

Job Descriptions for CUNY Writing Fellows, 2009-2010

BARUCH COLLEGE

CUNY Writing Fellows at Baruch operate out of the Bernard L. Schwartz Communication Institute as part of an ongoing college-wide initiative to infuse written, oral, and computer-mediated communication into the undergraduate curriculum. They work both collectively and independently on the development of Communication Intensive Courses (CICs) and WAC/WID projects across several disciplines, such as Business Policy, Sociology, Theatre, Economics, Literature, Music, Marketing, Anthropology, Accountancy, and Computer Information Systems. Writing Fellows at Baruch work alongside the Institute's Communication Fellows, and are thus a part of a large, supportive community that encourages creativity and innovation. When possible, Fellows are matched with projects in or related to their fields of study, collaborating with both students and faculty to enhance specific course offerings common to many Baruch undergraduates, including first-year classes like Music in Civilization and Introduction to Cultural Anthropology, designed to introduce new students to college disciplines and ways of knowing; World Literature, a sophomore-level humanities requirement; and Business Policy, a capstone for business majors that has an important oral communications component. In recent years, Fellows also have taken on leadership roles in a variety of WAC/WID-related projects, such as planning and running faculty development workshops on incorporating theatre techniques, writing assignments, or oral presentations into the classroom; supporting faculty-driven research initiatives and task forces on student literacy and learning; and developing instructional media such as weblogs and wikis for Institute and classroom use. For more information about the Institute and what we do, see our website at <http://faculty.baruch.cuny.edu/blsci/main/default.asp>.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

At BMCC, Writing Fellows spend some time working directly with students, but the majority of their time is spent collaborating with faculty partners to develop curricula that integrate the principles and techniques of WAC. Each fellow works with one to three members of the faculty each semester, as they develop and/or implement Writing Intensive courses. Fellows are also situated within specific departments, where they offer general assistance to Writing Intensive faculty within the department; serve as consultants for WI-interested faculty members; and compile resource banks of discipline-specific assignments, activities, and syllabi. The Fellows also assist the coordinators in planning and implementing faculty development workshops. All Writing Fellows participate in weekly group meetings with the BMCC WAC Coordinators. These meetings are part professional development (the Fellows read articles on WAC theory and various aspects of the writing and grading process) and part work reports, in which we discuss ongoing work with faculty and departments. Additionally, the Fellows contribute to the WAC program by working on publications (a newsletter and brochure), conducting research, and helping the coordinators with the BMCC WAC web site. For more information, please see our website, <http://socrates.bmcc.cuny.edu/WAC/>.

BRONX COMMUNITY COLLEGE

The six Writing Fellows at Bronx Community College work together with the two Co-coordinators of Writing Across the Curriculum (WAC), full-time and adjunct faculty, and students to implement WAC on our campus. The Fellows and Co-coordinators meet once a week

to workshop ideas for writing assignments, plan activities on campus, and discuss WAC-related readings. The Fellows work on campus three days a week. They assist faculty in developing new critical thinking and problem-solving tasks that engage the course content. They devise formal writing assignments as well as short low-stakes writing assignments, create questions to focus student readings of the course textbook and other materials, and help elaborate or refine group work assignments. They collaborate with faculty in designing essay questions for exams that help instructors evaluate students' knowledge of course content while engaging students' needs and interests. Writing Fellows are also involved in designing and running workshops to prepare BCC students for the CUNY Proficiency Examination (CPE). Students at BCC are required to take two WI courses in order to graduate, and Fellows assist the two WAC co-coordinators in conducting Faculty Development Seminars designed to train full-time and adjunct faculty in WAC theory and techniques. In addition, each Fellow is assigned to two departments and works closely with WI-trained faculty in those departments. Another aspect of Fellows' work is to create more campus-wide discussion of WAC theory and techniques focuses on writing monthly articles in the student paper *The Communicator*. These articles aim at raising awareness of the program, its activities, and the WI graduation requirements and cover such topics as the writing and reading processes and study skills. Finally BCC's Writing Fellows join the WAC Co-coordinators and other BCC faculty and administrative staff to support the work of the Center for Teaching Excellence (CTE). Besides organizing the Media Across the Curriculum program at BCC, the CTE hosts a CTE week once a year which features awards for student writing that are presented by a well-known author.

