

Undergraduate Writing Center Peer Learning Facilitator Position
Summer 2017 and Academic Year 2017-2018
(Due: Friday, March 17, 2017 by 5PM)

The Undergraduate Writing Center hires undergraduate peer learning facilitators (PLFs) from any major to help their peers with academic writing.

QUALIFICATIONS:

- To apply to be a Peer Learning Facilitator, a candidate must have satisfied the Writing I requirement and have a strong GPA (a minimum of 3.5 cumulative GPA is preferred).
- Although prior work in tutoring, mentoring or other teaching/learning settings is beneficial, it is not required when applying to become a PLF.
- PLFs must be willing to attend training, must be mature and responsible, and must possess excellent writing skills, interpersonal skills, and oral communication skills.

REQUIREMENTS FOR NEW PEER LEARNING FACILITATORS:

- Maintain good academic standing (not on academic probation) with no more than two "Incomplete" grades.
- Abide by all UCLA and Writing Center policies.
- Commit to working the required number of hours per week in writing consultations, based on hiring agreement. Most PLFs work about 8-12 hours per week. The minimum commitment is 6 hours per week.
- Attend mandatory training seminars (generally 2 hours per quarter) and occasional workshops scheduled during the quarter(s) you are employed.
- Read assigned articles, complete assignments for training seminars, shadow other PLFs, videotape your tutoring, and familiarize yourself with the resources available at the Writing Center.
- Remember that our busiest times of the quarter occur when you are also busiest – Weeks 4 and 5; Weeks 8 through 10. Peer Learning Facilitators must therefore have exceptional time management skills, a developed sense of professionalism, and the ability to not let school or extracurricular activities interfere with their assigned work hours.

FREQUENTLY ASKED QUESTIONS:

Q: What kind of time commitment is required of a peer learning facilitator (PLF)?

A: Peer Learning Facilitators are hired as academic apprentice personnel – and their work is very similar to demands of a TA-ship. This means that PLFs hired by the UWC should be able to prioritize the hours they have committed to work at the Undergraduate Writing Center. Most PLFs work about 8-12 hours per week, and the minimum commitment is 6 hours per week. PLFs will also be asked several times per quarter to conduct workshops for Office of Residential Life, the Dashew Center, professors and TAs, and student organizations. It's important to keep in mind that our busiest times of the quarter occur when you are also busiest – Weeks 4 and 5; Weeks 8 through 10. In addition, PLFs are part of a team and, as such, are expected to have enough availability that they can substitute for other PLFs occasionally.

Q: What will be the format for my work as a peer learning facilitator (PLF)?

A: As a PLF, you work one-on-one with students in face-to-face appointments or online appointments throughout the quarter. Although you may work with the same student more than once, you will most often be working with different students throughout the quarter.

Q: What kind of training will I receive and what other resources are available to me?

A: PLFs receive on-going training and mentoring. The training includes an initial orientation (usually in Fall) and several additional training seminars each quarter. These seminars are a forum for discussing issues and approaches to tutoring composition effectively. You will learn to read, assess and respond to student writing, help students become more confident about themselves as academic writers, and engage students in collaborative discussions and activities to improve their writing.

The training seminars provide a basis for your work with students, but much of your training will happen as you consult with students about their writing. To facilitate this “hands-on” learning, you will receive mentoring from more experienced PLFs and from the professional staff.

Q: Who will I be working with?

A: PLFs work with students from all majors and at all writing levels. Students who visit the Writing Center reflect the UCLA undergraduate community, which is ethnically, linguistically and socio-economically diverse. Students come to the Writing Center voluntarily, although some may be acting on an instructor recommendation.

Q: Can I have another part-time job?

A: PLFs are on-campus employees and cannot work more than 19 hours per week in all on-campus employment. Due to the time commitment explained above, we discourage PLFs from having other employment.

Q: How will I be assigned students?

A: PLFs submit a schedule of their available hours, and students sign up online to work with a PLF whose schedule is convenient for them. PLFs can encourage students to sign up to work with them again, but given scheduling constraints, this may not be possible. PLFs may also be working with walk-in appointments, which are scheduled on a first-come, first-served basis.

Q: Where will the consultations occur and how long will the sessions be?

A: Peer learning facilitation occurs in Humanities A61 (located inside the entryway to the A51 Auditorium), Rieber Hall 115, and Powell 238. Scheduled appointments last 30 or 50 minutes; walk-in appointments last anywhere from 15 minutes to 50 minutes, depending on when the student arrives and how many other students are waiting to be seen. PLFs will work 1-3 hour shifts and may work multiple times each day.

Q: Besides writing consultations, what other responsibilities might I have?

A: PLFs may also be asked to help develop tutoring materials, make classroom visits, represent the UWC at various functions, and undertake other special projects.

