Annual Report, Centre for Writers
Dr. Lucie Moussu, Justin Tiedemann
June 2021

“Hanging on by a thread!”
Contents
1. INTRODUCTION .................................................................................................................................. 5
   A. The Centre for Writers at a Glance ................................................................................................. 5
   B. Notes About the Year ...................................................................................................................... 5
2. TEAM MANAGEMENT AND FINANCIAL INFORMATION ............................................................... 7
   A. C4W Leadership Team ................................................................................................................... 7
   B. C4W Tutors .................................................................................................................................. 7
      i) Tutor Recruitment ...................................................................................................................... 8
      ii) Tutor Demographics: Academic Programs ................................................................................. 9
      iii) Salaries and Contracts ............................................................................................................ 9
      iv) Tutor Academic Activities ..................................................................................................... 10
   C. Financial Information .................................................................................................................... 12
3. C4W SERVICES, USE, AND FEEDBACK ....................................................................................... 13
   A. Synchronous Reservation Details ................................................................................................. 13
   B. Client Details ............................................................................................................................... 16
      i) Reservations by Standing ......................................................................................................... 16
      ii) Reservations by Faculty ......................................................................................................... 17
      iii) Reservations by First Language ............................................................................................ 19
      iv) Reservations from the Waiting and Drop-in Lists .................................................................. 20
   C. Client Satisfaction ....................................................................................................................... 21
      i) Positive Comments .................................................................................................................. 22
      ii) Things to Improve .................................................................................................................. 25
   D. Online Support Survey ................................................................................................................. 26
   E. Workshops .................................................................................................................................. 27
   F. Guided Writing Instruction Groups (GWIGs) ............................................................................... 27
      i) GWIG Participant Feedback .................................................................................................... 29
   G. Online Tutoring Expanded (Asynchronous Tutoring) ................................................................. 30
      i) Courses ................................................................................................................................... 30
      ii) Online Student Feedback ....................................................................................................... 32
   H. Class Visits and Campus Events ................................................................................................. 33
   I. Class Group Tutoring (CGT) ........................................................................................................ 34
      i) Fall 2020/Winter 2021 Class Group Tutoring ....................................................................... 34
ii) Feedback from CGT Students ......................................................... 35
iii) Feedback from Instructors ......................................................... 35
iv) Feedback from CGT Tutors ......................................................... 37
v) Things to Remember for Next Year ............................................... 39

4. CHANGES AND CHALLENGES .......................................................... 40
   A. Guided Writing Instruction Groups (GWIGs) ................................ 40
   B. Continuation of Synchronous Online Tutoring ............................. 40
   C. Online Support Survey ............................................................. 41
   D. The DOS Portfolio ................................................................. 41
   E. Tutor-Training Courses ........................................................... 41
   F. COVID-Related Challenges ...................................................... 42
      i) Tutor Evaluation Form .......................................................... 42
      ii) Workshops Cancelled ......................................................... 42
      iii) Technology Issues ............................................................. 42
      iv) Online Staff Meetings ....................................................... 43
      v) Keeping in Touch and Mental Health Concerns ....................... 43

5. COLLABORATION AND PROMOTION .............................................. 45
   A. UofA+ Program, August 2020 .................................................. 45
   B. ACCESS Outreach Team ........................................................... 45
   C. ECON 109 Schedule ............................................................... 46
   D. Tutor-Training Course Promotion ............................................ 46
   E. Website and Social Media ........................................................ 46
   F. GSA Advertising and Promotional Videos .................................. 47
   G. Social Endeavors .................................................................. 47

6. ACADEMIC DIRECTORS’ ENGAGEMENT, PROFESSIONAL DEVELOPMENT, AND RESEARCH ......................................................... 48
   A. Director Dr. Moussu ............................................................... 48
   B. Interim Director Belinda Wang .................................................. 49

7. GOALS AND RECOMMENDATIONS .............................................. 50
   A. Financial .................................................................................. 50
   B. Tutor Training, Support, and Development .................................. 50
   C. Collaboration and Promotion .................................................... 51
   D. Administrative ....................................................................... 51
APPENDICES

Appendix A – Guiding Principles for the Centre for Writers ..................................................53
Appendix B – C4W Staff Meeting Minutes ............................................................................54
Appendix C – COVID-19 Kicked Our Butts—But We Survived and Learned A Thing or Two! ..................................................................................86
Appendix D – Tutors Quarantined: Seconds Saved .................................................................88
Appendix E – Online Tutoring Session Feedback Survey .......................................................90
Appendix F – C4W Online Support Survey Responses .........................................................91
Appendix G – Complete Fall 2020 + Winter 2021 GWIG Student Feedback .......................103
Appendix H – Class Group Tutoring Handbook ..................................................................109
Appendix I – CGT Student and Tutor Feedback ..................................................................115
Appendix J – WRS 301/603 and EDSE 401/501 Syllabus .....................................................123
Appendix K – Client QuickGuide to Online Appointments .................................................135
Appendix L – Tutor QuickGuide to Online Appointments .....................................................139
Appendix M – WRS 301/603 & EDSE 401/501 Advertising Poster .......................................141
Appendix N – C4W Advertisement for GSA Planner .............................................................142
1. INTRODUCTION

A. The Centre for Writers at a Glance

The Centre for Writers (C4W) is a free, one-on-one tutoring service available to all students, faculty, alumni, and staff members at the University of Alberta. We offer support for every level of proficiency, for all disciplines, and have resources to assist ESL/EAL writing concerns. The C4W aims to assist every writer at any stage of the writing process.

The word “clients” is used in this report to encompass all the students, faculty, alumni, and staff members who take advantage of the services the C4W offers.

B. Notes About the Year

- Dr. Moussu returned early from her sabbatical leave to assist with COVID-19 adaptations in the C4W, and Yan (Belinda) Wang continued as the Interim Director until June 30.
- The COVID-19 pandemic affected many of the operations of the C4W in the 2020-2021 academic year. One-on-one appointments were moved to online only, workshops were cancelled, and Guided Writing Instruction Groups (GWIGs) and Class Group Tutoring (CGT) were moved online.
- Writing Studies (WRS) 301/603 was offered online for the first time in Fall 2020. Dr. Moussu had 9 undergraduate and 10 graduate students. In Winter 2021, 6 undergraduate and 8 graduate students were hired as tutors from the WRS 301/603 course.
- The C4W ran 13 GWIGs this year: 5 in the fall, and 8 in the winter. This winter was a new record for the C4W!
- Over the past four years, four faculties have been consistent in making the most reservations for tutoring appointments: Arts; Science; Agricultural, Life & Environmental Sciences (ALES); and Engineering. However, this year, the Faculty of Nursing replaced ALES as the third highest user of C4W services.
- This year, the number of native English-speaking clients (40%) surpassed the number of Chinese/Mandarin/Cantonese-speaking clients (31%).
- The C4W had a higher number of one-on-one reservations than last year, despite a lower number of unique clients and despite offering only online services this year.
- For the first time ever, C4W services were offered later in the day (sometimes up to 10:00pm) to accommodate clients in different time zones.
Class Group Tutoring was very successful this year, with 4 tutors supporting 4 courses in the fall and 5 tutors supporting 5 courses in the winter.

In the past, the C4W offered asynchronous tutoring only to Extension students. With the COVID-19 pandemic, the C4W offered asynchronous tutoring to everyone. Three dedicated asynchronous tutors took requests from clients, and many synchronous tutors assisted with asynchronous requests when the numbers became overwhelming.

C4W tutors and staff made 12 in-class presentations this year, reaching 542 students.

When clients were asked if they were happy with the online tutoring service that was put into place because of the COVID-19 pandemic, 92% said they were very happy, 7% said they were somewhat happy, and only 1% said they were not happy.

Tutors felt well-supported by the C4W staff during the COVID-19 pandemic, but some were disappointed by the support provided to tutors by the University of Alberta.

Figures 1.1 and 1.2 show the tutoring reservations by standing, faculty, and first language.

**Figure 1.1: Tutoring Reservations by Standing**

**Figure 1.2: Tutoring Reservations by Faculty and First Language**
2. TEAM MANAGEMENT AND FINANCIAL INFORMATION

A. C4W Leadership Team

Dr. Lucie Moussu has been the Director of the C4W since July 2009. Dr. Moussu is a tenured Associate Professor in the Department of English & Film Studies in the Faculty of Arts, seconded to the Department of Educational Psychology (Faculty of Education) since July 1, 2020. She teaches WRS 301/603: Writing Centre Theory and Pedagogy and WRS 605: Issues in Second Language Writing, among other courses. Dr. Moussu was scheduled to be on sabbatical leave from January 1, 2020 until June 30, 2020. This sabbatical was cancelled, however, on April 14, 2020 in light of the COVID-19 pandemic and postponed until January 1, 2022.

Yan (Belinda) Wang was the Interim Director of the C4W from January 1, 2020 until June 30, 2020, while Dr. Moussu was on sabbatical. Belinda is a PhD candidate in Comparative Literature in the Department of Modern Languages & Cultural Studies. She has been working as a peer tutor at the C4W since Winter 2018.

Justin Tiedemann has been the Program Coordinator of the C4W since March 18, 2019. Justin is a former tutor at the Augustana campus (2016–2018) and was recommended for the position of Program Coordinator by the Director of the Augustana Writing Centre, Dr. Craig Peterson. A University of Alberta alumnus, Justin graduated with a Bachelor of Arts in English from the Augustana Campus in May 2018. Justin also completed a Bachelor of Science in Computer Engineering Technologies from DeVry Institute of Technology in 2006.

Stephen Kuntz, Associate Director of the Academic Success Centre, was the supervisor of Justin Tiedemann, program coordinator of the C4W, while Dr. Moussu was on sabbatical, from January 1, 2020, until June 30, 2020. He has directed Writing Resources at the University of Alberta since 2006.

There has been no official representative from the DOS portfolio meeting regularly with C4W staff since July 1, 2020.

B. C4W Tutors

Writing centres do not only benefit the clients. It is important to remember that they also provide valuable employment, as well as academic and professional development for the peer writing
tutors. The C4W working environment provides tutors with a practical opportunity to develop and demonstrate professional skills related to customer service and best writing practices and to work in a team-oriented office setting. The C4W is thus a place where clients receive writing support and also a place that provides tutors with opportunities to grow as students, academics, and professionals.

The C4W continues to follow the practices set out in the Guiding Principles for the Centre for Writers, published in 2011 (see Appendix A) to maintain the expectations and standards of the C4W. The guide is a useful reference for the tutors when they run into unfamiliar or awkward situations with clients.

In the 2020-2021 academic year, things looked a bit different for the C4W. Because all of our services moved online, we no longer were able to enjoy the new layout of the physical C4W, and staff meetings and the term-end potlucks were carried out via Zoom. WCOnline was fairly well-suited to online work, but there were many problems with servers crashing and other technological issues. WCOnline staff managed to fix some issues, but, as is the reality with online tutoring, complications are inevitable.

i) Tutor Recruitment

Tutors comprise the core staff of the C4W. The C4W continues with the process initiated in 2010 for the recruitment of potential tutors.

All applicants who have not taken WRS 301/603 are required to interview with Dr. Moussu and/or take two tests. If applicants with previous writing centre or tutoring experience successfully pass the tests and/or interview, they are hired. If applicants do not pass the tests and/or interview, they are advised to take WRS 301/603 or go through individualized tutor training. If applicants pass the tests but do not have sufficient writing centre/tutoring experience, they are asked to take or audit WRS 301/603. While taking or auditing the course, they may be permitted to start working as paid tutors. The course provides tutoring experience and helps students acquire a variety of skills and understandings associated with the theories and best practices of writing centres (see Appendix A for the C4W's Tutoring Guiding Principles). Furthermore, the course helps students gain insights into their own writing practice.

Table 2.1 below shows the number of WRS 301 and 603 students taking the course and the number of those students hired afterwards.

Table 2.1: Students Taking Course vs. Students Hired as Tutors after the Course

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Winter 2017</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRS 301 students: Hired for the following term</td>
<td>12:6</td>
<td>17:10</td>
<td>12:11</td>
<td>4:3</td>
<td>18:16</td>
<td>16:12*</td>
<td>N/A**</td>
<td>9:6</td>
<td>9:6</td>
</tr>
<tr>
<td>WRS 603 students: Hired for the following term</td>
<td>7:6</td>
<td>7:4</td>
<td>1:1</td>
<td>5:3</td>
<td>3:1</td>
<td>N/A*</td>
<td>N/A**</td>
<td>9:6</td>
<td>10:8</td>
</tr>
</tbody>
</table>

* WRS 603 was cancelled in Fall 2017. Therefore, the two graduate students who wanted to work as tutors had to register in WRS 301 and did not receive graduate credit.
** Both WRS 301 and WRS 603 were cancelled in Fall 2018.