BROOKLYN COLLEGE

As in most senior colleges, BC Writing Fellows support the development of WID (Writing in the Disciplines). All Fellows teach several day-long faculty development workshops. Some Fellows help faculty members prepare to teach a writing-intensive course for the first time. Other Fellows work with departments to develop a coherent strategy for enabling students to improve their writing as they progress through the major. All Fellows develop and present in-class micro-lessons on specific aspects of writing (e.g., transitions, diction, and citations) in order to model how teachers can use class time to address these issues. The aim is to embed WAC institutionally and to help customize WAC practices to the needs of specific disciplines while matching Fellows' academic or personal interests with requests. (To date Fellows have worked with faculty in 29 of the 31 academic majors.) Although all Fellows choose to work outside their own fields on some projects, some concentrate on developing writing-related resources in their own discipline. In addition, Fellows individually and collectively publish a series of pamphlets that has included such topics as "informal writing" and "designing effective assignments." Last year the Fellows also published a *WAC Faculty Handbook*. This year and next a major focus is to motivate students to care about writing well. A campaign directed at Business students will serve as a model before expanding the project.

First-semester Fellows are paired on early projects with a second-year Fellow, who serves as a mentor/collaborator, and have the option to attend the Faculty Development Seminar, during which they read theoretical and practical literature on WAC pedagogy and evaluate specific assignments. BC Fellows and Coordinators meet weekly to plan activities, collaborate on group projects, and discuss issues pertaining to their professional development (such as designing a Teaching Philosophy or preparing for a job interview). They share their own office and seven

computers. Brooklyn College's beautiful campus is a 20- to 25-minute ride from downtown Manhattan on the B, Q, or 2 train. For considerably more elaboration on BC WAC, Fellow projects, and contact information for current Fellows (feel free to write them), see our website: <http://depthome.brooklyn.cuny.edu/undergrad/bcwac/>.

CITY COLLEGE

The City College Writing Fellows program has a new direction and focus. For the next year or so we are working only with faculty from the Humanities, Social Science and Science Divisions. Our emphasis is more on writing to learn and writing to assess learning than on learning to write. To achieve this primary goal, CCNY Fellows typically spend 15 hours per week on the campus, usually on a two-day schedule. In some cases we are working on large, core courses with professors, adjuncts, teaching assistants and student peer leaders. The number of faculty varies. New Fellows may team up with veteran Fellows during their first semester on campus. Writing Fellows negotiate assignments based on their disciplinary expertise and personal interests. Writing Fellows meet regularly with the Co-Coordinator of the Writing Fellows from the Center for Excellence in Teaching and Learning and other Fellows. Fellows attend professional development seminars for all CUNY Fellows. Professional development for Fellows also requires annotating readings online and regularly utilizing resources from a Blackboard site created for CCNY faculty and Writing Fellows.

COLLEGE OF STATEN ISLAND

The College's WAC program primarily seeks to reach full-time faculty teaching 2XX-level, general education courses. Each year, the Provost selects two departments to meet and create a plan to integrate writing more fully into their general education courses. Writing Fellows often play an important role by participating in the meetings of the departments' WAC committee and by creating a departmental writing questionnaire. Each Writing Fellow is assigned to a particular department and works generally with one or two faculty partners in that department each semester or academic year, to develop writing as a means of learning and integrate it into the course content. Writing Fellows talk weekly during the semester with their faculty partner(s) to assist them in developing various "writing intensive" aspects of the course. This usually involves two kinds of activities: (1) discussing, creating, and planning how to integrate informal, low-stakes writing exercises, with respect to course readings, lectures, labs, various media, class discussions; and (2) finding ways to use informal writing as a bridge to write more formal essays, research papers and exam questions. Writing Fellows also provide their faculty partner(s) with technical support and expertise with computer technology (Blackboard) and how to integrate this online resource into a "writing intensive" class setting. Writing Fellows attend all classes and work with students on all aspects of their formal writing: generating ideas, fluency, re-writing, handling sources, correctness. As well, they meet in conference with students to discuss course content, prepare for high stakes tests, work on informal writing, and deal with course readings or term reports and research skills. Writing Fellows write a weekly summary on our website, as part of an on-going, classroom narrative, along with a semester-end summary. They participate in a weekly WF practicum where each discusses various concerns they may have. Each Writing Fellow also leads a low-stakes writing workshop in their own discipline.

