



AUBURN
Office of the Provost

MILLER WRITING CENTER CONSULTANT FALL 2021 PROFESSIONAL DEVELOPMENT CURRICULUM

CONSULTANT LEARNING OUTCOMES

Based on training, experience, and ongoing professional development, consultants should be able to:

- 1. Establish a welcoming environment by building rapport, asking honest questions, creating opportunities for practice, and reserving judgment**
2. Serve writers from various backgrounds and identities using prac (e.g., sharing pronouns, “calling in” and “calling out,” asking questions about client’s background and experiences relevant to their project)
3. Collaborate with clients to achieve the learning outcomes most relevant to their needs
- 4. Tailor consulting strategies to the client’s discipline, genre, and point in the writing process for working with writing in diverse disciplines and genres at various points in the writing process (e.g., looking at models, sharing resources, learning with and from clients, modeling application of writing strategies)**
5. Analyze higher order and lower order concerns in writing for potential improvement
- 6. Understand and explain grammatical principles in support of audience understanding**
7. Aid clients in interpreting feedback and in making decisions in response to feedback, including developing clarifying questions to ask of professors
- 8. Develop a professional identity as a consultant and connect consulting to future career goals**
9. Understand and communicate the mission of University Writing during consultations and at various events around campus

This fall curriculum will focus on CLOs #1, #4, #6, and #8, which are bolded in the list above

FALL 2021 MWC CONSULTANT PROFESSIONAL DEVELOPMENT CALENDAR

In addition to the curriculum below, we ask that you take a piece of writing to the MWC this semester. Because your coursework might have you working on writing, presentations, projects, or ePortfolios at different points in the semester, we ask that everyone chooses a time to do this that is meaningful for them and has their session **by November 5th**. After attending your session, please respond to the following reflective prompt assignment on Canvas by generating a 1-2 paragraph statement:

What was it like to experience the client perspective of a writing center session? Were you surprised by anything you felt before, during, or after your session? What was one strategy your consultant used during the session that you found to be helpful and meaningful as a client (either writing-related or tutoring-related)? How has this experience helped you as a writer? How has this experience helped you as a consultant?

Consider featuring your reflection and client experience as an artifact in your ePortfolio!

Returning consultants will need to observe a peer and complete [the peer observation survey](#). Please do this at a time of your choosing when you do not have an appointment while you are on shift.

WEEK	FOCUS	READINGS AND ACTIVITIES TO DO IN ADVANCE OF MEETING
1 8/19, 8-9a.m. Mell 4510	Staff Meeting: <ul style="list-style-type: none"> Welcome Reminders for opening Practicum reminders Observations Review PD for the semester Introduce the ePortfolio 	
2	Circle Meeting: Introduce CLO #1, <i>Establish a welcoming environment by building rapport, asking honest questions, creating opportunities for practice, and reserving judgment</i>	<p>Thoms, A. (2020). Tutors' column: "I'm a terrible writer": Helping students who lack confidence. <i>WLN Journal</i>, 44(7–8), 26–29.</p> <p>Gallagher, M., Morris, K. J., Binkley, A., & Rivera, B. (2017). A union of voices: Building a multilingual positive community through a multilingual writing mentors program. Only the "Understanding the Challenges of Multilingual Students Through their Own Words" section. <i>The Peer Review</i>, 1(2), n.p.</p> <p>Reflect: Before your circle meeting, consider which key ideas from these readings define what a welcoming environment looks like and does—feel free to pull quotes directly from the articles.</p> <p>Then, brainstorm 3 tutoring strategies you could use to communicate to clients that your appointment is a safe and welcoming space for them. Bring these key ideas and strategies with you to your circle meeting for discussion.</p>
3	Circle Meeting: Continue discussing CLO #1	<p>Faison, W. & Treviño, A. (2017). Race, retention, language, and literacy: The hidden curriculum of the writing center. <i>The Peer Review</i>, 1(2).</p> <p>Activity: The readings across the last two weeks have pointed to how the writing center can be a potentially unsafe space for clients and consultants from marginalized identities and backgrounds. Compose an artifact (potentially for use in your ePortfolio) that illustrates what you think it means for the MWC to be a welcoming environment to all clients.</p> <p>You can create a drawing, diagram, infographic, poem...any format is appropriate. Bring your artifact to your circle to share and consider revising it to place in your ePortfolio.</p>
4 9/9, 8-9a.m. Mell 4510	Staff Meeting: ePortfolio Workshop, Purpose, Audience and Personal Brand	