In Fall 2018, the Office of Interdisciplinary Studies (OIS) cancelled WRS 301 and WRS 603. Fortunately, in Fall 2019, Dr. Moussu was able to offer WRS 301 and WRS 603 again.
This year, Dr. Moussu missed her students and tutors so much that she decided to do something ridiculous for them. She decided to learn how to crochet funny squares with animals and other designs and share them with the tutors, WRS 301/603 students, and this report.

ii) Tutor Demographics: Academic Programs

During the 2020–2021 academic year, tutors working at the C4W were from the following programs/departments (number of tutors in that program/department in parentheses):

<table>
<thead>
<tr>
<th>Table 2.2: Summary of Paid Tutors’ Programs of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2019: total of 30 paid tutors</strong></td>
</tr>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Arts—English (2)</td>
</tr>
<tr>
<td>Arts—English/Drama (1)</td>
</tr>
<tr>
<td>Arts—Modern Languages and Cultural Studies - German (1)</td>
</tr>
<tr>
<td>Arts—Philosophy (1)</td>
</tr>
<tr>
<td>Education (1)</td>
</tr>
<tr>
<td>Law (1)</td>
</tr>
<tr>
<td>Open Studies (1)</td>
</tr>
<tr>
<td>Physiology and Developmental Biology (1)</td>
</tr>
<tr>
<td>(PhD) Molecular Biology and Genetics (2)</td>
</tr>
<tr>
<td>(PhD) TESL (1)</td>
</tr>
<tr>
<td><strong>Winter 2020: total of 28 paid tutors</strong></td>
</tr>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Arts—English (3)</td>
</tr>
<tr>
<td>Arts—English/Drama (1)</td>
</tr>
<tr>
<td>Arts—Modern Languages and Cultural Studies - German (1)</td>
</tr>
<tr>
<td>Ecology, Evolution, and Environmental Biology (1)</td>
</tr>
<tr>
<td>Education (2)</td>
</tr>
<tr>
<td>Law (1)</td>
</tr>
<tr>
<td>Management Information Systems (1)</td>
</tr>
<tr>
<td>Open Studies (3)</td>
</tr>
<tr>
<td>(PhD) Mechanical Engineering (1)</td>
</tr>
<tr>
<td>(PhD) TESL (1)</td>
</tr>
<tr>
<td>(PhD) Russian Studies (1)</td>
</tr>
<tr>
<td>(PhD) TESL (1)</td>
</tr>
<tr>
<td>(MED) TESL (1)</td>
</tr>
<tr>
<td>(PhD) TESL (1)</td>
</tr>
</tbody>
</table>

iii) Salaries and Contracts

Graduate and undergraduate tutors are paid bi-weekly, on an hourly basis. Tutors are also required and paid to attend at least three staff pedagogical meetings per term (see Appendix B for staff meeting minutes).

As of Winter 2020, in light of the changing budget landscape within the province, the DOS HR team working with the Dean of Students and Associate Dean reviewed tutor salaries and
approved new hourly rates for DOS portfolio tutors. The new salary scale (found in Table 2.3 below) was used for Spring/Summer 2020 hires and the 2020–2021 academic year.

**Table 2.3: DOS Portfolio Tutor Hourly Rates (2020–2021)**

<table>
<thead>
<tr>
<th>Status and Degree</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven’t completed a Bachelor’s Degree</td>
<td>$18.07/hour</td>
</tr>
<tr>
<td>Completed Bachelor’s Degree</td>
<td>$25/hour</td>
</tr>
<tr>
<td>Completed Master’s Degree</td>
<td>$30/hour</td>
</tr>
<tr>
<td>ABD (in a PhD program, All but Dissertation)</td>
<td>$35/hour</td>
</tr>
</tbody>
</table>

Table 2.3 below compares the status and number of C4W tutors hired every fall and winter term during the last five years.

**Table 2.4: Summary of Tutors and Their Status per Term (2016–2021)**

<table>
<thead>
<tr>
<th>Status and Degree</th>
<th>Fall 2016</th>
<th>Winter 2017</th>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Fall 2019</th>
<th>Winter 2020</th>
<th>Fall 2020</th>
<th>Winter 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad (paid)</td>
<td>18</td>
<td>31</td>
<td>12</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Writing group tutors (paid)</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Graduate (paid)</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>WRS 301 students</td>
<td>21</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0*</td>
<td>0*</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>WRS 603 students</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0*</td>
<td>0*</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

* Neither WRS 301 nor WRS 603 was offered in the 2018–2019 academic year.

**iv) Tutor Academic Activities**

Throughout the years, Dr. Moussu has always encouraged her WRS 301/603 students and tutors to conduct research projects in the C4W and to read writing centre literature (the C4W receives regular copies of *WLN: A Journal of Writing Center Scholarship* and *The Writing Center Journal*). In the past, she has also encouraged her tutors to send proposals to writing centre conferences such as the Canadian Writing Centres’ Association (CWCA), the International Writing Centers’ Association (IWCA), and the National Conference on Peer Tutoring in Writing (NCPTW). This year, Dr. Moussu was Chair of the IWCA’s 2020 annual conference, which was to take place in Vancouver, BC in October 2020. She planned to involve her students and tutors in this large project, but, sadly, the conference was cancelled due to the COVID-19 pandemic and postponed until October 2022.

This year, tutors’ noteworthy academic activities included the following:

- Angie was awarded a SSHRC grant for her masters in secondary education in March and had a baby in May.
- Belinda Wang and Dr. Moussu published “COVID-19 Kicked Our Butts—But We Survived and Learned A Thing or Two!” in the Writing Lab Newsletter blog in August 2020 (see Appendix C).
- Bingxin was the Vice Chair of AFNS (Agriculture, Food & Nutritional Science) Graduate students’ Association, coordinating departmental events such as new student orientation, ALES Research Symposium, and award/scholarship application workshops. She also received an AFNS Graduate Student Teaching Award.
- Derya taught two online Comparative Literature courses and received the Alberta Graduate Excellence Scholarship (AGES). She is also the holder of the Doctoral Recruitment Scholarship and completed the Graduate Teaching and Learning (GTL) Level 3. Derya is also a dedicated mother.
• Julia won a Luke Jansen Performing and Visual Arts Community Award, in recognition of positive contributions to the visual and performing arts communities on campus and beyond. She also presented at the English and Film Studies Undergraduate Network’s third annual symposium and gained admission to the Masters in History program at the U of A, starting next fall. Julia had an article accepted for publication in Spectrum, an interdisciplinary student-run undergraduate research journal.
• Raytha had a proposal accepted to receive funding from the Alberta Conservation Association (ACA) Grants in Biodiversity 2021 program. She also presented a poster at the Canadian Botanical Association (CBA) virtual meeting in 2020, titled “Using topic modeling to identify content and gaps on invisibility research”, which is part of the first chapter of her thesis. She was recently invited to sit on the Field Research Activities Committee as a graduate student member for Biological Sciences.
• Saeid published a paper in the Energy Journal on market penetration of low carbon technologies in energy systems in Dec. 2020. He completed his PhD program in Mechanical Engineering, Engineering Management, and joined as a postdoctoral fellow to the University of Alberta, Mechanical Engineering Department in February 2021.
• Serena worked with Alberta Avenue Community League as a community coordinator during the COVID-19 pandemic, specifically focusing on combating isolation during the pandemic, and will be returning to work with them this summer, coordinating facilities community programming for seniors and older adults as well as a community Pantry night that takes place every Thursday. She also completed the non-profit board internship program with the community service learning centre as an intern with Mile Zero Dance. Serena is also super proud of the web design skills she learned this year, as it's been a long time goal.
• Silvia worked with Dr. Moussu on a book chapter called “Guided Writing Instruction Groups: Connecting L2 Writing Proficiency to Academic Culture and Language Introduction,” which will be published in the book Developing Language and Cultural Exchange Programs in Higher Education Contexts, edited by Matthew Allen and Kyle McIntosh. University of Michigan Press ELT.
• Tasmia received an Alberta Graduate Excellence Scholarship for the 2020-2021 academic year. She also published three first-author publications this year related to her work with children with Attention-Deficit/Hyperactivity Disorder (ADHD). In addition, she completed her Ph.D. Candidacy exam, and successfully obtained a pre-doctoral internship at the Northern Ontario Psychology Internship Consortium.
• Tim was awarded the Alberta Graduate Excellence Scholarship (AGES) for academic achievement. He was also offered the Postgraduate Scholarship - Doctoral (PGS-D) from the National Sciences and Engineering Research Council.
• Yaghma published her work on TV adaptations and fannish practices in *Jump Cut Journal*. She was awarded the Alberta Graduate Excellence Scholarship and the Sarah Nettie Christie Graduate award from the Department of English and Film Studies.

Throughout the academic year, Dr. Moussu also helped several of the tutors with reference letters, conference proposals, and grant applications.
C. Financial Information

The following is a summary of expenditures for 2020–2021. This year’s C4W total expenditures were approximately $312,000. The majority of the C4W’s expenditures come in the form of tutors’ salaries.

- 41% on graduate and undergraduate tutor salaries (including salaries for attending DOS orientations/workshops)
  - 64% graduate salaries (ABD doctoral)
  - 36% undergraduate salaries (Undergrad, After degree, and Masters student)
- 20% on support staff’s salaries and interim help
- 8% on benefits for all staff
- 1% on office supplies, printing, advertising, registration, and miscellanea
- 30% on Academic Director (Staffing cost structure change due to a new University Secondment model starting FY2021)

Total Funding for FY 2020–2021
- Non-Mandatory Instructional Fees (NMIF) Funding: $287,795
- Writing groups: $46,000
  Other revenues: $3,200
3. C4W SERVICES, USE, AND FEEDBACK

A. Synchronous Reservation Details

The C4W schedule displays several different kinds of appointments:

- **Advance bookings** (for synchronous tutoring) are half-hour appointments for clients who booked a specific time in advance via the online schedule. When the online schedule is full, students may join the online waiting list.
- **No-shows** are appointments booked in advance that the client did not attend and failed to cancel.
- **Walk-in or drop-in appointments** are clients who did not book a specific appointment ahead of time but came directly to the C4W hoping for an open appointment. They often received an appointment in the event of a no-show. During the COVID-19 pandemic, clients contacted the Program Coordinator via Google Chat and were booked for any available appointments that day.
- **Placeholders** are time slots where tutors are working on other activities for the C4W, such as covering reception, doing a class presentation, or promoting the C4W at an event. Placeholders were also used during the COVID-19 pandemic to indicate that a synchronous tutor helped with an asynchronous submission.
- **Express tutoring** appointments are the unscheduled appointments held at the front desk by the designated tutor looking after reception. Typically, these appointments are brief and address only one or two specific questions. Express tutoring appointments do not appear on the online schedule and are counted separately from booked and drop-in appointments. Express tutoring did not occur this year due to the COVID-19 pandemic.
- **Asynchronous tutoring** appointments (formerly: online tutoring appointments) are made by clients who are unable to attend in-person appointments, and are made by emailing c4wonline@ualberta.ca. Clients must include their paper, assignment description, and 3-5 focus questions for the tutor to look at. The asynchronous tutors provide written feedback via email. For more information on asynchronous tutoring, please see section 3.F.

During the **Spring 2020** term (May 4–June 10):

- the C4W was open 12 hours per week, Tuesday through Thursday
- there was an average of 50 appointments available per week
- an average of 83% of those appointments were booked (17% not booked)
- of these booked appointments, 95% were advance bookings, 5% were drop-ins, and two were placeholders (where a synchronous tutor helped with an asynchronous submission)
there was an average of 4 no-shows and 2 drop-ins per week
asynchronous tutors provided feedback to 27 clients.

During the **Summer 2020** term (July 7–August 12):
- the C4W was open 15 hours per week, Tuesday through Thursday
- there was an average of 43 appointments available per week
- **an average of 77% of those appointments were booked** (23% not booked)
- of these booked appointments, 90% were advance bookings, 10% were drop-ins, and four were placeholders (where two synchronous tutors helped with two asynchronous submissions)
- there was an average of 3 no-shows and 3 drop-ins per week
- asynchronous tutors provided feedback to 21 clients.

During the **Fall 2020** term (September 8–December 11):
- the C4W was open for 13 weeks of tutoring (12 hours/day, Monday through Wednesday, 9.5 hours on Thursday, and 4 hours on Friday)
- the C4W was open an average of 49.5 hours per week, Monday through Friday. It was decided to offer a broader range of appointment times (10am - 10pm where possible) for international students, especially those in different time zones. Previously, appointment times were limited to 10am - 7pm, so being open until 10pm was a first for the C4W, and made possible because tutors were working from home instead of being limited to campus hours. Tutors had to check in with Dr. Moussu by text after 4:30pm.
- there was an average of 138 appointments available per week
- **an average of 88% of those appointments were booked** (12% not booked)
- of these booked appointments, 87% were advance bookings, 9% were drop-ins, and 4% were placeholders
- there was an average of 10 no-shows and 11 drop-ins per week
- asynchronous tutors provided feedback to 136 clients, and 28 additional asynchronous clients received help from synchronous tutors who had no clients booked.

During the **Winter 2021** term (January 18–April 16):
- the C4W was open for 12 weeks of tutoring (12 hours/day, Monday through Thursday, and 4 hours on Friday)
- the C4W was open an average of 52 hours per week, Monday through Friday. Due to the success of Fall 2020, it was decided to continue to keep the C4W online services open later for international students, especially those in different time zones
- there was an average of 166 appointments available per week
- **an average of 79% of those appointments were booked** (21% not booked)
- of these booked appointments, 84% were advance bookings, 7% were drop-ins, and 9% were placeholders
- there was an average of 9 no-shows and 9 drop-ins per week
- asynchronous tutors provided feedback to 142 clients, and 87 additional asynchronous clients received help from synchronous tutors who had no clients booked.

In general, the C4W’s busiest day was Tuesday, and the busiest time of the day was 3:00pm.
54% of this year’s clients attended more than one tutoring consultation.

Table 3.1 below summarizes client reservation details for 2017–2021.
Table 3.1: Synchronous Client Reservation Details (2017–2021)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique clients</td>
<td>166</td>
<td>1344</td>
<td>192</td>
<td>1408</td>
<td>185</td>
<td>1197</td>
<td>147</td>
<td>913</td>
</tr>
<tr>
<td>Reservations</td>
<td>426</td>
<td>3810</td>
<td>566</td>
<td>3725</td>
<td>476</td>
<td>2874</td>
<td>427</td>
<td>3138</td>
</tr>
<tr>
<td>Walk-ins</td>
<td>37</td>
<td>596</td>
<td>118</td>
<td>656</td>
<td>54</td>
<td>338</td>
<td>31</td>
<td>260</td>
</tr>
<tr>
<td>Express tutoring</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>60</td>
<td>0</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No-shows</td>
<td>67</td>
<td>681</td>
<td>109</td>
<td>501</td>
<td>51</td>
<td>414</td>
<td>45</td>
<td>245</td>
</tr>
<tr>
<td>Clients with 1 appt.</td>
<td>77</td>
<td>653</td>
<td>85</td>
<td>697</td>
<td>87</td>
<td>661</td>
<td>73</td>
<td>423</td>
</tr>
<tr>
<td>Clients with 2-9 appts.</td>
<td>80</td>
<td>634</td>
<td>98</td>
<td>667</td>
<td>92</td>
<td>498</td>
<td>66</td>
<td>442</td>
</tr>
<tr>
<td>Clients with 10 appts.</td>
<td>9</td>
<td>57</td>
<td>9</td>
<td>44</td>
<td>6</td>
<td>38</td>
<td>8</td>
<td>48</td>
</tr>
<tr>
<td>Average total capacity</td>
<td>97%</td>
<td>91%</td>
<td>89%</td>
<td>91%</td>
<td>87%</td>
<td>85%</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>Writing groups</td>
<td>N/A</td>
<td>100+</td>
<td>60+</td>
<td>130+</td>
<td>10+</td>
<td>110+</td>
<td>N/A</td>
<td>170+</td>
</tr>
</tbody>
</table>

* Data disappeared or was not collected due to heavy turnaround of administration.