Q: How will my work be assessed?

A: You will evaluate your own progress, and more experienced PLFs and the Writing Center Director will provide you with regular feedback and assessment. We will consider the contributions you have made to the training seminar, evaluate your writing consultation sessions, and examine how well you utilize the support and resources made available to you. Your students will also complete evaluations of their sessions with you.

HOW TO APPLY:

Step 1: Completing the Application

- a) Read the first page of the application to understand the qualifications and duties of a peer learning facilitator (PLF).
- b) Fill out the application form, the open-ended questions and the case study questions.
- c) Provide ONE recent sample of your academic writing (which will not be returned to you).
- d) Provide a recommendation from a faculty member who knows you well as a writer and as a student (recommendations from T.A.s are fine).
- e) Deliver: 1) a completed application, 2) **one recent sample of your academic writing** (which will not be returned to you), and 3) a faculty recommendation to the Undergraduate Writing Center mailbox in Humanities 146, or to Christine Holten (A61 Humanities or send to holten@humnet.ucla.edu). Once your application has been reviewed, we will contact you if we wish to interview you.

Step 2: Application Review

We will review submitted applications and schedule interviews with applicants who satisfy the minimum requirements and who appear to meet the demands of the position.

Step 3: Interviewing, Selection and Notification

Candidates will be notified of the status of their application by phone or e-mail.

NEED MORE INFORMATION:

Please feel free to contact Christine Holten (holten@humnet.ucla.edu) with questions.

APPLICATION DEADLINE to be considered for employment in Summer 2017 and/or Academic Year 2017-2018: Friday, March 17, 2017 by 5PM.

Undergraduate Writing Center Peer Learning Facilitator Application
Summer 2017 and Academic Year 2017-2018
(Due: Friday, March 17, 2017 by 5PM)

Date _____ Quarter Applying _____

Name _____
 (Last) (First) (Middle Initial)

Student ID # _____ E-mail: _____

Current Address _____

Street Address Apt # or Res. Hall & Rm. # City State Zip
 Phone _____ Major _____

Units registered for the quarter: _____ Cumulative GPA: _____ (Minimum Preferred 3.5)

Financial Aid Eligible: Yes _____ No _____ Work Study Eligible: Yes _____ No _____

Enrollment Status (Circle One): Freshman Sophomore Junior Senior

Have you previously *submitted an application* for a Writing Center PLF position? Yes No

Have you previously *interviewed* for an Undergraduate Writing Center PLF position? Yes No

Expected date of graduation (month/year) _____

Transfer students:

Previous institution _____ Quarters at UCLA _____

Availability:

How many quarters will you be available to work? _____

How many hours a week, on the average, can you work? _____

How many units will you be enrolled in during the quarters you will be available to work?

Summer 2017 A/C _____ Fall 2017 _____ Winter 2018 _____ Spring 2018 _____

Additional Information:

How did you hear about the Writing Center? (Check all that apply.)

Daily Bruin Flyer Class anncmt. Previously used campus tutoring services

Tutor in another campus program (name) _____

Other _____

Open-Ended Questions:

Please attach an additional sheet to respond to the following questions if you need more space.

1) Please describe the way in which any previous training or experience you have had prepares you to work well as a composition peer learning facilitator at the Undergraduate Writing Center.

2) How did you fulfill the UCLA Writing I requirement? (i.e. English Comp. 3, SAT score)

3) What other courses have you taken that required a substantial amount of writing? What did you learn about university-level writing from these courses that will help you as a composition facilitator?

4) Since our busiest times coincide with the most stressful periods of the quarter, we need to know how you handle juggling multiple commitments. Write about a situation when an extracurricular activity or a professor's office hours or exam review session conflicted with a commitment you had scheduled. How did you handle the conflict?

Case Study Essay for Response and Analysis

- Please read the following case study carefully and write a detailed response to the following questions about the case study and essay (1-2 page typed response). The PLF's role is to work collaboratively and constructively with the writer based on his/her assessment as an attentive and helpful reader. There are no right answers, only more or less helpful and useful ones:

1. Evaluate the strengths and weaknesses in this writer's essay. Please consider all aspects of the writing (thesis, development, organization, sentence-level features, language use, as well as any other factors you see as important), and please use specific examples from the student writer's essay to illustrate your analysis.
2. Explain how you would structure your 30-minute writing consultation with the student who wrote this essay. What would be your goal(s) for this session? What questions would you ask? What topics would you cover and what activities would be important to do in during the writing consultation?

The Student Writer's Background:

- Sang Hee is a first-year student taking the Eng. Comp. 2 course to satisfy the Writing I and Entry Level Writing requirements. This is the first assignment he has done for college and he doesn't like writing.

