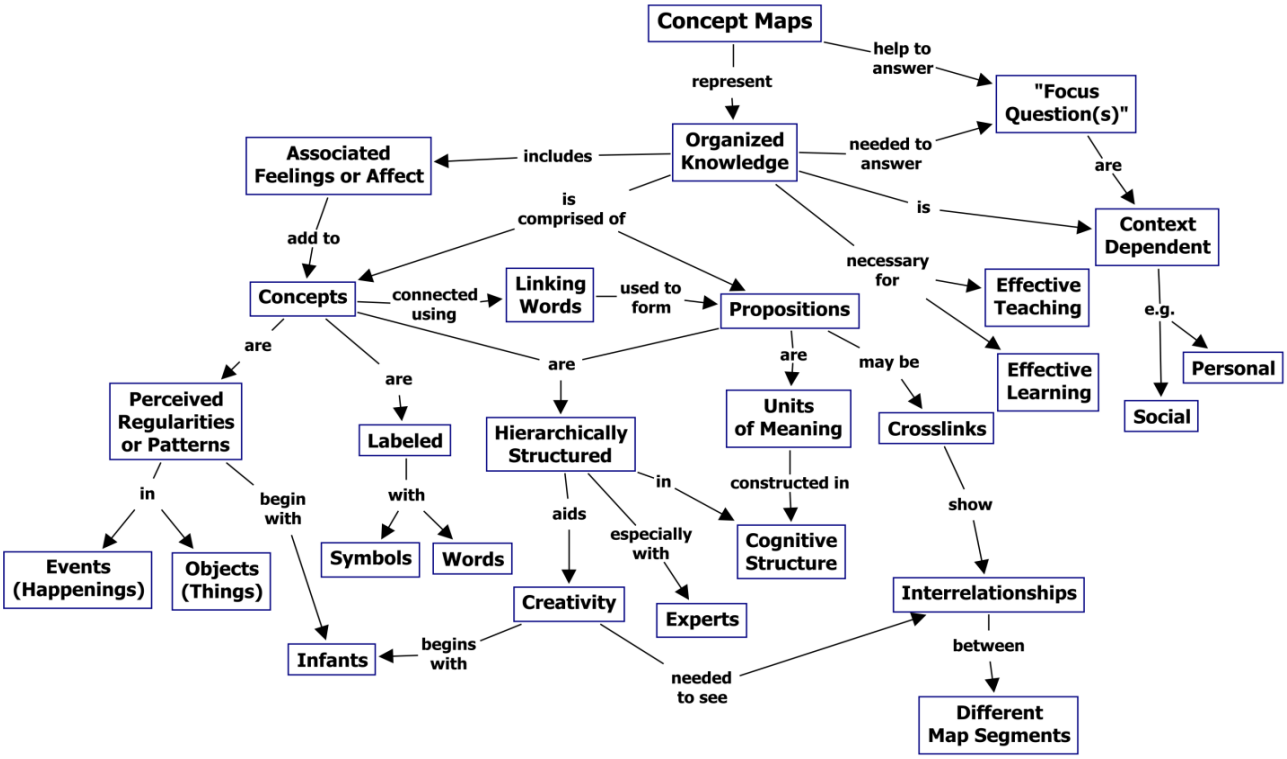


Concept Maps

Clustering is a good way to start the process of inventing new writing but may need elaboration to be useful to the process of academic writing. Concept Mapping is the process of creating a detailed visual representation of your knowledge. This type of system predates the development of alphabets and the written word and is a deeply embedded way that humans organize and communicate information. It is a graphic organizer that gives a visual representation of concepts and the relationships between and among them and then identifies how they relate to each other.

This technique uses a connectionist system approach that connects various parts of your mind and initiates a process known as Distributed Associative Memory (McClelland & Rumelhart, 1985), which allows your mind to connect to deeper and deeper levels of knowledge and can trigger insights and original ideas.

Example of Concept Mapping



You start with concepts or ideas that are placed in boxes (or circles, or clouds) and then connected with lines and arrows. This is the basic clustering or mind mapping process. Along the connecting lines you will write verb phrases such as: “gives rise to”, “results in”, “is required by”, or “contributes to” (Novak & Cañas, 2006, p.3) that indicate relationships and movement.

