

Mentoring Graduate Student Writers

Introduction:

Graduate students come to UCCS at various points in their academic and professional careers, and some students may need more support in developing and honing their writing skills, especially if they are entering a discipline that differs from their undergraduate training. As well, graduate students may need different types of supports for the types of writing that they will engage in and with throughout their training as these different writing assessments or projects can be discipline and/or project specific.

The Purdue Writing Lab created a great tool in 2019, “[Working with Graduate Student Writers: A Faculty Guide](#)” that supports faculty mentors who are needing to find some helpful tips that can be implemented quickly.

A second very helpful open-source edited collection, “Graduate Writing Across the Disciplines,” from the WAC Clearinghouse, provides meaningful ways to support writing growth for graduate students, including multilingual writers.

Brooks-Gillies, Marilee, Elena G. Garcia, Soo Hyon Kim, Katie Manthey, & Trixie G. Smith (Eds.). (2020). [Graduate Writing Across the Disciplines: Identifying, Teaching, and Supporting](#). The WAC Clearinghouse; University Press of Colorado. <https://doi.org/10.37514/ATD-B.2020.0407>

Additional recommended resources are included below:

1. Mandy Olejnik, “Potential of WAC in Graduate Writing Support: Helping Faculty Improve Systems of Graduate Writing,” *The WAC Journal*, **2023**, volume 34, pgs 154 – 170. DOI: [10.37514/WAC-J.2023.34.1.10](https://doi.org/10.37514/WAC-J.2023.34.1.10)
2. Laura R. Micciche and Allison D. Carr, “[Toward Graduate-Level Writing Instruction](#).” *College Composition and Communication*, **2011**, volume 62 (3), pgs 477-501.
3. Rosemary S. Caffarella and Bruce G. Barnett, “Teaching Doctoral Students to Become Scholarly Writers: The importance of giving and receiving critiques.” *Studies in Higher Education*, **2010**, volume 25 (1), pgs 39-52. DOI: [10.1080/030750700116000](https://doi.org/10.1080/030750700116000)

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