In 2020–2021, clients typically worked on:
- essays (47%)
- theses/dissertations (6%)
- research reports (11%)
- resume/cover letters (4%)
- scholarship/grant applications (3%)
- Journal articles (3%)
- other (26%)

The majority of tutoring consultations included work on:
- Rhetorical analysis (41%)
- Grammar/punctuation (40%)
- organization/structure (36%)
- concision (25%)
- development (23%)
- sentence structure (20%)
- purpose (16%)
- brainstorming (15%)
- proofreading strategies (15%)
- word choice (13%)
- Audience/readers (13%)
- Assignment description (11%)
- citations (10%)
- focus/thesis (5%)
- Research skills (3%)

Figure 3.1 below shows the increases and decreases in unique clients and total reservations over the past four years. In the 2017–2018 academic year, fewer reservations were made due to the C4W opening later and finishing earlier in both the fall and winter terms. In 2018–2019, fewer reservations were made due to a reduced number of tutors, because WRS 301 was not offered. Interestingly, the number of unique clients remained fairly consistent, but the reduced number of reservations highlights an observation of many of our clients that the C4W needs more available hours for appointments.

In 2019–2020, the total number of reservations increased from the previous year. In the fall term, there was an increase due to more tutors being available. The C4W was open fewer
weeks due to budget cutbacks. In fall and winter of last year, the C4W was open during reading week, and in Winter 2019, the C4W opened a week earlier and closed a week later. Budget cutbacks this year also affected the total number of tutoring hours per week. However, the increased number of asynchronous requests made up for these deficiencies.

Due to the COVID-19 outbreak at the end of Winter 2020, the C4W was hugely impacted by the sudden transition to remote delivery of courses throughout the University of Alberta community. Students in general were overwhelmed with the changes and impacts on their lives. Many courses altered their assessments, which resulted in less demand for C4W services. Students were not familiar with the process of making online appointments, were not comfortable with online tutoring, and had other difficulties such as technical issues, and time zone problems that prevented them from continuing to receive our services.

In the 2020-2021 academic year, we saw a decrease in the number of unique clients using our synchronous online services. Undoubtedly, many fewer students were made aware of our services, despite the online nature of the C4W this year. However, while the number of unique clients was low, the number of reservations made by those clients actually increased from the previous year, meaning that those clients who knew about the C4W were able to get more help from our tutors.

![Unique Clients and Reservations](image)

**Figure 3.1:** Unique Clients and Total Reservations over Four Years

### B. Client Details

The tables and figures below highlight the areas of information the C4W tracks about its users: reservations by standing, reservations by faculty, reservations by first/home language, and reservations from the waiting and drop-in lists.

#### i) Reservations by Standing

Undergraduates form the highest percentage of users of the C4W during the fall and winter terms, while usage of the C4W in the spring and summer terms is generally split more evenly between undergraduate and graduate students.
### Table 3.2: Reservations by Standing (UG = undergrads; GR = grads)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year UG</td>
<td>88</td>
<td>1644</td>
<td>122</td>
<td>1723</td>
</tr>
<tr>
<td>2nd year UG</td>
<td>47</td>
<td>645</td>
<td>62</td>
<td>499</td>
</tr>
<tr>
<td>3rd year UG</td>
<td>32</td>
<td>374</td>
<td>27</td>
<td>328</td>
</tr>
<tr>
<td>4th year UG</td>
<td>10</td>
<td>174</td>
<td>14</td>
<td>171</td>
</tr>
<tr>
<td>5th year UG</td>
<td>3</td>
<td>64</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>Extension</td>
<td>24</td>
<td>170</td>
<td>18</td>
<td>208</td>
</tr>
<tr>
<td><strong>UG TOTAL:</strong></td>
<td><strong>204</strong></td>
<td><strong>3071</strong></td>
<td><strong>245</strong></td>
<td><strong>2974</strong></td>
</tr>
<tr>
<td>% UG</td>
<td>50.6%</td>
<td>82.6%</td>
<td>44.5%</td>
<td>83.1%</td>
</tr>
<tr>
<td>MA</td>
<td>82</td>
<td>286</td>
<td>137</td>
<td>321</td>
</tr>
<tr>
<td>PhD</td>
<td>98</td>
<td>280</td>
<td>141</td>
<td>221</td>
</tr>
<tr>
<td><strong>GR TOTAL:</strong></td>
<td><strong>180</strong></td>
<td><strong>566</strong></td>
<td><strong>278</strong></td>
<td><strong>542</strong></td>
</tr>
<tr>
<td>% GR</td>
<td>44.7%</td>
<td>15.2%</td>
<td>50.5%</td>
<td>15.1%</td>
</tr>
<tr>
<td>After Degree</td>
<td>17</td>
<td>72</td>
<td>13</td>
<td>53</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>26</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Postdoc</td>
<td>9</td>
<td>29</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Staff</td>
<td>10</td>
<td>24</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Asynchronous</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>403</strong></td>
<td><strong>3716</strong></td>
<td><strong>550</strong></td>
<td><strong>3580</strong></td>
</tr>
</tbody>
</table>

ii) Reservations by Faculty

In the past few years, students from four faculties consistently used the C4W the most. The highest numbers of C4W clients by faculty is shown in Table 3.3 and Figure 3.2 below (starting with the top users).

### Table 3.3: Reservations by Faculty (2016-2020)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (32%)</td>
<td>Arts (27%)</td>
<td>Arts (27%)</td>
<td>Arts (27%)</td>
<td>Arts (28%)</td>
</tr>
<tr>
<td>Science (22%)</td>
<td>Science (25%)</td>
<td>Science (23%)</td>
<td>Science (22%)</td>
<td>Science (22%)</td>
</tr>
<tr>
<td>ALES (11%)</td>
<td>ALES (11%)</td>
<td>ALES (13%)</td>
<td>Nursing (12%)</td>
<td>Nursing (12%)</td>
</tr>
<tr>
<td>Engineering (9%)</td>
<td>Engineering (9%)</td>
<td>Engineering (11%)</td>
<td>Engineering (11%)</td>
<td>Engineering (11%)</td>
</tr>
<tr>
<td>Education (5%)</td>
<td>Education (7%)</td>
<td>Education (7%)</td>
<td>Education (9%)</td>
<td>Education (9%)</td>
</tr>
<tr>
<td>Nursing (5%)</td>
<td>Nursing (5%)</td>
<td>Nursing (5%)</td>
<td>ALES (6%)</td>
<td>ALES (6%)</td>
</tr>
<tr>
<td>Extension (3%)</td>
<td>Extension (4%)</td>
<td>Medicine &amp; Dentistry (3%)</td>
<td>Medicine &amp; Dentistry (3%)</td>
<td>Medicine &amp; Dentistry (3%)</td>
</tr>
<tr>
<td>Other (13%)</td>
<td>Other (12%)</td>
<td>Other (11%)</td>
<td>Other (9%)</td>
<td>Other (9%)</td>
</tr>
</tbody>
</table>
Table 3.4 shows the number of C4W clients this year that came from all faculties.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>33</td>
<td>441</td>
<td>47</td>
<td>412</td>
<td>35</td>
</tr>
<tr>
<td>Arts</td>
<td>126</td>
<td>1210</td>
<td>130</td>
<td>1018</td>
<td>90</td>
</tr>
<tr>
<td>Augustana</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>16</td>
<td>107</td>
<td>24</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>Campus St.-Jean</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>15</td>
<td>179</td>
<td>76</td>
<td>222</td>
<td>49</td>
</tr>
<tr>
<td>Engineering</td>
<td>42</td>
<td>337</td>
<td>101</td>
<td>262</td>
<td>137</td>
</tr>
<tr>
<td>Extension</td>
<td>21</td>
<td>125</td>
<td>5</td>
<td>151</td>
<td>10</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Library &amp; Info. Studies</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Medicine &amp; Dentistry</td>
<td>10</td>
<td>81</td>
<td>30</td>
<td>70</td>
<td>21</td>
</tr>
<tr>
<td>Native Studies</td>
<td>0</td>
<td>23</td>
<td>8</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Nursing</td>
<td>26</td>
<td>189</td>
<td>20</td>
<td>207</td>
<td>8</td>
</tr>
<tr>
<td>Open Studies</td>
<td>8</td>
<td>108</td>
<td>1</td>
<td>71</td>
<td>5</td>
</tr>
<tr>
<td>Pharmacy &amp; Ph. Sc.</td>
<td>1</td>
<td>15</td>
<td>1</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Kinesiology, Sport, &amp; Rec.</td>
<td>0</td>
<td>87</td>
<td>7</td>
<td>67</td>
<td>4</td>
</tr>
<tr>
<td>Public Health</td>
<td>1</td>
<td>36</td>
<td>25</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Rehab Medicine</td>
<td>29</td>
<td>18</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>96</td>
<td>829</td>
<td>84</td>
<td>982</td>
<td>86</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
iii) Reservations by First Language

The top three groups of languages spoken by C4W clients this year and last are shown in Table 3.5.

<table>
<thead>
<tr>
<th>Table 3.5: Top Spoken Languages of C4W Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2019/2020</strong></td>
</tr>
<tr>
<td>Chinese/Mandarin/Cantonese (37%)</td>
</tr>
<tr>
<td>English (34%)</td>
</tr>
<tr>
<td>Other non-English languages (29%)</td>
</tr>
</tbody>
</table>

This year, the number of Chinese/Mandarin/Cantonese-speaking clients was surpassed by the number of English-speaking clients.

Table 3.6 shows the details of all languages spoken by C4W clients this year.

<table>
<thead>
<tr>
<th>Table 3.6: Reservations by First Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S/S 2017</strong></td>
</tr>
<tr>
<td><strong>S/S 2018</strong></td>
</tr>
<tr>
<td><strong>S/S 2019</strong></td>
</tr>
<tr>
<td><strong>S/S 2020</strong></td>
</tr>
<tr>
<td>Arabic</td>
</tr>
<tr>
<td>Bengali</td>
</tr>
<tr>
<td>Cantonese</td>
</tr>
<tr>
<td>Chinese</td>
</tr>
<tr>
<td>Croatian</td>
</tr>
<tr>
<td>Creole</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Farsi</td>
</tr>
<tr>
<td>Filpino</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>Greek</td>
</tr>
<tr>
<td>Gujarati</td>
</tr>
<tr>
<td>Hebrew</td>
</tr>
<tr>
<td>Hindi</td>
</tr>
<tr>
<td>Hungarian</td>
</tr>
<tr>
<td>Indonesian</td>
</tr>
<tr>
<td>Italian</td>
</tr>
<tr>
<td>Japanese</td>
</tr>
<tr>
<td>Kazakh</td>
</tr>
<tr>
<td>Kinyarwanda</td>
</tr>
<tr>
<td>Korean</td>
</tr>
<tr>
<td>Kurdish</td>
</tr>
<tr>
<td>Malayam</td>
</tr>
<tr>
<td>Mandarin</td>
</tr>
<tr>
<td>Mongolian</td>
</tr>
<tr>
<td>Nepali</td>
</tr>
<tr>
<td>Pashto</td>
</tr>
<tr>
<td>Persian</td>
</tr>
<tr>
<td>Polish</td>
</tr>
<tr>
<td>Portuguese</td>
</tr>
<tr>
<td>Punjabi</td>
</tr>
<tr>
<td>Romanian</td>
</tr>
</tbody>
</table>
Table 3.7 and Figure 3.3 below show that clients who do not speak English as their first language increasingly use the C4W. In the fall and winter terms, non-native English speakers usually compose a little over half of the C4W clients; in the spring and summer terms, this number increases substantially.

**Table 3.7: ESL Clients as Percentage of Total Clients**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of ESL Clients</td>
<td>86%</td>
<td>62%</td>
<td>84%</td>
<td>65%</td>
<td>83%</td>
<td>63%</td>
<td>82%</td>
<td>56%</td>
</tr>
</tbody>
</table>

**Figure 3.3: % of ESL Clients in Spring/Summer and Fall/Winter**

**iv) Reservations from the Waiting and Drop-in Lists**

The scheduling system used by the C4W (WCOnline) offers an online waiting list, meaning that clients can join the waiting list for any day within two weeks and receive an email if someone cancels an appointment on that day. This is especially useful for clients who want an appointment on a future date.
In the Spring/Summer 2020 terms, an average of 7 clients were on the waiting list each day, and an average of 1 of those clients received help on that same day. A total of 143 clients used the waiting list, and 27 of those clients received help, resulting in an overall effectiveness of 18.9%.

In Fall 2020, an average of 8 clients were on the waiting list each day, and an average of 2 of those clients received help on that same day. A total of 522 clients used the waiting list, and 131 of those clients received help, resulting in an overall effectiveness of 25.1%.

In Winter 2021, an average of 3 clients were on the waiting list each day, and an average of 1 of those clients received help on that same day. A total of 163 clients used the waiting list, and 30 of those clients received help, resulting in an overall effectiveness of 18.4%.

