



Writing Consultant Internship Application

Writing Center Mission Statement:

Since 2014, the Shaker Writing Center has been committed to helping to create **better writers, not only better writing**. Our writing consultants, who have completed at least one semester-long internship to train, **provide feedback, ask questions**, and work alongside writers **without judgment**.

Far from being a “fix-it shop” where student writers bring their work to get remade by others, the Shaker Writing Center is meant to be **a safe place for students to get a sense of the impact of their ideas and words**. Our writing consultants have the experience, the resources, and the strategies to ask the right questions and promote reflection in their peers. The Shaker Writing Center aims to serve the entire North Colonie community, including writers of all grade levels, in all subject areas, and at all skill levels.

We encourage writers to come at any stage in the writing process (**understanding an assignment, brainstorming, crafting a thesis, composing a draft, revising a draft, and editing a final piece**). Writers who come for a school assignment should bring all relevant materials from their teachers and should be ready to take responsibility for their own work. Teachers may refer students, but we encourage students to come on their own as desired.

Writing Intern Roles and Responsibilities

All active interns will be expected to do the following:

- take on a leadership role, as outlined in the consultant contract
- maintain an overall GPA above a 90, with a semester average of at least a 93 in English
- adhere to the guidelines and rules set forth in the Shaker High School Code of Conduct
- be available in the Writing Center a minimum of 50 hours for consultations and other writing center programs/projects
- meet with the Writing Center director and intern group for a minimum of 25 hours of seminar classes per semester
- submit a weekly log outlining your consultations and seminar hours
- participate in activities and workshops throughout the district
- bring in students who are unfamiliar with the writing center
- actively encourage students who have used the writing center to return
- work to ensure that the Writing Center is relevant to and supportive of the work that Shaker student writers—at all levels and from all grades—are doing

Along with a parent/guardian, **review the above guidelines and the agreement set forth in the intern/consultant contract**. You must continue to follow these guidelines in order to remain in the internship program. Please sign below to show that you understand and agree to the rules of participation in the Shaker Writing Center internship.

Applicant Name: _____ Signature: _____ Date: _____

Parent/Guardian Name: _____ Signature: _____ Date: _____

NAME: _____

DATE: _____

CURRENT ENGLISH COURSE: _____

TEACHER: _____

CURRENT AVERAGE IN ENGLISH: ____

CURRENT AVERAGE IN SOCIAL STUDIES: ____

What English course(s) will you be taking during your proposed internship semester(s)?

- | | |
|--|--|
| <input type="checkbox"/> English 10H | <input type="checkbox"/> Science Fiction & Fantasy |
| <input type="checkbox"/> English 11R | <input type="checkbox"/> Readers' Workshop |
| <input type="checkbox"/> English 11H | <input type="checkbox"/> Creative Writing |
| <input type="checkbox"/> AP Language and Composition | <input type="checkbox"/> Film Criticism |
| <input type="checkbox"/> AP Literature and Composition | <input type="checkbox"/> Public Speaking |
| <input type="checkbox"/> SUPA Writing Culture: Introduction to Creative Nonfiction | <input type="checkbox"/> Journalism & Modern Media |
| <input type="checkbox"/> UHS Reading Literature | <input type="checkbox"/> Nonfiction Writing |
| <input type="checkbox"/> UHS Introduction to Philosophical Problems | <input type="checkbox"/> Sports in Literature |
| <input type="checkbox"/> Understanding Human Rights in the 21st Century | |
| <input type="checkbox"/> Exploring Cultures through Literature | |

List your after school activities/responsibilities (clubs, jobs, activities, etc.)

Provide the names of two Shaker High School teachers (one **MUST** be a **current English teacher** and the other should be another Shaker teacher who also **knows you and your writing well**) who agree to serve as references to your character, reputation, academic ability, work ethic, and motivation. Please also ask these teachers to sign beside their printed names.

