

# VIRTUAL WRITING CENTER COURSE VISITS

## Startup Checklists

### University Context: Deciding on a Course Visit Model

<input type="checkbox"/>	Determine your Writing Center's level of access to your university's LMS. Reach out to your university's tech support to ask the following questions: <ul style="list-style-type: none"><li>• Are writing center representatives able to self-enroll in courses?</li><li>• Are writing center representatives able to start a new discussion thread in a visible place for students in a given course (e.g. the discussion board or class café)?</li></ul>
<input type="checkbox"/>	Think through your students' virtual learning context(s). What writing center course visit model aligns with their current synchronous or asynchronous virtual learning format?
<input type="checkbox"/>	Based on Writing Center's level of access and student learning context(s), determine which model(s) of writing center course visits—asynchronous, synchronous, or both—work best in your university context.

### Implementing Asynchronous Course Visits

<input type="checkbox"/>	Determine the structure of your Writing Center's course visit. <ol style="list-style-type: none"><li>a. How long will it be (e.g. if the course is asynchronous and has a weekly assignment, the writing center rep. might participate in the course for an entire week to ensure all students have the opportunity to engage before submitting their weekly assignment)?</li><li>b. What content will the writing center representative cover? Writing topics? Writing center resources? Responses to student questions?</li><li>c. What will the faculty and writing center representative's partnership look like in the discussion?</li><li>d. What location in the classroom will the writing representative post (e.g. the discussion board, class café, or other visible area)?</li></ol>
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## VIRTUAL WRITING CENTER COURSE VISITS

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<input type="checkbox"/>	Determine how you will market virtual Writing Center course visits to your university.
<input type="checkbox"/>	Determine policies for both faculty and students in course visits.
<input type="checkbox"/>	Determine how faculty will request virtual Writing Center course visits (e.g. via email request, survey form, etc.)

## Implementing Synchronous Course Visits

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<input type="checkbox"/>	Determine the synchronous meeting technology you will use to present and record your course visit (e.g. Zoom, Teams, Google Meet, Adobe Connect, Skype).
<input type="checkbox"/>	Determine the structure of your Writing Center's course visit. <ul style="list-style-type: none"><li>• How long will it be (30 minutes, 60 minutes, 90 minutes)?</li><li>• What content will the writing center representative cover? Writing topics? Writing center resources? Responses to student questions?</li><li>• What will the faculty and writing center representative's partnership look like during the live presentation?</li><li>• Will you use a formal PowerPoint presentation? Or, will your presentation simply be screen sharing of a website or other resources?</li><li>• How will the session be recorded?</li></ul>
<input type="checkbox"/>	Determine how you will market virtual Writing Center course visits to your university.
<input type="checkbox"/>	Determine policies for both faculty and students in course visits.
<input type="checkbox"/>	Determine how faculty will request virtual Writing Center course visits (e.g. via email request, survey form, etc.)
<input type="checkbox"/>	Determine how you will send out invites to faculty and students to ensure they know when and where your course visit is.
<input type="checkbox"/>	Determine your follow up procedures, including sending a recording of the course visit to the faculty member to distribute to all students.

\*For one example of a writing center course visit survey form and policies for faculty, be sure to review: <https://faculty-resources.waldenu.edu/writing-center/contact-us/course-visits>

\*For additional information, please contact Sarah Prince ([sarah.prince@mail.waldenu.edu](mailto:sarah.prince@mail.waldenu.edu))