The UST Center for Writing
Before you write, as you write, and after you write

Undergraduate Peer Consultant Application Packet
2015-2016

Due: Friday, March 20, 2015
12 noon
JRC 361

Questions? Contact Dr. Susan Callaway, Director
sjcallaway@stthomas.edu
Attached is an application for you to work as an undergraduate peer writing consultant beginning in the fall of 2013 and, if all goes well, continuing to work in the Center for Writing until you graduate. If you like to write and would like to help others develop their own writing, reading and critical thinking abilities, then consulting is for you.

I hire students from any major who can work diligently and responsibly to help enable the Center to reach as many students as possible. Undergraduate and graduate students at all levels of experience look to us for assistance as they are writing for their courses, and as a peer writing consultant you’ll learn a lot from working with them.

Your Responsibilities as a Peer Consultant
You’ll work one-on-one with student writers at all levels and from a variety of backgrounds. You’ll promote conversation about writing and encourage students through questioning and discussion. You’ll make appointments, answer the phone, and keep records on your sessions. You’ll develop your initiative, your interpersonal skills, and be a part of a thriving and interesting community of writers from different disciplines who work in the Center. Finally, you’ll have a flexible work schedule beginning at $8.00 per hour.

But this will require your sincere commitment to: listen and help others as they learn, respect that others may not have had the background in writing that you’ve had, work independently and be flexible, and take a course next fall that prepares you for all this.

The Course
Through this 4-credit course, you’ll improve your own writing and communication skills, understand writing as a process, and learn how people learn. You’ll develop techniques and strategies for helping your peers reflect on their own and others’ ideas carefully and thoughtfully—techniques that will serve you well in your graduate work or future employment. There is also a service learning component through which you’ll examine the literacy practices in communities outside of UST. For Fall 2015, this course will be offered on MWF, 9:35-10:40.

If you are interested in becoming a peer writing consultant:
1. Come to the Center for Writing for a conference on your own writing. You should see what your work will involve! Go to our web site to make an appointment www.stthomas.edu/writing.
2. Complete the application.
3. Submit it to the Center for Writing by Friday, March 20, 2015. I’ll be in contact with you soon after Spring Break about whether we’ll want to interview you.
4. Keep this cover sheet for yourself—it contains a lot of information you need!

If you have any questions about the Center, the application, or what it’s like to be a peer consultant, feel free to e-mail me at sjcallaway@stthomas.edu or talk to me or a consultant when you come in to work on your writing. I look forward to hearing from you!

Sincerely,

Dr. Susan Callaway
Associate Professor, Department of English
Director, The UST Center for Writing
Undergraduate Peer Writing Consultant

Application 2015-2016

I. Personal Information

• Name: __________________________________________
• Today’s Date: ________________

• UST username: _________________________________

• Phone: (cell) (____) ______ - ________

• Major(s)/Minor(s): ____________________________ (undecided is okay!)

• High School Attended: _________________________
  City/State: ________________________________

• Year in School: First Year Sophomore Junior

• Are you eligible for Work Study? Yes □ No □ Don’t know □
  (You do not need to have Work Study to work here)

• If you have or have had other jobs at UST, list them here:

• Do you speak a language other than English at home or are you majoring or minoring in a language? If so, which language(s)?

• List the names of two professors I might contact as references (and include their departments):
  1.) _____________________________
  2.) _____________________________

• How did you hear about this position? Please check all that apply:
  □ E-mail from the Center for Writing
  □ A professor recommended me
  □ E-poster
  □ A consultant
  □ Other, please explain: ____________________
II. Short Answer

Answer the following questions in one to three paragraphs each, typed. Attach the print-outs to this application.

1. Describe your past or current experiences with community service and/or tutoring. Then, select one of your experiences. What was this experience like? Was it positive or negative? What do you think makes this type of relationship successful? What are the difficulties?

2. Consulting is challenging and requires initiative, flexibility, and adaptability. Describe 1-2 past on-the-job experiences or experiences in high school or college in which you demonstrated any of these qualities.

3. In what ways will working in the Center for Writing benefit your studies and assist you in meeting your future goals? And what will you contribute to the Center for Writing?

III. Center for Writing Scenarios

Thinking about and responding to the following situations will enable you to better understand what happens in our consultations with students and how we typically work.

Read the following two scenarios. Respond to the questions that follow each scenario. Again, there are no right or wrong answers; we are simply trying to see what experiences and intuitions you may have about writing and working with others.

● SCENARIO ONE:

A student is a “walk-in”—that is, she comes in without an appointment. You happen to be free for the hour so you invite her to sit next to you at a table. You ask her some questions to get to know her and to find out why she came to see us. You learn she’s a first year student and that her teacher in English 121 has just returned her last paper to her. She received a C- on the essay and is rather upset.

What challenges do you think this student is facing? Have you faced these challenges yourself or have you observed them in others? Describe approaches, either those you have used or those you might suggest others follow, to deal with the issues writers can face in their first year.

● SCENARIO TWO:

You arrive at the Center just before your shift is about to begin. You greet a student who has an appointment with you. As you sit at a table, he informs you that he hopes you’ll help him proofread his paper. He recently moved to Minnesota from China and is concerned about his grammar and punctuation. Because English is not his “first language,” what issues might he face as a writer? How would you respond to his needs as a writer and as a student? How would you direct the session? What issues might you face as a consultant in such a session?

IV. List of Selected Courses

Create a table listing selected courses you have taken at UST and high school in which you have written substantial academic papers or reports. The list should start with your most recent papers. Make sure you include: the name or topic of the course, your instructor, the title of your paper, the length, and when you wrote it. Attach your table or listing to this application.
V. Sample Analytical Paper and Reflection

Submit an academic paper you’ve written recently—from UST or, if you’re in your first year here, perhaps your last year of high school. Choose this paper carefully so that through it you demonstrate your analytical abilities. This paper should demonstrate your strengths as a writer and a student. It can be from any discipline, HOWEVER the most relevant sample for the work you will do in the Center for Writing will be one that analyzes a literary text. We’ll talk about this paper if you are selected for an interview.

Along with your submission, include a cover sheet and respond to the following questions:

1) Using the sample paper you’ll include in your application to guide your response, describe your writing process. What steps do you take as you go about writing a paper? At what junctures—if any—do you seek assistance or find sharing your writing most helpful? If you haven’t found sharing your writing to be productive, describe what you do on your own to revise your papers.

2) Why have you selected this paper to submit? Was this a challenging assignment for you? Which aspects are you proud of in this paper? Do you have any remaining concerns or areas you would like to revise? How does it compare to other papers you have written?

Note: Do not revise this paper before you submit it, and do not submit the original or one with a teacher’s comments (unless this is unavoidable and then submit a photocopy).
VI. Application Checklist

_____ You’ve visited our website to learn more about what we do and how we work.
_____ You’ve created a clear table of your selected writing.
_____ You’ve revised your responses to the short essay questions.
_____ You’ve selected a sample analytical paper and written a reflection.
_____ Your responses to the consulting scenarios are clear.

Application deadline:

12:00 p.m. Friday, March 20, 2015

to:

Dr. Susan Callaway
The Center for Writing
JRC 361

Remember that in order to work in the Center:
You’ll need to take the required 4-credit course, ENGL 300, taught by Dr. Callaway in the fall semester after you’re hired. You will consult in the Center while you take this course. ENGL 300 counts for an English major or minor, and for Education majors. Otherwise, it would be an elective course. For Fall 2015, this course will be offered on MWF, 9:35-10:40.

Thank you for applying
and for supporting the Center for Writing!