

SCAA Writing Center Writing Associates (WA) Program Faculty Request Form, Fall 2018



Writing Associates (WA's) are SCAA writing tutors embedded within regular and hybrid courses for one semester to assist students with engaging in the entire writing process, including feedback and revision, specific to assignments in the course. WA's are trained in tutoring writing, including commenting and conferencing on writing, and writing pedagogy.

Faculty Requirement

In order to work with a WA, instructors must propose a plan for integrating the WA into the course, during class and outside of class hours, and how that plan will support both the instructor and students. Instructors must allow the WA to read student writing and consult students on global and local concerns of the assignments. *All requests require an initial meeting with the SCAA Writing Tutor Programs Coordinator.*

WA's DO NOT grade any assignments for the course, are not required to read required texts for the course, cannot serve as a substitute teacher in any capacity, or be tasked with clerical work during the quarter. If the WA delivers workshops during class, it is expected that the faculty member remains in the room and reinforces expectations for classroom behaviors.

Examples of WA Partnerships

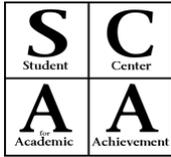
The WA's role primarily involves facilitating the writing process with you, based on Writing Across the Curriculum principles and practices (see [website](#) for details). Examples from previous WA partnerships include:

- Providing written **feedback** on drafts and/or **scheduling conferences** for consultation on both global and local concerns of the paper.
- Planning and running group **brainstorming/peer review sessions** during class or through scheduled conferences.
- Participating in **group projects or discussions** during class in order to support students' critical thinking and their making connections between course texts or topics and writing assignments.
- Holding a **workshop/activity** during or after class in support of major writing assignments (e.g. citations, the writing process, writing for specific fields, etc.). These workshops are usually based on issues emerging from students' submitted work.

WA Hours

Per week, a WA will be able to contribute the following hours to your course:

- 3.5 hours observing/participating in your class
- Up to 1 hour meeting with the instructor to check in and share observations about student writing
- Depending on the WA's schedule, additional hours completing out-of-class tasks, including prep hours and meeting with students outside of class time. These hours



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can be adjusted accordingly throughout the semester upon agreement, not to total more than 10 hours a week, including class time.

To request a WA for Fall 2018, please complete and submit a WA Faculty Request Form to Sara Schupack [sara.schupack@csueastbay.edu] by **Thursday, May 24, 2018.**

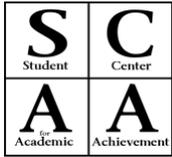
Below are considerations for requesting a WA:

Your Goals for Supporting Student Writing

- What is one or more key writing assignment in your course?
- Do other assignments/class activities lead up to the key assignment/s? If so, how?
- What challenges do students usually have in writing this/these assignments?
- What kinds of class activities do you utilize that a WA might be helpful with?
- Are students writing to gain connections with the content (more GE-related goals?), or communicate the content to other professionals of this field (more advanced disciplinary goals)? Or both?

WA's Role in Supporting Your Goals

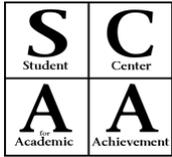
- What do you hope to achieve by working with a WA in your course?
- Be prepared to discuss with the WA what he or she hopes to achieve by working with you and your students.
- When will the WA be able to read and familiarize themselves with the students' writing?
- Will the WA be scheduling conferences with students? At what point in the semester?
- Will the WA have an active role on your course Blackboard site?
- What kind of feedback should the WA give to students? Local concerns (Citations, punctuation, grammar, etc.) and/or global concerns (main ideas, organization, flow, etc.)? Both?
- Be prepared to share with the WA your assessment rubrics, or models of student writing, or other information about your expectations and the types of feedback that you would like the WA to offer
- Does the WA serve as a layman audience or experienced participant with students?
- Will the WA give workshops directly related to the writing assignments?
- Be prepared to determine with the WA how you might utilize her or his particular interests, goals, and talents
- Can the WA participate in class discussions/activities? If so, be prepared to discuss in concrete terms what this might look like (i.e. playing 'devil's advocate'; participating in discussions as another student, to offer additional perspectives; sitting in on groups as they work, focusing on groups that may need more guidance, etc.)
- Please note: WA's work for the SCAA as peer-to-peer writing tutors, in addition to



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the WA assignment. We strive to offer them a balanced schedule such that enough hours contribute to both programs.



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Instructor Name: _____

Course (exp. SCI 4530): _____ **Hybrid? Yes** **No**

Course meeting day/time: _____ **TBA**

Syllabus for expected course sent via: **Email** **Campus mail**

List possible dates/times you are available to meet with the SCAA Writing Center Coordinator below. Please provide specific dates when possible.

Please answer the following questions to best of your knowledge. If certain information is not known, please write "TBA". You are welcome to attach an additional document for the short answers.

1. List one of the key assignments in your course and explain how it is connected with your teaching approach and the course objectives.

2. Describe your plan for the WA's role in supporting students in this assignment, and how you would integrate the WA into the course.