

Shaker Writing Center

Mrs. Cathy Lawlor, Writing Center Founder and Co-Director

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Room 228

Course Description: This is an enrichment junior and senior elective English course in which students (Writing Interns) will be trained in writing process theory, revision strategies, various genres of writing, MLA documentation, different styles of learning, and effective tutoring methods. They will enhance their own writing, listening, speaking, assessment, and collaboration skills by assisting other students in the Writing Center in one-on-one tutoring sessions, writing about and reflecting on their experiences, planning and presenting writing-centered lessons and assisting teacher in a range of writing activities. Students must not only be proficient writers, but should genuinely enjoy writing and have a strong work ethic. They must also possess strong social and interpersonal skills, as they will work with student writers on a daily basis.

Lead Intern Positions: Due to the complex nature of this course, we will be utilizing our Writing Interns (that's you!) in various leadership roles. These will be determined based on your individual areas of interest and strength and will be decided within the first two weeks of the school year. These roles include:

- **Managing Interns:** These Writing Interns oversee the rotation schedule, the conference sign-up clipboard, the OWL, manage and organize paperwork in the wall filing system, make sure the coffee station is stocked and ready to go, assign any online conferencing to fellow Interns, check the SWC email daily and respond to emails if necessary, and make sure one-on-one conferences run smoothly.
- **Workshop and Outreach Coordinators:** These Writing Interns lead the creation of various workshops/mini-lessons that can be used in classroom visitations throughout the year. They are also responsible for establishing and maintaining connections and communications with Department Chairs and teachers.
- **Public Relations Specialists:** These Writing Interns are responsible for creating various PR campaigns to promote the SWC. These responsibilities will be divided as follows:
 - Contests and raffles (Create fun contests to generate interest and traffic!)
 - Posters (We utilized Canva to create our posters last year.)
 - Twitter (Tweet out SWC information and accomplishments regularly!)
 - Website (Maintain/update website on a regular basis.)

- Statistical Analysts: These Writing Interns are responsible for collecting and analyzing relevant data and compiling for reporting purposes. (Quarterly reports will be written for use by the Co-Directors and Administration.)
- Editors: These Writing Interns are responsible for proofreading and editing any and all writing before publication. This includes pamphlets, posters, flyers, and blog posts.

Course Requirements:

- Attend class regularly, be on time, and participate in discussion forums. (Attendance is extremely important in this class! Peers are counting on you to be available for conferences!) Notify your Director immediately if you will not be in for your session(s) that day.
- Read and annotate text and assigned articles independently. This will ensure that you are always prepared for forums and for your conference sessions.
- Write at least 2x/week in your journal. (Specific requirements to be stated in class.)
- Write blog posts on all your assigned dates.
- Collaborate with other Writing Interns and student writers.
- Follow through on your individual responsibilities in your Lead Intern Position role.
- Above all else: Respect the Process! Model, use, and promote the steps in the writing process to become a stronger writer and help others to improve on their skills.

Class Materials:

- *The Bedford Guide for Writing Tutors* by Ryan and Zimmerelli
- Various articles/handouts throughout the year
- MLA Handbook
- Chromebook (provided for you during the class period).

Evaluation: Note: There are NO POINTS associated with this class. Instead, you will be assessed on a bi-monthly basis using a holistic rubric. At each assessment, you will earn a letter grade for that two-week period, along with your current overall grade in the class. It is understood that no intern should ever fall below a C in this class. If that happens, the directors reserve the right to request your counselor remove you from the class. Please refer to the rubric for more information.

Feedback will be given in written and verbal form! You will always know where you stand in this class. Regular performance reviews will be conducted so we can talk about strengths and areas in need of improvement.

Daily Tutoring Sessions: The Length of tutoring sessions will vary depending on the period/day. As of now, sessions are scheduled as follows:

Periods 4/5 and 6/7: The sessions for these periods are cleanly divided between 4th and 5th period, or 6th period and 7th period. This means that 4th and 6th period are longer sessions (30 minutes) than 5th and 7th (20 minutes). The bell will dictate the end of each session!

Period 9 on M, W, Th, F:

- Session 1: 1:15 to 1:40 (25 minutes)
- Session 2 : 1:40-2:04 (24 minutes)

Period 9 on Tuesdays (late start):

- Session 1: 1:41-2:05 (24 minutes)
- Session 2: 2:05-2:29 (24 minutes)

*Currently, we do not have an Online Writing Lab (OWL), but we are hoping to lay the groundwork for one this year. We will be conducting providing online writing feedback by invitation only throughout the course of the year.

**On a personal note...

We are so excited to be working with each of you this year. Thank you for coming along on this journey with us! After a very successful inaugural year, we are determined to continue to build this program with your help in year two. It will be a lot of hard work but it should also be fun! Welcome to the SWC Family. Above all else, remember to **Respect the Process!**

--Ms. Lawlor and Ms. Grey
Co-Directors, SWC