

Preparing Your Students for a Productive Experience at Writing Services at the ULC

Writing Services at the University Learning Center supports all student writers throughout their writing process. The ULC employs peer educators trained to engage in collaborative learning with the students who utilize our services. Below are ways that you, as an instructor, can help your students make the most of their time working with a peer writing consultant:

- Recommend Writing Services to **all** the students in your class, not just those you feel might be at risk.
- Explain that **all** writers (even you!) benefit from critical feedback from experienced readers and Writing Services in an excellent place to receive that feedback.
- Discuss the importance of talking through your ideas at every stage of the writing process, from brainstorming ideas through developing points or clarifying information. Drawing on your own experiences with this is particularly effective.
- Emphasize that writers can utilize Writing Services at any (or every) stage of the process: brainstorming, rough drafts, or nearly final drafts.
- Encourage students to think about when in their writing process they might most benefit from talking with a peer writing consultant.
- Remind students to come to their appointment as prepared as possible – with the assignment prompt, rubric, sources, previously graded papers, etc.
- Talk about Writing Services in a way that emphasizes peer collaboration. For example, instead of saying, “Go to the Writing Center to get your paper edited,” you might say, “Go to the Writing Center to learn about editing strategies” or “Talk with a consultant at the Writing Center about sentence level concerns.”
- If you recommend Writing Services to a student, try to be specific about what you want them to work on. For example, instead of saying, “You need to go to the Writing Center,” you might say, “Schedule a Writing Center appointment to talk about thesis development (or organization of ideas, or development of support, or clarity of expression, etc.).”
- If you require a visit or give extra credit for utilizing Writing Services, consider providing guidelines. Some instructors only count face-to-face appointments as fulfilling the requirement, while others allow online submissions and/or dropping in at the Writing Lab. Some instructors require students to visit at least two days prior to the due date. Some instructors require students to write a brief reflection about their writing consultation and the changes they made to their paper as a result.
- Tell your students you want to be notified about their visit. If students know you want to be notified, they will believe it is important to you.
- Invite a Writing Services representative to briefly introduce our services to your class (this usually takes approximately 5-minutes). You can let us explain how our services work so you can focus on your expectations about writing. Send an e-mail to [Will Wilkinson](mailto:Will.Wilkinson) to schedule a class introduction.

