

# LC WORK SCHOLARS POSITION DESCRIPTION

Work Scholar Job Title: Writing Center Intern

Worksite Name: Coeur d' Alene Campus Center

Supervisor Name: Bryce Kammers Supervisor Email: bgkammers@lcsc.edu

## ***Employment Levels***

<b><i>Entry Level</i></b>	<b><i>Intermediate Level</i></b>	<b><i>Skilled Level</i></b>
Characterized by highly structured tasks or outcomes, relatively low level or number of skills required, typically repetitive or routine tasks and requiring direct supervision of worker results	Involves less direct supervision than entry level, more work variety, and requires some independent exercise of judgment along with an increasing knowledge of the job.	Work is typically skilled, requires little direct supervision, requires independent judgment on procedures, has variety, includes training others, and the expectation of contributions toward improvement of the way work is carried out.

In what employment level does this position fall (underline one)?

Entry Level       Intermediate Level       Skilled Level

Describe the duties of this position.

The intern will set up a schedule for conducting consultations with students that takes into account the intern's class schedule and other work (if applicable) schedules. He/she will keep an accurate record of the number of visits to the WC and provide summary notes about the purpose and outcome of each consultation.

List the learning opportunities for this position.

- The WS can expect to strengthen his/her writing skills during the process of learning how to and subsequently conducting consultations. The ability to read for content and organization and to suggest revisions and corrections (word choice, sentence structure, grammar, and punctuation) in an appropriate manner and for specific assignments, will become a strong skill. The WS will become proficient in the use of conventions of MLA and APA citations format and be able to help student clients utilize resources, such as OWL@Purdue, to help them gain greater mastery of these formatting styles.
- He/she will become more adept at recognizing what is effective in a piece of writing and what needs revision to strengthen the work.
- The WS will develop stronger communication skills, including being able to explain ideas and concepts to English Language learners or students of a variety of ages and life experiences.

What qualifications and skills are needed for this position?

- The WS must have completed at least one semester of college courses, including the initial First-Year Writing course (101) and have completed or be enrolled in Research Writing (102).
- Must be an empathetic listener with the ability to recognize stress that students often experience when learning to writing in an academic setting and understanding how to help students overcome their concerns.
- Must provide writing samples that demonstrate the WS's writing abilities (including understanding of conventions of citing sources).
- Ability to keep records
- Punctuality
- Strong reception skills (telephone, email, face-to-face)
- The WS must have strong writing skills and understand the components of academic writing in a variety of disciplines. While it is not necessary the WS be conversant with all disciplines that might be represented by student work, he/she must be able to read for content, organization and clarity. The WS must also have strong research skills that can translate to finding information in style manuals in order to answer student writers' questions about formatting and citations.
- The WS needs to be able to read and make suggestions for revision while allowing the writer to own the work. (In the end, the work belongs to the student.)
- The WS must be comfortable with a certain amount of chaos, able to focus on an individual's work while being aware of other students seeking help. This can take the form of having to interrupt a consultation to make an appointment for another student or to answer the phone.
- Must be able to read and comment effectively on on-line student submissions. This includes being able to explain the issue and make clear suggestions for revision or correction. This also includes an understanding of the importance of audience, tone and voice when communicating electronically.
- Must be able to communicate effectively with the WC Director and faculty members on the Cd'A campus.

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