Job Title: CAS Writing Coach  
Department: Center for Academic Success  
Reports To: David Restrick  
Approved By: Trina Bryant  
Updated: 1/10/2017

SUMMARY:
Writing coaches help students with the writing process and not with editing papers. Using guiding questions, writing coaches elicit critical thinking in students, aiding the students understanding of his/her writing. Writing coaches must understand the structure of topic sentences, thesis statements, paragraphs, and essays. Along with essay knowledge, writing coaches should have a good understanding of grammar mechanics. All coaches are expected to follow proper tutoring procedures as indicated in the CAS Employee Handbook and in initial training sessions. As a representative of ENC you will adhere to the same standards as any ENC employee.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have completed at least two semesters at ENC  
- A strong academic record (3.0 GPA preferred). (Must have gotten an A in CP100: Critical Writing and Speaking)  
- High proficiency in academic writing, from any field. We are looking for students with interdisciplinary experience, from across the humanities, social sciences, and natural sciences.  
- Excellent interpersonal skills. Students should be friendly and approachable, yet able to articulate criticism in a constructive and helpful way. They must be good listeners.  
- Maturity, reliability, and professionalism. Applicants must be able to take initiative and work independently.  
- Thoughtfulness about the writing process. Writing coaches are not drones who pass standard templates for writing on to others. They must be creative problem solvers who have learned from reflecting on their own work and their own writing processes.

RESPONSIBILITIES:

- Training:  
  - Complete a minimum of 10 hours of training prior to employment (trainees are paid for the training)
o Attend monthly trainings for writing coach professional development

- Primary Responsibilities
  o Work at least two shifts (two to three hours long each) per week.
  o Provide writing assistance to students by scheduled or walk-in appointment.
  o Assess the students’ progress throughout coaching sessions.
  o Help students set academic goals that will assist in their academic success.
  o Keep track of appointments using the MyWCOnline software.

- Communication
  o Communicate regularly with supervisor regarding coaching questions or issues
  o Reply to all email communication from supervisor, CAS professional staff, and fellow coaches within 24 hours.
  o Notify supervisor of any needed changes to schedule; contact fellow coaches for shift coverage (if applicable).
  o Regularly communicate with student(s) to ensure progress is being made.

**PHYSICAL DEMANDS** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to:

- Sit for at least 1 to 2 hours, and communicate directly with their student
- Engage in thoughtful dialogue with the student, asking opening ended questions
- Use a computer for at least 5 minutes to schedule/reconcile coaching appointments
- Maintain a collegial working environment, and mitigate any negative responses from the student.

**WORK ENVIRONMENT** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Coaching appointments are held in the library, and the noise level will range from quiet to moderate. Private and group coaching sessions should be held in a secure campus location (such as the library) that provides an atmosphere conducive to student participation in the learning process.