Contrary to popular perception, the college is easily reached by an express bus, which takes only 35 minutes from Battery Park.

CUNY LAW SCHOOL

The WAC program at the CUNY School of Law is unique in many respects. CUNY Law School is the only CUNY college at which Writing Fellows work exclusively with post-baccalaureate professional students and with educators of professional students. The Writing Fellows at the Law School work both with individual faculty members and with larger cohorts of faculty in faculty development workshops. The Writing Fellows are responsible for (1) planning and co-facilitating these faculty workshops, especially those designed for faculty members who teach the writing-centered lawyering seminars and clinical courses; (2) meeting on an individual basis with law students, at all stages of legal education, to discuss issues related to structure, argument, clarity, style, and voice in professional legal writing; (3) consulting with faculty members on issues related to writing pedagogy; (4) developing the CUNY Law writing resources website; (5) planning and leading workshops for students on a variety of topics, from writing effective cover letters for job applications to creative outlets for lawyering. At the Law School, Fellows are involved in professional development and actively seek opportunities to present work at professional conferences. The WAC program at CUNY Law School provides a unique opportunity for CUNY Graduate Center students who plan to teach in graduate and/or professional schools to gain experience working with graduate-level students and faculty on issues related to writing in the professions.

CUNY WAC/WID PROGRAM (Office of Undergraduate Education, Central Office)

The Writing Across the Curriculum/Writing in the Disciplines Program is a Board-mandated, University-wide initiative that brings together more than 100 advanced doctoral students and 30 faculty coordinators to strengthen undergraduate writing and writing instruction at CUNY. Participants in the WAC/WID Program convene throughout the academic year to advance knowledge of WAC/WID practices and principles, to inquire into scholarship on teaching and learning of writing in the disciplines, and to learn about WAC/WID both locally and nationally. One CUNY Writing Fellow will be selected to collaborate in the design of the University-wide professional education series for the Fellows, working closely with the college faculty coordinators, the planning committee, and the Office of Undergraduate Education. The WAC/WID Program Fellow will learn about the WAC/WID Program from a University-wide perspective, contribute ideas on how to improve the program, and align it with the broader work of the Office of Undergraduate Education, which is committed to improving the quality of undergraduate education. They will also help implement program activities, write materials about the program for a variety of audiences, and assist in the development of the WAC/WID program website.

HOSTOS

Writing Fellows (WFs) are integral to the work of the Hostos WAC Initiative through their assignments to departments, faculty, or various college programs. Fellows collaborate with faculty who are interested either in incorporating WAC activities into their existing curricula or in designing a Writing Intensive (WI) section of an existing or new course. In accordance with the bilingual mission of HCC, at least one WF who is proficient in spoken and written Spanish, assists in Spanish-language content courses not only to improve students' native-language

proficiencies, but also to implement principles of “writing-to-learn” in courses taught predominantly or completely in Spanish. Various programs and initiatives (e.g. ACT exam, CPE, College Now, and College Enrichment Academies) may also seek the assistance of WFs who partner with the coordinators of these programs to determine how WAC principles and activities can most effectively be implemented. Writing Fellows meet weekly with the WF/WAC Coordinator, and Fellows often attend classes to learn the expectations and methodologies of their colleague instructors in both learning these disciplines and in creating and assigning both formal and informal writing assignments. Fellows may also hold office hours to meet with students individually or in small groups to analyze the needs of the students by examining their papers and to determine how the students respond to the writing assigned by the instructors. In meetings with instructors, WFs assist in developing low-stakes, “writing-to-learn” activities, in developing syllabi for future WI sections, and in developing assignments that mirror the demands of the CPE and ACT exams. WFs may conduct workshops in departmental gatherings for faculty, in classrooms, or for tutors in the Hostos Academic Learning Center. The workshops for faculty may address the incorporation of WAC principles into coursework, and workshops for students may address common student writing concerns. Other responsibilities of WFs at Hostos include maintenance of the website, assessment of the overall WAC Initiative at Hostos, and contributions to the Hostos newsletter, *From the Writing Desk*. WFs are encouraged to attend and present papers at professional conferences with other Hostos faculty and the WAC coordinator.

