

**Academic Advancement Program 2019 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 2019 schedule, and current unofficial transcript. **All materials must be turned in by 1 pm Wednesday, May 8, 2019 (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 "2019 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 your understanding of AAP, AAP F/TSP, and Peer Learning and how do they all relate? Why are you interested in working for AAP F/TSP Peer Learning?
2. Describe what drives your facilitation pedagogy (sometimes understood as a teaching pedagogy)? 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?
3. What experiences have you had that are related to facilitating, mentoring, academic advising 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 (Science or Social Science intensive) 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. What is your knowledge of the current community conditions and campus climate that exists in relation to People of Color and historically marginalized communities specifically at UCLA? 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. What do you have to contribute to the F/TSP team? Describe 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? What are some areas of growth you would like to develop within this position?
7. **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.