Writing Mentors are consultants embedded into upper division writing intensive courses. Writing Mentors work with every student in the course by acting as facilitators for good writing. They offer suggestions for revision and discuss strategies that will enable students to communicate their thoughts and ideas for course assignments more effectively. This is the final handout in the fall 2015 mentor series. We hope you review the others for more ideas on what a writing mentor can do in your classroom.

Writing Mentors are taught to respond to writing through a variety of different strategies: Written Comments, Conversations, Higher Order Concerns, Non-Directive, Pointing to Resources. Writing Mentors are also taught to use their best judgment on what would help a writer, so sometimes they respond to Lower Order Concerns and use Directive strategies.

**When reading writing, Writing Mentors can:**
- Look to make sure the draft meets the assignment.
- Ask questions to help with the development of the argument/research.
- Pay attention to how sources are integrated into the assignment.
- Look for patterns of error.
- Reinforce what you’ve said in class about writing expectations.

**When reading writing, Writing Mentors can’t:**
- Identify or correct every error, but they can point out patterns and model how to correct the error.
- Suggest what grade the paper may receive.
- Guarantee plagiarism free papers, but they can help students understand how to properly use sources and cite.

Interested in having a writing mentor for your Spring 2016 Writing Intensive Course?
Apply here: [https://ecu.az1.qualtrics.com/SE/?SID=SV_09EHjsk3IiVOnw9](https://ecu.az1.qualtrics.com/SE/?SID=SV_09EHjsk3IiVOnw9)
Applications due **Friday, Nov. 6, 2015**

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