This technique for visualizing relationships among different ideas is called “Concept Mapping” and allows you to continue to elaborate on the basic ideas that you have generated. There is a more detailed Learning Aid on this method here:
http://www.kpu.ca/sites/default/files/Learning%20Centres/Reflect_ConceptMap_LA.pdf

Activity: Mapping an Assignment

1. Turn to a fresh page. For whatever you want to explore, write the key word or phrase in the middle of your page and circle it. For instance, if your assignment were to “Discuss a Strong Emotion,” your nucleus might be “fear of flying,” “joy,” or “anger.” This first circle is the nucleus of your cluster.
2. Thinking of the keyword or nucleus, write whatever words or phrases come to mind. These words or phrases will radiate outward from the nucleus word. Each one is a train of thought that forms an arm or section of the map. Connect each word or phrase with related words or lines, adding arrows to indicate direction, if you wish. Work quickly. The map doesn't have to be neat or follow any particular shape.
3. Continue jotting down ideas for a minute or two. If nothing occurs to you, doodle by putting arrows on your existing cluster. This doodling keeps your hand moving and may allow associations to come more freely – just like getting your best ideas when washing the dishes, swimming laps, or going for a walk. Look at each arm or section of your cluster: Can you add anything else?
4. When you seem to have run out of ideas, sit back, look at your map, and decide what to keep and what to cut. No one can tell you how to do this. Sometimes select only what applies directly to the assignment. Other times look for the area of most connections, and keep that material. Maybe go with whatever interests you. Because the grouping results from a brainstorm, you will almost certainly discard some of the cluster. The next step is to organize what you have kept.
5. Move to Concept Mapping and begin to add verb phrases between your ideas, starting with the nucleus keyword. This will help you form sentences and create paragraphs that can become the basis for your paper.

Activity: Application in Writing Tutoring

How might you use a mapping / clustering strategy with a tutee to help them get started?

How might concept mapping help your tutee elaborate on their basic ideas?

Templates

Templates are models that afford a structure to get you started on a writing project, while giving you the ability to add needed elements as you, the writer, see fit.

Templates are a step beyond the basic essay outline format of "introduction; thesis; three-points; conclusions" style that may be the basis of essay writing that tutees are already familiar with.

Major strengths of using a model, which is also evident in the structure of science or business reports, include the following:

a) forces writers to consider issues they may normally ignore,
b) encourages the writer to break the topic into manageable chunks, and
c) helps the writer establish a basic, solid organization.

Consequently, the template is often useful for first-year students, divergent thinkers who cannot get a handle on their topic, writers who have never learned how to write an essay, and students who are used to writing in one genre (frequently narrative) and any others having trouble getting started.

Activity: Using Templates

Templates are useful ways to codify the writing process into manageable chunks. This template should be thought of as generic since each discipline has its own way of writing that you should become aware of and follow in those classes. Assignment directions will often outline the basic process that you should be following.

How might you use the following template with a tutee to help them get started on a writing assignment?

1. **Topic (State in 10 words or less.)**

2. **Specific topic (Narrow the topic - state in 5 words or less.)**

3. **List three or four main areas of interest or important concepts related to the narrowed topic.**

A._____

B. _____

C. _____

D._____

4. **Restate 3A in a sentence.**

List 4 facts or concepts of interest related to 3A.

A._____

B. _____

C. _____

D._____

Why is this important? _____

Repeat this process for statements 3B, 3C and 3D.

Restate 3B in a sentence.

List 4 facts or concepts of interest related to 3B.

A._____

B. _____

C. _____

D._____

Why is this important? _____

Restate 3C in a sentence.

List 4 facts or concepts of interest related to 3C.

A._____

B. _____

C. _____

D._____

Why is this important? _____

Restate 3D in a sentence.

List 4 facts or concepts of interest related to 3D.

A._____

B. _____

C. _____

D._____

Why is this important? _____

5. **Compile your conclusion from the key points you have made throughout the essay and your 'Importance' statements.**

3A & Importance?

3B & Importance?

3C & Importance?

3D & Importance?

6. **List four major resources you might utilize to research your topic.**

1._____

2. _____

3. _____

4._____

7. **Write a simple yet all-inclusive thesis statement that will allow the reader to know immediately and exactly what he or she will learn from your paper.**

8. **Write the introductory paragraph of your paper.** Underline your thesis statement. Create your introduction on a word processor. Remember to spell check and grammar check.

Notes and Questions:

Nutshelling

This could also be thought of as a form of summarizing and is sometimes called the “Elevator Pitch” (what you would say on a short elevator ride to convey an idea). A summary is always a shorter form of the larger information where only the main points are included and thoughts are condensed without losing the essence of the idea.

Examples of Phrasing

“Can you put in a nutshell – two or three sentences – what you're trying to say in this composition?”

OR

“Can you summarize – two or three sentences – your main idea or argument in this essay? Don't try to say one word-perfect thesis statement, but try to convey the essence of what you're trying to say using no more than three sentences. You say it, and I'll write it down for you.”

OR

“Sometimes when you're revising your essay, it's a good idea to try a technique called nutshelling. A short time after someone reads an essay, the person only remembers the gist or the key point or one striking example. It's a good idea to be very clear about the message you're trying to convey and put that message where it is most likely to be remembered: the introduction and the conclusion. So, try nutshelling, or summarizing in two to three sentences, the main thing you want your reader to know and remember.”

OR

“Imagine that you are headed for a class and I'm dashing off somewhere when we meet. I say, I hear that you're writing a paper on something very interesting. Neither of us has time to talk now. Can you tell me in thirty seconds – two or three sentences – what you say in your paper?”

Activity: Create Phrases to Invite Nutshelling

Write out several phrases that you would use:

Try them out with a partner.

