

**CUNY WRITING FELLOWS JOB DESCRIPTIONS 2012-2013**

College	Job Description
Baruch	<p>CUNY Writing Fellows at Baruch are organized through the Bernard L. Schwartz Communication Institute as part of a broader, ongoing Communication Across the Curriculum initiative that integrates an emphasis on oral communication and educational technology in addition to a focus on writing. Fellows work both collectively and independently on projects related to the development of Communication Intensive Courses (CICs) in a variety of disciplines, including Business Policy, Sociology, Theatre, Economics, Literature, Music, Marketing, Anthropology, Accountancy, and Computer Information Systems. When possible, Fellows are paired with courses in their field of study and work closely with both students and faculty. In addition, Fellows assist in the Institute's various educational technology and faculty development initiatives and advise Baruch faculty on WAC/WID-related research projects. 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. For more information about the Institute and what we do, see our website at <a href="http://www.baruch.cuny.edu/blsci">http://www.baruch.cuny.edu/blsci</a></p>
BMCC	<p>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, where they discuss their work with their faculty partners and within their departments. The Fellows also assist the coordinators in implementing the semester-long faculty development workshops and are required to attend the five workshops.</p> <p>Additionally, the Fellows contribute to the WAC program by working on publications, serving as department consultants, conducting research, and helping the coordinators with the BMCC WAC web site. In addition, Fellows may be assigned to the BMCC Writing Center as determined by the Writing Center Director. Fellows will also be working with coordinators in our efforts to institutionalize writing intensive and writing enhanced classes within the BMCC curriculum. Specific descriptions of these responsibilities are given below.</p> <p><u>Faculty partners</u></p> <p>Each Writing Fellow is partnered with faculty members who are going through (or has recently gone through) the WAC professional development workshops. The Fellows provide a range of support for their faculty partners, including but not limited to the following:</p> <ul style="list-style-type: none"> <li>• They serve as a sounding board for the articulation of course goals and for assistance in redesigning WI syllabi.</li> <li>• They help faculty to refine previous writing assignments or to design new ones (both formal and informal) to accomplish the learning work in the course.</li> <li>• They help construct explicit criteria for evaluating student writing – criteria communicated to students as part of the writing assignment.</li> <li>• They help to develop useful, efficient ways of responding to student writing.</li> <li>• They hold office hours and confer with students in their faculty partners' WI classes about writing assignments.</li> <li>• They may attend sessions of their faculty partners' classes to assist with the implementation of an informal writing activity.</li> <li>• They may do short presentations in their faculty partners' classes on aspects of writing (e.g., the writing process, integrating quotations, paragraph focus, etc.).</li> </ul> <p><u>Writing Fellow department/faculty consultants</u></p> <p>Writing Fellows may be assigned to specific departments or individual faculty members to help expand the work of WAC. Their work includes the following:</p>

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BMCC	<ul style="list-style-type: none"> <li>• Presentations on WAC and WI classes at department meetings, co-ordination (with faculty members) of workshops within departments for faculty who are not familiar with WAC.</li> <li>• Ongoing support for faculty teaching WI classes (but who no longer have a fellow assigned specifically to them) in the the form of one-one-one meetings, small group meetings, and workshops</li> <li>• Outreach to and support for adjuncts interested in incorporating WAC into their classes</li> <li>• Assembling a bank of department-specific writing activities and assignments</li> </ul> <p><u>Evaluation/research projects</u> Fellows conduct research on WAC in specific disciplines ways that WAC can be useful in disciplines that do not traditionally focus on writing. In addition, fellows may work with coordinators on an evaluation/survey to assess WI courses.</p> <p><u>Student Journal</u> Fellows will work collecting submissions, editing and designing <i>Writing Intense</i>, a journal of student writing that is published once and year and is primarily used as a teaching tool for WI courses.</p> <p><u>Refresher Workshops</u> Writing Fellows may facilitate refresher workshops given to previously-trained WAC-faculty, who participate in workshops designed to invigorate their teaching. They address teaching challenges, WAC techniques and topics of interest to faculty teaching WI courses.</p> <p><u>Web site/Blackboard assistance</u> One of the Fellows has helped the coordinators to maintain and update the BMCC WAC web site. In addition, we have been developing online training modules on Blackboard and a writing fellow will be assigned to work with online faculty.</p> <p><u>On Campus Requirement and Workload Reporting</u> WAC Fellows are expected to be at BMCC a minimum of two days per week, which can include office hours and workshop or meeting attendance. Fellows will also be required to submit regular workload reports.</p>