Table 3.8 shows the effectiveness of the waiting list for each weekday for each term.

| Table 3.8: 2020–2021 Online Waiting List Effectiveness by Day |
| --- | --- | --- | --- |
| Day | Average # of Clients on Waiting List | Average # of those Clients who Received Tutoring that Day | % Helped |
| S/S 2020 | | | |
| Mondays | - | - | - |
| Tuesdays | 3 | 1 | 26.7% |
| Wednesdays | 5 | 1 | 15.5% |
| Thursdays | 5 | 1 | 18.0% |
| Fridays | - | - | - |
| Fall 2020 | | | |
| Mondays | 8 | 3 | 32.6% |
| Tuesdays | 7 | 2 | 33.7% |
| Wednesdays | 7 | 1 | 20.7% |
| Thursdays | 9 | 2 | 25.4% |
| Fridays | 11 | 2 | 18.1% |
| Winter 2021 | | | |
| Mondays | 3 | 0 | 17.2% |
| Tuesdays | 2 | 0 | 21.1% |
| Wednesdays | 2 | 1 | 23.1% |
| Thursdays | 3 | 1 | 20.0% |
| Fridays | 4 | 1 | 14.3% |

The C4W also normally offers a paper drop-in sheet for same-day appointments. Clients who use the paper drop-in list are required to wait in the C4W in person in order to receive an appointment.

This year, due to the COVID-19 pandemic, a Google Chat was set up so that clients could contact the Program Coordinator directly and ask to be placed on the drop-in list. If an appointment was available, the clients were booked in the order of contact. A total of 291 clients received drop-in appointments in this way in the 2020-2021 academic year.

C. Client Satisfaction

After each tutoring consultation, clients are asked to complete an anonymous feedback form. This form gives clients an opportunity to indicate how they heard about the C4W and to rate their experience. It allows the C4W to see if the clients are receiving the information and experience that they expect and allows individual tutors to measure their performance.
Due to the COVID-19 pandemic, online feedback forms were sent to the clients after appointments via email. As can be expected with emailed surveys, fewer clients filled them out than had with the paper feedback surveys used previously. See Appendix E for the online feedback form. In 2019-2020, 77% of clients filled out a feedback form after their appointment. In 2020-2021, the percentage of clients that filled out an online feedback survey after their appointment dropped to 36%.

The C4W would like to thank the many professors, instructors, graduate teaching assistants, and students who support the C4W and promote its services.

Table 3.9 below shows client satisfaction percentages per term. Overall client satisfaction is often higher in the winter term than in the fall, and it is quite high in the spring/summer terms, too.

<table>
<thead>
<tr>
<th>Table 3.9: Client Satisfaction Between 2018–2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation was very useful</td>
</tr>
<tr>
<td>Consultation was very useful</td>
</tr>
<tr>
<td>Tutor explained concepts very clearly</td>
</tr>
<tr>
<td>Very likely to return</td>
</tr>
<tr>
<td>Very likely to recommend</td>
</tr>
<tr>
<td>Total # of feedback forms</td>
</tr>
</tbody>
</table>

Clients also occasionally wrote comments on their feedback forms. Below are some of their positive comments and comments about things that could be improved.

It is important to note that approximately 3.5% of the total feedback received asked for longer consultations, more tutors, or more appointments per week.

Table 3.10 below shows how clients in 2019/2020 heard about the C4W. These numbers remain very similar from year to year.

<table>
<thead>
<tr>
<th>Table 3.10: How did you hear about the C4W?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor/TA</td>
</tr>
<tr>
<td>Professor/TA</td>
</tr>
<tr>
<td>Word of Mouth (Peers)</td>
</tr>
<tr>
<td>In-class Presentations</td>
</tr>
<tr>
<td>Website/Internet</td>
</tr>
<tr>
<td>Outside Signage/Posters</td>
</tr>
<tr>
<td>Orientation</td>
</tr>
<tr>
<td>UofA+ Program</td>
</tr>
<tr>
<td>You Have Been Here Before</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

i) Positive Comments

- Tutor was friendly/nice/kind/understanding/caring/clear/patient/awesome/motivating/etc.  (112)
- Consultation was helpful (84)
- Thank you (72)
- [Tutor] offered good suggestions/feedback (42)
- Likely to return (13)
- I enjoyed working with [tutor] (6)
- Great job (5)

- I found it very helpful to have someone to bounce my ideas off of and for her to add to them. I also really liked getting her opinion on important aspects of papers as I've only written a few in my first year.
- The Centre for Writers is an amazing help centre for students, especially for first-year university students like me! I want to become a tutor in the future too!
- I loved how [tutor] got straight to the point and how much content we were able to get through in such a short time while still providing high quality feedback!
- I almost ended the session in tears because I felt so grateful for the assistance [tutor] provided. [tutor] understood exactly what I was going through and gave such helpful, practical advice. I felt seen, heard, and like my voice mattered. I didn't know how much I needed this and how much of an impact it would have on my confidence. [tutor] is a gem and I hope to connect with [tutor] again. Thank you for offering this service!
- I've already recommended the centre to writers to my friends who are writing essays.
- Nothing but good things to say about [tutor]. You can tell [tutor] is a very passionate writer who listens carefully to what you have to say, before giving very clear and concise feedback. [tutor]'s very knowledgeable about the content of the course [tutor] tutors and does [tutor]'s best to put you on track to write an excellent paper.
- I didn't know about this resource during my first year, but I will for sure use it again! It's so helpful to have someone read over your work, as well as bounce ideas off of.
- [Tutor] is by far the best person I've had since consulting the Centre for writers. [tutor] was very sympathetic and he took care about the time to review all my documents, which is my biggest concern. As much as I was disappointed on my first visit, as much as I can be satisfied with my last visit. Thanks [tutor]
- [Tutor] is absolutely amazing. [tutor] made me feel confident with what I had written. I was getting last minute nerves about my essay and [tutor] made me feel that what I had written made sense and that I had followed the assignment descriptions (which were my worries). Of course [tutor] also worked with me to improve it even further. I always find these writing sessions helpful, especially with people like [tutor] here to help!
- The time spent with [tutor] is super enlightening! [tutor] asked a lot of questions that inspire my writing. A million thanks to [tutor]!
- I am grateful for all of [tutor]'s efforts. They took the time to answer all my questions in depth and address issues on my paper that needed to be corrected. I learned a lot from this session and I will be using this service again when required.
- There's a difference between being told the writing process, and actually doing it. My session with [tutor] made me realize so many things about what I should consider when writing. It was awesome!
- I would highly recommend the Centre for writers. The centre has provided great work!!
- This is an absolutely wonderful service provided for students who struggle with writing. Thanks so much!
- As a second language, I need a native speaker's understanding of grammar to help me improve my mistakes. Thank you. That's really help.
- [Tutor] was amazing at explaining different concepts in multiple ways in order to help me understand. [tutor]'s explanations gave me a clear insight on what sort of information should be provided in each section of my research paper. Although my paper is longer,
we were still able to read through some sections and improve their flow and reduce wordiness. Thank you so much!!!

- I never knew about this service in my undergrad. I'm so happy I discovered it through a friend in my graduate schooling.
- The best place for improving your writing and your insights.
- This was a service that I had not used before and the session exceeded my expectations. The advice was relevant to what I wanted and the tutor was very personable. I would recommend the service to other students as well.
- My session was extremely helpful. I found it very productive to be able to work out loud and brainstorm with my tutor, it helped me to put my thoughts and ideas into proper sentences.
- [Tutor] always say " Thank you... Please" when tutoring with me. [tutor] is super polite tutor that I have not met. You would often see the students say these words to the instructor but not the other way around. I like to work with [tutor] because when we discuss the sentence, [tutor] shares more idea and allows me to edit my own writing spontaneously. [tutor] is my favour tutor I choose at C4W.
- [Tutor] was so sweet! [tutor] was able to keep the conversation rolling and was very accepting of my ideas. [tutor]'s suggestions were really helpful and [tutor]'s calm demeanour was really comforting to have especially since I'm really bad with criticism/editing (constructive or otherwise). I feel a lot more confident, especially with the direction I want to take my work and [tutor] really helped flush out ideas, providing suggestions on structure and how I might format my essay. Absolutely lovely, will be using this service a lot more in the future!
- Rather than only fixing my mistakes, the tutor points out what I lack in my writing and helps me fix them. Nice so I can use it forever.

Many clients also expressed a desire for the C4W to keep offering online services after the COVID-19 pandemic passes. Below are some of those comments:

- Online was a bit of a learning curve but it was actually very comfortable. It didn't really feel awkward at all, if anything it is easier to get help when you can stay just in your own home. I would be happy to hear that these online meetings are still possible even after COVID.
- The writing centre is very helpful so I'm glad that they are still doing it through online ways during covid. I use the writing centre a lot and will continue to use it.
- I really like the online format! I appreciated the good writing advice regarding organization and how to express my ideas in a clearer manner. Thank you!
- I really appreciate the super accessible online option. Much more convenient for busy schedules.
- Thank you for this great service. I don't care for covid, but online service is more convenient.
- [Tutor] was AMAZING!! [tutor] explained everything so well. I also LOVE the online tutoring and hope to have that as an option even when things go back to normal.
- I actually think the online method should be kept for future sessions. It was so convenient to do in the evening from home! [tutor] did an exceptional job :)
- Despite the technological issues, we got the work done! You are awesome and definitely be back to get help for my future papers. I am supportive of the online platform as this fits a lot better with my schedule for work. I don't really go on campus even when it was open so this was way more convenient. Please don't get rid of this!
- Please keep the online format it makes it so much easier to attend to and especially because I work nights full time and school full time, time is so short. I love how this is so convenient.
• The online platform is very user-friendly!
• After COVID-19, I hope online tutoring is still an option.
• I very much appreciate the help I have received. Honestly, I almost like the fact that it is online as well, I feel like it gives you more of a chance to get right into what your working on. Even when we do go back to school full time, I would rather continue the tutoring part online!
• The online platform is very well organized and useful.
• I think the Centre for Writers is a very good platform to help international students, like me, to work on my writing skills and also my communication skills with other people. In this pandemic, I think the Centre for Writers have also done a very good job of adapting and making it go online. So, thank you very much for helping!
• The online tutoring system is very user-friendly.
• Thank you so much for making this service accessible throughout the pandemic. I found that the online format is way better than in person and I would recommend keeping it once everything is resolved!
• It was a great experience and I really liked the online format.
• I love the centre for writers and am so glad you have offered it throughout the online semesters!
• I love the current set up and hope to use it even when things go back to being in person.
• I like the option of meeting online even once we are able to meet in person again.

ii) Things to Improve

In addition to the following comments, 18 clients expressed frustration about technology issues related to online services.

• It was helpful but I prefer zoom for the online tutoring sessions.
• I was not given much advise only told it was good so far, I felt the session was me reading my essay to myself which was not helpful and got no feed back, I asked if there was places that I could improve such as making the sentence flow and wasnt told any.
• [tutor] is very knowledgeable. However, I would recommend that they slow down their speech in order for me/future students to have a longer process time for the concepts that [tutor] is explaining/discussing. Otherwise, [tutor] is definitely on the right path to becoming a good tutor.
• I find the portal, although its a super cool feature to be able to share the document and make revisions in real time, kind of hard to follow just based on how the application formats, but I understand that that is not the fault of the C4W.
• It took some time to know how to get into the meeting room.
• It's not very helpful for students who really want to improve their writing skills. As the tutor only gives very general suggestions rather than very detailed suggestions. For example, if international students want to improve their writing skills, he or she needs to get very detailed feedback and editing. otherwise, they are unable to find their gap with a native speaker by themselves, and will not improve their writing. I truly hope you can provide editing services to students who are keen to improve writing.
• My camera wasn't working so no audio on my end but [tutor] was able to use the text portion and was very helpful!Thanks to [tutor] for working around my technology troubles!
• Curious why we don't just use Google Docs and Google Meets?
• A consent should be obtained from the appointment booker if another person will be in the appointment. Bringing in another person without consent may cause discomfort for someone.
• I think that there was some misunderstandings between me and the tutor in terms of what I was trying to write about but maybe that’s inevitable sometimes.
• We had some internet connection problems at first, but overall, it was a very useful source for me. Thanks to [tutor], I got a clear idea of what to write.
• Time is very limited. In addition to that tutors do not have any preparation before the meeting. So within this time limit, and coming without preparation, it is hard to cover the things I am trying to improve in my writing.
• I would love to see more times available for students, especially since a lot of us are booking during exams/projects.
• It was simply that the website was not loading fast enough/properly. But my tutor did a good job at moving us over to Zoom and not wasting time.
• [tutor] was an amazing help, and the platform is great excepting that there are glitches when trying to copy paste and with connecting.
• Session felt kinda awkward, like the tutor was nervous, at the beginning. But then got better! I like more specific feedback about my own writing, not just general principles of essays.
• the service (video platform) was very choppy, but [tutor] was really helpful!
• It would be helpful to have people who could also help with Spanish.
• This feedback form is difficult to fill out on mobile. Can you improve this?

D. Online Support Survey

At the end of the Winter 2021 term, a survey was sent out to all the clients who used C4W services in the 2020-2021 academic year, including those who used our synchronous tutoring services, asynchronous tutoring, Class Group Tutoring, and Guided Writing Instruction Groups. Only 84 clients filled out the survey, but the responses they gave will help us to improve our online services moving forward.

Below are some of the general questions asked in the survey.

What type of help did you get from the Centre for Writers?
• I met one-on-one with one (or more) peer tutor (online) - 47 (67%)
• I got asynchronous feedback on one (or more) document - 35 (46.8%)
• I met with a Class Group Tutor (undergraduate students only) - 5 (6.5%)
• Other - 5 (6.5%)

When did you ask for the C4W’s help?
• In the spring and/or summer 2020 term(s) - 10 (16.4%)
• In the fall 2020 term - 35 (57.4%)
• In the winter 2021 term - 45 (73.8%)

Where were you then?
• In Edmonton - 43 (71.7%)
• Elsewhere in Canada - 10 (16.6%)
• Outside of Canada - 7 (11.7%)
Below are some of the questions asked only to those clients who attended a GWIG.

Did you attend a GWIG (Guided Writing Instruction Group) in the fall or winter term (graduate students only)?
- Yes - 20 (24.7%)
- No - 61 (75.3%)

When did you attend one of the GWIG?
- In the Fall 2020 term - 5 (26.3%)
- In the Winter 2021 term - 14 (73.7%)

Where were you during the semester when you attended your GWIG meetings?
- In Edmonton - 14 (73.7%)
- Outside of Canada - 5 (26.3%)

For a detailed look at the survey questions and responses, please see Appendix F.