Notes and Questions:

Minimal Marking

Many students seek support from a writing tutor to identify and correct errors in their writing. How do you address this concern without falling into the proofreading trap, creating dependence on your support? Minimal marking is a strategy for helping tutees learn to more accurately identify and correct their own writing errors. It is especially useful for patterns of grammar errors that follow a predictable pattern, but can also be used for word choice errors.

What is minimal marking?

Minimal marking is a technique of making tutees aware of errors in their writing by showing in the margin that errors exist in that section of writing, without telling the tutee exactly where.

Procedures for minimal marking

1. Select the error that you are focusing on in the session. Minimal marking is effective when used to address only one type of error at a time (e.g. subject-verb agreement, article use, fragments). You may wish to use an error log with tutees to collaboratively identify the pattern of error that would be most productive to address in the session.

2. With the tutee, name the error pattern you will address. Use questions to explore the tutee's knowledge of the issue (e.g. *How do you decide whether to use the singular or plural form of the verb?*). If the tutee is unclear about the concept, step back and take a few minutes to explain, and perhaps assign some exercises to the tutee. When the tutee understands the concept, move on to the next step.

3. Ask the tutee to identify the errors in a paragraph or short section of text (e.g. *There are several subject-verb agreement errors in this paragraph? Can you find and edit them?)*. If the tutee is not able to correct their error, continue through the process.

4. Ask the tutee for permission to make checkmarks on their paper. Remember that the tutee should "hold the pen" and make any changes to their writing themselves.

5. Place a checkmark beside each line where the error occurs (there may be more than one checkmark beside some lines). Explain to the tutee that each checkmark represents one error (*There is one subject-verb agreement error everywhere you see a checkmark. Can you find and correct them?*)

6. Provide positive feedback to the student as they correct their errors, and encourage them as you observe their growth in self-editing. If the student missed some errors, help them to make connections with the errors that they did successful fix in order to correct the remaining problems.

The minimal marking strategy can be an excellent way to help tutees gain confidence in their ability to use self-editing skills. After using the minimal marking strategy, you may wish to share an additional self-editing technique with the student, or encourage them to follow up with another session to continue refining their self-editing skills.

Additional self-editing techniques such as using error logs, developing a personalized editing resource, and using dictionaries to improve your writing are further explained in an editing guide on the KPU Virtual Writing Centre:
https://community.moodle.kpu.ca/pluginfile.php/4446/mod_resource/content/1/LC%20-%20Guide%20to%20ESL%20Editing%20-%202015.pdf

Activity: Use Minimal Marking with Tutees

Use Minimal Marking in the Untitled paper below to practice making tutees aware of errors in their writing.

Untitled

"Jack" or "Jacqueline"

The activity that I find myself doing to relax & unwind is a slow walk. I usually perform this action when I am upset, either at myself or someone I am acquainted with. I sometimes walk for a couple of hours, just thinking about my problems, and alot of the time I do find myself having a pretty good conversation with myself. When I'm walking I notice alot of things about people. I see flowers, trees and alot of other natural sights. Such as the wildlife. I think my biggest focusing point when I'm walking and thinking it the sky. It is so beautiful no matter what sate it is in. On a bright sunny day it is a fascinating light blue, but on a windy, stormy day it is a very fluffy, gray, low hanging bunch of billows. As I walk I feel the wind zip through me, the rough pavement beneath my fee, and the unraveled strings in my pockets. I hear an occasional sigh from deep within myself as my voice echoes off the seasonal air and reflects my verbal thoughts back to me. My sense of smell is usually focused on the clean freshness of the country air, but it is tampered with sometimes by the sweet smell of a patch of wild flowers. My walks really make me understand my self and most of the time I feel relieved upon returning home again.

Notes and Questions:

Identify Priority Issues of Higher and Lower Order Concerns

Identifying and prioritizing a limited number of Higher Order Concerns (HOCs) and Lower Order Concerns (LOCs) is a critical part of helping tutees with their writing.

Higher Order Concerns (HOCs)

The most important parts of an academic paper, called the Higher Order Concerns, are the big picture elements. The following Higher Order Concerns need to be addressed before Lower Order Concerns.

Logic/Content

- Does the submission address the assignment as described by the student?

Thesis

- Is there a clear and well-focused controlling idea expressed near the beginning of the submission?
- ***Note***: not all assignments necessarily require a thesis statement.
  Depending on genre and the purpose of the assignment, the expression of a controlling idea may vary.

Structure/Organization

- Does the structure of the submission fit with the assignment as described by the student?
- Are ideas organized to support the stated thesis?

Introduction

- Does the introduction clearly introduce the topic and express a controlling idea as appropriate to the assignment?
- Do the ideas expressed in the introduction fit with the material presented in the body of the submission?

Conclusion

- Is the conclusion appropriate for the assignment?
- Does the conclusion only summarize material that has already been presented in the body of the submission?

