

# How the Writing Fellows Program Works

## *Information and Instructions for Faculty*



*Welcome to USU's Writing Fellows Program!*

The Writing Fellows Program (WFP) shifted online in 2020. Please consult the following to understand how Writing Fellows (WFs) will assist your students and the important role faculty play in facilitating this support.

### WFP Use Requirements

Participating faculty should adhere to the following requirements:

- WFs provide written feedback and one-on-one conferencing for **2-3 writing assignments**. Please include **deadlines in your syllabus schedule for both** 1) **WF draft submission** (ideally 2 weeks, and no less than 1 week, before final submissions) and 2) **WF conferencing** (allowing enough time for student revision).
- Communicate to students that, although **WFs do not grade writing assignments**, WFP participation is mandatory. Attaching both on-time draft submission and conference attendance to **student grades**, and including the **WFP syllabus blurb**, accomplish this. Conference rescheduling is at WF discretion; ensure students understand that they are **responsible to attend at the time they sign up for** and unlikely to be rescheduled.
- **Meet with your assigned WFs** no later than by the end of Week 2 of the semester, and ideally earlier (*see the timeline and checklist below for meeting tasks*). Help your WFs complete the attached **initial meeting checklist**.
- **Respond quickly** to your Lead WF's emails/messages. Writing Fellows are busy, high-achieving students who can best help your students when you communicate promptly. Provide your WFs with your preferred contact methods/times.
- Because "good writing" is defined variously, **provide resources** for your WFs to help them understand how you define it. Resources include a syllabus, assignment descriptions, grading rubrics, models, a brief description of the students in your course, and most importantly—your counsel regarding the **priorities you'll use to evaluate the writing**. The more you provide your WFs, the better they are able to help.

### Providing Your Students with WFP Access

Canvas shells unique to each course are designed to provide your students with WFP support. These shells are not tied to Banner, nor your course's own Canvas shell; rather, they provide a space for WF/student interfacing.



Because the WFP shells are not tied to Banner, your students will be enrolled by the Lead WF serving your course through student A#s.

**This can occur through your choice of one of two ways that require your action:**

- 1) by you adding your WFs to your course as TAs, or
- 2) by you providing your Lead WF with a course roster containing student A#s.

The former option is preferable, as it also provides WF access to your syllabus and schedule, writing assignment descriptions, any rubrics or student models, and any special instructions you've provided your students about their writing.

Once you've provided your Lead WF with access to student A#s and your students are enrolled in the WFP Canvas shell designed for your course, students will receive a WFP Canvas course invitation. This will occur automatically upon enrollment and students can then access the WFP Canvas shell through their own Canvas dashboards.

*If you prefer not to utilize the separate WFP shell, simply tell your WFs. They can build their conferencing schedule within your existing Canvas course shell. Please note that doing so will require you to create new assignments for students to upload drafts for WF feedback and conferencing, and that the writing-related resources in the WFP shell will not be available to your students.*

## Timeline

### ❖ By Week 1:

- As early as possible, faculty provide WFs with access to student A#s and course information, and/or add WFs to their own courses (*see above*).
- Faculty and WFs conduct a brief meeting to discuss course writing assignments, scheduled deadlines, and faculty expectations for student writing. The initial meeting checklist is completed (*see below*).

### ❖ By Week 2:

- Students receive an invitation to the WFP Canvas shell they'll use to work with WFs.
- Faculty provide the "Information and Instructions for Students" document to students, clarify how their participation is tied to course grades, and invite students to explore the WFP shell for more information about the program and the WFs they'll be working with, and student writing resources.
- Faculty communicate deadlines to students for uploading WF drafts and completing WF conferencing, which are well in advance of the date students are expected to submit final drafts to the professor for evaluation (*see requirements above*).

### ❖ Variable Dates Throughout the Semester:

- Faculty remind students about WFP draft submission deadlines and conference appointment scheduling.
- Students work with WFs to improve their writing through Canvas and Zoom.
- WFs provide post-conference reports to faculty as jointly determined (*see below*).
- Faculty notify the WFP Director of their interest in future semester course WFP support.

### ❖ By Week 15:

- Faculty instruct students to complete WF evaluations through the WFP Canvas shell (*link will be provided*).

## Professor/WF Initial Meeting Checklist

**Course Title:**

**Faculty Name:**

**Phone:**

**Date:**

**Lead WF:**

**Additional WFs:**

- Number of assignments determined:
- Assignment deadlines to professor determined:
- Deadlines for WF draft submissions determined (*ideally 2 weeks before grading deadlines*):
- Deadlines for WF conferencing determined (*providing revision time*):
- Course will use (*circle one*): WFP Canvas Shell OR Professor's Canvas Shell
- Student A# access provided
- WFs added as TAs to professor's Canvas course (to send announcements)
- WFP participation (draft submission AND conferencing) effect on grades determined:
- Contact preferences (modes/times) communicated:
- Typical students described (i.e., year in school, majors/GenEd, writing strengths & weaknesses, etc.):
- Resources provided:
  - Course syllabus (*including a section on the WFP with WF contact information*)
  - Course schedule with writing assignment submission deadlines
  - Writing assignments
  - Grading rubrics
  - Student models
  - Description of resources made available to students
  - Thorough description of professor's criteria and priorities for writing evaluation
- WF class introductions scheduled:
- Post-conference WF report protocol determined (i.e. notes emailed to professor, professor accesses Canvas notes, etc.):
- Other notes: