

COVER SHEET: APPLICATION TO BE A WRITING CONSULTANT

* Turn in this application and two academic writing samples to the Fred Meijer Center for Writing **by 5 p.m. on Friday, March 17th, 2023.** You can submit online by emailing Lisa Gullo (gullol@gvsu.edu) or turning your application in at Lake Ontario Hall 120. Late applications will not be considered.
* Please ensure that both writing samples are free of grades or professors’ responses, and that at least one sample includes outside research and a works cited/references list.
* Have a professor email a brief recommendation to Lisa Gullo - **gullol@gvsu.edu.** The recommendation should indicate in what capacity and for how long the professor has known you, and why he or she thinks you’d make a good writing center consultant.
* Applications are not complete unless your writing samples and recommendation are received in addition to this application form. Incomplete files will not be considered.
* For more information about the writing consultant position, please see our website: www.gvsu.edu/wc

Name G Number

Preferred Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summer 2023 email address (if different)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Current Class Standing (circle one): Freshman / Sophomore / Junior / Senior / Graduate Student

Your Major(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your Minor(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current GPA (At least a 3.0 cumulative GPA is preferred).

**Please indicate your agreement with the following statements by signing below:**

* I understand that if hired to be a Writing Consultant, I am obligated to attend two full days of training/orientation on August 24 & 25, occasional professional development seminars, and regular staff meetings.
* I understand that if hired, I will be required to enroll in the 1-credit course WRT 306: Seminar for New Writing Consultants. This course will be offered at three different times to accommodate different students’ course schedules. Consultants are paid for attending orientation and meetings; they receive course credit for WRT 306. Please note that block tuition covers 12-15 credit hours.
* I understand that if hired, I will be required to work for the writing center at least 8 hours per week.
* I give the writing center permission to verify my GPA & class standing as listed on this application.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**QUALIFICATIONS & EXPERIENCE**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Current Class Standing (circle one): Freshman / Sophomore / Junior / Senior / Graduate Student

Your Major(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your Minor(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Will you be a GVSU student (check all that apply): \_\_\_\_\_ Fall 2023 \_\_\_\_\_ Winter 2024

Will you be student assisting/teaching (check all that apply): \_\_\_\_\_ Fall 2023 \_\_\_\_\_ Winter 2024

Will you be studying abroad (check all that apply): \_\_\_\_\_ Fall 2023 \_\_\_\_\_ Winter 2024

*Please note: Almost all consultant training activities happen in the fall semester, and we need a lot of daytime availability, since that is when the writing center is open and most WRT 120/130/150 classes are in session. Therefore, we can only hire students who will hold full-time status for the entire academic year, who will not study abroad in the fall, and who will not be student assisting/student teaching during the 2023-2024 academic year. See “Becoming a Writing Consultant” at* [*www.gvsu.edu/wc*](http://www.gvsu.edu/wc) *for more information.*

Do you plan to work at another job while working as a writing consultant? (circle one): Y N

If yes, about how many hours per week will you work at your other job? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Considering other commitments such as internships, jobs, leadership in organizations, church, sports,etc, what range of hours per week would you be able to work for the Center next year? (You are required to work at least 8 hours per week)\_\_\_\_\_\_\_

 **What Writing Department, SWS, or other writing-intensive courses have you taken?**

**How often and from whom do you seek feedback for your writing?**

**Please describe any previous teaching, tutoring, or other instructional experience:**

**Please describe any previous customer service experience you have, or other experiences working with people in a workplace, volunteer, or classroom setting:**

**Please describe any other experience relevant to the writing consultant position:**

**SITUATIONAL RESPONSES**

**Please type answers to the following questions and attach those responses to the rest of your application.**

Below is a student essay; the assignment was to respond to class readings on the topic of literacy. Imagine that you are a writing consultant giving the student some feedback. Please read the paper carefully and attach your typed responses to the following prompts. (You aren’t required to write directly on the student’s paper, but feel free to make notes in the margins if that is helpful to you.)

1. Please list what you see as the main problems in this paper in the order that you would address them with the student-writer.
2. Imagine you are talking with the student-writer. Address in a paragraph how you’d attend to the first issue on your list. Write as if you were talking to the student.
3. After looking back at the essay again, select a few grammar or mechanical problems that you would want to discuss with the student. How would you address those issues? Of the essay’s grammar/punctuation errors, why are these the most important to address?

**Learning Through Interaction**

Literacy is not just things that are learned in classrooms and textbooks, but rather by everyone sharing their knowledge through interaction. This argument is similarily posed in Heath's essay, "The Fourth Vision" and of Freire's essay, "The Banking Concept of Education."

Freire voices his opinion that the problem-posing method is better for education. This problem-posing method makes no authoritarian out of anyone. Rather it is a process in which everyone shares their knowledge, learns, and therefore grows. Learning from everyone in a classroom is beneficial not only to the student, but it is also beneficial to the teacher. For example, students usually fill out evaluations of the class at the end of the year, and their feedback helps the teacher to possibly figure out a different way to teach things so that students are able to understand. This is how the teacher-student relationships are developed.