Paragraph Structure

- Is there an appropriate amount of material in each paragraph and section to clearly express one idea?
- Are there topic sentences?
- Do paragraphs relate to the stated thesis?

Use of Evidence

- Is material relevant to the submission?
- Where appropriate to the assignment, has evidence been used to support the student's claims?
- Is evidence properly attributed?

Integration of Sources

- Does the student frame evidence with their own words?

Explanation of Evidence

- Does the student adequately describe, explain, reflect on, or critique (as appropriate to the assignment) evidence?

Clarity and Flow (Coherence)

- Is the submission overly wordy?
- Is there reader resistance?

Transitions

- Are ideas linked through signpost words and phrases (for example, "however," "although," "on the other hand")?
- Are there thematic connections between paragraphs and sections?

The Higher Order Concerns effectiveness of conveying can be obscured by problems with Lower Order Concerns (LOCs), such as sentence structure. This means that the writer may need to move back and forth between the HOCs and LOCs to produce the final essay.

Lower Order Concerns (LOCs)

After you have generally addressed the HOCs, you then turn your attention to the LOCs.

Style and Tone

- Are the level of formality and tone appropriate for the assignment?
- Is vocabulary or word choice appropriate?
- Is the passive voice used excessively or inappropriately?

Expression

- Grammar: are there repeated errors in noun or verb forms, tenses, agreement, or prepositions?
- Spelling: are there typos and/or "sound-alike" spelling errors?

Punctuation

- Are there repeated errors in the use of commas, semicolons, colons, or in end-punctuation?
- Are quotation marks used appropriately?

Sentence Structure

- Are there sentence fragments, mixed or illogical constructions, faulty parallelism, or faulty modifiers?
- Do sentences tend to sprawl or be too short/choppy?

Format

- Are in-text citations formatted correctly?
- Are references listed in alphabetical order?

Essay Checklist:

- ☐ Title reflected the thesis, not just the assignment topic.
- ☐ Introduction had an opening strategy.
- ☐ Gave an introduction to the broad topic.
- ☐ Had an introduction to the specific topic.
- ☐ Acknowledged the opposing arguments (if necessary).
- ☐ Stated thesis – argument about the topic.
- ☐ Provided a preview – how essay will be divided into paragraphs.
- ☐ Began each body paragraph with a topic sentence – link to the thesis is clear.
- ☐ Provided ample supporting details – each one directly supported the paragraph topic and provided clear connections between sentences.
- ☐ Ended each paragraph with a framing sentence.
- ☐ Conclusion briefly restated the thesis, using different wording and comments on the main arguments.
- ☐ Closing sentence sounds finished.
- ☐ Works Cited Page acknowledged any sources used in the essay.

For reference materials to help Tutees with HOCs and LOCs, see:

Basic Essay Structure

https://community.moodle.kpu.ca/pluginfile.php/4453/mod_resource/content/1/LC%20-%20Basic%20Essay%20Structure%20%20Essay%20Revision%20Checklist%20-%202015.pdf

Paragraph Structure

https://community.moodle.kpu.ca/pluginfile.php/4450/mod_resource/content/2/LC%20-%20General%20Paragraph%20Structure%20-%202015.pdf

Creating Transition between Sentences

https://community.moodle.kpu.ca/pluginfile.php/4454/mod_resource/content/1/LC%20-%20Providing%20Transition%20between%20Sentences%20-%202015.pdf

Formal Writing Guidelines

https://community.moodle.kpu.ca/pluginfile.php/4455/mod_resource/content/1/LC%20-%20FWG%20-%20Overview%20%20Guidelines%20-%202015.pdf

Sentence-Combining – Introduction

https://community.moodle.kpu.ca/pluginfile.php/4448/mod_resource/content/2/LC%20-%20Sentence-Combining%20-%20Overview%20%20Intro%20-%202015.pdf

Grammar Overview – All Rules

https://community.moodle.kpu.ca/pluginfile.php/4437/mod_resource/content/4/LC%20-%20Grammar%20Cheat%20Sheet%20-%202021.pdf

Activity: Analysis of First Simulation Paper

Apply the hierarchy of concerns to the paper used in the first simulation. What would you suggest that the writer work on first? Why?

Identify Marking Symbols and Abbreviations

The following editing abbreviations and symbols are from the KPU Virtual Writing Centre and are a representative sample of the types of marking used in English essays.