E. Workshops

Workshops are typically offered in both the fall and winter terms. Each regular workshop is usually offered twice, on different days of the same week, so as to accommodate as many interested clients as possible.

Unfortunately, the COVID-19 pandemic meant that we moved to online services only. To facilitate this difficult time, workshops were not held by the C4W for the 2020-2021 academic year.

F. Guided Writing Instruction Groups (GWIGs)

Guided Writing Instruction Groups (GWIGs) for international graduate students allow students to learn new writing skills, practice these skills under expert guidance, work intensively on current writing projects, and benefit from individualized feedback.

Each group consists of 10 students and meets for two hours every week throughout the term (for about one hour of instruction and one hour of writing practice on students’ own writing projects). Whenever possible, groups are facilitated by graduate tutors with experience relevant to their students’ specific needs (e.g., a facilitator working on her PhD in Engineering will lead a GWIG funded by the Faculty of Engineering and designed specifically for international graduate students in this faculty). In addition, participating students send a few new pages of their own writing to their group facilitator every week, so they can receive individualized feedback on these submissions.

GWIGs dramatically reduce thesis/dissertation advisors’ work, provide a durable support system that does not exist elsewhere in students’ departments or faculties, ensure that students acquire excellent writing skills that will translate into better job opportunities, provide teaching and mentoring opportunities to the graduate tutors leading these groups, and significantly reduce the cost of one-on-one tutoring.
Sometimes, University of Alberta International (UAI) and the C4W fund interdisciplinary groups open to international students from all faculties. Depending on budget constraints and individual requests, participants are self-selected (e.g., in Open groups), selected by GWIG instructors from a list of applicants (e.g., when a Dean pays for a group), or assigned to specific GWIGs (when a supervisor pays for a group). Over the years, various funding models have been implemented—some more or less logistically complex:

- The C4W funds “Open” sections for any ESL student from any faculty (easiest model).
- Deans pay for sections for their ESL graduate students (difficult to convince deans but easy for student registration).
- Individual supervisors pay for entire sections restricted to their own ESL students (e.g., students in one lab (difficult to schedule all students at the same time but then registration is easy).
- Individual lab supervisors or instructors pay for one or more of their students to attend a GWIG (most complicated model, logistically and financially, because some students might be funded but unable to attend any of the offered GWIG sections; also, we never really know how many sections are needed or how many students we can accept; also students from the same lab might end up in different groups. It’s usually a massive mess).
- Individual ESL students ask their Dean to fund sections for them (easy model).
- Individual units/departments pay for sections restricted to specific students (e.g., Chinese exchange students, sponsored students) (easy model).

Although some students offer to self-fund to attend GWIGs, Dr. Moussu has always rejected this option, as it would create inequality between students who can afford it and those who cannot. This was the reason behind the creation of the “Open section” model, although recently, she has not accepted students from the Faculty of Engineering in Open sections.

The academic backgrounds of applicants reflect the types of groups available in any given term, but students from all disciplines also apply to open groups (see Table 3.15 below). These numbers help the C4W decide which types of groups should be created the following term. In the future, the C4W hopes to collaborate with more faculties to fund more GWIGs for students from a variety of disciplines.

Table 3.11 shows the groups since Winter 2017 that have been funded by specific faculties, University of Alberta International (UAI), and the Centre for Writers (C4W):

| Table 3.11: Guided Writing Instruction Groups between 2017–2021 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| ALES                    | -           | -           | 1           | 1         | -           | -           | 1         | -           | -           | -           |
| Arts                    | -           | 2           | 2           | 2         | 2           | -           | -         | -           | -           | -           |
| Engineering*            | 1           | -           | 1           | 2         | 1           | 1           | 4         | -           | -           | -           |
| Science                 | 2           | 2           | 1           | 2         | 2           | -           | 1         | -           | 3           | 4           |
| KSR**                   | -           | -           | -           | -         | -           | -           | 2         | -           | -           | -           |
| UAI***                  | -           | -           | 1           | -         | 1           | -           | 1         | -           | 1           | 1           |
| C4W                     | 3           | -           | -           | -         | -           | -           | 2         | -           | 1           | 3           |
| Total Groups            | 6           | 4           | 6           | 7         | 6           | 1           | 7         | 4           | 5           | 8           |

* In Fall 2018 and Winter 2019, engineering GWIGS were designed for MEng students only.
** In Winter 2020, the Faculty of KSR funded one graduate GWIG and one undergraduate GWIG with exchange students from China.

3. C4W SERVICES, USE, AND FEEDBACK
Every time these GWIGs open for registration, the considerable need for writing support is immediately apparent. Every term that GWIGs have been offered, the C4W has received 100–250 applications from international graduate students across the university (see Table 3.12 below for examples of numbers). In recent terms, the application forms were closed as soon as enough students were selected for the funded groups (which explains decreasing application numbers). Also, certain groups only allowed students in their own faculty to apply or created GWIGs specifically for their faculty. This means that the number of applicants (see Table 3.12) does not reflect the number of students who would like or would need to participate in these groups. However, even within a one- or two-week period, the C4W receives many more applications than it can accept, which is frustrating for the large numbers of applicants that the C4W must turn away.

Table 3.12: Guided Writing Instruction Group Applicants by Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>S/S 2019</th>
<th>Fall 2019</th>
<th>Winter 2020</th>
<th>Fall 2020</th>
<th>Winter 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Arts</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Engineering</td>
<td>14*</td>
<td>71</td>
<td>9</td>
<td>56</td>
<td>59</td>
</tr>
<tr>
<td>Extension</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Library &amp; Info. Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medicine &amp; Dentistry</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Native Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nursing</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Pharmacy &amp; Pharma. Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Kinesiology, Sport &amp; Recreation</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Public Health</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Rehab Medicine</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>72</td>
<td>6</td>
<td>47</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total Applicants</strong></td>
<td><strong>14</strong></td>
<td><strong>155</strong></td>
<td><strong>54</strong></td>
<td><strong>132</strong></td>
<td><strong>166</strong></td>
</tr>
</tbody>
</table>

*The MEng group was the only funded group in the Spring/Summer 2019 terms, so only selected MEng international students were able to apply.

### i) GWIG Participant Feedback

Mid-term feedback allows the GWIG facilitators to modify their focus and teaching style, if and as necessary. For example, some students requested more student-directed class time to discuss their particular concerns. The facilitators discussed these issues with their students and adjusted accordingly. Student feedback at the end of the term was overall very positive (see Appendix G for complete GWIG student feedback), and participant suggestions were taken into consideration to improve the groups in the future.

Faculties and departments that are interested in creating Guided Writing Instruction Groups for their international graduate students are more than welcome to contact Dr. Moussu.
G. Online Tutoring Expanded (Asynchronous Tutoring)

Normally, before the COVID-19 pandemic, “online” tutors provided asynchronous tutoring for students registered in online courses, in practicums, or in work terms that did not allow them to visit the C4W in person during operating hours. This service was used mostly by distance education students in the Faculty of Extension.

After the C4W began offering online appointments only, online tutoring became known as “asynchronous online tutoring” and regular tutoring appointments became known as “synchronous online tutoring.” The name changes were made in an effort to clarify the different types of online tutoring. Also, asynchronous online tutoring was expanded to include clients who were unable to make an appointment through the synchronous online tutoring schedule, and so more clients were able to be helped in this way.

In Spring 2020, Summer 2020, and Fall 2020, we had 2 dedicated asynchronous tutors. Due to increased demand for asynchronous services, an additional asynchronous tutor was employed in the Winter 2021 term. Also, many of the synchronous tutors assisted with asynchronous submissions when we received an overwhelming number of requests. Table 3.13 below shows the number of asynchronous clients and the hours tutors spent helping them.

Table 3.13: Asynchronous Appointment Details

<table>
<thead>
<tr>
<th></th>
<th>Spring 2020</th>
<th>Summer 2020</th>
<th>Fall 2020</th>
<th>Winter 2021</th>
<th>2020/2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>handled by...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>asynchronous tutors</td>
<td>27</td>
<td>21</td>
<td>136</td>
<td>142</td>
<td>326</td>
</tr>
<tr>
<td>Asynchronous...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>handled by...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>synchronous tutors</td>
<td>1</td>
<td>2</td>
<td>28</td>
<td>87</td>
<td>115</td>
</tr>
<tr>
<td>Total Asynchronous</td>
<td>28</td>
<td>23</td>
<td>164</td>
<td>229</td>
<td>441</td>
</tr>
<tr>
<td>Tutoring appointments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

i) Courses

Table 3.14 below shows the breadth of courses and writing projects for which Faculty of Extension clients have sought help using the C4W’s online tutoring services. This year, many students also sought asynchronous support for other on-campus courses, and the asynchronous tutors began recording these courses in Winter 2020. Demand for asynchronous tutoring has increased dramatically due to the COVID-19 pandemic.

Table 3.14: Asynchronous Online Courses

<table>
<thead>
<tr>
<th>Spring/Summer 2020 courses that received online support</th>
<th>Fall 2020 courses that received online support</th>
<th>Winter 2021 courses that received online support</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXIAPP 8171, EXLG 8211, EMXGT 5427, +various non-...</td>
<td>EXIAPP 8171, 8173, EXOS 4570, 4620, 4640</td>
<td>AFNS 516, ANGL 126, ANSC 375, AUSOC 103, ...</td>
</tr>
<tr>
<td></td>
<td>+various non-extension courses</td>
<td>CELL 499, CIV E 240, CLASS 102, EASIA 423, ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECON 109, 213, EDPY 301, EDU 100, 211</td>
</tr>
</tbody>
</table>
C4W SERVICES, USE, AND FEEDBACK

| ENGL 102, 103, 349, 378 | 31 |
| EXIAPP 8176 |
| EXLUP 8215 |
| EXT 300 |
| HECOL 613 |
| HGP 341 |
| HIST 127, 261 |
| KRLS 204, 207 |
| MECE 910 |
| MUSIC 501 |
| NURS 399, 425, 502, 601, PHYSL 214 |
| POLS 345, 375 |
| PSYCO 104, 390, 403, 459 |
| REN R 260 |
| SOC 333 |
| THESIS 909 |
| WGS 102 |
| Workplace Wellness: Culture and Leadership 4642 |
| WRITE 397 |
| WRS 101, 102, 210 |

In addition, our online tutors supported the following projects:

- Annotated Bibliography
- Article Analysis
- Case Study
- Chapter from thesis
- Course Reflection
- Discussion Post
- Email
- Essay
- Final Project
- Journal Article Submission
- Lab Report
- Letter of Intent
- Literature Review
- Reflection
- Research Paper
- Research Proposal
- Research Statement
- Statement of Purpose/Intent
- Term Paper
- Annotated Bibliography
- Article Analysis
- Article Summary
- Book Review
- Capstone Project
- Chapter from thesis
- Course Reflection
- Cover Letter
- Creative Project
- CV/Résumé
- Essay
- Final Paper
- Final Project
- Informative Report
- Informative Report
- Journal Article Submission
- Letter of Intent
- Literature Review
- Poetry Analysis
- Policy Brief
- Reflection
- Research Paper
- Research Proposal
- Research Statement
- Resume
- Term Paper
- Thesis: Masters

Total number of tutoring hours:

- 51
- 158.5
- 234.5
ii) Online Student Feedback

- It was very fast and very detailed.
- Great feedback and insights and prompt responses
- It was detailed and thorough and got back to me very quickly.
- I appreciate that I received help in a timely fashion and that it was well organized (I sent my paper via mail)
- Was helpful and pointed out some important components I missed in my writing
- I thought the feedback to me was particularly clear.
- Very professional and knowledgable, also in-detail to point out areas that require work. Also clear and constructive suggestions.
- [The tutor] was nice and professional. I felt [the tutor] really wanted to help me by explaining things clearly in a polite and gentle tone.
- [The tutor] got back to me quickly, gave clear feedback with lots of examples, and attached documents for further reading.
- I really like the email platform offered
- I believe that the online tutoring is helping me learn to be a better writer.
- [The tutor] was awesome at giving me critical feedback, but also at not breaking my heart and making me feel discouraged.
- Very helpful, very friendly, and feedback was quick and honest.
- Feedback was very organized and explained in detail. Very constructive and really helped me improve my essay.
- I found it an excellent opportunity for learning and improving my writing skills and work.
- Wow [the tutor] is absolutely amazing, I truly was not expecting such exceptional advice but I am so happy I used this opportunity!
- [The tutor] continues to provide thoughtful, guiding feedback. He also makes suggestions for future growth in writing, which is appreciated. Finally, online tutoring has been easy and convenient to access. Thank you!
- This is the second time I have used the Centre for Writers and I really appreciate the advice, guidance, and direction they have provided.
- Feedback was thorough and considerate of what I asked them to focus on!
- It was great, I really appreciated the feedback and use of examples, as well as linking resources.
- It really helped me not only with this essay, but my future essays as well.
- I submitted a paper for review and the feedback was amazing! It helped me reflect on the purpose of my paper and my audience. I felt like it was everything I was looking for in constructive feedback that I wasn’t receiving from others! Thank you so much!
- This is the first time I’ve used online tutoring and it is absolutely amazing, much better than I expected. The feedback is nearly as long as my paper... So detailed and definitely a hard work. I really appreciate his/her help.
- It was a great experience. My tutor gave me back my feedback super fast and answered all my questions as well as providing additional tips.
- Honestly, I need to use this more.
- I found it an excellent opportunity especially for thos who are international students and struggle with English language.
- The system is very efficient, and I truly appreciate the specific feedback and comments!
- Extremely useful and thought provoking feedback. I have learned more about writing structure and quality with online tutoring than in my actual English classes.
- Thanks for the help, I really appreciate your thoughtful comments, feedback, and suggestions! I find a second set of eyes (especially someone who's good at English) going over my assignments really helps!
H. Class Visits and Campus Events

As part of its services, the C4W extends an offer to all instructors and TAs to make presentations about its services to their classes. There are two types of presentations the C4W offers: a short 15-20-minute informational talk about services and how to book appointments, or a longer presentation lasting 20-50 minutes, which focuses on a specific assignment for the class. In special circumstances, a longer presentation may be requested.

For the second type of presentation, the C4W gathers information from the instructors on what their expectations are, whether there are specific concerns about assignments that need to be addressed, and what the main focus of the presentation should be. Sometimes, instructors want a specific format or delivery method for the presentation, and the C4W will work with them on their needs.

In-class presentations are conducted by graduate (and in some cases undergraduate) tutors who prepare their presentation under Dr. Moussu’s guidance. Certain tutors are also chosen to do in-class presentations for certain departments related to their areas of study.

In August 2019, a form allowing instructors to request different types of class presentations was added to the C4W’s website. It was slightly modified throughout the year as different requests were submitted (e.g., to ensure that instructors were present during presentations and to suggest reasonable time limits and costs for these presentations). Based on the types of requests that were received, the C4W decided to systematically charge all non-classroom presentations (e.g., graduate student associations) for preparation time and delivery time.

The COVID-19 pandemic severely impacted the number of class visit requests in the 2020-2021 academic year. Fewer requests were made, and all presentations were conducted virtually.

In Spring/Summer 2020, Dr. Moussu conducted 1 class presentation, reaching 16 students. In Fall 2020, C4W tutors and Dr. Moussu conducted 5 class presentations and workshops, reaching 134 students. In Winter 2021, C4W tutors and Dr. Moussu conducted 6 class presentations and workshops, reaching 392 students. Table 3.15 displays the details of these presentations.

Table 3.15: 2020–2021 Class Visits

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Students</th>
<th>Length</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>S/S 2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jul. 13</td>
<td>EAP</td>
<td>16</td>
<td>30 min</td>
<td>C4W (how to create an account, etc.) and basic academic writing tips.</td>
</tr>
<tr>
<td>Fall 2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 19</td>
<td>(Special workshop)</td>
<td>35</td>
<td>60 min</td>
<td>Teaching academic writing to potential university students.</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>ENGL 103</td>
<td>40</td>
<td>5 min</td>
<td>Intro to C4W services</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>(Special workshop)</td>
<td>35</td>
<td>60 min</td>
<td>Teaching academic writing to potential university students.</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>EAP 145</td>
<td>8</td>
<td>20 min</td>
<td>C4W intro + different types of writing</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>EAP</td>
<td>16</td>
<td>30 min</td>
<td>C4W (how to create an account, etc.) and basic academic writing tips.</td>
</tr>
<tr>
<td>Winter 2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 12</td>
<td>EAP 135</td>
<td>16</td>
<td>30 min</td>
<td>C4W intro + basic academic writing tips</td>
</tr>
<tr>
<td>Feb. 8</td>
<td>CivE 240 (TAs)</td>
<td>6</td>
<td>50 min</td>
<td>How to evaluate students’ writing</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>REN R 260</td>
<td>120</td>
<td>40 min</td>
<td>C4W intro + writing a strong, well-organized position paper</td>
</tr>
</tbody>
</table>
I. Class Group Tutoring (CGT)

Class Group Tutoring (CGT) is a program offered by the C4W where experienced undergraduate tutors provide course-embedded writing support to instructors and students in writing intensive courses. The tutors assigned to a class work with the instructor and students throughout the term. Tutors meet with instructors a few times during the term to discuss expectations, schedules, assignments, and tutoring suggestions. Then, tutors meet with small groups of 5–10 students at a time to focus on major writing assignments. To accommodate student schedules, tutors offer 2–3 different meeting times per assignment before the assignment due date. Tutors and students work together to improve writing skills such as analysis, clarity, structure, and flow, based on the instructors’ suggestions and the tutors’ experience (for more information, see the Class Group Tutoring Handbook in Appendix H).

Because classes were offered online only, this year, we realized that small-group Zoom meetings might not always be the best way for CGT tutors to help individual students in these classes. We therefore created a separate online schedule on WCOnline and allowed CGT tutors to post their availabilities at any time throughout the term, so they could meet students individually. CGT tutors were already familiar with the WCOnline format, and so this system of scheduling individual CGT sessions (like office hours) worked well for them. However, students did not book as many appointments as expected. This system was suggested by a CGT tutor last year. Some CGT tutors also allowed students to email them their papers for asynchronous feedback using dedicated CGT email addresses.

Also, this year, only instructors who had already been matched with CGT tutors in the past were invited to request CGT tutors. The C4W didn’t want CGT tutors to have to work with instructors who didn’t already know what to expect and how to work with tutors.

i) Fall 2020/Winter 2021 Class Group Tutoring

In Fall 2020, 4 CGT tutors worked with 4 instructors on 4 courses.

The courses that were matched with CGT tutors in the fall were:

- C LIT 101: World Literature
- C LIT 243: Fairy Tales and Folk Tales
- SOC 212: Classical Social Theory
- STS 200: Introduction to Studies in Science, Technology & Society

In Winter 2021, 5 CGT tutors worked with 5 instructors on 5 courses.

The courses that were matched with CGT tutors in the winter were:

- C LIT 266: Women and World Literature
- EASIA 438 Topics in Chinese Studies
ii) Feedback from CGT Students

In the fall, 16 students in 3 different classes filled out the feedback form. In the winter, 21 students in 4 different classes filled out the form.

When asked how many CGT meetings with the tutor they attended,
- 4.5% in the winter did not attend any meetings
- 17% in the winter attended 1 meeting
- 45% in the winter attended 2 meetings
- 14.5% in the winter attended 3 meetings
- 100% in the fall and 19% in the winter attended 4 or more meetings

Many of those who did not attend any meetings had conflicting schedules. Some students stated that they instead sought help by booking appointments at the C4W. One student felt their writing skills were sufficient without seeking extra help.

When asked how obligated they felt to attend CGT meetings,
- 38% in the winter said that they were “required”
- 100% in the fall and 57% in the winter said “encouraged”
- 5% in the winter said “not required”

When asked how helpful the meetings were,
- 26% in the fall and 29% in the winter said “somewhat helpful”
- 74% in the fall and 67% in the winter said “very helpful”
- 4% in the winter said “not applicable”

When asked how much the tutor's help affected their writing,
- 60% in the fall and 48% in the winter said “quite a bit”
- 26% in the fall and 24% in the winter said “a little”
- 14% in the fall and 24% in the winter said “a lot”
- 4% in the winter said “not applicable”

For individual comments from students, see Appendix I.

iii) Feedback from Instructors

Some instructors modified the way they taught because of CGT support, and most instructors offered extra credit to their students if they attended CGT meetings. Some instructors were able to delegate some of the writing instruction they'd normally do in class to the tutor. Some instructors also built in more time for explicit writing instruction, and they staggered assignments in such a way that students could receive greater benefit from working with the peer tutor. As one instructor wrote, “Having the tutor helps me focus more on the content of the course and spend a little less time devoted to the art of writing as such.”
Most of the instructors thought that the tutors would help teach their students basic writing skills and provide tips for writing and editing their assignments. Some instructors thought that the tutor would serve as a kind of experienced group mentor, offering both some general lessons delivered in a lecture format, as well as in follow-up meetings with students who needed advice.

When asked if their expectations were met, all instructors said yes. One instructor answered the following: “Very much! Students told me how much they had learnt from their CGT tutor, and I noticed clear improvement in the work of those who attended sessions.” Another instructor wrote “Absolutely! Emily was fantastic: she was great at arranging sessions for the students. In fact, she exceeded my expectations: I was particularly encouraged that she reached out to ask for copies of past papers so she could guide the students effectively.”

When asked if students were required to attend CGT meetings, all instructors said no. Approximately half of the instructors in the fall and winter gave extra credit to their students for attending CGT meetings and tutorials.

When asked if the writing skills of participating students improved, most instructors responded yes and a few said “not sure.” As one instructor explained, “It's hard to say, because I think some of my students who attended the sessions were already excellent writers and not in much need of help. At the other extreme, there were some students that seem to be beyond help. In the middle, though, I hope that some students there improved. Even so, it's hard to tell because I don't have a baseline against which to compare their performance before and after the group tutorials.” Another instructor explained that, “I think requiring [students] to reflect on their writing - rather than just handing in their papers without considering what is involved in written communication of ideas - made them understand better how to express their thoughts. The presentations Jaysin gave them in the tutoring sessions definitely helped them with this.” One instructor wrote “I noticed that they became less vague in their writing. I also particularly noticed the increased use of structural language in the papers, e.g. topic sentences.”

When asked if students who attended CGT meetings seemed to appreciate the extra support, all but one instructor responded “yes.”

When asked if they were satisfied with the way Class Group Tutoring was offered online, instructors all responded “yes.” One instructor said “Yes, definitely: this was excellent work in difficult circumstances!” Another instructor wrote “Yes. Thank you for continuing to offer your service!”

When asked if they found CGT to be a positive experience, instructors all responded “yes.” Some of the comments included the following:

- Yes. Alysha is a good tutor (as are all the ones I've worked with) and I think overall it was helpful for my students to 1) know that they had extra writing support if they needed it, and 2) I'm hopeful that some students really did do better because of the tutoring.
- It was 110% a positive experience. Jaysin was very helpful in arranging meetings with me before assignments to go over expectations and debriefing afterwards. The students seemed really appreciative of the opportunity to attend these sessions.
- Positive--it gave me peace of mind to know students would have the extra support with writing, because we don't have enough class time to work on that.
- It was a great experience, and has been every time I've used this service. It takes some of the weight of teaching writing off my shoulders. It also provides a great way to motivate students to improve their writing through the possibility of extra credit: this was
the fourth time I've had a C4W group tutor, and I've been delighted with the way it has spurred my students on.

- Yes. Audrey was timely, professional, respectful and so motivating! I think her positive attitude was contagious to some of my students :)

When asked if these instructors would be interested in working with a CGT tutor again, 100% of the instructors said “yes.” As well, 100% of the instructors said they would recommend CGT to their colleagues.

When asked if they had any suggestions, one instructor answered the following: “I only hope that you get more funding so you can expand this exceptional program!”

The C4W would like to thank these instructors for their support and tutor mentorship.

iv) Feedback from CGT Tutors

CGT tutors this year met with very different numbers of students, anywhere from 20 to 120. The maximum number of hours CGT tutors worked in any given week was 11 hours. The average number of hours CGT tutors worked per week over the entire term was 4.5 hours. The total number of hours one tutor worked one term (including prep time, meetings with the instructor, emailing students, scheduling, and actual meetings with students) was 48 hours; one tutor only worked a total of 10 hours during the entire term; and the average was 20 hours.

For detailed feedback from CGT tutors, see Appendix I.

When asked if the CGT experience was a positive one, tutors responded the following:

- Yes, I enjoyed the experience of presenting and I learned a lot. Before my first presentation, I was extremely nervous because I'd never done anything like this before. By my second presentation, I was noticeably far less nervous. By continuing to step outside of my comfort zone the way CGT required, I'll be able to grow and develop more.
- Yes! This was an incredibly valuable experience for me, as I was able to get a taste for what it's like to be a writing instructor. Additionally, I was able to implement some of the second/foreign language acquisition teaching principles that I studied in a course last semester, whilst acknowledging that the need to be flexible in my approach to instructing/tutoring, as theories are just that, theories. Furthermore, I was able to practise compassionate active listening when helping stressed students or students in need of support. During the sessions, I was able to practise being okay with uncomfortable situations, developing my public speaking skills, and responding to student questions respectfully (even when the student clearly hadn't listened to something I had repeated several times prior to their question). Overall, the experience helped me become a more patient and well-versed tutor in writing centre philosophy, as the quasi-lecture (or at least perceived lecture) setting of a zoom session truly strained the typical peer approach in our C4W tutoring philosophy.
- Definitely, it gave me experience with presenting writing concepts to a group and helped me see class projects from the professor's side of things.
- Yes! It's always a great feeling, when someone asks a question and you can give an answer that actually helps them understand and go further in their writing. Those are the moments that stand out most to me. I feel like I've improved my communication and presentation skills with every meeting (and given myself a good refresher on many writing topics while preparing).
● Very much so. I really liked having something that was my own project/responsibility to put together, and the students’ positive feedback made it really rewarding. It also made me feel a lot more confident (and faster) when it comes to asynchronous work.
● Yes, it was very positive and valuable. I really enjoyed being able to work with students throughout an entire semester, as I was able to see growth in some of the students and their writing which we don't always get to see during regular tutoring hours. I also had a lot of fun researching and preparing presentations for the students. I found the presentations helped me to refresh my own writing/tutoring skills. The whole experience felt very new to me and through this experience, I've gained new tutoring strategies to implement with future students in the C4W.
● Yes it was. I was able to really connect with students and observe as their writing and confidence improved as they moved from assignment to assignment. I also felt really privileged to get insight into how Dr. Westerman structured his course, he really gave his students strong critical building blocks upon which they could grow their knowledge. I also picked up some teaching tips and learned how to interact with groups of students through offering both positive and constructive feedback.

When asked if CGT tutors would recommend participation in the CGT program to other tutors, all tutors responded “yes,” except for one who wasn’t sure.

Other comments and suggestions from CGT tutors were:
● The other Class Group Tutors provided me with some wonderful suggestions and tips early on in the semester. In the future, I think having the CGT tutors meet a few times like we did this semester is a great idea.
● I would definitely like to work on having more resources for online CGT that is sent to new tutors. (ex. Google drive with feedback form examples past presentations etc).
● Maybe asking the profs to ask their class first about office hours. I know that some of the previous CGT tutors had issues with office hour attendance and I definitely faced the same problem. I don't think CGT tutors should do office hours if students won't attend or if very few would (they could do emails), so by having the profs pose the question and give that feedback to the tutors, it can help tutors allocate more time towards other priorities.
● Next time I will probably not use my personal email...students really enjoyed emailing me a lot...in some ways though I think I learnt what it must be like to be a prof. So, so, many emails.
● I think it would be particularly beneficial to create a "best practices" document for CGT (similar to what we have for asynchronous tutoring). I'm not sure if this already exists, but I could not locate it if it does. I say this because class group tutoring involves aspects outside the typical one-on-one peer tutoring setting. Although we are not teachers as CGT, we sit as a sort of hybrid between an instructor and a tutor. Given the nature of the situation, were we as a CGT address a group of students while also taking attendance (which may directly impact the students’ GPA), we can no longer simply be peers. We are in a position of authority beyond that of the one-on-one peer tutoring interaction. This becomes particularly prominent when we as CGT have to prescriptively tell students how a paper ought to be structured in accordance with the course instructor's expectations. As much as we can 'hedge away' that these prescriptive ideas might just be the preference of the instructor, it cannot be ignored, that this can lead to students perceiving the CGT as an extension (or mouthpiece) of the instructor, which would inherently impact the notion of 'peer-tutoring' in this context. Theoretical musings aside, having a clear set of best practices would be beneficial for helping new CGTs know who to deal with student concerns (ranging from attending sessions to arguing that they did
not receive the extra credit they deserve), schedule sessions, produce presentations, and interact with instructors as a representative of the C4W.

- I really appreciated the opportunity before the semester started to get in touch with the tutors who had done this before. I got a lot of my ideas from them.

**v) Things to Remember for Next Year**

For tutors:
- Continue asking tutors for instructor/course suggestions.
- Talk with instructors about the course itself. If possible, attend class meetings when instructors present assignments.
- Offer “office hours” to students in addition to scheduling specific group meetings.
- Be ready for the instructor to get slightly behind during the term and for the students to wait until the last minute to start writing.
- Make sure to use the C4W email addresses (not your personal email addresses) to communicate with your students!

For instructors:
- Make it clearer that it is the instructor’s role to find meeting rooms.
- Remind instructors to not attend CGT meetings.
- Remind instructors to really talk about their course content with the tutors.
- Ask instructors to encourage their students to attend CGT meetings with a small incentive.
- Discuss with instructors about a better way to schedule meetings and ensure students attend these meetings.
- Remind instructors to ask all of their students to fill out the end-of-term survey, as it is also interesting to know why students did NOT attend CGT meetings.
- Ensure every participating instructor has received/read the handbook!

For students:
- Ask for immediate feedback with a new form at the end of individual and group meetings.
- Have tutors do a short presentation to the entire class at the beginning of the term, so students are familiar with them and the program.
- Offer extra tutoring help (one-on-one) at the C4W with the same tutor, if possible.
4. CHANGES AND CHALLENGES

The C4W went through several changes and challenges this year, mainly due to financial constraints such as a shrinking budget and less funding from other faculties to fund Guided Writing Instruction Groups. The biggest challenge this year was brought about by the COVID-19 pandemic.

A. Guided Writing Instruction Groups (GWIGs)

Due to the COVID-19 pandemic, the C4W had to move GWIGs online. According to GWIG tutors, changing to online platforms worked quite well and the transition from in-person to online instruction was a smooth one. This year, tutors used Zoom to hold high quality GWIG sessions (they each were provided digital Zoom links through the university) during the COVID-19 pandemic with no technical issues reported. Students appeared accommodating and supportive in online sessions. They collaborated very well in discussions. Feedback on student writing, as one of the cornerstones of GWIG sessions, was available for students with no major changes in the procedure after switching to online platforms. In both the Fall 2020 and Winter 2021 terms, GWIG tutors used eClass to share information with and collect papers from students. Feedback from GWIG participants partly mirrored facilitators’ experiences. Many participants agreed that online sessions were well managed, although they would still prefer face-to-face meetings. GWIG tutors believed our GWIGs could continue to run efficiently regardless of whether we can meet our students in person or online.

B. Continuation of Synchronous Online Tutoring

The university decided to move all courses online on Sunday, March 15 (all classes and exams were cancelled on Monday to give everyone on campus time to move everything online), and tutors at the C4W were all trained and ready to work 100% remotely by Tuesday, March 17.

We decided to train all our tutors to give asynchronous feedback, and to make it available to all student writers who would prefer it. In the 2020-2021 academic year, a large increase was noticed in the demand for asynchronous tutoring. When demand was very high, such as at the end of the terms, synchronous tutors were able to help with asynchronous requests.

Overall, our tutors have been wonderful in helping us make it work. The digital tutoring feedback result showed that 92% of our clients were happy about the synchronous online tutoring option.
we quickly installed (for more details, see Section 3). After the transition to online tutoring only, some tutors experienced technical difficulties during some of their appointments. Some of these problems were due to the WCOnline system, others were due to individual tutor or client connection problems, and some were issues with tutor or client cameras or microphones.

C. Online Support Survey

At the end of the Winter 2021 term, a survey was sent out to all the clients who used C4W services in the 2020-2021 academic year, including those who used our synchronous tutoring services, asynchronous tutoring, Class Group Tutoring, and Guided Writing Instruction Groups. Only 84 clients filled out the survey, but the responses they gave will help us to improve our online services moving forward. For a detailed look at the survey questions and responses, please see Appendix F.

D. The DOS Portfolio

Stephen Kuntz continued to supervise Justin and help Belinda while Dr. Moussu was on sabbatical (January 1 to June 30, 2020).

Starting July 1, 2020, Stephen was no longer involved with the C4W, and the Dean of Students portfolio remained somewhat uninvolved in the activities of the C4W. While we felt a bit forgotten, at times, we also felt proud to be self-sufficient, dependable, and thriving.

E. Tutor-Training Courses

In February 2020, an agreement was signed between the Deans of Students, Arts, and Education and Dr. Moussu. Dr. Moussu started a two-year secondment in the Faculty of Education on July 1, 2020. The tutor-training course, WRS 301/603, was cross-listed with EDSE 401/501. The course was taught online in the Fall 2020 term.

For the practical portion of the course, a new approach was used this year (see Appendix J for the syllabus):

First, student-tutors observed paid (online) tutors conducting synchronous sessions for two weeks (and wrote reflections about their observations).

Second, student-tutors became “co-tutors,” helping paid tutors in their regular (online) sessions for the next two weeks. Student-tutors who were shy or hesitant took this opportunity to “insert themselves” slowly and progressively into the conversations until they felt more comfortable. They also wrote reflections about their co-tutoring experiences.

Finally, student-tutors became “novice tutors” for two more weeks, and they largely handled the tutoring sessions under the supervision of paid tutors. Paid tutors interrupted tutorials only when they felt there was an issue and the student-tutor needed help. Student-tutors also wrote reflections about their novice-tutoring experiences.

If they satisfied Dr. Moussu’s course requirements, student-tutors were then hired in the Winter to become regular, paid tutors themselves. Individual challenges and efforts of student-tutors
during the Fall term necessitated adjustments to this plan, with some student-tutors never reaching the “novice tutor” level. A detailed spreadsheet was used to track their hours in each category, as well as their progress.

We were all amazed that Justin still had hair left on his head after the fall scheduling madness, as scheduling co-tutoring and novice-tutoring and keeping track of everything and everyone was truly an incredible accomplishment!

F. COVID-Related Challenges

The continuation of the COVID-19 pandemic brought to light a few ongoing challenges discussed below.

i) Tutor Evaluation Form

When the transition to online appointments occurred because of the COVID-19 pandemic, WCOnline surveys were employed to replace the paper copies filled out by clients. A question was also added to the online form asking how happy clients were about the ways in which we had switched to online tutoring. Fewer clients responded to the online surveys than the paper forms, but those who did provided valuable feedback. In the 2019-2020 academic year, 77% of clients filled out a feedback form after their appointment, with most of those forms being paper forms (the COVID-19 pandemic did not force us online until March 2020). In the 2020-2021 academic year, the percentage of clients that filled out an online feedback survey after their appointment dropped to 36%.

Responses to the online surveys are still manually entered into Google Forms so that each tutor can see their individual feedback.

ii) Workshops Cancelled

Unfortunately, the COVID-19 pandemic meant that we moved to online services only, and workshops were not offered by the C4W for the 2020-2021 academic year.

iii) Technology Issues

Several issues with technology arose this academic year. Because C4W services were completely online, issues arose for both tutors and clients. Some of these issues included microphone and camera issues, clients not showing up to online appointments, internet instability, and a recurring problem with WCOnline kicking everyone out of appointments occasionally. Some of these problems were able to be solved quickly, such as by using Zoom to connect tutors with clients during a WCOnline outage. Each tutor was given a private Zoom link (through the U of A) that they were asked to give to their clients at the start of each appointment in case there arose issues with WCOnline. Some clients found Zoom to be easier to use, and asked tutors to switch to Zoom at the beginning of their appointments.
Quickguides to Online Appointments were developed (and regularly updated) to assist clients and tutors in booking and attending appointments (See Appendix K and L).

Several Chromebooks were also provided by the Dean of Students for tutors who did not have personal computers suited to online appointments.

iv) Online Staff Meetings

Because C4W staff could not meet in person this year, staff meetings were held virtually via Zoom. Shorter, 30-minute meetings were attempted, but we found that those were too short to cover all topics sufficiently, and so we returned to the standard hour-long meetings. See Appendix B for staff meeting minutes.

v) Keeping in Touch and Mental Health Concerns

One problem faced by tutors and administrators this year was keeping in touch. In previous years, tutors had the ability to see other tutors and administrators in person, as well as their clients and other visitors. Due to the online nature of C4W services caused by the COVID-19 pandemic, it was important for tutors to keep in touch with others. Justin, the Program Coordinator, set up an appointment window in WCOnline for each day, where the tutors were asked to check in and talk for a bit. More frequent staff meetings were also scheduled, so that Dr. Moussu and Justin could check in with the tutors on a weekly basis. Dr. Moussu and Justin also gave the tutors their personal cell phone numbers so that they could contact them when needed.

Tutors also had to follow some communication rules during the pandemic. They were to be reachable at all times during their shifts in case clients needed a drop-in session or Dr. Moussu or Justin had other writing-centre related duties for them. Also, tutors had to check in with Justin at the start of each shift in the WCOnline check-in window between 10am and 4:30pm, and with Dr. Moussu, by text, from 4:30pm until 10pm.

Isolation due to the COVID-19 pandemic also caused some mental health concerns. While C4W staff had the methods of coping mentioned above, many clients felt very isolated. Tutors often found themselves listening to problems and concerns that their clients needed to talk about. While tutors are not expected or encouraged to act as therapists, they graciously listened to clients when they needed a place to vent their frustrations. Tutors themselves were in turn encouraged to reach out to Dr. Moussu and Justin with any problems they needed to talk about.

Because tutors were no longer asked to do writing centre work during downtime on their shifts, tutors were encouraged to contact Justin, Dr. Moussu, and other non-busy tutors to chat and tell how they were doing, or to go for a short walk or another activity as a mental health break. Tutors were also encouraged to call Justin or Dr. Moussu immediately on their personal
phones if they had any concerns or questions about the clients they were working with. It was quite an unusual experience for Dr. Moussu to be called by tutors in the evening, in the middle of dinner for example, to discuss questions and concerns they might be having, but she truly enjoyed these conversations. She was also very proud of the tutors who did so well on their own and who also weren’t afraid of reaching out.
5. COLLABORATION AND PROMOTION

A. UofA+ Program, August 2020

The UofA+ program is a two-week intensive bootcamp designed and coordinated by International Student Services (ISS) that introduces incoming international students to the University of Alberta's academic culture and allows these students to develop skills that will help them succeed in the Canadian post-secondary system. Every year, the C4W sends graduate and undergraduate tutors to teach the “Introduction to Canadian Academic Writing” section of the bootcamp.

This year, Xiaobing Ling from ISS and Dr. Moussu started working together again to create an online bootcamp. However, because of financial limitations, ISS decided to provide ready-made videos instead of creating new ones tailored to their students. In the end, sadly, the C4W did not participate in this year’s UofA+ program.

B. ACCESS Outreach Team

The ACCESS Outreach Team was developed by the DOS Office in an effort to provide students with additional on-campus supports and services. The C4W started to collaborate with the ACCESS Outreach Team in Fall 2018. Dr. Moussu was responsible for the academic supervision of these tutors, while the ACCESS Outreach Team was in charge of their separate contracts, schedules, salaries, and supervision for ACCESS Outreach Team shifts.

Unfortunately, the ACCESS Outreach Team lost many of its core leadership staff during the Fall 2020 term and was unable to continue in-person, drop-in tutoring services for the 2020/21 academic year. Furthermore, the drop-in services did not transfer to an online environment, and writing tutorship consequently occurred on an as-requested basis. There has been minimal communication with involved tutors as to how ACCESS Outreach will proceed with its relationship with the C4W. As such, it is unclear to the involved tutors if ACCESS Outreach will become a part of the Academic Success Centre, and if so, how C4W tutors will be able to work with ACCESS Outreach.
C. ECON 109 Schedule

In Winter 2020, Dr. Abdul Aleem funded ($1,500) three economics students to receive tutor training from Dr. Moussu. Two students completed the online training in the summer of 2020. In the fall, the C4W rented its scheduling system (WCOnline) to the Economics department ($200) and created a separate schedule for ECON 109 students to sign up for appointments. The ECON 109 schedules were managed by Justin in both the fall and winter terms.

D. Tutor-Training Course Promotion

WRS 301/603, cross-listed with EDSE 401/501, was offered in Fall 2020. It is a 3-credit course and counts as an Arts or Education elective. This course was taught online by Dr. Moussu due to the COVID-19 pandemic.

A poster was also created by Dr. Moussu, advertising the WRS 301/603 & EDSE 401/501 in an effort to encourage students to consider becoming peer tutors. The poster can be found in Appendix M.

This year, the tutor-training course took a very different approach because it was online. Observations, co-tutoring, and novice tutoring were conceived and organized, and different schedules to match tutors with tutors-in-training had to be organized. For more information, please see Section 4.E and the syllabus in Appendix J.

E. Website and Social Media

The C4W lost control over the website after the university switched to Cascade, a new content management system, in Fall 2019. Since then, every change to the website must be made by DOS Communications on a request basis. Justin has to fill out a “DOS Portfolio Website Update Request” Google Form every time a change was to be made in order to get the website updated. This shift of power created some miscommunications between the C4W and DOS Communications, including delays in making changes and inadvertent errors to the content and format of C4W webpages. DOS Communications and the C4W will continue to work together in order to develop solutions that will improve the C4W website and communication.