Similarily, Heath states that people learn by talking and considering together. From this vision, three conclusions seem to point to past achievements that we must use to challenge both the future organization of institutions and simplistic definitions of literacy. "These include all of us-children and adults, students and teachers, shop workers and supervisors, clerical workers and managers-learn most successfully with and from each other when we have full access to looking, listening, talking and taking part in authentic tasks we understand. Secondly, we can complement each other in particular areas of expertise if we learn to communicate our experiences; sharing what we know helps bring the group higher performance than private reflections of individuals do. Finally, humans must move beyond information skills to meaning and interpretation for learning to take place and to extend itself" (Heath, 157). Both of these authors argue that we all can learn from each other to benefit everyone, whether it be at school, work, or home.

However, because the argument by both of these writers helps support the fact that the teacher is not the only "knowledge giver" does not mean that textbooks should be taken out of classrooms nor should lectures. Textbooks are a very important part of learning, but there is more to learning than just reading the text. I agree with this. To me, a good teacher is one who will respect the students equally and listen to them. I learn more if a teacher teaches the text, by relating it to our lives, rather then a teacher who gets up in the front of the classroom and rambles on about the text. For example, my English teacher ng my senior year, would sit in a students desk and be part of the discussion when we would talk about Shakespeare. At times, some of Shakespeare's plays seemed to be too confusing , but with her interaction, I was able to understand on my level. This type of learning does not occur just in the classrooms, but also in the workplace. It makes the inferior person (student or employee) have a chance to be heard and from their knowledge, their overseer can learn more.

Some may disagree with this argument that everyone can and should learn from each other through interaction and cooperation. They may feel that Heath and Freire do not believe in teaching the text and instead they believe in just sitting around and talking. However, this is not true. I think, they still believe in the text, but they just feel everyone should have an equal chance to say what they feel instead of the teacher lecture the whole class. Maybe this is what Heath meant when she said, "Learning can be dangerous." Others may add, that this would give children a bigger role than what they should have. If we have the teacher-student relationships at school, the children may start to voice their opinion too much and take advantage of this when they are at home also. But I do not think this is so because the students would be in better learning environments if they were to ask questions to understand the material. Others may also add that people learn better by themselves through practicing. Of course, this is true, but is not the interaction of the teachers that first helps the students to understand what they are doing. Such as in Math class, if the teacher throws up a couple of problems on the board, chances are the students will be clueless. But, if the teacher explains how to do them and then walks around the room and checks to see if everyone is doing them right, they will understand better and then will be able to go home and be able to practice them on their own.

Just like Heath stated in her three conclusions, everyone learns best from each other--young or old. Teachers can really make a difference in the way they teach so can any authoritive figure for that matter. For example, I would much rather be in a classroom setting where you would sit around and discuss what you read, just like in English class, instead of sitting in my Chemistry class where my professor lectures for an hour that, to me, sounds like he is speaking some foreign language because I do not understand. I would be more inclined to not show up for the class that lectures because it would not keep my interest. In order to get more out out of learning, one's interest level has to be high. Keeping one's level of interest is usually easier for the teacher when they interact with the students as they teach Literacy is gained by everyone sharing their knowledge.

*--Essay taken from: Straub, Richard and Ronald F. Lunsford. Twelve Readers Reading. Cresskill, NJ: Hampton, 1995.*

**2. Please respond to the following scenario (typed responses preferred):**

It is your fifth meeting with a WRT 150 group. (In WRT 150 groups, you facilitate a discussion about group members’ drafts, trying to involve all students in the discussion). A student who seldom comes prepared arrives without having their assignment and without having followed any of your previous suggestions. Their next paper is due in two days, and they are constantly interrupting the group to demand special attention. It is obvious that they have not even read the assignment. How would you deal with this situation? (Be sure to consider both the student and the group.)

**3. Please respond to the following scenario (typed responses preferred):**

One of the students you work with in a WRT 120 class complains to you that your feedback isn’t helpful. The student explains that their professor often gives advice that contradicts yours, and then the student suggests sarcastically that perhaps you need a good writing tutor. Even worse, all of this happens in a classroom environment, with the other members of the group seeing and hearing everything—and waiting for you to respond. How would you answer the student’s concerns?

**4. In a brief response (2-3 paragraphs is fine)**, please explain the unique qualities, experiences, and abilities you possess that will make you an effective Writing Consultant.

*Reminders:*

* *Completed applications can be emailed to* *gullol@gvsu.edu* *or turned into LOH 120 by 5 p.m. on Friday March 17th.*
* *Incomplete or late applications will not be considered.*
* *Save room in your schedule for WRT 306! You can’t enroll in the course until orientation in August, but if you’re hired, enrolling in this one-credit course is mandatory. Your block tuition will cover this course if you stay within the 12-15 credit range (inclusive of WRT 306).*
* *See our website for more information about the position:* [*www.gvsu.edu/wc*](http://www.gvsu.edu/wc)

*We look forward to reviewing your application!*

**Final Checklist for Application:**

**\_\_ A complete application, which includes: Cover Sheet, Qualifications & Experiences, and
Situational Responses**

**\_\_ Two academic writing samples (at least one of which must incorporate outside research and include a works cited/references page)**

**\_\_ Recommendation by a professor (emailed directly from the professor to Lisa Gullo,** **gullol@gvsu.edu****)**