Links for the grammar explanations are also available at: https://community.moodle.kpu.ca/pluginfile.php/4449/mod_resource/content/2/Editing%20symbols%20June%202022.pdf

Symbol	Explanation	Symbol	Explanation
?	Unclear	**rep**	Unnecessary repetition
agr	Faulty agreement between subject and verb (s-v) pronoun and antecedent (p-a) person tense	**run-on**	Run-on sentence (check punctuation; see fused sentences and comma splices)
awk	Awkward construction	**s/pl**	Singular and plural form confused
coll	Colloquial idiom, slang	**shift**	Incorrect shift in tense, person or voice
cs	Comma splice	**sp**	Incorrect spelling
dm	Dangling modifier	**trans**	Faulty or weak transitions between points
frag	Sentence fragment	**vt**	Incorrect tense of verb
id	Flawed idiom (often misused prepositions)	**wc**	Error in word choice
mixed	Mixed sentence structure	**wm**	Word missing
mm	Misplaced modifier	**ww**	Wrong word
P	Incorrect punctuation - Comma error - Semi-colon or colon error		Omit
//	Parallelism		Insert material
passive	Passive voice		Close up space
ref	Faulty or unclear pronoun reference	**¶**	New paragraph needed

For help with idioms, verb tense, singular/plural errors, vocabulary, prepositions, and article use, you can explore these resources: https://community.moodle.kpu.ca/course/view.php?id=53

Practice Giving Writing Responses

Activity: Practice Paper I

This is an example of a paper that has been marked by an instructor. The tutee is looking for some guidance on how to rewrite this paper. The first page is the Assignment as given by the Instructor. The four pages after this are the student's returned paper.

How do you understand the assignment and what the instructor was after?

How do you understand what the instructor is trying to convey with their marking?

What would be your first (second, third) suggestions at what to tackle?

English 1100-S26: University Writing — 11 March 2015
Kwantlen Polytechnic University — Essay Two

Please write an essay of approximately 1000 words (even more would be even better) on the following topic. Whichever topic you choose, be sure to

*narrow the topic
*provide an explicit and reasonable thesis
*provide distinct reasons in support of that thesis
*develop those points through the discussion of concrete examples

An essay must, to achieve a passing grade, expound a rational and well-developed argument
Strict adherence to MLA format is required
Due: 5:30PM, 16 March 2015

1) Adaptability is a weakness, not a strength. Agree, disagree or modify.

2) "Too many students are being allowed into university. They are ill-prepared for university, and derive no real benefit from it; they simply get in the way of students who could benefit from a university education." Discuss.

3) The cure for hatred is....

4) Trying too hard to protect someone is a way of trying to imprison that person. Agree disagree or modify.

5) Our most important decisions are dictated by....

6) Small routines or ordinary events can be symbols of important social relationships.

Please write in ink.
Please double space your work.
Please write on one side of the page only.
Please feel free to consult a paper dictionary.

Practice Paper I

"Trying too hard to protect someone is a way of trying to imprison that person"

The Children growing in a conservative environment with no freedom are more anxious to try new things and are more likely to choose a wrong path. They do not have better understanding of life because they are grown up in a protected environment by their parents. The children of conservative family are usually not satisfied with their career because their career is dependent on their parents and they cannot choose field of career of their own interest. The children also lack strong relationship with their parents because they are scared of getting scolded for anything they do.

The children of conservative families do not have better understanding of life as they are totally dependent on their parents. Since childhood their parents are responsible for their good and bad experiences and the parents control the life style of their children. The children grown in such protected environment become dependent on their parents for all their needs and for solving their problems. When this children grow up, their families expect them to become independent in their life but they fail to do so. While facing the hardships of life, the children grown in conservative family search for their parents to comfort them and take decisions for them. Finally, they end up choosing wrong path for them and take wrong decisions. Whereas, the children of the parents who teach their children to be independent since childhood end up growing as responsible individuals. The parents guide their children regarding all the possible outcomes of their decision and leave the final decision their children. Thus, the children of such parents know

the possible results of their decision and always take independent decisions that are best for them.

Moreover, the children grown in conservative environment fail to grow independent because they have no experience of the world outside. They have never gone out of their own and are restricted to their families and follow the path chosen for them by their parents. The children of such families are more likely to get spoiled when grown up. In some families, in my home town, girls are not allowed to wear western clothes and to go out alone because the parents believe that it is against their culture. The girls grown up in such families develop fear to go out alone, when they grow up. They lack confidence to interact with the public outside. Thus, they fail to adjust with the world outside and take decisions for them as they have no understanding of the world outside. The girls grown up in such environment are easily misguided by people and often get distracted to wrong path and are anxious to do things they never did living in a conservative environment. This is because they were given no freedom since birth and on growing up when they get it, they misuse it. The opportunities become passion for children grown up in conservative environment and they are ready to go to any extent to achieve their goal. They get disappointed and develop frustrations and start taking drugs to overcome their stress and shyness. Whereas, the children who are grown up in the families that give them enough freedom to go out and explore outside world are better grown up individuals. They have gained enough experiences by facing hurdles of life that they have understanding of good and bad for them and grow up as mannered and confident individuals.

The children who are grown in conservative environment are forced to choose career of their parent's choice and are not usually satisfied with their career field. The conservative parents believe that they have gained enough experience from their life that they can control career of

their children. They either want their children to follow their footsteps or study in the field they have chosen for them. Because the children are dependent on their parents, they forcefully have to listen to their parents. The children study under the fear of their parents and sometimes may not succeed in career. Thus, in the way of choosing better for their children, they end up ruining their children's life.

