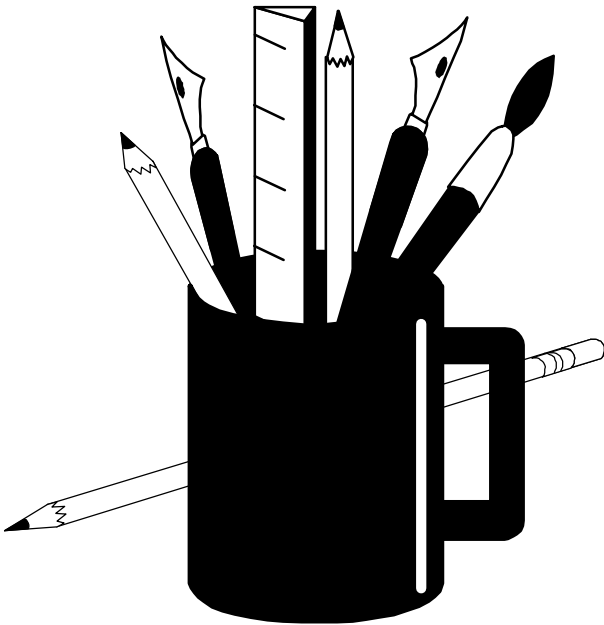


# WRITING ACROSS THE CURRICULUM AT ECSU:

## *A Brief Guide for Students*



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Director, University Writing Program  
with Dr. Barbara Little Liu  
Coordinator of First-Year Composition

*"Why do I have to take three writing courses here?"*

*"What is this writing competency portfolio thing?"*

*"I'm an English minor, so why do I have to take a writing-intensive course in my major?"*

This booklet is designed to answer these, and other, questions you might have about the writing requirements at Eastern. I hope it will also help you with such matters as

- putting together a Writing Competency portfolio
- preparing yourself for the writing-intensive course in your major
- understanding the place of writing in your college experience

If, after reading this booklet, you still have questions about the requirements, feel free to call or visit

Kris Wisnewski  
University Assistant to the Writing Program  
Writing Program, Library 107  
M-W 8:15-1:15, Th. 8:15-12:15  
465-4639  
[wisnewskik@easternct.edu](mailto:wisnewskik@easternct.edu)

The Writing Program assistant's hours change each semester; check in the English Department office or call for current hours. If the assistant can't answer your questions, you'll be referred to Dr. Malenczyk, Director, University Writing Program or Dr. Barbara Liu. You can also find information about program requirements on the Writing Program web page: from Eastern's homepage, click on "Academics", "English Department", and then on "The Writing Program."

Keep this booklet throughout your time at Eastern. Different questions or concerns may come up as you move through the program.

Good luck!

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## The University Writing Program: What It Is Supposed to Do For You

*--But I already took a bunch of English courses.*

--Social Sciences major to Writing Director

Students at Eastern frequently wonder why they are required to take writing courses beyond the freshman-level writing requirement (ENG 100, College Writing, or ENG 100P, College Writing Plus). Sometimes they feel that ENG 100 or ENG 100P should have taught them everything they need to know about writing. Sometimes they feel that having taken a lot of literature courses should have prepared them for writing in their major field, even if their major field is not literature. Sometimes they don't understand what writing has to do with their major fields: if they're Business majors and get nice cushy jobs in companies, won't they be able to hire secretaries to check their grammar, anyway?

This section is designed to address these and other questions.

### Writing Across the Curriculum: A Brief Explanation

It is true that, at some universities, students only have to take one writing course: a freshman-level introductory course, commonly known as "freshman comp," that is supposed to prepare them for all the different kinds of writing they will encounter both in their lives and in their academic work. Some of your friends who have gone to other schools may be in this situation; you may be envious.

However, the past 20 years or so have seen more and more schools adopting the kind of writing program Eastern has adopted: that of "writing across the curriculum." Students in these programs have to take writing courses beyond the freshman-level writing course, usually writing-intensive courses in their major. Why is this the case? Why doesn't, or can't, "freshman comp" take care of it all?

Well, in the 1960s and 1970s, scholars began to seriously study how people learn to write. The conclusion of these scholars was that writing isn't something that can be learned in one semester or one year. Rather, it is a developmental process

--that takes place over years

--that is different for different people

--that is judged differently depending on context and audience

and that is, therefore,

--not "learned" at the end of the freshman writing course.