Brooklyn	<p>Writing Fellows at Brooklyn College engage in a wide variety of activities and work with a broad spectrum of faculty members, in support of the development of WID (Writing in the Disciplines). All Fellows teach several day-long faculty development workshops offered to full-time and part-time faculty across the disciplines. Some 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 mini-lessons on specific aspects of writing (e.g., transitions, diction, or citations) in order to model how instructors 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. Fellows have worked with faculty in nearly all of Brooklyn College's academic majors. Although all Fellows work outside of their own fields on some projects, some do have the opportunity to work with department faculty in their own discipline or related ones. Recent or ongoing special projects that Writing Fellows have taken part in include:</p> <ul style="list-style-type: none"> <li>• Developing and disseminating a set of cross-disciplinary Writing Benchmarks to help faculty and students recognize the key elements of good college writing</li> <li>• Training Learning Center Tutors</li> <li>• Collaborating with faculty on designing a new course on Communication in the Sciences</li> <li>• Co-editing an annual anthology of first-year student writing</li> </ul>

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Brooklyn	<ul style="list-style-type: none"> <li>• Designing a faculty workshop on using technology as a tool for teaching writing</li> <li>• Creating a handbook for faculty teaching English composition for the first time</li> </ul> <p>At Brooklyn College the Writing Fellows and the co-coordinators constitute a community of shared inquiry, mutual support, and collaborative endeavor. The group meets weekly for two hours to plan activities, report on ongoing work, develop group projects, and share ideas on each other's projects. We also discuss canonical articles and address issues pertaining to the Fellows' professional development (such as making dissertation progress or writing a teaching statement). Fellows are encouraged to attend the three-day Faculty Development Seminar in the first week of June, during which they learn about basic WAC principles and pedagogy such as low-stakes writing, presenting assignments in stages, and writing to learn. They are also invited to a one-day Boot Camp in June at which the coordinators and the current Fellows introduce the new Fellows to WAC culture on the Brooklyn campus. Beginning in the first week of the Fall semester, Fellows work in pairs on early projects and become familiar with the practices of WAC. Fellows share their own office, with seven computers (Mac and PC) and printers and a networked photocopier. Brooklyn College's beautiful campus is about 30 minutes from Manhattan on the Q, 2, or 5 train. For more information on BC WAC, specific projects, and contact information for current Fellows (feel free to write to them), see our website: <a href="http://bcwac.wordpress.com">http://bcwac.wordpress.com</a>. You can also email us at <a href="mailto:WAC@brooklyn.cuny.edu">WAC@brooklyn.cuny.edu</a> for copies of "Basic Facts for BC Writing Fellows" and the "BC Writing Fellows Survival Guide," two documents compiled by former BC Fellows.</p>
Bronx	<p>At BCC, writing fellows assist the WAC Coordinator in the implementation of the WAC program. To accomplish this, WFs work on campus for 15 hours a week over three days and are engaged in a variety of activities. WFs are assigned to departments to work with WI faculty and students and to work with other faculty who are interested in integrating more and different types of writing into their courses. WFs are also assigned to faculty partners who are participating in our WAC faculty development seminar each semester. As part of this partnership, the WF meets with his/her faculty partner for a minimum of 30 minutes each week to discuss WAC theory and pedagogy and to assist in the development of a WI syllabus and related portfolio of assignments that each faculty member submits at the completion of the seminar. WFs also participate in these faculty development seminars that are scheduled monthly each semester. This faculty development experience serves as BCC's WI faculty certification process. In addition to working with faculty, WFs work with students in a variety of ways including one-on-one tutoring and WAC workshops that take place both in and out of class.</p> <p>In addition to the above activities, the WFs attend a weekly seminar with the WAC Coordinator the focus of which is to provide both a forum for WAC professional development and an opportunity to discuss the various WAC activities the WFs are engaged in on campus. In addition to working in departments with both faculty and students, WFs collaborate with other initiatives and centers on campus and engage in ongoing special projects including organizing and presenting professional development workshops for faculty, maintaining and revising the BCC Website, contributing to the BCC student newspaper, creating specific WID materials for the different disciplines and departments, and various assessment activities.</p>
