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## Contact Information

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MISSION STATEMENT
As a program of the UVU Writing Center, Writing Fellows strengthens discipline-specific writing skills through close collaboration among peer tutors, faculty, and students.

PROGRAM OBJECTIVES
• Increase student mastery of discipline-specific writing principles and ability to meet instructors’ writing expectations
• Increase student confidence in discipline-specific writing
• Support instructors’ inclusion of writing-intensive assignments in course curricula
• Learn more about specific disciplines’ writing conventions

PROGRAM OVERVIEW
UVU Writing Fellows are peer writing tutors with training in both the disciplinary conventions of the course they work with and best tutoring practices. They meet with students from a single class several times over the course of a semester, providing support to instructors who teach writing-intensive courses or who include several in-depth writing projects in their courses.

The program differs from the main services offered by the Writing Center in that Fellows work closely with a single class and bring extensive knowledge of disciplinary writing conventions to their collaborations with students. Additionally, Writing Fellows offer specialized support for the courses they serve by hosting Writing Sessions and/or in-class workshops. Currently, Writing Fellows serve writing-intensive courses outside the humanities.

WHO ARE THE FELLOWS?
Fellows are generally upper-division students with a background in the discipline that they fellow; they have sometimes even taken the course they are matched with. Fellows also complete extensive training in peer-tutoring practices.

Know someone that would make a great writing fellow? Recommend a current or former student by contacting the Coordinator or by filling out this form: https://goo.gl/forms/fctco5D9E0iC75An2.
PROGRAM BENEFITS

Students, faculty, and fellows all benefit from the program.

Students work closely with the same tutors throughout an entire semester, to:

- build a supportive peer relationship
- receive extensive one-on-one help that would be difficult for a single faculty member to provide
- witness peer excellence in writing

Our assessment shows:

- Students in courses with Writing Fellows earned at least 1 letter grade higher than students in non-fellowed courses
- 98% of students found one-on-one tutorials with their writing fellows helpful
- 95% of students revised their work based on the Writing fellows' feedback
- Writing fellows decreased students' anxieties about writing in their majors and careers
- Writing fellows increased students' self-efficacy in all areas of writing development

"Nobody else really sits down and goes through this with you thoroughly, making sure you understand it so that you can do it on your own effectively."
- CMGT 1010 student

"They were able to help me better understand how to narrow down my research and find exactly what I was looking for. They were also a big help in revising my research papers."
- CMGT 1010 student
faculty enjoy higher levels of writing mastery from students, as well as

- support that enables them to assign lengthier or more complex assignments
- feedback from writing pedagogy professionals as well as writing fellows on assignment guidelines, rubrics, etc.
- access to a community of faculty incorporating writing into their courses

"This semester, for the first time I am using the Writing Fellows in CMGT 1010. It has been fantastic and has had a tremendous impact on students’ abilities to write APA style papers, but also to do more meaningful research. I feel these are important competencies students need to develop, but it is always hard to spend enough time on them throughout the semester.

The Writing Fellows make all the difference. I spend the limited time I have with students and the WFs hold student workshops and one-on-one sessions with the students. It has worked so well for students and myself, I plan to also use them in the CMGT 405G course in the future.

Their help has been much better than I ever imagined. It has been a bit of work getting things set up, but it should be very easy in future semesters."

-Dr. Hallsted
**Writing fellows** develop transferable skills, expand their professional network, & gain certification by:

- forming professional relationships with faculty members
- developing deep knowledge of disciplinary academic conventions
- gaining peer leadership and teaching experience
- improving their own writing through exposure to other styles
- earning College Reading & Learning Association (CRLA) tutor certification

The Writing Center has a 99% placement rate of tutors/Writing Fellows into graduate programs.

"I think this experience will really help with collaborating and teaching in the future in my field, because it helped me learn how to organize my thoughts and talk with people at different levels of understanding."

- Writing Fellow

"My background is in theoretical science and the history of ideas, meaning that learning to write clearly and concisely is very important to the sorts of things I am interested in doing. Not only has working as a fellow helped me to learn the principles of writing in this way, having to explain how to do it to others has really increased my understanding of these principles. Additionally, I really value the experience I gain through writing and delivering workshops; presenting in front of a group is really the only way to improve one’s ability to present in front of a group."

- Writing Fellow

Writing fellows receive training on topics such as:

- Writing in the disciplines pedagogy
- Transfer of learning
- Working with faculty
- Genre analysis
- Scaffolding strategies
- Modeling strategies
- Peer tutoring best practices
- Composition scholarship
Writing Fellows operates through collaboration among faculty, students, and tutors (writing fellows). At the core of the program are one-on-one writing conferences and writing sessions—both described in more detail below.

Before the beginning of the semester, the coordinator arranges a meeting with the instructor and fellow(s) to discuss the course schedule and writing assignments. In this meeting, the coordinator, instructor, and fellow(s) collaborate to design the support that will best work for that instructor and their students.
writing conferences

Writing conferences are the heart of the Writing Fellows program. In order for the program to benefit students, fellows should conference with students at least twice during the semester. In providing feedback to students, fellows will be guided by the instructor’s discipline-specific knowledge of genres, disciplinary conventions, and assignment guidelines. Beyond these context-specific guidelines, fellows generally prioritize higher-order writing concerns, such as:

- clarity
- argument
- organization
- disciplinary voice
- quality and use of sources
- in some cases, issues of citation

When students have specific style questions or demonstrate persistent patterns of error, fellows will also address lower-order writing concerns, such as:

- grammar and spelling
- citation style
- minor disciplinary conventions
- other surface-level issues

Students are encouraged to meet with the writing fellows beyond the requirement. When they do so, fellows are able to scaffold feedback and, ultimately, cover more of these topics with each student.

