



## Job Description

**JOB TITLE:** INSTRUCTIONAL ASSISTANT – WRITING CENTER

**PAY GRADE:** CL 20

**LAST REVISED:** 7/1/2011

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job. Additional or different duties from the ones set forth below may be required to address changing business needs/practices.*

### **SUMMARY DESCRIPTION**

Under direction of assigned manager, provides a full range of instructional assistance to facilitate and promote student success with writing across the curriculum; provides tutorial assistance to students in a laboratory setting; provides assistance to students and staff in the use of technology; maintains equipment in assigned labs; supervises and provides training to student and/or other temporary workers; and participates in Writing Center operations including ensuring that materials and technology are current.

**REPRESENTATIVE DUTIES** - *The following duties are typical for this job classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.*

1. Tutors and instructs Writing Center users individually or in small groups; assesses variations in students' abilities and instructs on conventions of different academic disciplines; anticipates potential learning problems and develops strategies to overcome various problems; assesses needs of and adjusts tutoring/instruction methods for special student populations; answers students' questions.
2. Analyzes writing assignments from instructors across the curriculum to determine requirements; reads and evaluates student writing across the curriculum, determining if writing meets assignment criteria, class level standards, and the specific requirements of particular instructors.
3. Explains writing style, tone, idiom, diction, rhetoric, rhetorical modes, grammar and punctuation rules, spelling rules, essay and paragraph organization and development, topic sentences, thesis statements, and research documentation styles; explains differences in term paper formats.
4. Asks questions to stimulate critical thinking in various academic disciplines; guides students through the writing process including pre-writing, drafting, revising, editing, and proofreading.
5. Instructs students in analysis of literary works and models of rhetoric styles including logic and argumentation and provides examples and analogies to clarify concepts.
6. Diagnoses individual writing strengths and weaknesses and develops individual programs for remediation; prescribes supplemental work as necessary; selects and explains handouts and exercises to supplement coursework.
7. Administers Writing Proficiency Module including assessing diagnostic essay; provides instruction on module components; monitors progress; evaluates practice exams; assesses readiness to retake program final.
8. Reads and evaluates student and staff writing projects including employment and college/university admissions applications, resumes, reports, and business letters.
9. Monitors student activity during examinations; takes steps to prevent and control unacceptable behavior.

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10. Performs a range of computer training, troubleshooting, and updating procedures and processes; trains Writing Center users in Internet research methods and Internet functions as well as various software applications; creates and maintains Writing Center Web page; monitors virus detection and other software updates on Writing Center network computers.
11. Provides users with general information regarding Writing Center programs and services and/or District programs and services; presents Writing Center services to faculty members and their classes in lecture format; conducts flex workshops for District staff members; creates materials to promote Writing Center services; functions as a liaison between students, instructors, tutors, and other Writing Center staff members; contacts instructors for clarification of written and verbal assignments.
12. Provides a variety of advising and mentoring services to students; advises students with regard to English course selection; offers encouragement and emotional support to Writing Center users; refers students to various District student service organizational unit(s) and/or individual staff member(s).
13. Researches and develops instructional materials; researches grammar and punctuation rules in various handbooks and manuals; consults literary and/or composition texts and/or reference works and performs Internet searches to research concepts related to student writing assignments across the curriculum; contacts instructors, publishers, businesses, and other District staff members for information applicable to student and staff writing needs and Writing Center projects; determines purchasing needs, investigates costs, and requests materials, equipment, and services to meet Writing Center user and staff needs.
14. Develops instructional writing materials to aid students and other District staff members; annually writes and/or revises a term paper manual; writes and revises grammar, punctuation, and usage exercises, essay and paragraph writing samples, and explanations of concepts and rules of standard written American English composition and literature; creates written instructions for use of Writing Center services, software applications, and computer equipment; creates answer keys for exercises.
15. Trains and supervises student assistants; resolves conflicts between student and/or other temporary help and Writing Center users.
16. Provides assistance to the Writing Center Coordinator in planning and development of Writing Center objectives and Program Assessment Review; develops and implements procedures and policies to address problems and to meet new needs as they arise; ensures materials are available for use.
17. Performs related duties as required.

**QUALIFICATIONS** - *The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

**Knowledge of:**

College level curricula and teaching strategies including theories and pedagogies across the curriculum; tutoring and instructional techniques.

In-depth American English language usage, grammar, syntax, vocabulary, spelling, style, punctuation, writing processes, rhetorical and discursive modes, logic, and pronunciation including dialectical differences, linguistics, and Modern Language Association (MLA), American Psychological Association (APA), and Chicago Manual of Style (CMS), and Council of Science Editors documentation styles.

In-depth literature and literary criticism; essay and other writing evaluation standards, concepts, and techniques; disciplines taught in lower-division collegiate level general education curriculum.

Computer-aided instruction techniques.

Test and assignment writing techniques; testing procedures.

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Office procedures, methods, and equipment including applicable software applications such as word processing, desktop publishing, spreadsheets, and database management.  
Supervisory techniques and conflict resolution techniques.  
Teaching English to Speakers of Other Languages (TESOL) methodology.  
Needs of learning disabled and other special student populations.  
Distance learning methodology.

### **Ability to:**

Read and write and tutor/instruct lower-division collegiate level students in reading and writing skills.  
Evaluate essays and other student writing.  
Administer tests.  
Relate positively to students in a teaching/learning environment and recognize student needs.  
Listen actively and effectively, identify and solve problems, facilitate learning for students, and build student confidence in writing ability.  
Present standard American English language and other concepts clearly and in a logical, sequential manner; provide remedial and other assignments and explain concepts in an impromptu fashion.  
Perform research.  
Operate office equipment including computers and supporting word processing, spreadsheet, database management, network management, desktop publishing, and Internet navigation applications.  
Adapt to changing technologies and learn functionality of new equipment and systems.  
Operate multimedia equipment.  
Maintain computer network equipment and peripherals, install software, and perform minor maintenance and repair on computer equipment.  
Lecture in front of large groups.  
Recognize variations in student backgrounds, abilities, and learning styles.  
Deliver criticism and encouragement in a thoughtful, tactful, and sensitive manner predicated on accuracy; maintain patience, empathy, and sensitivity to student needs and concerns; maintain honesty, reliability, cooperation, and integrity.  
Maintain Writing Center laboratory operations while focusing on individual tutoring/instruction.  
Train new student and/or other temporary help.  
Work independently and collaboratively.  
Perform general clerical functions.  
Compile information and statistics and maintain accurate records.  
Plan and organize work to meet changing priorities and deadlines.  
Meet critical deadlines while working with frequent interruptions under pressure.  
Learn and apply applicable federal, state, and local laws, codes, and regulations as well as administrative and departmental policies and procedures.  
Communicate clearly and concisely, both orally and in writing.  
Establish and maintain effective working relationships with those contacted in the course of work.

**Education and Experience Guidelines:** *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

### **Education/Training:**

Two years of college with major course work in English, TESOL, or a related field. A Bachelor's degree from an accredited college or university is desirable.

### **Experience:**

Two years of increasingly responsible experience in teaching/tutoring adults in writing.



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**PHYSICAL DEMANDS AND WORKING ENVIRONMENT** - *The conditions herein 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 job functions.*

**Environment:** Work is performed primarily indoors in an education center/classroom/laboratory setting.

**Physical:** Primary functions require sufficient physical ability and mobility to work in an office and/or classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally walk, stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

**Vision:** See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

**Hearing:** Hear in the normal audio range with or without correction.