On the other hand, the children of the parents who allow their children to choose their field of study on their own are usually more successful and satisfied in their life. For instance, the father of famous naturalist Charles Darwin was a medical doctor and wanted his son to follow his footsteps and become a doctor but Charles Darwin was more interested in natural history. Instead of following his father's desire he got bachelors in art. He got opportunity to go on HMS Beagle as a naturalist and was successful in his field of study. Through his study and observations he made around the world on voyage, he proposed theories regarding evolution that are universally accepted. For his theory, he is known as "Father of Evolution" in today's world. On the other hand, if he would have followed footsteps of his father, he may not have achieved the success as he got after choosing his field of interest and being naturalist.

The children of a conservative family lack strong relationship with their parents and are scared of their parents to share their feelings with them. The dominating nature of the parents of conservative nature leave fears towards them in the minds of their children. Therefore, if in any circumstances the children do anything wrong, they never share it with their parents due to fear of getting scolded. Instead, they try to cover up their mistake by following wrong ways like speaking lie to their parents and cheating them. For instance, some parents pressurize their children to always get good marks because they never want to get embarrassed in front of their children's school staff. The children of such parents when do not get good marks in exams, never

show their test to their parents and copy their parent's signature of their own because they are scared of their parents. In the attempt of covering up their mistakes they speaks many lies to their parents. At the end, they end up being a criminal and they do all wrong things to hide their mistakes.

On the other hand, the children growing in a free environment share strong bond with their parents because for them their parents are more like their friends. This friendly relationship comforts them with enough space to share their daily experiences and problems without any kind of hesitation with their parents. They are comfortable talking to their parents about everything and never speak lie to their parents. They accept their mistake in front their parents because they know their parents would make them understand if they are wrong instead of scolding them.

In conclusion, the children who grow in conserved environment and do not get enough space and freedom often misuse it, once they get it. At the end, they are unsatisfied from their life as they have no understanding of world outside after living in a conserved environment and this leads to frustrations in their mind. They develop anxiety and curiosity in their minds to try on new things which they have not done before. In the attempt to do this, they often get distracted and start doing many wrong things and follow wrong path.

DRAFT 2 of 3

Notes and Questions:

Develop Session Plans for Writing Tutoring

With a focus on your work as a Writing Tutor, you will do ongoing planning for your tutoring sessions. You will be sharing your plans with your Trainer, your Faculty Mentor, and with other Tutors who tutor in writing. They will be able to help you adapt your plans and questions to the most probable situations that you may encounter. Before you start your first tutoring session, you will have at least two plans that you could use (one you create in your Fundamental training and one you are now going to create).

Activity: Create a Session Plan for Writing Tutoring

Create a 30-minute tutoring session plan, using a writing topic.

Session Planning Template

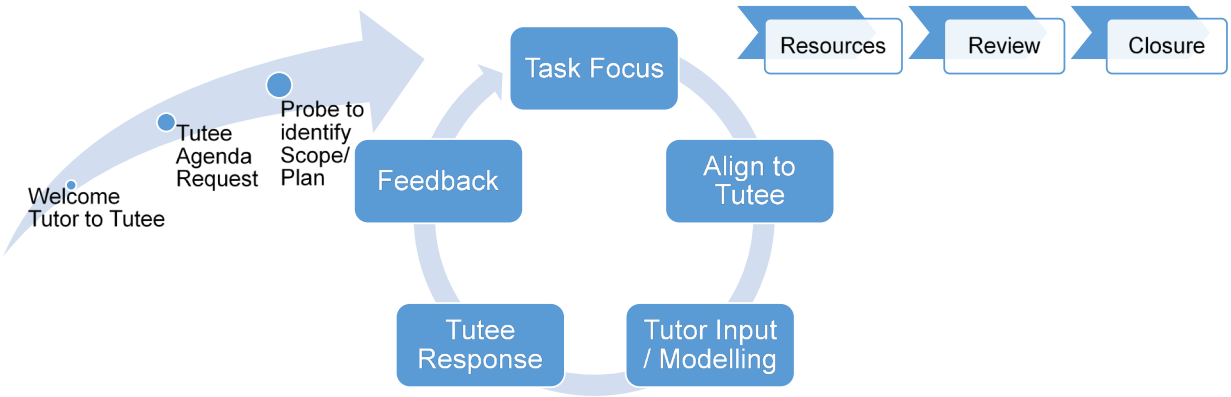
1. Learning Objective – What the learner will be able to do upon mastery of this activity.
2. Anticipatory Set – Puts the tutee into a receptive frame of mind. Include what the learner already knows; review of other work that may relate to this new activity.
3. Input – Tutor presents new information, using specific materials related to objective and focusing on the necessary basic skills.
4. Modeling – Tutor shows the skill needed so that the tutee can then do it themselves. The tutee asks question and tries the skill.