Fellows do not edit or grade papers, but they are trained to show students how to address stylistic issues. Additionally, fellows are not responsible for learning or tutoring the content of the course and will refer students to faculty for content questions.

conference report forms

After the conference, the fellow will complete a feedback form with a list of the topics discussed and an agenda for completing the assignment. The feedback form also serves as evidence of the writing conference. Students are given these forms at the end of their session (either hard or electronic copy). Instructors should decide if and how they will collect these forms: students may forward the forms to the instructor after the conference, fellows may send them directly to the instructor as they send them to students, or the coordinator may provide a list of names of students who attended conferences (without the actual forms) at certain intervals.
writing sessions

Similar to Supplemental Instruction, Writing Fellows offer 50-minute, outside-of-class group study sessions throughout the semester. Writing sessions are typically structured in the following way:

- Set agenda: fellows gather students' questions and make a plan for the session based on students' concerns and where they are in the writing process
- Group study: using a variety of strategies, fellows facilitate activities, present writing strategies, and model resource-use according to students' concerns and upcoming assignment expectations
- Wrap-up: students and fellows collaborate in summarizing what was covered in the session as well as what students' next steps in their individual projects should be

Writing sessions can be adapted to fit the needs of the course. Some instructors have also opted to offer credit for participating in writing sessions.

customize your program

Because you know your course and students best, we offer you the opportunity to customize your Writing Fellows experience by adding on in-class workshops, facilitating peer review, etc. We're open to your ideas, too!

in-class workshops

With advanced notice, instructors may request in-class writing workshops presented by the fellow(s) on topics such as using specific citation styles, synthesizing research, creating a thesis, and more.

peer review

Peer review works best when students feel they have specific things to look for in each other's drafts. Writing fellows can help facilitate peer review activities by guiding conversations, prompting students to look for specific things, and serving as a resource.

other ideas?

Have other ideas for how we can support your writing pedagogy or your students' writing? Let us know—we'd love to collaborate with you!
LOGISTICS

pre-semester

Instructor
• Meet with coordinator and fellows to discuss specific assignments and writing support needs
• Provides course schedule and writing assignment overviews to fellow(s) and coordinator

Writing fellows
• Attend Writing Center and Writing Fellows orientation and training
• Meet with instructor and coordinator to discuss details of the course assignments and individual responsibilities
• Study assignments, disciplinary conventions, and student examples
• Prepare for class visits

Coordinator
• Recruit writing fellows from a variety of disciplines
• Design and implement training for discipline-specific writing conventions
• Facilitate a meeting with the instructor and fellows to discuss specific assignments and writing support needs
during the semester

Instructor

- Provide assignment instructions and rubric to fellow(s) and Coordinator at least two weeks prior to due date
- Teach all classes and designs and grades all assignments
- Answer follow-up questions from students after Fellows conferences
- Provide feedback to fellows on conventions or writing preferences as needed
- Allow fellow(s) and Coordinator access to students during class to introduce the program
- Facilitate program assessment by allowing fellows time to administer surveys and provide the coordinator with writing assignment grades

Writing fellow(s)

- Visit class near the beginning of the semester to introduce Writing Fellows and explain appointment scheduling
- Conduct writing conferences with students throughout semester
- Complete conference feedback forms after writing conferences (may forward to instructor)
- Conduct independent or group research on disciplinary writing conventions during non-conference hours
- May conduct in-class presentations on citation, synthesis, research or other topics as requested by instructor as long as instructor is present
- Design and conduct writing sessions appropriate to the students' needs

Students

- Complete writing assignments independently (though students may also meet with Fellows for brainstorming, pre-writing, or drafting sessions)
- Meet with the fellow(s) for the required number of visits
- Come prepared to writing conferences
- Contact the instructor for clarification about assignments, grades, or course content
- Attend weekly writing sessions as often as possible

Coordinator

- Conduct assessment of the program
- Support fellow(s) as needed
- Support instructor as needed
- Design and deliver on-going training
- Facilitate collaboration between writing fellows, instructors, and students
end of semester

Instructor

- Facilitate program assessment by allowing fellows time to administer surveys and provide the coordinator with writing assignment grades
- Complete an end-of-semester evaluation of the Writing Fellows program

Writing Fellow(s)

- Assist with program assessment

Coordinator

- Complete assessment of the program, making appropriate changes based on results of assessment
- Support fellow(s) as needed
- Support instructor as needed
- Plan for following semester
FINE PRINT

• Writing fellows are not TAs and therefore cannot participate in grading assignments or substitute teaching. They can make in-class presentations as long as the instructor is present.

• Writing fellows are not responsible for learning or reading the course material. The purpose of the Writing Fellow attending class is to deliver workshops and mini-lessons, to build rapport with students, and to become familiar with the instructor’s pedagogy and writing philosophy.

• Only students enrolled in a fellowed course may schedule appointments with the writing fellow(s). However, fellows can accommodate walk-ins from other students in your discipline when no other appointments are scheduled. Students can view the real-time schedule online through the UVU Writing Center website.