

Undergraduate Writing Center Peer Learning Facilitator Position
Summer 2016 and Academic Year 2016-2017
(Due: Friday, March 11, 2016)

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) and 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 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 and a developed professionalism and 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 TAship. 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 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 seminar provides 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. Also, the time commitment expected, as explained above, means that 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) and in Rieber Hall 115 and Powell 228. 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..

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, 126B Humanities or 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 2016 and Academic Year 2016-2017: Friday, March 11, 2016.

Undergraduate Writing Center Peer Learning Facilitator Application
Summer 2016 and Academic Year 2016-2017
(Due: Friday, March 11, 2016)

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? _____

For _____ quarter (give hours for the first quarter or summer session you will be able to work), I am available to work the following shift hours:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
9-10						
10-11						
11-12						
12-1						
1-2						
2-3						
3-4						
4-5						
5-6						
6-7						

7-8						
8-9						

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 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 Steve'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:

- Aisha is a south campus major, but she is taking a sociology course as a GE requirement. Since she doesn't write often, she is not very confident about the paper. She also worries about her grammar and mechanics.
- The assignment (from a sociology course): The lecture stated that ritual is one of ways that institutions create and express meaning about its underlying logic. Select one ritual from one institution and explain in as much detail possible, given the length of the paper, how that ritual expresses the underlying logic of the institution.

* * * * *

Rituals are set of actions performed in a sequential order in the community. Rituals may be performed in different social institutions such as religious, cultural, family and economic institutions. Likewise different organizations, religious communities who adheres to the same values and beliefs carried out set of rituals which express the logic behind their beliefs.

Muslims around the world celebrates two of the major festivals in Islam, Eid-ul-Fitr (Feast of breaking the fast) and Eid-ul-Adha (Feast of Sacrifice). Eid-ul-Adha is a very significant among the Muslims, since Muslims carries out the tradition that has been started since the time of Prophet Abraham. The main purpose of observing those sets of rituals is to honor the willingness of Prophet Abraham for God. When Prophet Abraham's son Ishmael was thirteen, God decided to test prophets faith. Prophet Abraham had a dream where he sees that God commanded him to sacrifice his son. Prophet knew that dream was one of the way how God communicated with his prophets. So, he decided he will complete God's command and will sacrifice his beloved son Ishmael. He has to ask his son permission before he sacrifice him in the name of God. His son, Ishmael told his father to do

whatever God commanded him. When Prophet was about to cut Ishmael's throat, he found a ram was slaughtered instead of his son. He was surprised but Prophet Abraham passed the test because in spite of Ishmael being his a huge part of his life, he was ready to sacrifice him to the command of God. After that day, Muslims honor the willingness of Prophet for God, this sacrifice takes place every year during Eid-ul-Adha. The festivals are based on Lunar Islamic calendar, so the dates vary in Gregorian calendar.

Eid-ul-Adha has several rituals which symbolizes its meaning and the logic for performing. The Eid day starts with the Eid prayer, which is a communal obligation. Those who are sick, traveling are exempted from that. The Eid prayer is performed in congregation at the mosque. After finishing the prayer, Muslims exchange greet with one another. Congregational prayer not only strengthen the universal brotherhood, but also enable the Muslims to stand by each other's thick and thin. Muslims also invite their non muslim friends, coworkers, neighbors at their houses to enjoy the Eid and to better understand their rituals. Praying to the almighty is one of the basic responsibilities of a Muslims. Even though Eid prayers aren't far'd (compulsory) but it upholds the logic of praying to God. Praying brings immense peace, calmness, sense of belonging to God. After the Eid prayer, the financially well off Muslims sacrifice halal (permissible) animals in order to honor the prophet Abraham's willingness of sacrificing his son. It is very important to understand the reasons for sacrificing an animal. It is done not to seek forgiveness from God through an animal's death, but to thank God for the our sustenance, the personal sacrifice to share part of our food with our fellow brothers and sisters and to thank him for the blessings he has bestowed upon us. The meat from the sacrificed animals are divided into equal three parts; one third is given to the poor and needy ones, another third is given to the neighbors, relatives and friends and the other third is to keep for the family. This kind of charitable practices are encouraged even major religious festivals, since charity is one of the pillars of Islam, and through this rituals one of the fundamental aspects of Islam reflects.

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 11th, 2016 by 5PM.**