City	<p>At The City College of New York, Writing Fellows work with full and part-time faculty who teach courses offered within our General Education curriculum. Fellows work with (stipend-paid) instructors to: A) develop effective writing assignments; and B) help schedule a sequence of effective writing assignments into their semesters. Other work may include: maintaining the upkeep and maintenance of our WAC website; and cataloging and organizing our expanding program portfolio. To achieve this, CCNY Fellows typically spend 15 hours per week on campus. In short, we collaborate with faculty to develop a sound pedagogical practice for their course/s, using that opportunity to develop course curricula to be sustained by their home departments.</p>

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City Tech	<p>City Tech, a comprehensive college, is comprised of three schools, which together provide programs in such fields as art and design, business, computer systems, engineering, entertainment, allied health fields, hospitality, human services, the law-related professions, and the liberal arts and sciences. The aim of our WAC program is to make the college curriculum more writing- and communication-intensive so that students can make connections between communication skills and success in their majors. Writing Fellows at City Tech, working through the Faculty Commons, support the culture of literacy throughout the college with a major emphasis on writing in the disciplines. Each semester Writing Fellows consult with approximately four to six departments or programs to identify how best to support the improvement of student writing through workshops for faculty and students, developing teaching materials and faculty manuals as requested. Writing Fellows also collaborate with individual instructors to improve course, assignment, and activity design; develop writing and communication in-class assignments; support uses of technology; and build on responses to student writing. College-wide, City Tech Writing Fellows create and facilitate faculty development seminars. In the course of a typical semester, the WAC Program runs several workshop sessions on such topics as peer-review, student engagement, assignment design, and efficient grading strategies. With the elimination of the CPE, Writing Fellows are involved in conversations to further develop writing across the curriculum through Writing Intensive courses, as well as the Title V grant to revitalize General Education at City Tech. Fellows also publish workshop materials and other pieces in WAC's section of the college web site and have the opportunity to contribute to the Faculty Commons quarterly publication, <i>Nucleus</i>.</p>
CSI	<p>Each academic year, The WAC/WID program supports five to six year-long WAC projects proposed by programs and individual faculty. Each fellow is matched with one of the projects and works with a faculty member, department or program on achieving the goals of the proposed projects. Projects typically are designed to make lasting, sustainable curricular changes, such as developing teaching materials, conduct studies etc.. Fellows begin by doing research regarding their assigned projects and then will develop teaching resources and, if applicable, offer workshops etc. They will do so not alone but with the help of the whole team. We meet once a week for 2 hours to discuss readings and workshops, present findings, and design contributions to the WAC/WID initiatives on the campus. We also reserve a few meetings for the professional development of fellows, as desired. The WAC team as a whole brings out a monthly publication (3 issues per semester), and each fellow will design one contribution to the WAC website during their year based on their research and work on their project. In the spring we offer 2-4 faculty roundtables for the whole campus. Fellows do most of their work at home, and they should expect to be on campus for our weekly meetings and some additional times based on project needs only. For more information on the program including our publications and writing fellow contributions, please consult our WAC/WID website to be found on the CSI homepage under faculty resources.</p>
Hostos	<p>The goal of the WAC Initiative at Hostos is to integrate <i>both writing and reading</i> throughout the curriculum to develop students' proficiencies in these interconnected areas. Because Writing Fellows (WFs) are essential to this goal, the Initiative is committed to providing professional development and support for the Fellows. Writing Fellows are integral to the work of the Hostos WAC Initiative through their assignments to departments, faculty, or various college programs. Fellows frequently collaborate with faculty across the liberal arts and allied health professions who are interested either in incorporating writing and/or reading 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, <i>one</i> WF who is identified as proficient in spoken and written Spanish may also assist in Spanish-language content courses.</p> <p>To insure that Fellows have the background knowledge they will need to productively collaborate with faculty, the Coordinators meet weekly with all of the Fellows to explore WAC principles and practices as well as discuss Writing Fellow progress on their various projects. These may include:</p> <ul style="list-style-type: none"> <li>• Collaborating with interested faculty to instill opportunities for writing and reading into course materials including online learning.</li> </ul>