HUNTER

At Hunter College, CUNY Writing Fellows have worked with instructional staff in 20 different departments and programs, with more than 35 full-time faculty and over 30 part-time faculty (as of Fall 2006). Writing Fellows have helped teachers and Teaching Assistants revise assignments, create more targeted and efficient assessment tools, address student reading problems, and adapt syllabi and teaching styles to add value to student learning through writing. And students have benefited from tutorial hours, writing workshops, and handout materials provided by Fellows. In several departments, Fellows have helped design courses and the writing components of revised curricula. Fellows have led faculty development workshops for instructors of Significant Writing courses (Hunter’s “writing intensive” courses) and presented at college-wide faculty/staff events co-sponsored by the WAC Program and the Teaching Learning Center. They have supported Hunter’s Learning Communities in the Freshman Block Program with their services to students and faculty. And they have generated studies of writing in departments and programs, providing data and perspective for the college’s policy-makers, including the college’s ESL Committee and the Dean of Letters and Science. The Hunter College WAC Program, including the Reading/Writing Center, supports the Writing Fellows at Hunter with ongoing professional development (in weekly meetings and individual consultation), materials, and follow-up services. The WAC Program recruits and takes requests from faculty and departments for participation in the Writing Fellows Program. For more information, see our website, especially our Fellows page (<http://rwc.hunter.cuny.edu/wac/writing-fellows.html>), where Fellows summarize their experience.

JOHN JAY COLLEGE

At John Jay, departments identify challenges that students face in their disciplinary courses and designate investigative questions which Writing Fellows help research. In sum, Writing Fellows

work as writing research consultants to departments. Writing Fellows help faculty in develop writing activities, assignments, tutoring/conferencing strategies, and workshops that will assist in resolving these literacy issues. Often Writing Fellows have helped scaffold not only a course in a department, but have helped a department explore how student link their writing skills as they advance through more advanced courses in the discipline. Possible responsibilities for the Writing Fellows could be: assist faculty partners review student work and evaluate how their writing does not meet the expectations of specific assignments; integrate technology with writing and reading activities; collect and annotate student papers as successful models of writing; create course specific handbooks which compile exercises, formatting guidelines, model papers, stylesheets, etc.; develop, coordinate, and conduct out-of-class workshops for specific disciplinary skills or assignments; and research outside resources which relate to the students' writing challenges.

For those professors who are willing to consider how to promote students' literacy development, the Writing Fellows will be available to assist them effectively develop and achieve those literacy initiatives. The Fellows can offer an alternative perspective in the classroom because they will be able to observe classrooms, consult with students, assess the impact of coursework activities upon students' written work, and consider how reading, writing, and research can be productively and efficiently integrated into course design. Of course, to benefit classroom work, Writing Fellows must have contact with students, and work with them on their writing so that they can identify where students falter. Under the supervision and guidance of their participating faculty, the insights that Fellows observe about students' writing processes lays the groundwork for more extensive and highly informed planning and guidance. The dialogue and extra classroom support should assist instructors understand their students' literacy development and learning needs so that students' writing better satisfies the demands of their college-level work.

KINGSBOROUGH COMMUNITY COLLEGE

At KBCC Writing Fellows function in a variety of different roles, consistently supporting and encouraging WAC principles in a community college environment. Writing Fellows are each assigned to one or more departments or programs and are invited to examine the philosophy of WAC as it relates to the particular discipline. Every year, KBCC faculty who are interested in incorporating WAC go through a certification process, whereby they attend a series of seminars and pilot a writing intensive course. Fellows work closely with these candidates for certification individually, observing their classes, working with them on their reading and writing assignments, and assisting faculty in the preparation of their certification packets. On a weekly basis Fellows also work one-on-one with KBCC students in the assignment lab, often with students from the courses they attend, whose assignments they know well. In addition, Fellows at KBCC are invited to initiate a number of creative projects that explore different facets of WAC ranging from scholarly inquiry (publications, videos) to on-campus workshops. They also assist the program and the directors in assessing the program, conducting regular faculty meetings, and maintaining a resource collection. Fellows are encouraged to immerse themselves as much as possible in the culture of the community college, and KBCC offers Fellows an invaluable "insider" experience into this type of academic environment.