The freshman writing course should really be thought of as an introductory (or, at ECSU, general ed) writing course. All writers, including professional writers, continue to develop over the course of years, never really reaching a point at which they say "this is the best I can be." The difference between experienced and inexperienced writers--between those who know what they're doing and those who don't--is in part the ability to adapt well to different writing situations, different contexts.

So what are some of the different writing situations you might encounter across the disciplines? Well,

if you are in...	you might write...
an English course	literary criticism
a science course	lab reports, field reports, grant proposals, journal articles
a psychology course	lab reports, research proposals, experimental studies/designs
a business course	reports, letters, memos, business plans
a fine arts course	museum papers, research papers, reviews
a communications course	news articles, scripts, press releases
a history course	historical research essays

Now, all these types of writing do have some things in common with each other: for example, most people in most disciplines expect writing to be well-organized, and most academic fields require some form of source citation and documentation. However, there are also many differences among major fields regarding what characterizes good writing, what teachers expect from students, what kinds of formal qualities readers in each field look for.

For example: for what should be obvious reasons, History professors require students to use the past tense when writing about history, as in: "Queen Victoria *died* in 1901 and *was succeeded* by Edward VII." Science professors may also require students to use the past tense when reporting the methods used in an experiment. However, English professors usually require students to use the present tense when writing literary criticism, as in "In *Hamlet*, William Shakespeare *creates* a protagonist caught in the dilemma of whether or not to kill his uncle." The reasons for these stylistic differences are reflected in what members of the different disciplines consider themselves to be doing. Historians, for example, are writing about the past as the past. English profs, on the other hand, might write about works written in the past, but they want to emphasize that their reading of those works is taking place in the present; therefore, they use the present tense. Similarly, English professors usually prefer the active voice ("He sang the song,"), while some disciplines--e.g., some sciences--might occasionally prefer the passive voice ("The song was sung"). Reason? English professors often prefer to emphasize the doer, while professors in some disciplines might sometimes prefer to downplay who is doing something and place more emphasis on what was done.

To give yet another, slightly different, example: the phrase "In today's society" at the beginning of a paper might bother an English professor slightly less than it would bother a Sociology professor, because for a sociologist, "today's society" is an extremely complicated concept that can't be summed up so neatly. (Think about all the

different kinds of people you know, where they live, and who their friends are, and you can begin to understand the issue.) Also, the English professor who asks you to expand more on what you are saying might contradict the instructions of your Business professor, who--if you're writing a memo or report to a busy person--may advise you to be brief and to the point.

So another reason why you need to take writing courses in the different disciplines is to learn the different habits of thought particular to each discipline. Writing isn't just about grammar, spelling, and punctuation, though those are certainly important matters. It's about learning how people in particular fields think and what they value. To teach you more about thinking in the discipline, your professor in your major writing-intensive course may give you informal writing exercises--journals, in-class writing, reading response papers--that emphasize critical thinking and content analysis rather than formal, finished writing. Your professor will probably also ask you to revise your formal papers in order to re-think your content and organization as well as to polish your grammar, spelling and punctuation.

## What Are the Steps of the Writing Program?

ECSU has a three-step writing requirement. *All students admitted in or after Fall 1995 with fewer than 75 transfer credits must complete all requirements.* In addition to being described here, the requirements are listed in the ECSU catalog (see "University Writing Program" in the catalog index).

**Step One: ENG 100, College Writing, or ENG 100P, College Writing Plus.** All students must take and pass one of these courses. ENG 100 is a three-credit course and ENG 100P (College Writing Plus) is a five-credit course. Students enter Eastern with varying levels of experience and skill in writing. Therefore, while students do the same kinds of work and assignments in both classes, ENG 100P includes a two-hour lab designed to provide the extra support less-prepared student writers need to fulfill the first-year writing course requirement and gain college-level writing skills. The lab allows students to work on their assignments or other writing-related activities with the support and assistance of the instructor and two trained peer tutors. You'll also complete a writing portfolio at the end of the course; this portfolio will be read by at least one outside reader (this is not the same as the Writing Competency Portfolio, below). The course design is grounded in the belief that writing skills are best learned and mastered in the process of actual writing. To determine which course is right for you, we require that you write a placement essay upon entering the University so that we can see an actual sample of your writing, something that your SAT scores can't give us.