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Hostos	<ul style="list-style-type: none"> <li>• Developing, administering and maintaining online resources including podcasts and other digital media.</li> <li>• Partnering with the coordinators of various programs and initiatives (e.g. CAT-W, College Now, and College Enrichment Academies) that seek the assistance of WFs to determine how WAC principles and activities can most effectively be implemented.</li> <li>• Attending 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.</li> <li>• Holding office hours to meet with students individually or in small groups.</li> <li>• Assisting faculty in developing low-stakes, "writing-to-learn" activities, and discipline specific writing assignments in developing syllabi for future WI sections.</li> <li>• Designing and implementing small group WAC/WID workshops for faculty.</li> <li>• Providing support for the Hostos Academic Learning Center.</li> <li>• Planning workshops for students that may address common student writing concerns.</li> <li>• Maintaining and/or revising the Hostos WAC website.</li> <li>• Analyzing and developing assessment tools and assisting in overall project evaluation.</li> <li>• Contributing to the Hostos newsletter, <i>From the Writing Desk</i>.</li> <li>• Attending and presenting papers at professional conferences with other Hostos faculty and the WAC coordinators based on their work and interest.</li> </ul> <p>Hostos Community College is conveniently accessible via the 2, 4, and 5 subway trains and is approximately 20 minutes from the Graduate Center. For more information visit our website <a href="http://www.hostos.cuny.edu/wac/">http://www.hostos.cuny.edu/wac/</a></p>
Hunter	<p>At Hunter College CUNY Writing Fellows primarily work with instructional staff in specific departments and programs, as requested by the program, the Provost's Office, or the Dean of Arts and Sciences. Writing Fellows 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. Therefore, Fellows should, with experience, be able to design courses and the writing components of revised curricula. Fellows also work with students in classes, departments, and/or programs, providing tutorial hours, writing workshops, and handout materials, including online learning tools and content. Fellows can be assigned research responsibilities to provide information for programs or college committees and generate studies of writing in departments and programs, providing data and perspective for the college's policy-makers. Fellows may lead faculty development workshops for instructors of Significant Writing courses (Hunter's "writing intensive" courses) and other courses. Fellows may present at college-wide faculty/staff events and CUNY-wide professional development events and conferences. Fellows attend weekly professional development meetings on campus.</p> <p>As stated in the Hunter College WAC website, "CUNY Writing Fellows can:</p> <ul style="list-style-type: none"> <li>➤ <b>Consult with faculty</b> on writing issues, offering expertise in assignment design, assessment options, and writing-to-learn activities;</li> <li>➤ <b>Consult with students</b>, offering tutorial services, including workshops and handout materials;</li> <li>➤ <b>Consult with departments</b>, providing information and expert opinion on writing issues, helping to develop writing in the discipline and best practices in writing pedagogy." </li></ul>

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John Jay	<p>As an integral part of the Writing Across the Curriculum Program at John Jay, Writing Fellows work directly with faculty and staff from across the college on various undergraduate-writing related projects. Faculty and staff apply to work with the fellows, and can request assistance with writing assessment, syllabi and assignment design, and a number of other literacy-related activities. Fellows are not meant to work directly with students (except as needed to facilitate the approved projects), nor are they to act as Teaching Assistants. Writing Fellows are, in effect, consultants; they work in partnership with faculty and staff to support undergraduate writing and all that entails.</p> <p>Writing Fellows are overseen by the WAC Coordinator, a John Jay faculty member, and are expected to do the following:</p> <ul style="list-style-type: none"> <li>• work with their faculty or staff partner(s) as outlined in the approved Writing Fellow request;</li> <li>• participate in scheduled meetings and/or training sessions with the WAC Coordinator and other fellows;</li> <li>• produce a portfolio every semester, in which they detail the work done with their faculty/staff partner(s);</li> <li>• attend CUNY-wide WAC training and professional development sessions.</li> </ul>