LAGUARDIA COMMUNITY COLLEGE

The Writing in the Disciplines (WID) program at LGCC emphasizes the importance of writing to

help foster learning and communication in the disciplines. Faculty from across the disciplines participate in a two-semester faculty development seminar, organized into small cross-disciplinary groups, each led by a WID faculty leader and two Fellows where they 1) learn the theoretical underpinnings and practical applications of the Writing Across the Curriculum movement and 2) develop a revised course syllabus to reflect the enhanced use of a variety of writing assignments. In the Fall, Writing Fellows attend these bi-weekly faculty development seminars and work with assigned full- and part-time faculty in and outside of the classroom to help faculty transform their course syllabus into one that is writing intensive. In the Spring, they help faculty in their small group pilot the WI course. Fellows also attend weekly meetings facilitated by the program coordinator, and these meetings provide an opportunity to discuss current literature on WAC/WID pedagogy and to workshop the Fellows' own writing-intensive course syllabi. First-year Fellows receive a great deal of preparation for their mentoring role with faculty in Fellows' meetings and by working closely with professors who have successfully incorporated "writing to learn" and "writing to communicate" techniques in their syllabi and by spending some time in the writing center. In all, Fellows at LGCC become immersed in the theoretical and practical aspects of WAC/WID and complete the fellowship with an in-depth knowledge of the program's relevance to the faculty and students in a large, urban community-college environment. Depending on available time, they also work on special projects associated with the program. These projects have included the website, video, a handbook, a newsletter, assessment and other projects of relevance to their academic or personal interests and abilities. In Fellows' meetings, they may be asked to develop their own writing intensive course. Fellows have a spacious office with computers, phone and individual work spaces. About ten minutes from Manhattan by subway, LaGuardia is on a modified trimester schedule (12 weeks/6 weeks/12 weeks/6 weeks). Fellows are on-campus two days on average—three when necessary—and are off from early December to early March, which provides them with a long break to focus on their graduate work. For more information see our website: <http://www.lagcc.cuny.edu/wac/>.

LEHMAN COLLEGE

At Lehman, Writing Fellows are engaged in three main activities that contribute to influencing the culture of writing at the college. First, each WF acts as a "thinking partner" for two or three faculty members who receive funding to spend one year exploring ways to integrate writing into their courses. WFs attend classes, provide feedback on creating and responding to assignments, assist with data collection, and work with their faculty partners on writing and writing-to-learn strategies that help students meet the goals of the course. In addition, Writing Fellows actively assist their faculty partners in preparing the syllabus for a designated writing-intensive or writing-enhanced class taught in the spring semester. Second, WFs attend bi-weekly professional-development meetings with the WAC coordinators. These meetings focus on support for WFs' work with faculty partners, aspects of reading and writing pedagogy, and the development of new projects or upcoming workshops. Third, WFs attend and help organize our monthly seminar for participating faculty, and assist with shorter workshop series that are open to all Lehman faculty and focus on specific topics related to WAC pedagogy.

MEDGAR EVERS COLLEGE

At Medgar Evers College (MEC), Writing Fellows provide a broad range of skills that assist the college in implementing, evaluating, and designing Writing Across the Curriculum (WAC) techniques and practices. This includes the following: 1) Collaborating with departmental

coordinators in order to address the needs and goals of entire departments and schools within the college, such efforts include the implementation of writing intensive courses; 2) Designing and moderating faculty workshops tailored around specific topics like syllabus revision, College Proficiency Examinations (CPE), and English as a Second Language (ESL); 3) Increasing the availability of WAC at MEC by participating in department- and college-wide meetings; and 4) Maintaining and creating databases that house the WAC-related research that has been done at MEC as well as at other institutions. Attendance at weekly WAC meetings with the coordinator is mandatory and provides a forum for further professional development in the form of syllabus creation and pedagogical discussion. These efforts are all a part of an initiative begun in 2005 that stresses the importance of collaboration with departments rather than with individual faculty members. For more information about WAC at MEC, please write to wac@mec.cuny.edu.