5	Circle Meeting: Introduce CLO #8, <i>Develop a professional identity as a consultant and connect consulting to future career goals</i>	Hughes, B., Gillespie, P., & Kail, H. (2010). What they take with them: Findings from peer writing tutor alumni research project. <i>The Writing Center Journal</i> , 30(2), 24–40. <i>On Canvas</i> . Activity: Think back to the workshop on audience and personal brand in week 4. Take time this week to draft or revise a personal brand statement for yourself as an MWC consultant.
6	Circle Meeting: Continue discussing CLO #8	Dinitz, S. & Kiedaisch, J. (2009). Tutoring writing as career development . <i>WLN Journal</i> , 34(3), 1–5. Gray, A. (2019, Jun. 4). The bias of “professionalism” standards . <i>Stanford Social Innovation Review</i> . Activity: (Scenario) Congratulations! You’ve just landed an interview with your dream employer, who is inviting you to a one-hour interview this week. As an inclusive practice, they have emailed you the interview questions in advance. One question reads as follows: “We see that you have worked in a writing office. What did you learn there and how do you see yourself applying what you learned to this new professional environment?” Answer by writing out your response, recording a voice memo, or making a short video of how you would answer that question during an interview. Be prepared to share your response in your circles.
7 9/30, 8-9a.m. Mell 4510	Staff Meeting: Guest Speaker Dr. Jocelyn Vickers, Director of the Cross-Cultural Center for Excellence	
8 10/14, 8-9a.m. Mell 4510	Staff Meeting: ePortfolio Workshop, Platforms	
9	Circle Meeting: Introduce CLO #4, <i>Tailor consulting strategies to the client’s discipline, genre, and point in the writing process for working with writing in diverse disciplines and genres at various points in the writing process (e.g., looking at models, sharing resources, learning with and from clients, modeling application of writing strategies)</i>	Greiner, A. (2005). Tutoring in unfamiliar subjects. In B. Rafoth (Ed.) <i>A Tutor’s Guide: Helping Writers One to One, 2nd Edition</i> , Boynton Cook, pp. 115–120. Ryan, L. & Zimmerelli, L. (2016). Chapter 5: Helping writers across the curriculum. In <i>The Bedford Guide for Writing Tutors, 6th Edition</i> , Bedford/St. Martin’s, pp. 72–87. Activity: (Scenario) A graduate student in nursing makes an appointment with you regarding their dissertation, which focuses on eldercare in cardiac ICUs. However, when the appointment begins you discover that they haven’t started the dissertation process yet and want to use the appointment to talk about how to begin creating a dissertation proposal. What strategies and resources would you use to ensure that the appointment is meaningful for this client? (Feel free to use strategies from the readings in addition to Googling, drawing on past appointments and observations, etc.).

