

**JOB TITLE:** Instructional Writing Center Specialist  
**PAY GRADE:** CL 20  
**LAST REVISED:** July 2025

*Job Descriptions/Class Specifications are intended to present a descriptive list of the range of duties performed by employees in the job and are **not** intended to reflect all duties performed within the job.*

Sierra College has a strong commitment to the achievement of equity and inclusion among its faculty, staff, and students and values the rich, diverse backgrounds that make up the campus community. A strong candidate for this position must have the understanding and ability to successfully support individuals with varying backgrounds. This includes persons with disabilities, various gender identities and sexual orientations, as well as individuals from historically underrepresented communities and other groups. Our District is committed to providing strategies for success and proactive student-centered practices and policies focused on eliminating equity gaps to ensure the District provides an inclusive educational and employment environment focused on strategies for success and equitable outcomes for all.

### **SUMMARY DESCRIPTION**

Under general supervision from assigned manager, provides instructional assistance to facilitate and promote student success with writing across the curriculum; provides tutorial assistance to students in a lab, appointment, or online setting; creates materials to supplement and support student writing; keeps records of student Writing Center use; coordinates with instructional faculty and other academic supports to ensure student success; assists students in the use of writing-related technology; and maintains equipment in assigned area labs.

### **REPRESENTATIVE DUTIES**

*The following duties are typical for this 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 assists Writing Center users individually, in small groups, workshops, or online; assesses student abilities and instructs on conventions of different academic disciplines; anticipates potential learning challenges and employs known strategies to overcome problems; assesses needs of special student populations and adjusts instruction methods to meet individual needs; refers students to District services and resources, as needed.
  - a. Helps students to interpret writing assignments from faculty to determine requirements; contacts faculty for clarification on assignments; reads and evaluates student writing across the curriculum to determine whether writing meets the assignment criteria, class standards, and specific requirements.
  - b. 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, including American Psychological Association (APA), Modern Language Association (MLA), Council of Science Editors (CSE), and Chicago Manual of Style (CMS).
  - c. Guides students through the writing process, including, but not limited to, pre-writing, drafting, editing, and proofreading; reads and evaluates student and staff writing projects, including employment and college or university admissions applications, resumes, reports, and business letters.
  - d. Instructs students in analysis of literary works and rhetoric styles, including logic and argumentation and provides examples and analogies to clarify concepts; stimulates and facilitates critical thinking skills and techniques in various academic disciplines.
  - e. Evaluates and monitors student writing strengths and weaknesses to assist in developing individual programs for remediation; recommends writing success plan components, prescribes supplemental work, as needed; selects and explains handouts and exercises to supplement coursework.
  - f. Consults literary or composition texts and reference works; works with instructors, publishers, businesses, and other District staff to identify writing needs and Writing Center projects.

2. Assists students with writing-related computer, software tasks, research methods, and internet functions; requests or arranges for assistance, servicing, or repair of department computer equipment from District Information Technology Services (ITS) staff or other resources.
3. Researches and develops instructional writing materials, including online modules in Learning Management Systems (LMS); researches, revises, and maintains grammar and punctuation rules in various handbooks and manuals, including writing samples for college, university, or scholarship applications and transfer essays; writes or revises term paper manuals annually; 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 instructions for use of Writing Center services, software applications, and computer equipment; creates answer keys for exercises.
4. Provides users with information regarding the District and Writing Center programs and services; presents Writing Center services to faculty and their classes; conducts workshops in person and virtual for students and District staff; creates materials to promote Writing Center services; serves as a liaison between students, faculty, tutors, and other Writing Center staff; assists with maintenance of Writing Center webpages on the District website.
5. Reviews and coordinates student case management; monitors and responds to referrals in case management software; maintains and updates records; updates and maintains database to ensure referrals and appointments are accurately documented for reporting purposes.
6. Participates in the preparation and administration of assigned budget; researches and inventories materials and supplies, and determines future needs; discusses new products or needs with District staff; communicates funding needs or issues with appropriate manager or District staff; advocates for the needs of the department; and creates prioritized lists of needed equipment for administration; provides input regarding annual budget development.
7. Participates in planning, organizing, and coordinating of Writing Center activities, services, and objectives; assists with developing and implementing procedures and policies.
8. Performs administrative duties to facilitate tutoring and related activities, including researching and resolving problems; maintains appointment schedule and documents related actions for reporting; gathers, compiles, and tabulates statistical data and information; prepares forms and reports; verifies accuracy, completeness, and compliance to rules, procedures, regulations, policies, and other mandates.
9. Monitors student activity; takes steps to prevent and control unacceptable behavior.
10. Provides onboarding support, general work training, guidance, supervision assistance, and directs activities of students, temporary employees, or District staff.
11. Performs related duties that support the overall objective of the position.

**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:**

- Concepts, methodologies, principles, and techniques of tutoring and instructional writing support, including literature and literary criticism; essay and other writing evaluation standards, concepts, and techniques; test and assignment writing; Teaching English to Speakers of Other Languages (TESOL); and distant learning.
- College level curricula and teaching strategies, including theories and pedagogies across the curriculum.
- 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), Chicago Manual of Style (CMS), and Council of Science Editors (CSE) documentation styles.
- Learning styles, disabilities, and challenges.

- Federal, state, and local laws, codes, and regulations regarding instruction and support of students, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) and the Americans with Disabilities Act (ADA).
- Basic research methods and techniques.
- Record keeping principles and practices.

**Ability to:**

- Perform instructional and general operational duties in support of the Writing Center, including, but not limited to, operating office equipment and computers; maintaining and organizing supply and resource inventory; and supporting Writing Center activities.
- Provide instructional reading and writing support for students of diverse backgrounds, ages, abilities, learning types, and skill levels.
- Tutor students in reading and writing skills, including evaluating essays and other types of writing; presenting standard American English language concepts; delivering criticism and encouragement in a thoughtful, tactful, and sensitive manner; maintaining patience, empathy, and sensitivity to student needs and concerns; and building student confidence in writing ability.
- Relate positively to students in a teaching and learning environment.
- Recognize student needs, provide just-in-time assistance, and make appropriate referrals for assistance and resources.
- Mentor and guide students.
- Make presentations to groups.
- Adapt to changing technologies and learn functionality of new equipment and systems.
- Plan and organize work to meet schedules and changing deadlines with frequent interruptions.
- Compile information and statistics.
- Perform basic record keeping functions.
- Utilize office procedures, methods, and equipment, including computers, technology, and applicable software applications sufficiently to perform the duties of the classification, including those used in the Writing Center and Learning Management Systems (LMS).
- Maintain confidentiality of information.
- Follow oral and written directions.
- Communicate clearly and concisely, both orally and in writing.
- Provide general work training, guidance, supervision assistance, and directs activities of students, temporary employees, or District staff, including recruitment and scheduling of tutors and volunteers.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Work independently and collaboratively.
- Apply District policies and procedures.

**EDUCATION AND EXPERIENCE GUIDELINES**

*Any combination of education and experience that demonstrates the required above knowledge and abilities is qualifying. Examples of ways to obtain the above knowledge and abilities could include, but are not limited to, the following:*

**Education/Training**

- Two years of college with major course work in English, Teaching English to Speakers of Other Languages (TESOL), or a related discipline.

**Experience**

- Two years of increasingly responsible experience in teaching or tutoring college level writing.

**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.

Board Approved: July 15, 2025