KCC	<p>At Kingsborough Community College (KCC), Writing Fellows work collaboratively with faculty who are designing reading and writing-intensive versions of existing courses as part of our faculty certification program. From early January to mid February, Fellows attend a series of workshops (nine in all) with their faculty partners and take responsibility for understanding their course goals and assignments. In the Spring term, from March to May, Fellows assist their faculty partners in the piloting of these newly designed courses by attending class regularly and meeting with some of their students in our "Assignment Lab" in the Reading and Writing Center. On the basis of what they observe in class and in their conversations with students about their writing, Fellows are better able to provide feedback to the faculty member on what seems to be working and what might need fine-tuning. Throughout the Spring, the Fellow functions as a kind of coach to his/her faculty partners.</p> <p>KCC Writing Fellows are in residence 6 hours a day, three days a week, for most of our 12-week Fall and Spring semesters (September - December and March – May). During the Fall semester, the Writing Fellow designs his own reading and writing intensive course in his discipline. In weekly meetings, Fellows have the benefit of feedback from a WAC Coordinator and other Writing Fellows on their ongoing course construction. In December, they submit a course portfolio like the one assembled by faculty for WAC certification. Having created their own writing intensive course according to KCC guidelines during the Fall, Fellows are then in a good position to support a faculty member during a similar process in the Winter and Spring.</p> <p>In addition to designing their own writing intensive course, partnering with faculty, and working with students in the Reading and Writing Center, KCC Writing Fellows are involved with a number of other WAC projects. In the Fall, they partner with one faculty member to learn about how a W course functions and to prepare a presentation of that course for our Spring "WAC Faculty Forum." Each Fellow works on one special project, for example, helping us with program assessment by distributing surveys to students and faculty and analyzing the data using SPSS. Fellows have designed and updated our website, publicized the Assignment Lab in W and Honors sections, and made presentations at both the college and university levels. Fellows work with our Honors Program students on research papers and on transfer and scholarship applications; they support the Honors Program student writing publication, <i>Distinctions</i>.</p> <p>We welcome the opportunity to honor individual Fellow interests and strive to support those interests by connecting our Fellows with various initiatives involving reading and writing in the college. We are looking to hire Fellows who have had teaching experience within CUNY, live within a reasonable commuting distance of our campus, are enthusiastic about learning more about community college life, and who are good team players. If you are interested, please rank KCC relatively high on your list of campuses, study the job description we send you carefully, respond promptly via email, and come to your interview with questions about what to expect during your nine month Writing Fellow experience at KCC. We look forward to meeting you!</p>

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LaGuardia	<p>The Writing in the Disciplines (WID) program at LaGuardia 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 supported by Writing Fellows, in which faculty</p> <ol style="list-style-type: none"> <li>1) discuss the theoretical underpinnings and practical applications of the Writing Across the Curriculum movement, and</li> <li>2) develop a revised course syllabus to reflect the enhanced use of a variety of writing assignments.</li> </ol> <p>In the fall, Writing Fellows attend these bi-weekly faculty development seminars and are assigned full-and part-time faculty with whom they work directly in and outside of the classroom to help faculty transform their course syllabus into one that is writing intensive. In the spring, Fellows help these faculty 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 and professional documents. Fellows receive a great deal of preparation for their role assisting faculty, such as being paired with mentor professors who have successfully incorporated "writing to learn" techniques in their courses, and by working in the Writing Center</p> <p>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.</p> <p>LaGuardia's program also places a strong emphasis on professionalization, helping Writing Fellows develop skills that will serve them in future teaching and professional development work. Towards this end Fellows design and facilitate faculty large-group workshops, and they contribute to a number of other projects associated with the program. These have included designing/maintaining the WID website, creating short videos, writing/revising a handbook for future fellows, creating and managing WID assessment, and other projects of relevance to their academic or personal interests and abilities. Fellows have a comfortable office with computers, phone and individual work spaces. For more information see our website: <a href="http://www.lagcc.cuny.edu/wac/">http://www.lagcc.cuny.edu/wac/</a></p>
