



University of New Hampshire
College of Liberal Arts

REvisions: UNH English

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Join the UNH English major

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banner courtesy of Kayla Barron, UNH '20

HELPerS Provide Multilingual Writing Assistance

Co-advisor Denise Desrosiers describes the "dedication and adaptability" of HELPerS' work to establish new Zoom and GMail options for writing assistance

What should people know about HELP?

People should know that HELP is a writing assistance service at UNH for undergraduate multilingual students. HELP is staffed by undergraduate UNH multilingual international students who are advised by ESLI faculty (Prof. Kristin Raymond and myself). HELPerS have completed English language instruction and undertake ongoing training for giving students feedback on their work (especially writing, but also presentations and projects in any subject). They can help students with anything from brainstorming to content revisions to final editing for things like sentence structure and citations. The big difference between HELP and Connors [Writing Center] is that HELPerS can not only give feedback in another language, but understand more about what it's like to write in English as a native speaker of another language. This makes the HELPerS strong assets to our multilingual population at UNH, and it makes some students feel more comfortable asking for help.

How would you describe a typical conference?

HELP has typically functioned with live 50-minute conferences, similar to the Connors Writing Center. HELPerS would sit down with students, talk through their questions about their work, and offer suggestions. Since UNH went remote in March, we have been offering Zoom conferences in place of in-person conferences, and we also developed an



HI , ENGLISH LEARNING PARTNER

Make an appointment with HELPer through E-mail
helpwriters.unh@gmail.com

We can do video conferences on Zoom or WeChat, or you can get feedback through email.

- HELPerS are on U.S. east coast time
- Please allow 48 hours for a response

We are always here to help you with your writing or other kinds of assignments!



HELP, an acronym for "Hi, English Learning Partner," schedules appointments and provides feedback through multiple response options

asynchronous option using the new Gmail system [see flyer]. For the asynchronous option, students can send their work in along with assignment information and their questions or needs, and a HELPer will reply to them with

feedback through email. The asynchronous option has been very popular since it was introduced.

How is HELP working through the pandemic?

This year is challenging because many of our HELPerS were not able to return to the U.S. or were not able to return to HELP because of the strain of dealing with everything during the pandemic. As a result, at the moment our student staff is limited, and we can only offer Korean as an additional language option for HELP feedback. However, the HELPerS are very experienced with and effective at supporting students in English, and they are ready and able to take student requests.

What is a favorite story or moment related to HELP?

Also, I'd like to say that those HELPerS who were able to continue working this year showed dedication and adaptability as things have changed. We spent hours over the spring and summer working out the logistics and protocols for the asynchronous option and practicing giving asynchronous feedback, and they have done a fantastic job! I'm extremely proud of all of them!



Learn more and schedule an appointment with HELP here:

<https://mypages.unh.edu/helpwriters/>

“Show[ing] Possibilities”: Author Penny Kittle Inspires with Advice for English Teachers

Penny Kittle, who has helped to popularize the reading/writing workshop approach in English language arts instruction, reminded her recent audience to “teach process, not just product.”

“The writing process must always be fresh to us,” Kittle explained to UNH English Teaching majors, MFA students, and English language arts teachers. “Show possibilities, think aloud! You are the best writer in the room.”

She encouraged her Zoom audience to write alongside their students, using fun writing prompts, two-voice poems, and color-coded revision strategies. With these activities, teachers model writing strategies that allow students to grow as writers, as poets, as thinkers. But students need to write a lot, she explained.

“We are more likely to be playful and precise with words when we have a volume of them [to work with].”

Kittle also shared ideas for building students’ reading interest and stamina.

“I found Penny Kittle's discussion of instilling a love of reading in kids through consistent independent reading time valuable. I also liked how she explained the progression of how to start kids off with easier books and work up to more difficult ones,” senior English and Educational Studies major Aleigha Raymond explained in an email.

Kittle organized her presentation around *Hamilton* quotations, which provided needed inspiration to UNH’s future and current teachers.

English teacher and UNH graduate student Ann Marie Torres explained, “I took many notes but was moved by her reminder (from *Hamilton*) of ‘How lucky we are to be alive right now.’ Sometimes in the daily grind of this often-maligned profession, it's easy to forget how lucky we are to be doing the job that we're doing. I know I feel lucky and look forward to the day when I can bring Penny's ideas to my next school.”



Photo courtesy of Penny Kittle

MFA student Via D’Agosintino concurred: “I’m definitely planning to adopt some of [Kittle’s] strategies--especially the free reading and the book art!”

Do you have a pet who has made a guest appearance in your Zoom class?

Email a pet photo and brief caption by Nov. 30 for possible inclusion in the next issue of *ReVisions*!

Please share pet photos/captions as well as other stories and events with *ReVisions* editors: James.Rioux@unh.edu and Laura.Smith@unh.edu