### ***An exception to the placement essay rule:***

***University Honors students:*** Students pre-placed into the University Honors Program do not need to write a placement essay. They are automatically placed into HON 200, Honors Expository Writing, which fulfills both steps one and two if passed with a B or better.

After you have successfully completed ENG 100 or 100P, you will move on to:

**Step Two: Writing Competency.** You should complete this requirement when you are a sophomore or junior and before taking the upper-division writing-intensive course in your major. You may complete this requirement in one of three ways (NOTE! THERE IS NO NEED TO DO ALL THREE!):

**Option One:** Compiling a Writing Competency Portfolio. To do this, you turn in papers you have completed for courses beyond ENG 100 or 100P. ***This is not the same as the portfolio requirement in ENG 100 or 100P.*** Most students complete this requirement using the portfolio option.

**Option Two:** Taking the Writing Competency Exam. This is a four-hour essay exam that tests your ability to write from sources. Very few students use this option any more, and therefore those who want to take the exam do so by appointment. Call the Writing Program assistant at 465-4639 for information.

**Option Three:** Taking one of the following courses and passing it with a B or better:

ART 225, Asian Art and Culture (Visual Arts majors only).

ENG 200, Reading and Writing Argument (prerequisite: ENG 100, 100P, or placement; also fulfills Step 1 requirement at same time)

HON 200, Honors Expository Writing. For students in the University Honors Program (also fulfills Step 1 requirement at same time)

HIS 200, Historical Research and Writing (open to History and History/Social Science majors only)

ENG 203, Writing for English Majors (open to English majors and minors only)

PSC 210, Political Science Research Methods (Political Science majors only)

Two Biology courses, open to majors only, also fulfill this requirement if the instructor awards writing-intensive credit when reporting your grade to the Registrar (the "B or better" rule does not apply to these courses):

BIO 221, Cellular and Molecular Biology

BIO 234, Population Biology

**Note** that, with the exception of ENG 200, all of the above courses are open only to English, History, Biology, and Political Science majors or Honors students. Most are also requirements for the major, so that *History, English, and Biology majors may complete this stage of the writing requirements as part of their major.*

**Step Three: An Upper-Division Writing-Intensive Course in Your Major.** Typically, though not always, these courses are requirements for the major. They are listed at the end of this document. Not all courses are offered each semester; check the front of the pre-registration booklet to see which courses are offered in any particular semester (courses offered are marked with an asterisk).

NOTE WELL: For some reason, many students think that this step and Step Two are the same. They are not, and the reasons why not are explained later in this booklet. Students should complete Step Two before proceeding to Step Three.

## **The Steps of the Writing Program: How to Complete Them**

### **1. Taking English 100 or 100P**

You should write your placement essay as early as possible upon your arrival or acceptance at Eastern, because it's a good idea to take English 100 or 100P during your freshman year. Freshmen are invited to write the placement essay during the April or May before their first registration; essay-writing dates are also scheduled during the semester, and transfer students who did not transfer in with English 100 or 100P should get in touch with the Advisement Center to find out what those dates are. When you enroll in English 100 or 100P, think of it as a course that will introduce you to writing strategies and issues you should be aware of as you write in other courses and contexts. English 100 and 100P are part of the General Education Requirement, and as such are courses that try to get you to think about such questions as

- Who is my audience? What is "audience," anyway?
- What genre am I writing in, and why?
- What makes evidence persuasive?
- What writing process works best for me?

These questions, we think, transcend disciplinary boundaries; thinking about them, and writing with them in mind, can prepare you to be a more flexible writer and to adapt well to the requirements of different courses and situations.

### **2. Writing Competency**

After completing ENG 100 or ENG 100P, you are eligible to complete the Writing Competency requirement. This requirement exists so we can ensure:

- that you are ready for the writing-intensive course in your major
- that you spend some time thinking about writing, and actually doing some writing, between your freshman and your senior years.

As I mentioned earlier, most students at ECSU complete this requirement by turning in a portfolio. The faculty involved in the Writing Program at Eastern prefer, generally,

that students turn in a writing portfolio rather than taking the Writing Competency Exam. Portfolios require that students have done more writing, and more writing usually makes better writers. Portfolios also tend to be more accurate indicators of students' writing ability than exams are: for one thing, they're fairer, because they contain more than one piece and can show improvement over time.