NEW YORK CITY COLLEGE OF TECHNOLOGY

Writing Fellows at NYCCT support an expanding program of writing-intensive instruction at the college. Each semester Writing Fellows are assigned to work with four to six instructors (and generally five to ten course sections) and to consult with specific academic departments. City Tech is a comprehensive college comprised of three schools, which provide programs in art and design, business, computer systems, engineering, entertainment, health care, hospitality, human services, the law-related professions, and the liberal arts and sciences. Writing Fellows collaborate with instructors of writing-intensive sections to improve course, assignment and activity design; writing and communication mini-workshops; uses of technology; and responses to student writing. Fellows also work in a more limited way with other instructors, as a part of the college's Coordinated Undergraduate Education initiative, to help them incorporate 'core texts' into course sections that are not necessarily designated as writing-intensive. The aim of this program is to make the entire college curriculum more writing and communication-intensive, and to help students make connections between the various courses they take and the various areas of study they pursue. In addition to these responsibilities, City Tech Writing Fellows also create and lead faculty development seminars, which are open to the entire City Tech faculty and staff. In the course of a typical semester, the W. A. C. Program runs eight to twelve workshop sessions. Fellows also publish workshop materials and other pieces in *The Connection*, City Tech's semi-annual W. A. C. newsletter.

QUEENS COLLEGE

CUNY Writing Fellows at Queens College work in the Writing Across the Curriculum program and in collaboration with the Center for Teaching and Learning and the Educational Technologies Lab. In 2006-07, each Writing Fellow will be assigned to support particular courses throughout each semester and offer research assistance to WAC's Faculty Partners, who are working in the college's four divisions (Arts and Humanities, Social Sciences, Mathematics and Natural Sciences, and Education) to develop department-specific writing goals and resources. Writing Fellows also work with students both one-on-one and in workshops on approaches to process and revision, engaging ideas, clarity and fluency, research strategies, sources and citation, and a range of other writing practices; play a vital role in the Faculty Roundtable and Workshop Series; write and edit *Revisions: A Zine on Writing at Queens College*; and develop teaching technology initiatives, including supporting the college's new course weblog initiative. We are particularly interested in Writing Fellows who have experience with educational technologies, ESL, or editing and publishing. See the Queens College WAC

web site for more information: <http://qcpages.qc.cuny.edu/Writing/>.

QUEENSBOROUGH COMMUNITY COLLEGE

Each year, a cohort of up to 20 faculty members work over the academic year, through workshops and in collaboration with Fellows, to design and teach a Writing Intensive (WI) class. Each Fellow is assigned up to three individual faculty members to support. During the fall planning semester, Fellows help design and run three workshops for this cohort and meet weekly with their assigned faculty members (attending classes, designing “experiments” that use writing to promote learning, etc.). Fellows’ work is oriented toward assisting the faculty member in creating a WI Planning Portfolio. During the spring semester, Fellows help their faculty member implement their WI class plan, work with students, respond to papers – all toward creating a feedback loop between the faculty member and the student writers. Additionally, Fellows help their faculty members create a WI Portfolio. Fellows also take on individual projects such as website maintenance, the general education Bridge to Transfer Project that enables students to transfer from a community to a senior college, a newsletter, contribution to our assessment project, and collaboration with our Center for Excellence in Teaching and Learning. Fellows meet weekly with the co-directors to help shape the program and to further professional development.

YORK COLLEGE

Writing Fellows at York are integral to the success of WAC at the College. Fellows are members of the interdisciplinary WAC Steering Committee at York and participate in discussions about the direction of the program. Faculty development initiatives for Writing Intensive and General Education courses occupy a majority of a Fellow's time. Fellows work one-on-one with faculty members, develop and run workshops for groups of faculty and students, work with departments on writing-related matters, and create instructional and student writing-related support resources. Fellows participate in assessments of WAC throughout the College, and collaborate on a number of creative projects, including the newsletter, web site, promotional materials, and even small video projects. These projects provide Fellows with opportunities for conference presentations and published scholarship. York Fellows enjoy flexible work schedules and have their own office space with two computers and a convenient kitchenette. York College is conveniently located two blocks from Jamaica Center, accessible by the E, J, or Z subway lines. For more information, visit our web site at: <http://www.york.cuny.edu/wac/>.