English Teacher Reference #1:

Name: _____

Signature: _____

Teacher Reference #2:

Name: _____

Signature: _____

WRITING PROMPTS

Respond to each of the following writing prompts. **Limit each response to a maximum of 300 words, and use the Writing Center at some point(s) in your process before submitting your application. Your responses should showcase your writing style.**

When you are ready to submit, staple your typed final draft of your responses to the completed first page of this application packet.

PROMPT 1: In 2014, Shaker students researched Writing Center theory and practice in order to create a model for a Writing Center that would work best in our school community. Each year, we revisit the foundation they set forth in the Mission Statement they wrote. While our Writing Center continues to evolve as our school culture changes, the beliefs set forth in the Mission Statement remain essential to our practice. Select a specific section of the Shaker Writing Center Mission Statement and explain why it resonates with you.

PROMPT 2: Our Writing Center has grown each year and has been successful because of our consultants' passion and dedication. Review our website (and take a look at some of the activities, workshops, and projects we have done this year and in the past). What is a project or activity that you are looking forward to participating in or starting up? Be specific and explain what you would bring to the activity, workshop, or project to improve it and to make it your own.

PROMPT 3: If you could be any character in literature, who would you be, and why?

Please read through the following contract before signing and submitting Page 1 of your application.

PARTICIPATION AGREEMENT of the SHAKER HIGH SCHOOL WRITING CENTER



This AGREEMENT of PARTICIPATION is made between and among the undersigned Parties.

I. Formation

The undersigned hereby agree to work toward the success of a WRITING CENTER at Shaker High School, acting in agreement with the philosophy put forth in the WRITING CENTER MISSION STATEMENT.

II. Service

The undersigned students agree to serve as WRITING CONSULTANTS. Said CONSULTANTS should be in the WRITING CENTER, available for writing consultations, during agreed upon periods. WRITING CONSULTANTS have the right to change their schedules as needed but are responsible for notifying the scheduling manager in person, by text, or by email. WRITING INTERNS agree to work as WRITING CONSULTANTS and to work on projects aimed at bettering the WRITING CENTER for at least 75 hours per semester.

III. Purpose

The purpose of our work in the WRITING CENTER shall be to serve the Shaker High School writing community by offering one-on-one and small group writing conferences before, during, and after the school day, depending on the availability of the WRITING CONSULTANTS and INTERNS. Our purpose is outlined in the MISSION STATEMENT, and agreement to this contract is equivalent to an endorsement of said MISSION STATEMENT. The members of the WRITING CENTER are expected to participate in as many of the WRITING CENTER events as possible.

IV. Management

Except as otherwise determined, major decisions regarding the WRITING CENTER shall be made by the DIRECTOR, ideally with the input of all interested Parties, but definitely with the input of LEAD CONSULTANTS and INTERNS. Said LEAD CONSULTANTS are expected to be in the WRITING CENTER homeroom unless there are extenuating circumstances approved by the DIRECTOR. LEAD CONSULTANTS and INTERNS are also expected to organize, attend, and run CONSULTANT meetings.

V. Removal of a CONSULTANT

Any WRITING CONSULTANT may be removed at the discretion of the DIRECTOR and/or a PRINCIPAL or DEPARTMENT SUPERVISOR. Verbal notice of a meeting wherein removal of a WRITING CONSULTANT is to be considered shall include a specific reference to the reason for removal. Such reasons include, but are not limited to, ACADEMIC MISCONDUCT (including cheating, plagiarizing, copying any work in any subject area, letting others

copy, etc.), DISRESPECTFUL BEHAVIOR (including engaging in derogatory conversations about teachers or students, misuse of any computers or of the WRITING CENTER space, frequent disruptive or distracting behavior, failure to establish an academic tone as representatives of the WRITING CENTER, failure to follow the SHAKER HIGH SCHOOL STUDENT CODE OF CONDUCT, etc.), and NEGLIGENCE (failure to follow agreed-upon procedures and protocols, inability to be present in the WRITING CENTER, etc.).

