

**Academic Advancement Program 2018 Freshman/Transfer Summer Program  
Composition Peer Learning Facilitator Application**

**English Composition 1  
English Composition 2**

**English Composition 3  
English Composition 100W**

**The Academic Advancement Program provides peer learning and counseling services to eligible students. The Academic Advancement Program opposes discrimination in all of its forms, including discrimination based on race, ethnicity, gender, sexual orientation, political views, disability, religion, or any other basis prohibited by law.**

For your application to be complete, you must turn in this application along with your responses to the attached questions, a resume or CV, summer 2018 schedule, and current unofficial transcript. **All materials must be turned in by 1 pm Thursday, May 3, 2018 (Priority deadline) in room 1214 Campbell Hall.** Applications will be accepted on a rolling basis until positions are filled. For current or past Peer Learning Facilitators, on file evaluations will also be reviewed.

NOTE: If you are applying for more than one F/TSP Peer Learning Facilitator position, **you must turn in a separate application** for each position.

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

If currently working on campus, where: \_\_\_\_\_

**Include your current local address, phone number w/area code, and email, as Applicants will be contacted by email:**

Local address: \_\_\_\_\_  
\_\_\_\_\_

Phone number: \_\_\_\_\_ Email: \_\_\_\_\_

Student Status: Undergraduate Student:                      Fr        So        Jr        Sr  
                                 Graduate Student:                      M.A        Ph.D.        Year in Program \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Cum GPA \_\_\_\_\_

Have you previously worked on campus?    Y        N        If yes, when: \_\_\_\_\_

Have you previously worked as an AAP Peer Learning Facilitator?    Y        N        If yes, when: \_\_\_\_\_

Have you previously worked with AAP Freshman or Transfer Summer Programs?    Y        N        If yes, when: \_\_\_\_\_

Will you be working on campus in another position when F/TSP starts?                      Y        N

Please list relevant courses you have taken, tutored, or had a teaching assistant appointment for below.

Taken: \_\_\_\_\_

PLFed/Tutored: \_\_\_\_\_

TAed: \_\_\_\_\_

Preferences, please numerically rank, first choice (1) through last (5):

English 1 \_\_\_\_\_ English 2 \_\_\_\_\_ English 3 \_\_\_\_\_ English 100W-FSP \_\_\_\_\_ English 100W-TSP \_\_\_\_\_

**I have read the “2018 F/TSP Peer Learning Facilitator Positions” announcement and understand the responsibilities outlined in it.**

Signature

Date

*The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: UC Nondiscrimination and Affirmative Action Policy.*

**English Composition Peer Learning Facilitator Application (cont.)**

**Questions**

1. What is the mission of AAP more generally and AAP F/TSP Peer Learning specifically? How will you use the PLF position to fulfill both missions?
2. What is your facilitation philosophy (sometimes understood as a teaching philosophy)? How would you explain your role as a “Peer Learning Facilitator” to incoming Freshmen/Transfer students? How would you conduct your sessions? How would you assess the quality of your sessions? How will you integrate a social justice component?
3. What is your experience in facilitating discussion sessions with writing focus? How would you explain the writing process to an incoming UCLA student? How would you incorporate course readings, critical thinking, engaged dialogue, and a social justice framework in facilitating discussion related to the complex concepts in the course?
4. How can an English Composition course and a Core class work together to build a stronger curriculum than could be built by separate courses? What are some of the difficulties that such an adjunctive curriculum can create? How would you address those problems?
5. How can a writing course empower entering UCLA AAP students to excel throughout their undergraduate careers and beyond? What do you foresee are the challenges and opportunities that these courses may present to AAP students? How do you anticipate your PLF position in aiding AAP students to thrive in an abbreviated quarter?
6. Describe an instance when you had to overcome a conflict/disagreement with someone you worked with.
7. Describe the experiences, knowledge, attitude, and skills that make you a good fit for this position. What unique qualities, ideas, energies, etc., would you bring to the team?
8. **SCIENCE INTENSIVE ONLY**: Composition sections will be linked to main science courses (*CHEM 88/96, LS 30A, Chemistry 153A, Math 1*). If you are interested in working with this group, please describe your experience with science courses, and/or your interest in working with incoming science students.