Law School	<p>The WAC program at the CUNY School of Law is unique. CUNY Law Writing Fellows work exclusively with post-baccalaureate students and with educators of such students in an educational context leading to the professional practice of law. CUNY Law's social-justice orientation and "Pipeline to Justice" admissions program draw diverse, accomplished, non-traditional students who are motivated to fulfill the institutional mission of "law in the service of human need." The Writing Fellows staff the law school's Writing Center where they meet one-on-one with students to address issues related to structure, argument, clarity, style, and voice in professional legal writing. In addition, Fellows</p> <ol style="list-style-type: none"> <li>(1) work with faculty to develop in-class exercises and effective feedback strategies that facilitate students' engagement with writing throughout the semester;</li> <li>(2) plan and lead workshops for students on a variety of topics, including constructing thesis sentences, omitting surplus words, and persuasion and narrative in legal writing;</li> <li>(3) develop CUNY Law writing resources, including designing and updating the Writing Center website;</li> <li>(4) consult with faculty members on issues related to writing pedagogy; and</li> <li>(5) develop evaluation mechanisms for the writing program.</li> </ol> <p>Fellows are encouraged to participate in professional development activities both inside and outside the law school. The WAC program at CUNY Law provides a unique opportunity for CUNY Graduate Center students to gain experience working with graduate-level students and faculty on issues related to writing in the professions, an experience that past Fellows consistently report enhanced their own dissertation preparation and writing. CUNY Law recognizes the value of Writing Fellows' varied academic perspectives to the development of effective legal writers and welcomes applicants from diverse disciplines.</p>

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Lehman	<p>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. In addition to these three main activities, WFs also assist with special projects such as one-day workshops, website content development, and collaborative work with the tutoring center.</p>
Medgar	<p>As Writing Fellows at MEC, you will be expected to work with faculty members and participate in WID/WAC training workshops. In addition, you will also be expected to visit/observe classes whose professors you are paired with. As a Writing Fellows, you are viewed as an expert who will work with and provide guidance to faculty members who have been selected to participate in WID/WAC training. Your responsibilities include but not limited to the following: 1) Collaborating with departments you are paired with and assisting with workshop planning; 2) Leading workshops on effective writing activities; 3) Participating in college-wide discussions on GenEd curriculum design; 4) Maintaining and updating databases that house the WID/WAC-related research; 5) Attending WID/WAC meetings that are devoted to the discussion of "What Writing Means Across Disciplines" and the promotion of "writing to learn." 6) Observing office hours to work with students on their writing. Your expertise is greatly appreciated at MEC and your contribution will be duly recognized and acknowledged.</p>
New C.C.	<p>In 2012, the New Community College (NCC) will welcome one WAC Fellow along with our first incoming class of 300 students. NCC's mission is to increase student graduation rates through an integrated curriculum paired with intensive support services. Depending on the candidate's interest and background, the Fellow will work with faculty to improve the teaching of writing in one of three areas: our New York-centered first-year curriculum, programs of study, and/or English language learning. While the Fellow will serve in a consultant role rather than as a TA or tutor, direct work with students and their writing will be a valuable part of the experience, and may well contribute to research and publication opportunities for the Fellow.</p> <p>Writing Fellow will work collaboratively with faculty and staff across the College, and attend CUNY-wide WAC training and professional development sessions. Candidates should familiarize themselves with the NCC model at <a href="http://cuny.edu/academics/initiatives/ncc/about.html">http://cuny.edu/academics/initiatives/ncc/about.html</a> . [A new website is coming soon.]</p> <p>The NCC is located within a short walk of the Graduate Center, at 50 West 40<sup>th</sup> Street on Bryant Park.</p> <p>Send inquiries to Elizabeth Kimball, Assistant Professor of English, at <a href="mailto:ekimball99@gmail.com">ekimball99@gmail.com</a>.</p>