- The assignment (from an Eng. Comp. 2 course): James J. Rawls wrote his essay in 1986. To what extent is his description of the California dream still valid? You might consider the state's various economic changes since then (the recession of the early 1990s, the boom later in the decade, the budget meltdown in 2008) or environmental challenges.

Essay:

California is the "beauty of the eye of the beholder" since all people who come from different background, race, and religion are able to set their own dreams without being criticized. People especially immigrants have viewed California as the "land of opportunity," which influenced them to leave everything behind in their hometown, to sacrifice their time and to focus on their dreams. Despite the fact that California was lauded as a utopian society, people soon found out that they were going through endeavors and couldn't overcome them as quickly as possible. In fact, Mr. Rawls wanted to express the grievances, struggles, and success that people endure in their rise to the California dream in his short essay, "California: A Place, A People, A Dream." In addition, Mr. Rawls ensured immigrants that California would not only give immigrants "opportunity and success, warmth, sunshine and beauty, health and long life, [romance], freedom, and even a foretaste of the future" (Rawls, 23), but also "paradoxes"

(Rawls, 25) that are blended with these aspects so that people are encouraged to live out their dreams. However, the positive aspects of the California dream will transcend the negative aspects that enable the American people to have a new scope of depicting or creating a new pathway to the California dream that one day all immigrants despite their culture or their race will be to achieve.

The “opportunity and success” (Rawls, 25) were the two qualities that immigrants wanted to receive and to accomplish respectively when they arrived in California due to the horrible events they faced prior to the 1980s. According to an article called “1970s and ‘80s Were a Period of Change in American Society” and “The 1980s,” people including African Americans before the 1980s were fighting for their equality and dissented against the Vietnam War. However, as the American people transition from the 1960s to 1980s, America elected Ronald Reagan to reduce their taxes for all Americans and revolutionized in movies, television, and the music industry. Due to the correlation between the 1980s and Rawls’ short essay, Mr. Rawls underscored that successful people were able to live the California dream. A prime example was when Mr. Rawls mentioned Steve Jobs and Stephen Wozniak, who are prominent technological businessmen, were able to revolutionize the technology industry by creating the iPhone, Macs, and iPod, which made them become billionaires. As a result, people lauded Steve Jobs and Stephen Wozniak for their success, which encouraged them to create their own businesses so that they could become successful. Millions of people know that pursuing their dreams will come with struggle and adversity, but they don’t want to consciously think about how one negative aspect will dissuade them from reaching their dreams.

Even though California guarantees great weather, immigrant also came to California for the “freedom” that can’t be taken away. According to the Constitution, people can’t be stripped from their inalienable rights which are “life, liberty, and the pursuit of happiness.” Back in the 1980s, “freedom” was still not seen as a right to all people due to some of the laws such as the Immigration Reform and Control Act” that were implemented to go against the Constitution. While, in the 20th century, “freedom” was viewed as a right since “freedom” was offered to every person no matter what their race, their color of the skin, their religion, and their sexuality. We were able to notice the “freedom” (Rawls, 23)” in “Of Cholos and Surfers” by Jack Lopez. Mr. Lopez was able to write a memoir about how a Mexican-American boy didn’t care about

why race was so important and later pondered through his own experience with the “cholo” (Lopez, 14) that he should be proud of his culture and background. As a result, he didn't let his own race from stop pursuing his American dream as a surfer. My parents were from South Korea and came to California to pursue their dreams and to rise out of poverty. However, they didn't envision their opportunities wouldn't be accomplished since other people were pursuing the same dream as they were. Despite the obstacles that lie ahead, my mother was able to break the color barrier by getting her bachelor and master's degree in designing at a top tier art college, which landed her a job at the top fashion industry in Downtown Los Angeles. In the other hand, my father was able to become the number one acupuncturist in Santa Monica for ten years and became president of an acupuncture association by studying and practicing acupuncture to alleviate people's illness. As a result, just like the Mexican American boy, my parents were able to break the color barrier and received many accolades for accomplishing their American dream.

Letter of Recommendation – Applicant for Undergraduate Writing Center Peer Learning Facilitator

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* * * * *

In my professional opinion, _____
name of applicant

has the academic background, academic writing skills and knowledge necessary to tutor students in academic writing.

(Specific comments about the candidate's writing skills, interpersonal skills, and maturity would be helpful but are not required.)

signature _____
date

Name (print): _____

Position/Title: _____

Department: _____

Phone number or e-mail address: _____

Return this form to the applicant in a sealed envelope with your signature across the seal, or send via campus mail to Undergraduate Writing Center/Humanities 146, or e-mail as attachment to holten@humnet.ucla.edu. **APPLICATION: Friday, March 17th, 2017 by 5PM.**