Probably the most frequently asked questions at Eastern are about Writing Competency portfolios. Below are some of these questions and the answers to them.

- *How many papers should I submit, and what kinds? And how long should they be?*

We like to see at least four pieces written for courses beyond ENG 100 or 100P. This means papers written for courses at the 200-, 300-, and 400 level, **not including the writing-intensive course in your discipline (see courses listed in the back of this booklet)**. We may consider three papers if one of these is a long (i.e., 20-25 page) project, but never fewer than three. We encourage you to submit papers from classes in your major: this may include:

- lab reports
- take-home essay exams
- business memos and letters
- TV or radio scripts
- traditional academic essays or research projects

We will also accept:

- blue book exams (mid-terms/finals written in composition format)
- fictional stories (no personal poetry)
- Internship projects
- collaborative papers (provided you indicate your individual work)
- papers from previous colleges/universities (provided they are from courses which have transferred in at the 200-level or above)

Submit the written work that you think represents your best effort. ***As of Fall 2002, students will be required to submit original papers with instructor comments on them; so, if you're planning to complete Writing Competency with a portfolio, pick your ORIGINAL papers (and other items acceptable from the "other things we'll accept list) up from your professors and SAVE THEM*** as well as saving photocopies of the originals (**hardcopies**) or copies **on disk** for yourself. It is not advisable to rely on the university's computer system to save your work—there can be computer crashes each semester.

The question "How long should the papers in my portfolio be?" is difficult--impossible, really--to answer. It depends on the kinds of things you submit. If you're a Communications major and have chosen a combination of news articles and press releases to put into your portfolio, your four-piece portfolio might be only seven or eight pages long. If, on the other hand, you're a History major, you might choose to submit four ten-page research essays which could bring your portfolio to forty or more pages. Both portfolios, if composed of well-written pieces, would pass. **There is no required number of pages that must be in the portfolio.**

General guidelines:

- select what you consider to be your best writing;
- submit, along with your portfolio, a [cover sheet](#) that includes course information and brief descriptions of the assignments for each paper.

Cover sheets are also available in and outside the Writing Program, Library 107.

- *Who reads the portfolios, and how are they judged?*

The Writing Director reads the portfolios, along with other faculty involved in the Writing Program. If the Writing Director feels a portfolio is inadequate or consists of poorly written work, she consults the chair of the student's major department to determine if the student could succeed in the writing-intensive course in the major. Faculty across the disciplines agree that the qualities important to them in writing include: organization, evidence of critical thinking, intelligent and accurate use of sources, ability to analyze data and develop an argument, and demonstrated knowledge of the conventions of standard written English. Specific disciplines, as we have seen, also value specific rhetorical strategies and ways of writing, and these are taken into account when the portfolios are evaluated.

- *What happens if I fail?*

The purpose of the portfolio is to determine if you are ready to take the writing-intensive course in your major; if the Writing Director and other faculty feel you need more work in writing before you go on to do that, you may be required to complete additional work. However, this is worked out on a case-by-case basis with the Writing Director in consultation with the chair of the student's major department.

- *How long does it take to get the results?*

That depends on when you turn the portfolio in. It takes approximately one month to process portfolios from the date that they are received. The portfolios are usually read the last week of each month; results are usually mailed to students the first week of the following month.

- *How do I go about turning in a portfolio?*

Pick up a portfolio form from outside the door of the English Department, WH 225 or download the form from the following link: [Portfolio Cover Sheet](#). Be sure to indicate your current mailing address; if you're turning in the portfolio in April or May and plan to move back home over the summer, put down your home or summer address and contact information (telephone, cell, and e-mail). Submit a minimum of four papers from courses at the 200 level or above (NO PAPERS FROM 100-LEVEL COURSES OR THE WRITING-INTENSIVE COURSE IN YOUR MAJOR). They can be all from the same class or different classes. There is no page limit but if you include a paper that is 20 **written** pages or more, you are only required to submit a minimum of three papers. Make sure you include a brief summary of your papers, including the course title and number, and the school, if different from Eastern. If the papers are not originals with comments or grades, make sure they are signed by the professor(s). If they are

collaborative, make sure your individual work is indicated clearly-- any negligence to include this information will result in processing delays and could result in you not receiving your degree in time for graduation. If they're not saved on disk, save photocopies of your original papers.

