Request for Assigned Writing Advisors (in non-Cornerstone/WRIT 1000 classes)

Name: __________________________________________

Class for which you’re requesting assigned WA’s: ____________________________________________

Semester in which the course is being offered: ___________________________

Will it run (circle): Quad A  Quad B  Full Semester

Is this class (please circle): WR (Writing Research)  WI (Writing Intensive)  Neither (just uses writing as a teaching method)

Anticipated enrollment: ________________

Have you previously used assigned WA’s?   Yes  No

Principles upon which WA’s are assigned:
Cornerstone and WRIT 1000 classes are the top priority for assigned WA’s
WR classes are the next priority, then WI classes.

Note, for planning purposes: Because many of the Cornerstone sections run in the fall, fewer WA’s are available for other classes. The supply for WR/WI classes is greater in the spring, though there may be some WA’s available in the fall semester, depending on the number of Cornerstone/WI sections being offered and the number of WA’s available. We’ve been able to cover requests for spring WR and WI classes, plus some other classes in which a heavy load of writing is a part of the teaching/learning strategy.

Please note: Applications for WA’s must be filled out anew each year.

Please return your request form to Carol Martin or the Writing Center at mailbox #38.

The Writing Center
Three Ways to Work with the Writing Center

**Assigned WAs:** Trained student Writing Advisors work alongside students, functioning as sympathetic first readers of drafts who can give writers targeted feedback on their drafts, though they may lend assistance at any point of the process of putting papers together. WA’s work with the entire class, and each WA meets with the same set of students throughout the semester, offering in-depth assistance and coming to know the students’ work and writing habits. Assigned WA’s work closely with the teacher, helping to clarify assignments and components needed to fulfill those demands and giving the teacher feedback on the class.

*Priority for Assigned WAs:* Because of the course design and writing requirements of WRIT 1000, Cornerstone and Writing Research or Writing Intensive courses, these courses have the priority. During the fall, we serve twenty or more Cornerstone and WRIT 1000 courses, which limits our availability to serve even WR and WI courses.

*Nuts & Bolts:* We have a detailed handout describing how to integrate the WA conferences into your syllabus and what responsibilities this would require of you. You may request this handout from Carol Martin at cmartin@northpark.edu.

**Drop-In Center:** Our drop-in center, located on the second floor of the Brandel Library, provides one-on-one 40-minute writing conferences given by trained undergraduate students. Students do not need to make an appointment; they can simply walk in whenever the writing center is open (Mon-Thurs 10 a.m. to 12 p.m., 1 p.m. to 5 p.m., 6 p.m. to 10 p.m. and Sunday 4 p.m. -8 p.m.). Please do not send a whole class “to the Writing Center” as a requirement without arranging a schedule with us; if not directed otherwise, students tend to arrive in swarms on the last evening or morning before a paper is due, swamping us. We have a plan for that sort of class-wide work we call the “hybrid model”.

**Hybrid Model:** Students come to the writing center for drop-in appointments at scheduled times and have the benefit of meeting with a WA who is familiar with your prompt and has read the student’s draft in advance.

*Nuts and Bolts:* The professor sends us the prompt with due dates and we send you a sign-up sheet for you to circulate to your students, so that they have a wide selection of times and we can continue to serve other classes. You bring us the drafts when students turn them in, so the WAs who are on duty during your student’s appointments can read them in advance.

**Faculty Seminar: Teaching by Means of Writing**

The underlying assumptions for this faculty development seminar are that all disciplines want students to think well and that the process of writing can be an effective starting point for thinking: ergo, writing can be a useful teaching method, if our goal is to induce students to think. That’s all fine and good, of course, but how do we effectively incorporate writing into our teaching? This seminar is designed to work at responding to that question. We’ll do some background reading in and discussion of general pedagogy and writing pedagogy, but we’ll also do some hands-on work using our own syllabi and writing assignments and North Park student essays. This is a wonderful opportunity for sustained, in-depth conversation with colleagues from across the whole array of disciplines and for strategizing teaching plans for next year. Participants receive a modest stipend, and all books and copies are made available to you gratis.

We are considering May 23-27 or June 6-10 for the next seminar. Please let Carol Martin know your preference. We are also considering a workshop on Faculty Development Day. Please let Carol know if you would like to attend.