**Application for a Writing Associate**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DAYS AND TIME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You can contract your WA for up to 25 hours a semester. Remember, there are limits on what WAs can do. For example, they cannot be placed in charge of your class without your being present; they cannot advise you on what grade to give a student, among other things. That said, they are trained to assist in a wide variety of ways. Please use the list on the reverse side of this page to think about how you would like your WA to assist with your course.

What specific duties do you want the WA to perform? How much time do you estimate for each activity?

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| **WA’s TASK** | **HOURS** |
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| TOTAL | 25 |

WAs are paid for the hours for which they are contracted plus an added 33% of the hours they worked (administrative hours).

* If you contract them for 25 hours and use them for 5, they are paid for 25.
* Because they earn an extra 33% of the hours they worked, you do not need to build in “prep time.”

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| **Mini-Lessons** (If they are to be interactive, 30-45 minutes is recommended.) |
| English   * introductions and thesis statements * effective paragraphs * outlines and reverse outlines * responding to instructor comments * developing a writing process * participating in the scholarly conversation * writing to an audience * conducting research in groups and sharing responsibilities * how to peer review * MLA or APA style for manuscripts * annotated bibliographies * the difference between revising and editing * structuring a paper * evidence * “so what?” * conclusions   Foreign Language   * online best practices on the use of translators * difference between thesis and problematique * understanding correction symbols * writing/thinking in the foreign language * using a dictionary effectively |
| **Peer Writing Groups** |
| * out-of-class peer-review (60-90 minutes per each group of four) * in-class peer review * out-of-class brainstorming (60 minutes per each group of four) |
| **One-on-One Assistance** |
| * meet with students for one-on-one conferences to assess how students are meeting their own writing goals (16 X 30 minutes) * meet with students for one-on-one conferences to work on revising draft * formative feedback on blog posts (including writing accuracy, style aspects, effective incorporation of media) * help students with specific genres (i.e. auto ethnography, critique of live performance, etc.) |
| **Other in-Class Activities** |
| * assist students with making appointments in the Writing Center * help students with debate preparation * participate in events with guest speakers * attend labs and help students narrow topics * assist with library research * offer feedback on podcast presentations |
| **Collaboration with Professor** (at least 30 minutes every other week) |
| * meet with professor to share insights and observations about the class * read select materials for the course (i.e. lab manuals or a central reading) * attend movie showing * conduct tour of the Writing Center * give feedback to professor on prompts and rubrics * help assess diagnostic writing samples * assist professor with organizing peer review |