Attach the completed form to your papers and turn the portfolio in to the Writing Program Portfolio Basket at the Writing Program Assistant's Desk in Library 107. (do not slip it under the English Department's or Dr. Malenczyk's (Writing Program Director) doors or put it into the mail slot outside those offices.

The semester deadlines are December 15<sup>th</sup> at 12:00 noon for the fall and May 15<sup>th</sup> at 12:00 noon for the spring. Any portfolios submitted **after** those deadlines **will be processed in the following semester**. Be aware that the Writing Program Office is closed during winter session and the summer months. Portfolios submitted during this time will not be processed until the following semesters. This means that if you are a December or May graduate, and you wait to hand in your portfolio past deadline, your portfolio may not be processed in time for graduation—causing the delay in the processing of your degree. **Any student who has not met all three steps of the Writing Program Requirements will not have met the necessary requirements to graduate.**

You will receive a postcard indicating that your portfolio has passed and when it can be picked up. **You should pick up your portfolio within two-three weeks after you receive notification as portfolios are NOT KEPT more than one academic year past submission date. ANY PORTFOLIOS NOT PICKED UP BY THIS DATE WILL BE DESTROYED.**

Portfolios can't normally be returned via mail. If you desperately need your portfolio mailed back--some students submit things from a great distance or that can't be easily photocopied, such as business presentations with color graphics--leave a self-addressed stamped envelope with your portfolio, being sure to include enough postage. Note: we cannot mail portfolios back to students who request us to do so just because they moved off-campus or who live close enough to campus in order to be able to pick it up. Our advice: if you know you're not going to be around after graduation, pick up your portfolio as soon as you receive notification that it is completed.

**Note well: no student who has not completed ENG 100, ENG 100, or the equivalent will be awarded Writing Competency portfolio credit.**

### **3. Taking Your Upper-Division Writing-Intensive Course**

After completing your Writing Competency requirement, you're eligible to take the 300- or 400-level course that's designated the writing-intensive course in your major. Some departments have more than one writing-intensive course; other departments--for example, HPE--have more than one major and therefore require a different writing-intensive course for each major.

The best way to prepare for the writing-intensive course in your major is to take as many courses as possible that require writing; to seek help from your professors if there are things about writing in your major that you don't understand; and to take a lot of

care with your writing, giving yourself time to revise, edit, and proofread. Doing these things will also serve you well in your other classes and will enable you to assemble a good portfolio for the Writing Competency requirement.

What follows is a list of all upper-division courses that have been designated writing-intensive. This list is also printed in the pre-registration booklet each semester, with an asterisk next to the courses that are being offered that semester. Please note—this list may change in between printings of this guide, so it is important to check the pre-registration booklet each semester.

Check the department's listing in the ECSU catalog for more detailed course descriptions and prerequisites.

#### IN THE SCHOOL OF ARTS AND SCIENCES:

##### Biochemistry Majors:

CHE 425, Chemical Instrumentation with Lab

##### Biology Majors:

BIO 466, Senior Seminar in Biology

##### Computer Science Majors:

CSC 450, Senior Seminar

##### English Majors:

ENG 461, Senior Seminar

ENG 462, Senior Seminar

(Students must complete both seminars on same topic before being awarded writing-intensive credit.)

##### Environmental Earth Science Majors:

EES 320, Natural Resource Management

EES 326, Geologic Hazards

EES 336, Geochemistry

EES 342, Advanced GIS

EES 436, Introduction to Contaminant Hydrogeology

EES 440, Process Geomorphology

##### History Majors:

HIS 400, Seminar in American History

HIS 406, Seminar in European History

HIS 407, Seminar in World History

HIS 420/AMS 420, Seminar in American Civilization

##### History/Social Science Majors:

History/Social Science majors may take either a History seminar or

HIS 461, Colloquium in American History  
HIS 462, Colloquium in European History  
HIS 463, Colloquium in World History

Mathematics Majors:

MAT 420, Real Analysis I

Modern and Classical Languages Majors:

MCL 324, Literature by Women Authors of Latin America  
SPA 320, Spanish Literature I  
SPA 321, Spanish Literature II

Political Science Majors:

Consult the preregistration booklet and your academic advisor.