5. Check for Understanding – Tutor checks that each step has been understood.
6. Guided Practice – Tutor provides opportunity to practice what has been presented. Effectiveness of the learning activity is evaluated and adjusted.
7. Closure – Tutor brings session to an appropriate conclusion with review and ensuring that the tutee has the main ideas.
8. Independent Practice – Tutor provides an activity to reinforce proficiency related to the stated objective.

Conduct Writing Tutoring Session Using the Tutoring Cycle

Now that you have developed a session plan, you will need to use it in a real tutoring situation where you can model problem solving. This is where to find out what works and start to adjust and change your plan as needed.

Steps of the Tutoring Cycle:



Walsh, Benn, Macpherson 2019

Activity: Use the Tutoring Cycle in Writing

Connect your writing session plan with each of the steps in the tutoring cycle. Consider how you will approach each step and discuss this with a partner.

Notes and Questions:

Activity: Analysis of Practice Paper II (p. 31)

A student has brought in what they hope is the final draft of a paper for an Arts course. The appointment is for 30 minutes. The paper is due in one week. The student has taken two university level courses before, but almost every time they have written an essay or exam, instructors seemed vaguely disappointed and awarded a mediocre mark. The student is afraid that this will happen again. They don't want a mediocre mark on this paper that they have worked so hard on. This is the first time they have asked for assistance.

As a tutor, what do you think that you and the tutee should work on?

Activity: Working with Various Writing Difficulties

Tutee: Identify and describe in some detail a problem you are having at one stage in the writing process.

Writing Tutor: Model an appropriate strategy for that stage of the writing process from the strategies discussed.

After 10 minutes, stop and answer the following questions. Discuss what happened with your partner.

When you are the Tutor answer these questions:

1. What method did I use to show the technique: lecture, modeling/demonstration, personal story of using the method, talking the tutee through using the technique on the composition, or some combination, or others?

2. What was one strength of my tutoring?

3. What is one area for improvement in my tutoring?

When you are the Tutee, answer these questions:

1. Do you now know the technique well enough to use it independently?

2. Do you think it is a worthwhile technique for you to use?

Reverse roles and repeat. You will answer the other set of questions the second time.

Practice Paper II

Starting with this unmarked paper, read and consider the type of feedback that you would give this writer. Where would you start?

Polygamy is being practiced almost all around the world and Canada has illegalized it after considering the lives of the other people. According to Bramham, the author of The Secret Lives of Saints, he states that polygamy is a marital practice in which a man has two or more spouses at the same time. Bramham says that a man in a polygamous family has many wives and often also has dozens of children in the name of God. Bramham states that "polygamy has been illegal in Canada and the United States since the1890s; it still was and is, unfortunately, being practiced today." Many people practicing polygamy illustrate that a majority of the world's cultures and religions have condoned some form of polygamy. As Canada is one of it which claims that polygamy is not a religious thing and made it illegal in Canada. And I am agree with the Canada's policy that polygamy should be illegal because polygamy ultimately led to the economic downfall of many women.

The unequal and unfair distribution of wealth among the wives can also be a result of community practice. It is mentioned by Campbell and others, in the book, Polygamy in Canada that, "women in Bountiful, British Columbia are generally provided with limited economic resources by their husband because of the weak relationship between the community members and the group leaders." Most of the property in Bountiful is owned by the United Effort Plan, which is a trust formed by a group of people from both Bountiful and the United States. Therefore, the

women and children of Bountiful are employed by the group leaders and are usually paid minimum wages. Alean Al states in his journal, "Psychosocial and Familial Functioning of Children From Polygynous and Monogamous Families," that "economic stress makes it more difficult for parents to provide their children with emotional support, meet their other various needs, and function as nurturing authoritative figures." Most of the women and their offspring in Bountiful are economically disadvantaged. For example, in Bountiful, mothers and children of a polygamous family do not get much financial support from their husband or father, so they tend to live in a single bedroom. . Alean Al also says in his article, "Success and Failure Among Polygamous Families: The Experience of Wives, Husbands, and Children," " studies conducted in different countries have shown that polygamy can lead to co-wife jealousy, competition, and unequal distribution of household and emotional resources and can generate acrimony between co-wives and children of the different wives." It is obvious that polygamy is an economic restraint on most polygamous wives and their children.

Polygamy in North America often leads to a disproportionate distribution of wealth, not only between a husband and his family, but specifically between the various wives. Within polygamous families, economically speaking, the differences between senior and junior wives arise from the fact that senior wives are the first female participants in a polygamist's marriage. According to

Alean Al's journal, "Success and Failure Among Polygamous Families: The Experience of Wives, Husbands, and Children," the first marriage, "is usually performed while the couple is young, in a match arranged by the parents," whereas the second marriage is commonly associated with love between the couple. This leads to a situation where the subsequent wives, presumably favored by 'love', are usually provided with more economic resources and also with more social support compared to senior wives. According to the authors of Polygamy in Canada, it is believed "however senior wives experienced significantly greater economic problems than junior wives." Senior wives are usually less educated and also have more children than junior wives. In Polygamy in Canada, it says that forty percent of the junior wives have worked outside the home, whereas the other sixty percent, mainly senior wives, spend their lives doing household work and looking after their children.