10	<p>Circle Meeting: Continue Discussing CLO #4</p> <p>For returning consultants, peer observations are due October 29th</p>	<p>Visit the Purdue OWL's "Subject-Specific Writing" tab, which features explanations of writing conventions from different disciplinary subjects. Read about one featured area with which you are unfamiliar (professional, technical writing; writing in literature; writing in the social sciences; writing in engineering; creative writing; healthcare writing; journalism and journalistic writing; writing in art history).</p> <p>Activity: Informally write about your experience exploring the "Subject-Specific Writing" resources by answering the following questions for the area about which you read:</p> <ul style="list-style-type: none"> • What did you learn about what is valued in writing within this disciplinary community? • What does your discipline value in writing? • How are those values different from what is valued in this other discipline? • What shared values exist? • If a client were to come in from this discipline, how would you adjust your tutoring strategies to account for their disciplinary context based on what you read in this resource?
11 11/4, 8-9a.m. Mell 4510	<p>Staff Meeting: ePortfolio Workshop, Artifacts & Reflection</p>	
12	<p>Circle Meeting: Introduce CLO #6, <i>Understand and explain grammatical principles in support of audience understanding</i></p>	<p>Min, Y. (2015). When "editing" becomes "educating" in ESL tutoring sessions. <i>Praxis</i>, 13(2), 21–27.</p> <p>Explore these additional resources that you can share with clients:</p> <ul style="list-style-type: none"> • Purdue Online Writing Lab. (n.d.). General writing resources. <i>Purdue University</i>. ***See sections on grammar and punctuation, especially • The Chicago School Online Campus Writing Center. (2021). Resources for multilingual writers & international students. <i>The Chicago School of Professional Psychology</i>. ***See sections on grammar and language, especially • The Writing Center. (n.d.). Tips & tools: Citation, style, and sentence level concerns. <i>University of North Carolina at Chapel Hill</i>. • Minervini, A., Long, L., & Gladd, J. (2020). Chapters 16 ("What Makes a Good Sentence?"), 17 ("Punctuation"), 18 ("Word Choice"), and 19 ("Help for English Language Learners") of <i>Write what matters</i>. MSL Academic Endeavors Boise. <p>Activity:</p> <p><i>"Tutors should cultivate students' ability to learn from the revision process and to more fully incorporate their reflective thinking into their writing process. As students reflect on their most frequent errors with guidance from tutors, they become more aware of their strengths and weaknesses as writers. And if the feedback they receive guides them to identify and document their errors under the guidance of a tutor, they can also develop self-editing skills" (Min, 2015, p. 24).</i></p> <p>Take an aspect of grammar or mechanics that you feel unsure about and develop a resource you could use to discuss that concept with a client. You</p>

		<p>can make an infographic, example scenario or writing sample, or record yourself orally explaining the aspect in client-friendly language.</p> <p>After you create this resource, write 2-3 sentences explaining how you are doing the work of “educating” that Min mentions. Share these resources in your circles and consider revising your resource as an artifact in your ePortfolio.</p>
13	<p>Circle Meeting: Continue to Discuss CLO #6</p>	<p>Nichelle, J. (2018, Jan. 17). I'm is talking right: How the stigma around Black language holds us back from liberation. <i>Afropunk</i>. https://afropunk.com/2018/01/im-talking-right-stigma-around-black-language-holds-us-back-liberation/</p> <p>Savini, C. (2021, Jan. 27). 10 ways to tackle linguistic bias in our classrooms. <i>Inside Higher Ed</i>. https://www.insidehighered.com/advice/2021/01/27/how-professors-can-and-should-combat-linguistic-prejudice-their-classes-opinion</p> <p>Activity: This week’s readings discuss code-meshing and validate other English dialects, which can sometimes be in tension with direct grammar instruction. Tutoring with this tension in mind can be challenging.</p> <p>Use this virtual collaborative space to identify tutoring strategies you could use when you want to help clients identify and apply grammatical conventions of Standard Edited Academic English to their writing, when you want them to feel empowered to embrace linguistic diversity in their writing, and when you want to educate a client about linguistic bias in writing.</p>
14	<p><i>Staff Meeting:</i></p> <p><i>Breakfast Provided</i></p> <ul style="list-style-type: none"> Reflecting on goals we set in August and moving these reflections into your ePortfolio Millie Awards Goodbye messages to graduating consultants Feedback on PD 	<p>Prompt for goal reflection:</p> <p><i>Look back to the goals that you created in August training. Consider the different experiences you have had in the MWC this semester through the professional development curriculum, sessions with clients, and conversations with your colleagues and UW admin team. Now create a short paragraph answering the following questions:</i></p> <ul style="list-style-type: none"> <i>How have you grown this semester through your work with the MWC? Put differently, what have you learned? How have your beliefs about writing or tutoring changed?</i> <i>Where do you see that growth in your own behaviors and practices?</i> <i>What role did feedback, readings, consulting experiences, or conversations with colleagues play in that growth?</i> <i>Considering your ePortfolio, what artifacts could illustrate that growth to others?</i>