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Queens	<p>At Queens College, CUNY Writing Fellows (CWFs) work in the Writing at Queens program. All CWFs will produce and edit the program's publication, <i>Revisions: A Zine on Writing at Queens College</i> and work with QC Faculty Partners on projects designed to improve the teaching of writing on campus. In the recent past, these projects have included an ethnographic video project in which students express their ideas about writing courses; the creation of online departmental writing guides; the coordination of QC Voices, a student blogging project; and the development of college policies and publications on academic integrity and plagiarism. In addition to these collective roles, each CWF will also be assigned a staff role in the Writing at Queens program. These roles include: webmaster, research assistant for First Year Writing, coordinator of student blogging initiatives, and administrative assistant for the Writing Intensive Sub-Committee (WISC).</p>
QCC	<p>Each semester, a cohort of about twenty-five faculty in various disciplines, both full-and part-time, work to design their first Writing Intensive (WI) courses. In the weeks before the term, faculty have participated in a workshop and developed a planning portfolio for their WI course. Once the semester begins, each Fellow works with two to four faculty members, meeting on a weekly basis, collaborating with faculty one-on-one to design and implement their course. Fellows and faculty negotiate what terms their working relationship takes, but past partnerships have involved brainstorming assignments, visiting faculty classrooms, leading student peer groups, etc. In addition, the Fellows assist the coordinators in designing and implementing three workshops each term covering various aspects of writing pedagogy (high/low stakes writing, response to student writing, ESL issues, writing evaluation, etc.). The fellows, after reading their faculty members' planning portfolios, will help them develop an <i>implementation</i> portfolio (composed of a WI syllabus, writing assignments, student writing samples, a cover letter and anything else of relevance). Writing Fellows meet once a week with co-coordinators to discuss progress with their faculty and plan workshops. In addition, these meetings are used to discuss issues of professionalization (writing pedagogy, CV and teaching philosophy design, job cover letter composition, etc.).</p>
SPS	<p>The School of Professional Studies Online Baccalaureate program is currently comprised of four disciplines: Business; Communication and Culture; Health Information Management; and Sociology. A fifth discipline, Psychology, is to be added in Spring 2012. Online Baccalaureate students are required to have completed at least 30 college credits to be accepted into the program. The population is characteristically older students with children and work experience who are returning after a number of years to complete their degree, often for professional advancement. All courses are taught asynchronously and entirely online through the Blackboard classroom management system.</p> <p>The WAC program has developed this year in two different directions. First, we have begun an early intervention initiative for entering students who appear to be weak writers. They participate in a separate Blackboard site developed by our two Writing Fellows, who help this group of students with particular assignments or with larger college reading and writing concerns. We begin by assessing each student's strengths and weaknesses through a writing sample. This is followed by exercises that address basic reading and writing weaknesses. For example, we have a number of annotation worksheets designed to be completed alongside reading assignments, and thesis-generating tutorials. Much work is done online, over email and through phone conferences. The initiative is in its first semester and will expand in the future.</p> <p>The second direction of the program is the on-going development of our WAC website (<a href="http://bacwritingfellows.commons.gc.cuny.edu/">http://bacwritingfellows.commons.gc.cuny.edu/</a>) on the CUNY Academic Commons, with materials and resources for all faculty and students. This year we have redesigned the website and are building discipline-specific writing guidelines. All online courses in the program link directly to our website through Blackboard.</p> <p>This particular WAC program includes direct student contact that calls upon your teaching expertise and creativity in an online environment. The Writing Fellows provide support for students who might otherwise be overwhelmed by the demands of academic writing. Writing Fellows meet with the WAC coordinator for two hours a week at the Graduate Center, monthly with the interim acting director of General Education, and, when needed, with academic program directors and the director of faculty development.</p>

College	Job Description
York	<p>Writing Fellows at York are integral to the success of WAC at the College. Fellows participate in regular discussions about the direction of the program, and find opportunities to contribute to its development based on their expertise and interests. 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, collaborate on workshops and the creation of instruction materials with Writing Center Tutors, 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 office space with computers. 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: <a href="http://www.york.cuny.edu/wac">http://www.york.cuny.edu/wac</a></p>