VI. Forbidden Acts

No WRITING CONSULTANT shall:

- continue to participate if he/she does not believe in the MISSION STATEMENT of the WRITING CENTER.
- disparage any student or teacher while in the confines of the WRITING CENTER.
- act as anything other than a student leader. (Refrain from cheating, plagiarism, bullying, and all other actions advised against by the SHAKER HIGH SCHOOL STUDENT CODE OF CONDUCT.)
- use the WRITING CENTER as a place to congregate with friends or represent the WRITING CENTER as anything other than a space in which to discuss writing.
- misuse the computers, furniture, or space of the WRITING CENTER.
- act annoyed or refuse consultations when writers come to the WRITING CENTER.
- discuss or gossip about other students or about the content, style, or quality of writers' work or ideas inside or outside of the WRITING CENTER.

VII. Voluntary Withdrawal (Partial or Full) of a WRITING CONSULTANT

Any WRITING CONSULTANT may withdraw from the WRITING CENTER. The CONSULTANT withdrawing shall give notice of such intention in writing to the DIRECTOR. Withdrawal will be official at the end of the school day on the FRIDAY of the week said written notice is submitted.

CONSULTANT INTERNS who wish to withdraw will need to meet with the DIRECTOR and then with a SCHOOL COUNSELOR, the ENGLISH DEPARTMENT SUPERVISOR, and/or a HALL OR BUILDING PRINCIPAL.

Leadership Positions in the Writing Center

The Writing Center DIRECTOR will offer/assign leadership positions based on interest and performance during the internship. Consultants may hold more than one position at a time, or they may not hold a leadership position.

Managing Intern

The Managing Interns are responsible for **scheduling and confirming consultation appointments**. Currently, that means checking Google Forms and Remind texts to communicate with consultants and student writers. The Managing Interns must **work closely with the director** to make sure that all communications with consultants and writers are **timely and professional**. They will also **coordinate staff meetings and special projects**. Without these people, the day-to-day work of the Writing Center would not be possible. Consultants should have completed one semester of the internship before assuming the role of managing intern.

Treasurer(s)

This person will be in charge of **fundraising and of the Writing Center budget**. He/she is required to establish a relationship with Mrs. Gorman in the Main Office and to check in with her at least every two weeks.

Public Relations Directors

The PR team should be **creative, fun-loving** consultants who can **commit to staying after or using common lunch/planning time at least once a week**. They must be able to **update our Twitter and Instagram** (News and Events, Consultant of the Month, etc) and should collaborate with whoever is in charge of Student Government social media. Members of the PR team are also responsible for **announcements and for general advertising**. This team may overlap with the HS Community Outreach Coordinators.

Data Analyst

As we use feedback forms, appointment request forms, and consultant responses after consultations, we are collecting data in order to improve the Writing Center. The data analyst will work closely with the director to **address the questions of how we can collect data more efficiently and how we can use that data to improve our practice**.

High School Community Outreach Coordinators

Like the PR team members, these consultants should be **creative and fun-loving**. They are responsible for **running established workshops** (the college essay workshop, the professional writing workshop) and for **establishing new workshops** that are relevant to Shaker High School writers. Every month, the Community Outreach Coordinators should **host a Fun Friday in the Writing Center** during midmorning, lunch periods, or before/after school. This team will be selected based on teacher recommendation and will act as the face of the Shaker Writing Center, explaining our role in the community and serving as **models of good faith and good will**.

Young Writers Community Outreach Coordinators

Usually interns currently being trained, the YWCOCs are responsible for **leading our work with the 4th grade Young Writers Program** and with making contact with elementary and junior high schools and teachers in order to **coordinate collaboration between high school consultants and younger writers**. These collaborations may include the National Day on Writing, Breakout EDUs/Goose Chases, or other endeavors.

Lead Consultants

Consultants who have **completed at least one internship semester and are continuing on as volunteers** will be Lead Consultants. As such, they should **contribute during consultant meetings and serve as model consultants during peer observations**. Lead consultants may also be asked to **contribute to our blog, and to revise or create resources**. Lead consultants should work to create continuity among consultants of different grade levels.