

## “A Center Inside” Supplemental Materials D SLU Prison Program Consultation Guide

1. Prison consultations and related materials (this guide and questionnaires/glossaries) are placed in the mail bins outside BSC 347 (within the Student Success Center suite). Please note that copies of those materials as well as the relevant **assignment descriptions/syllabi** are available on the Chronicles!
2. Graduate assistants and other interested staff members will be on rotation to complete these consultations. When it is your turn in the rotation, you will see yourself blocked off for a Prison Consultation in EAB (remember: this will appear as a calendar event, not in your appointment list); during that time, pick up and complete a submission from the “Prison Consultations To Do” bin.
  - a. **IMPORTANT:** Make sure that you complete your consultation in the time allotted. Plans for document transfer are made around those blocks of time!
3. ***Read the questionnaire and entire submission before making any marks on the student’s work.***
4. As you read, make notes to yourself (somewhere other than the student’s draft) regarding the student’s goals, areas in the paper where those goals are being met or can be improved, and where you see patterns or repeated strengths/weaknesses.
5. Once you have read through the entire submission and have a good grasp on the student’s strengths and weaknesses, determine **TWO concerns** to discuss with the student. Unlike a traditional consultation, **do not** plan to give the student more than two concerns. We want to keep our commentary as clear and actionable as possible, but it is also important to work within the student’s technological limitations (students are less likely to make wide-spread changes with handwritten or typewritten drafts). These concerns can come in a variety of combinations (higher- or lower-order), as shown below:

1 HOC	1 LOC
2 HOCs	0 LOCs

However, a HOC may entail sub-concerns (as shown below). For example, a common HOC is paragraphing; to work on that, you recommend 1) separating key ideas X, Y, and Z) and then 2) adding transition sentences to each paragraph. Those sub-HOCs are both related to the overarching concern (organization). However, use your best judgement about how much advice is too much.

1 HOC		1 LOC
Related sub-HOC	Related sub-HOC	

6. Once you have those two concerns in mind, begin making notes on the student’s draft, following the same general guidelines as those for online consultations: greeting, initial positive remark, closing, etc.
  - a. Unlike an online consultation, outside of appreciative, rapport-building comments, be sure to only make comments about the specific concerns you identified as most important. For example, avoid remarks about commas if commas were not in your two primary concerns.
  - b. Because supplies (like paper) are scarce, many consultations are single-spaced with minimal margins, which means commenting on these consultations requires greater awareness of space as well as greater creativity in how and where you comment. If necessary, use symbols or numerical annotations (e.g., ★ or ①) to direct students to explanations in an end note or the letter to the

student, where you have more room to elaborate. These notations are particularly helpful for pointing out patterns, such as places where a new paragraph or idea is introduced.

- c. Feel free to use handouts to provide additional explanations or examples to supplement your comments! Paper handouts can be found in the hanging displays on the cubicles, and digital copies are available on the UWS website or in the Chronicles.
  - d. Make sure that comments are clear, legible, and **extremely facilitative (using questions and options)**. Student identity, authority in decision-making, and autonomy are essential in these consultations, even more so than in traditional or online consultations.
  - e. Rhetorical jargon not defined in the glossary must be explained. Do not assume that the student will always be fully aware of the terms you use. If explaining those terms is not easy to do in the space you have, please include explanations (or a brief glossary) in the letter to the student.
7. In addition to notes on your concerns, provide sincere positive remarks complimenting the student's strengths and accomplishments. As with online consultations, you should aim for at least one positive remark every 2-3 pages, although we encourage you to attempt to include a positive remark every 1-2 pages (*if you find areas to genuinely compliment—do not give disingenuous or fake praise*). We also recommend using the student's first name every so often (especially paired with a positive remark) to affirm their identities as people, students, and writers.
  8. Next, begin writing up your final response, the letter to the student. This response should be modeled on the e-mail to the student we use for online submissions, with some modifications (see the template below). Please use your own language and personalized greetings/closings to maximize sincerity.
    - a. This letter can be typed or handwritten. Just make sure your response is clear and legibly written.
  9. When your letter is complete, place the letter, any relevant handouts, questionnaire, and the draft with consultant comments (**in that order**) in the "Prison Consultations Completed" bin outside BSC 347.

***Please do not staple any of these materials!***  
***(Copies have to be made, so all staples will have to be removed.)***

### Letter to the Student Template:

[*Student Name*],

[*Provide a personalized greeting.*]

In the questionnaire, you asked us to look at [*quote at least one of the **student's goals** (e.g. organization) directly from the submission form*].

[*Segue into your **first prioritized concern**. Include steps or stages, if necessary. Examples and options are recommended.*]

[*In a separate paragraph, comment on your **second prioritized concern**. Examples and options are recommended.*]

[*In a separate paragraph, include at least **one positive comment**. Do not give fake praise by placing constructive criticism immediately after the positive. It should stand alone.*]

[*Provide a personalized closing.*]

Respectfully,

[*Consultant **First Name***]