3 MODELS FOR INTEGRATING
WRITING MENTORS
INTO YOUR COURSE

One of the easiest ways to ensure that working with a mentor is a benefit for you and your writers is to decide and plan out how the mentor will fit into your course. The program’s most successful mentor/professor collaborations are ones in which the professor has designed the course goals, assignments, and weekly schedule in a way that seamlessly integrates the mentor into the course structure. In efforts to better facilitate this integration, this document discusses three common course designs as examples of how to think through your class with your mentor in mind.

MODEL

Some professors prefer mentors to attend every class. As such, the mentors devote larger parts of their schedules to attending class alongside the enrolled writers. This model fits well with professors who, along with discussing best practices in writing and researching, want mentors to help writers more accurately discuss course content in their papers. While this daily interaction with writers can be beneficial, it also reduces the amount of time mentors can spend outside of class working with individual or small groups of writers. Class time does count as part of the working hours for a mentor.
Other professors ask mentors to attend class only every 2-3 weeks. During class, the mentors may discuss specific aspects of the writing process, particular writing projects, conduct peer review sessions on drafts in progress, or deliver presentations about a host of topics. In between attending classes, mentors could be doing a host of other things including: meeting individually with writers to discuss their drafts, meeting with you to plan out upcoming writing projects or workshops, designing workshops, and/or reading and responding to drafts. This model tends to provide a good balance for the professor who wants the mentor to present periodically, but also have plenty of time to meet with writers outside of class.

Another way that mentors can become a part of your course is to never or very rarely attend regularly scheduled class meetings, but instead to mainly meet with writers outside of class to discuss their writing (such as hosting weekly writing groups). Along with meeting writers, the mentor could also meet with you, the professor, as often or as little as you would like. This model reserves every bit of class time for course content, and asks both the mentor and the writer to save discussions around writing for other times, in places like the library or writing center.

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