Psychology Majors:

PSY 327, Research Methods II

Sociology Majors:

SOC 400, Senior Seminar

Social Work Majors:

SWK 475, Social Work Senior Seminar

Visual, Performing, and Studio Arts Majors:

Consult the preregistration booklet and your academic advisor.

IN THE SCHOOL OF PROFESSIONAL STUDIES:

Accounting Majors:

ACC 411, Contemporary Issues in Accounting

Business Administration Majors:

BUS 365, Business Report Writing with Microcomputer Applications

Business Information System Majors:

BIS 363, Digital Collaboration & Organizational Behavior

Communications Majors:

COM 350, Communication Writing

### Economics Majors:

ECO 479, Senior Economics Seminar

### HPE Majors:

HPE 331, Organization/Administration of Physical Education, Athletics, and Recreation  
HPE 411, Sport in American Society (for teacher certification majors)

## **Advice to Transfer Students, Continuing Students, and Readmitted Students**

Transfer, continuing and readmitted students are often confused about which writing requirements they have to complete. Here are the rules:

- If you came into Eastern in Fall 1995 or after with *fewer than 75 transfer credits*, you have to complete all three stages of the writing requirements. (Often, transfer students bring in an ENG 100 course, which counts toward Step One.) Students who transferred into Eastern *before Fall 1995 may be exempt from Steps Two and Three, depending on how many credits they transferred in with*; if you fall into this category and aren't sure whether or not you're exempt, call the Writing Program Assistant at 465-4639.
- If you transferred into Eastern with *more than 75 transfer credits*, you are required to complete *only* Step One, ENG 100 or equivalent. Again, students in this situation often transfer in with ENG 100; check your record and see.
- If you are a readmitted student, you have to complete all three stages of the Writing Requirements unless you, too, brought in 75 credits or more in transfer. *This rule applies even if you were exempt from the writing requirements when you first enrolled.* Courses taken for credit during your first enrollment at Eastern do not count as transfer credits. The Registrar's Office can tell you which courses are counted as transfer credits.
- If you are a continuing student who has been enrolled at Eastern continuously since before Fall 1990, you are required to complete *only* Step One, ENG 100 or equivalent.

Students who transfer in with a lot of credits (say, 60) but who are still under the writing requirements should think about completing StepTwo, Writing Competency, as soon as possible after their arrival at Eastern. If you took the equivalent of ENG 100 at your original institution, and the course transferred in as ENG 100, you may submit work you wrote at your original institution in a Writing Competency portfolio provided it was written after that course. When you turn in your portfolio, be sure to indicate which courses the work was written for and include brief descriptions of the assignments. **It is important to check with the Registrar to make sure that the courses from which your papers are being submitted for the 050 Portfolio have indeed all transferred in at the 200 level or above.**

**Some notes on substitutions:**

- ❖ **ENG 100 or 100P:** You may have taken a course at another institution that you think should count for ENG 100 or 100P, but it didn't transfer in that way. If this is the case, you should apply for a substitution. Full-time students should contact Susan Heyward in the Advisement Center, Winthrop Hall; part-time students should contact the School of Continuing Education.
- ❖ **ENG 200:** You may have taken a course at another institution that transferred in as ENG 200. If you took that course at Eastern and got a B or better, you'd be able to get Writing Competency credit for it. If you got a B or better in the other institution's course, have a course description and/or syllabus from it, and would like to apply for Writing Competency credit for it, contact the Writing Program at 54639. (This rule also applies to the other courses that count for Writing Competency credit, though the Writing Director will also refer you to the chairs of the History and Biology departments in the case of the HIS and BIO courses.) *Note that, because of the grade factor, CLEP credit for ENG 200 does not count for Writing Competency credit.*

## [Writing Associates/Writing Tutor Program](#)

If you enjoy writing and think you might like to become a peer tutor, Eastern recruits talented students--called Writing Associates and Writing Tutors--who take one of two training courses and then work in classes helping other students with their writing.

Some questions and answers about the Writing Associate/Writing Tutor Program:

### ***What can I get out of becoming a Writing Tutor (WT) or Writing Associate (WA)?***

- ***Internship credit or pay.*** You will register and receive credit for English 493: Internship in College Writing or English 494: Internship in College English. Tutors in ENG 100P are also eligible for pay through the student assistant program, provided they are not holding another job on campus.
- ***Valuable experience.*** Tutors get valuable experience in teaching, mentoring, and leadership that looks good on a resume for a number of careers (not just teaching--but writing, editing, training, and managerial positions).
- ***Improvement in your own writing.*** The more you look at the writing of other students and help them to recognize what works and what needs work, the more confidently and accurately you will be able to assess your own writing. Also, as you help students problem solve and develop writing strategies you will discover new ways to approach your own writing challenges.

