Middlebury

FYS FACULTY DEVELOPMENT VENUES
"The Harvest Cycle"

SUMMER
June Pedagogy Series
- Technology Fair
- Research on College Writing

SEPTEMBER to APRIL
- occasional workshops
- faculty lunches
- individual conferences
- CTLR & FYS Websites
- Ward Prize

MAY
Half-day Workshop
- teaching goals
- syllabus planning
- teamed resources

AUGUST
Overnight Retreat
- on teaching writing
- on syllabus design
- on what binds us as a faculty

AUGUST/SEPTEMBER
Half-day Workshop
- goals review
- resource review
- advising advice
- Orientation preparation

JANUARY
- January Pedagogy Series
- Half-day Workshop for New Faculty

Using FYS Mentors & Peer Writing Tutors in Classes

Just as faculty benefit from having their peers read their work prior to publication, so too, students benefit from having their work read by peers before it is graded. In both cases, the readers bring their experience as writers—of the same sort of works--to their experience as critical readers. Peer Writing Tutors and FYS Mentors for Academics and Writing can continue the conversation professors have with their students about writing. Mentors and Peer Writing Tutors do not help students with writing in place of the professor but in addition to the professor. Tutors and Mentors are trained to be the authorized help for students, to ask probing questions about the papers they read, and to make positive suggestions for improvement of those papers.

Sessions work best:
*   When the mentor or tutor has a clear idea of the professor's writing expectations for students,
*   When students in the class see the sessions with the tutor or mentor as an important part of the writing process for all students in the class, and
*   When the professor emphasizes the importance of those sessions by making them mandatory.

Best Practices:
*   Meet with your mentor or peer writing tutor early in the semester or before the beginning of the semester.
*   Make your expectations clear to the mentor or writing tutor and to your class.
*   Introduce your writing tutor or mentor to your class.
*   Make at least some sessions with the mentor of writing tutor obligatory.
*   Encourage your writing tutor or mentor to circulate a list of specific appointment times before meetings.
*   Allow your mentor or writing tutor ample time to meet with your students.
*   Stay in contact with your writing tutor or mentor through meetings, emails, and phone.

Faculty Speak:
"I have had the tutor in class for writing workshops and also meeting one-on-one with the students outside the class. The combination works well because the tutor knows what I am looking for, and the students trust the tutor."

"I think the one-on one contact was helpful." "The individual meetings got good feedback from most students."

"The interaction with the writing tutor makes [students] realize the importance of clarity and coherence . . . I discussed this with the tutor at the beginning of the semester."

"The tutor was very useful as another voice to provide students with feedback . . . I also think that students were able to talk more candidly about the writing process [with the tutor]."

"I think that having an independent relationship between the students and the tutor works best."

"The peer writing sessions enable the college writing students to have additional early feedback on an initial draft or key portion of their papers."

"[The writing tutor] can both model a writing process and the importance of giving feedback on writing."

For more information, contact Mary Ellen Bertolini mbertoli@middlebury.edu http://blogs.middlebury.edu/peer_writing_tutors/faculty/.

Session R 84
Faculty Buy-In: Engaging and Retaining Faculty Instructors