However, an opponent might validity note that not all polygamy families are in financial constraints. Bramham mentions in his book that even though polygamy is rare in North America, since the 1890's it has been commonly practiced in Bountiful, British Columbia and other places in the interior of the province, as well as in Hildale, Utah, and Colorado City, Colorado and throughout Arizona in the United States of America. As it is not that financially constraint that's why some places polygamy is still being carried out. Polygamy in Canada also claims

that, "polygamy might actually be advantageous for women given that polygamous husbands in certain societies are obliged to be financially able to sustain multiple families." By having more children in polygamous families, this means fewer laborers are necessary to maintain the wealth and they work for other families or businesses thereby bringing income into the household, and also keep the higher standard of living within the community. According to the polygamist's wives, they are true wives and they are satisfied with whatever has been provided by their husbands. Co-wives work together as a whole family unit in economic transactions to lower the living costs and provide the family as a whole with more income and benefits. Wives in polygamous marriages are always available to provide economic and child care support to their co- wives. Even though the wives are treated so unequally and unethically, they tend to be happy with their lives.

At one hand some women might benefit from polygamous family life, while others are facing with economic problems to survive in the polygamous families. For some wives, their husband's orders are seen as God's words, but in reality, these wives have been brainwashed and overpowered. The practice of polygamy can lead to co-wife jealousy, unhealthy competition, and unequal distribution of household resources, but in the end polygamous wives are often satisfied with their way of living because they have no way to compare themselves with other women's lives since they generally have little access to information about the

outside world. This type of control has bound many women in a situation where they must simply follow orders and do as they are told by their husband. These women are led into a life where women's rights, the freedom of choice and free speech are taken away from them and what is provided instead is the increased potential for economic security.

Notes and Questions:

Refer Tutees to Suitable Writing Resources

The Virtual Writing Centre at KPU has a wealth of resources to help students (and you) write better: https://community.moodle.kpu.ca/course/view.php?id=53

More resources are available on the Learning Centre website:

Writing Aids for Academic Purposes: https://www.kpu.ca/learningcentres/writing-aids

Academic Writing Basics: https://kpu.pressbooks.pub/academicwritingbasics/

The KPU Library also has a guide on Generative Artificial Intelligence (GenAI) to better understand how to use GenAI responsibly and ethically in academic writing: https://libguides.kpu.ca/genai

More resources are available on the KPU Library website:

Appropriate Use of GenAI: https://libguides.kpu.ca/genai/academic-integrity/appropriate-use

Citing GenAI: https://libguides.kpu.ca/genai/academic-integrity/citing

Activity: Identify Writing Resources that Help Tutees

Select three resources: one each from the Virtual Writing Centre, Learning Centre, and KPU Library. Write a short statement about how you would use each resource as a writing tutor. Identify any questions that arise for you.

Notes and Questions:

Interact with Tutees as a Writing Tutor

After you have completed the Integration exercise Shadow Tutoring Sessions, you will debrief with a Learning Strategist and the next step will be to start your official writing tutoring. The following outcomes will be a guide for all of your tutoring practice.

Tutor Fundamental Outcomes

KPU tutors will have the knowledge, skills, and ability to:

- follow Learning Centre recommended best practices and standards of service
- work independently with a diverse and widely-dispersed team in a tutoring environment
- use proficient communication skills in both oral and written English in a tutoring environment
- recognize and value the strengths of multilingual learners
- adapt tutoring strategies and input to respond appropriately to differing learner needs
- balance the learners' expressed needs, the assignment instruction criteria, and the tutor's perceptions of the learning needs
- provide tutoring input that is feasible for learners to follow
- structure tutoring to conform to time limits and tutoring priorities
- search for, select, and demonstrate appropriate resources from a broad-range of academic materials
- judge when a referral is needed (when a request is beyond one's knowledge and ability framework) and effectively refer learners to appropriate resources
- employ ethical standards and practices
  - which encourage academic honesty
  - which encourage learner independence/responsibility
  - which adhere to the Association for the Coaching & Tutoring Profession Code of Ethics *(as outlined in the Level One Peer Tutoring Fundamentals Workbook)*
- maintain tutor role boundaries
- explain and apply KPU tutoring policies and procedures
- commit to ongoing development of tutoring skills through ongoing training programs

Writing Specialization Area Outcomes

Writing Tutors will also be able to:

- employ appropriate critical reading skills to effectively and efficiently identify and distinguish between higher and lower order concerns in the primary genres of academic writing assigned in North American post-secondary courses
- base tutoring responses in current writing tutoring best practices
- recognize and value the strengths of multilingual writers
- engage with writing from basic writing skills courses
- model and demonstrate effective writing strategies
- search for, select, and demonstrate appropriate resources from a broad-range of academic writing materials

Best of Tutoring Luck (which is a combination of knowledge, practice, and good management) as you become a Writing Peer Tutor.