### ***What can I contribute as a WT or WA?***

- The biggest contribution you can make is by being a "real" reader for students. Inexperienced writers often struggle with making themselves clear to a reader or in addressing readers in appropriate ways. As a real reader, you can give them feedback about your own reactions to their writing--where

- you understood perfectly what they were saying, where they were unclear, where you felt they weren't addressing you with enough respect, and so on.
- You will provide another resource to students in a classroom where the instructor cannot be everywhere at once. Most instructors would love to look at multiple drafts of every student's paper, but time constraints and other responsibilities keep them from doing so. Writing Tutors provide a degree of personalized instruction that instructors could never achieve on their own.
  - You will act as a mentor and role model to incoming freshmen and younger students. They will look to you for guidance not only in writing but in other related areas such as time management, study skills, choosing a major or GER courses, and so on. Your connection to these incoming students will help ease their transition to college in many ways.

***I'm an OK writer, but...I know my writing still needs work. I'm not good enough to be a Writing Tutor or Writing Associate, am I?***

It's not always true that the best writers make the best tutors or teachers of writing. If you've struggled with writing, are aware of your own strengths and weaknesses as a writer, and have developed strategies to overcome or work on these weaknesses, you might be an excellent writing tutor. You will be able to relate to the struggles of the students you work with and share your strategies with them.

You might be a good Writing Tutor if you can say the following:

- I find writing interesting--even if I don't *always* enjoy actually doing it.
- I am comfortable suggesting revisions when my friends and classmates ask me to read their papers.
- I know I am not a perfect writer, but I know where my weaknesses lie.
- I usually get A's (or at least B's) on papers I've put my best effort into.
- I enjoy working with other students.

***What's the difference between a WT and a WA?***

***Writing Tutors*** are assigned to specific sections of English 100 or 100P where they work both in and outside of class to help students improve their writing by offering feedback on drafts, checking exercises, responding to journal or lab log entries, and other tasks that the tutor and instructor might agree upon.

To become a Writing Tutor you must apply, attend an informational interview, and be accepted into the program. You will then enroll in the one-credit tutor training course (English 275: Tutoring Writing) and be assigned to a particular section of English 100 or 100P. Tutors who aspire to becoming WAs can enroll in English 370 instead of the tutor-training course. (See the WA description below.)

***Writing Associates*** perform the same duties as Writing Tutors but may choose to work in courses other than College Writing (such as English 200: Expository Writing or English 125: Intro to Literature) when positions in such courses are available. Associates will also have the opportunity to mentor or help develop training materials for new Writing Tutors.

To become a Writing Associate you must apply, attend an informational interview, and be accepted into the program. You will then enroll in English 370: Composition Theory

and Pedagogy and work for one semester as a WT before being "promoted" to "WA." (In some cases, you may get your tutoring experience *while* enrolled in 370).

To apply to the Writing Associates/Writing Tutor program, pick up an application from the Writing Program assistant or the Writing Director or download the form. (You'll need to get a recommendation from a professor.) After you apply, the Writing Director will get in touch with you to tell you what to do next; typically, there's an informal interview with the Writing Director and a working Writing Associate, both of whom can tell you more about the program and the training classes.

***The Writing Associates Program wants you!!!***

### **[For Additional Resources about the Writing Program:](#)**

Check out the Writing Program web site as you move along with your writing. From the ECSU homepage, click on "Academics", English Department, and then on "ECSU Writing Program".

Some helpful sites for students:

[www.easternct.edu/depts/lrng\\_ctr/](http://www.easternct.edu/depts/lrng_ctr/)

For help on writing papers.

<http://www.eastern.edu/smithlibrary/>

For easy access to academic resources for research.

<http://owl.english.purdue.edu/handouts/WAC/>

For more information on Writing Across the Curriculum Guides.

<http://www.easternct.edu/smithlibrary/library1/plagiarism/plagiarism.htm>

For information on Eastern's policy on plagiarism.

Check it out!