The C4W also uses Facebook, Twitter, and Instagram to cultivate its digital presence. The C4W Twitter account (@UofA_C4W), unfortunately, was blocked, and communication with Twitter to find out how to correct this was unfruitful. The online schedule automatically tweets available appointments in the C4W, the live Twitter feed is embedded in the website’s home page, and Facebook posts are automatically posted on Twitter, too. It seems that Twitter blocked the C4W account because of these mass tweets showing open appointments.

The most important online tool for the C4W is its scheduling system, accessible through the website. This scheduling software is developed and supported by WCOnline and is used by many writing centres in North America. This makes it easier to see the C4W tutors’ activities at a glance each day. During the COVID-19 pandemic, WCOnline has proven to be an indispensable platform and asset to the C4W services. In addition to its schedule management function, it is also embedded with an online consultation function that allows tutors to offer
synchronous online tutoring through microphone and camera and allows students to attach their papers and other documents. It further allows administrators to pop into online appointments to check in with tutors and fix issues when necessary, and allows for observations and co-tutoring.

This year, Zoom also became an important part of the C4W’s daily activity. Each tutor was assigned a Zoom link through the university that they could use for anything related to C4W work. Most synchronous tutors used these links in the event of a problem with the WCOnline platform, so that they could connect with their clients. GWIG tutors used Zoom links to meet with their groups, as did the CGT tutors. Zoom was also used for staff meetings. In the fall term, only a few Zoom links were used and tutors shared these links, but it was found to be problematic when more than one tutor needed a link at the same time. To correct this issue, Zoom links were created through the university’s account for each tutor to use when needed.

F. GSA Advertising and Promotional Videos

The Graduate Students’ Association Communications Team reached out to the C4W again this year. This time, they offered free advertising space in the 2020-2021 GSA Planner. A new ¼-page black and white advertisement was created by Belinda (the Interim Director of the C4W), and submitted on June 19, 2020. The advertisement may be seen in Appendix N.

Dr. Moussu created short promotional videos for different groups for DOS, orientations, our website, Extension, etc. These videos were shared with different units and departments and posted on university websites. If you would like to use any of these videos, please contact us.

G. Social Endeavors

Dr. Moussu proposed the idea of a Thanksgiving Contest in early October 2020, which was to correctly guess the weight of an uncooked turkey. A photo was shared with all tutors, who submitted their guesses via a Google Form. Saeid was declared the winner, as he was the closest to guessing the turkey’s weight. Saeid guessed 6.800 kg, and the turkey’s actual weight was 6.785 kg. Saeid received a $20 gift card from the U of A Bookstore.

Dr. Moussu also proposed the idea of a Halloween Costume Contest, and asked tutors to submit their photos for clients to vote on their favorite costumes. Tutors were asked to include in the photo a piece of paper with “C4W” on it. Sadly, only one tutor submitted a photo, and Breanne was consequently declared the winner.
A. Director Dr. Moussu

During the 2020–2021 academic year, Director Dr. Moussu:

- Was Adjunct Associate Professor in the Faculty of Extension (since 2015).
- Was Adjunct Associate Professor in the TESL Program in the Educational Psychology Department, Faculty of Education (since 2011), and was then seconded to the Faculty of Education for two years, starting July 1, 2020.
- Was Second Reader for two MA capstone projects in the TESL Program.
- Has been a member of the *Journal of Response to Writing* Editorial Board since January 2018 (the *Journal of Response to Writing* is a refereed, international, practitioner-oriented journal based on current theory and research in the field of Writing Studies, Rhetoric, and Composition).
- Was a guest reviewer for the following scholarly journals:
  - *The Writing Center Journal*
  - *TESOL Quarterly*
  - *TESOL Journal*
  - *Journal of Second Language Writing*
  - *Journal of Response to Writing*
- Reviewed the manuscript *Nonnative English Speaking Teachers of Writing*, edited by Todd Ruecker and Mariya Tseptsura, for Utah State University Press (about 90,000 words).
- Regularly met with the Director of the Augustana Campus writing centre, Dr. Craig Peterson.
- Taught a two-hour seminar on Second Language Writing to English and Film Studies graduate students in January 2020.
- Presented (online) information about the C4W to multiple classes in the English for Academic Purposes program (in the Faculty of Extension) during the fall and winter terms.
- Continued as liaison officer as ESL/EAL Faculty (with EFS; International Student Services; Extension; Student Services, Faculty of Arts, etc.).
B. Interim Director Belinda Wang

During the 2020-2021 academic year, Interim Director Belinda Wang:

- Was a PhD candidate in Comparative Literature at the Department of Modern Languages and Cultural Studies (MLCS), Faculty of Arts (since 2015).
- Was a peer tutor at the Centre for Writers (since 2018).
- Was a member of the Canadian Comparative Literature Association (since 2015), Association for Asian Studies, and Women's and Gender Studies et Recherches Féministes.
- Published (with co-author Lucie Moussu) COVID-19 Kicked Our Butts—But We Survived and Learned A Thing or Two! in August 2020, about the C4W’s response to COVID-19: https://www.wlnjournal.org/blog/2020/08/covid-19-kicked-our-butts-but-we-survived-and-learned-a-thing-or-two/ (See Appendix C).
- Engaged in one research project on Song dynasty print culture in collaboration with her supervisor Dr. Daniel Fried.
- Served on the 2020–2021 MLCS Curriculum Committee.
- Completed Graduate Teaching and Learning Program (GTLP) Level 3: Pedagogy and Course Design designed and delivered by the Faculty of Graduate Studies and Research.
The following are goals the C4W would like to work toward in the coming year.

A. Financial

- To continue collaborating with faculties to support the growth of the Guided Writing Instruction Groups and to develop a sustainable funding model to ensure these groups can continue in the long term.
- To develop strategies enabling tutors to attend writing centre conferences again.

B. Tutor Training, Support, and Development

- To recruit and train future tutors from a variety of academic backgrounds to better serve our clients. The C4W particularly needs more tutors from the Faculties of Science and Engineering.
- To foster more community building among C4W tutors through shared activities; for example:
  - Holding more engaging activities throughout each term, in addition to the staff potluck at the end of each term.
  - Celebrating staff birthdays.
  - Highlighting tutor achievements throughout the year.
  - Congratulating graduating tutors.
- To seek out more opportunities to support the professional development of tutors; for example:
  - Allowing experienced tutors to learn from each other through “tutor-to-tutor” consultations.
  - Allowing undergraduate tutors to shadow graduate tutors who lead workshops, GWIGs, and class presentations.
  - Having more experienced tutors lead workshops for newer tutors.
  - Encouraging tutors to submit papers to and present at more conferences.
7. GOALS AND RECOMMENDATIONS

GOALS AND RECOMMENDATIONS

- Encouraging tutors to take advantage of the DOS Professional Development fund available to student staff.
- Giving tutors more opportunities to use their particular expertise on special projects to expand the repertoire of the C4W; for example: creating handouts or cheat sheets on writing in different disciplines, leading workshops for other tutors, or even helping the C4W keep track of its statistics.

- To restart distributing and collecting tutor self-evaluations each term or each academic year to encourage tutors to reflect on their performance.
- To give tutors more opportunities to learn about other student services in the DOS portfolio, so they can better serve clients by recommending applicable resources.
- To coordinate with the DOS office about the DOS orientation in August.

C. Collaboration and Promotion

- To continue to reach out to instructors whose students are regular C4W clients. This helps promote the C4W and gives tutors and instructors valuable insight into client needs.
- To continue to explore collaboration with specific instructors and classes as the C4W did with the Class Group Tutoring program (See Section 3.I.iv).
- To improve C4W promotion and marketing by:
  - Continuing to collaborate with DOS Communications to promote the C4W through student and faculty listservs, SUTV, and the Week of Welcome.
  - Coordinating with DOS Communications to update the C4W’s website on Cascade to be readily accessible and easily navigable for clients.
  - Making more consistent use of our social media accounts (Facebook, Twitter, Instagram) in order to promote the services offered by the C4W. Justin is currently meeting and working with Debbie Yee, a DOS Communications Team member, over social media in an effort to revive the C4W’s Facebook, Twitter, and Instagram accounts.
  - Hosting and participating in more events throughout the year.
- To involve the C4W more in the community.

D. Administrative

- To create new administrative links with DOS to harmonize available support systems, coordinate services provided to students between units, and collaborate on new and exciting projects.
- To determine the best way to offer both in-person and face-to-face services once the COVID-19 restrictions are lifted.
- To train the tutors to fill out client report forms with clients at the end of appointments. It is a better way to sell the online feedback form.
- To simplify and streamline the creation of future annual reports.
- To implement a penalty when tutors neglect to fill out their client report forms (e.g., if they miss more than 10 client report forms in a term, they will not be re-hired the following term).
Appendix A – Guiding Principles for the Centre for Writers

The Centre for Writers is a free, one-on-one tutoring service available to all students, faculty, and staff members at the University of Alberta. We tutor for every level of proficiency, for all disciplines, and have resources to assist ESL/EAL writing concerns. The Centre for Writers aims to assist every writer at any stage of the writing process.

We believe that:
1. Developing writing skills benefits writers in the long term.
2. Writing is a multi-stage cyclical process (brainstorming, planning, writing, revising, etc.).
3. Higher-order concerns (such as organization and development of ideas) should be prioritized over revisions of lower-order concerns (such as word choice, spelling, and grammar).
4. Writers provided with the appropriate resource will become self-sufficient.
5. Native English-speaking writers as well as ELS/EAL/bilingual/multilingual writers can all benefit from help with their writing.
6. The diversity of writing context and styles (in different disciplines) implies that there is no one right way of writing.
7. The writer’s voice must be maintained throughout the writing process.
8. Intellectual and academic integrity must always be understood and respected.
9. Maintaining a zero-pressure environment is conducive to discussing openly the writers’ successes and challenges.
10. The strategies we suggest are applicable to all writers: all writers can always improve.

As a result of these beliefs, we implement the following practices:
1. We aim to enhance individual writing practices, not just individual pieces of writing.
2. We encourage all writers, in all faculties and at all levels (students/faculty/staff), to come or return at any stage of their writing to make use of the Centre for Writers’ resources.
3. We promote client involvement and self-direction in the consultation, and incorporate resources to develop effective writing strategies.
4. We are trained to address specific concerns of both native English and ESL/EAL/bilingual/international writers with any concern and at any proficiency level.
5. We will help writers navigate a variety of writing contexts, including assignment analysis and disciplinary writing conventions.
6. We strive to widen our knowledge about different writing standards.
7. We are active readers and listeners and help writers make their own writing decisions through suggestions and questions.
8. Writers are the experts and must take ownership of their work. We are only guides and will not provide content or evaluate/grade a piece of writing.
9. We provide a free and safe place for writers to freely discuss their writing concerns.
10. We will constantly update our knowledge about writing and tutoring, and use this knowledge in our own writing practices.
Appendix B – C4W Staff Meeting Minutes

Date: Tuesday, September 22, 2020 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Kacey, Belinda, Petra, Derya, Rebekah, Audrey, Jayson, Majid, Jonathan, Yaghma, Renee, Saeid, Vivian, Shahnaz, Stenette, Daniel, Teea.
Visitors: None.
Regrets: None.

1. Introduce paid vs. future tutors
2. How is everyone doing?
   a. Synchronous tutors
   b. Online (asynchronous) tutors
   c. GWIG tutors
   d. CGT tutors
   e. Anyone else?
3. How is online tutoring going?
   a. (general consensus that things are good)
4. TAKING CARE OF YOURSELF
   a. Please tell Lucie and/or Justin if something is happening. If you need help, if things are becoming unmanageable, or if you feel overwhelmed, please don’t wait. We need to take care of ourselves and each other. We want to know how we can help, and we truly care about you. A lot is happening this semester, so please keep in touch. The last thing we want is for everything to become too much.
5. How is co-tutoring (with new online tutors) going?
   a. What works or not?
   b. It seems to be working well. Co-tutors are now leading sessions this week.
   c. Let Lucie know if you have strategies that work well for co-tutoring, as her students are starting soon.
6. Reminder: how to allow microphone and video on WCONline
   a. There is a little lock icon beside (to the left of) the address bar. This will bring up a menu so you can grant access to websites to use your camera and microphone.
7. Reminder: you now only have to fill out ONE Client Report Form for one-hour (or longer) appointments.
   a. This way, clients only get one feedback survey.
   b. We don’t want our clients annoyed by too many emails!
8. Reminder: Fill out Client Report Forms quickly, so that clients get the feedback survey quickly. Tell the client that they will receive a survey, and that it really helps us out when they fill it out.
   a. We need more clients to fill out feedback surveys, so please remind them!
9. How are observations going?
   a. Things are a little awkward, but do your best!
10. Mentor/mentee?
    a. Sometimes communication is difficult. Also, time is hard to come by sometimes.
    b. Google Chat might be a good way to communicate.
11. Co-tutoring starting soon (Oct. 12)
    a. They are still observing for now.
    b. Explain how things work so no mistakes happen.
    c. It will be interesting, given the number of students who will be co-tutoring (21).
12. Please read the C4W’s re-entry plan: https://docs.google.com/document/d/1UrY9epM_dRLgnDLxc2gQEpcxje-yVNWBUgopFtIkFo/edit?usp=sharing
   a. Please read over the above plan, so that you can be familiar with it as employees.
   b. Re-entry would be complicated, to say the least!
   c. For now, the best thing for us is to remain off-campus (online). Our physical space is not conducive to the COVID-19 precautions we would have to take.
   d. Right to refuse work that is unsafe? Does this apply to COVID-19?
      i. When we can go back, we will ask who feels safe being there in person. We won’t force anyone to go back to campus.
13. C4W activities: cookbook? Halloween?
   a. We are talking to the Comms team about promoting activities.
14. Should we be open during reading week?
   a. We have in the past, but with reduced hours and tutors.
   b. We will check the budget, and it will be optional.
   c. Some students express wishes that we were open more.
15. Do we want to stay open December 7-11 (December 7 is the last day of class).
   a. Again, this time would be optional.
   b. There was some interest expressed.
16. If clients submit asynchronous papers, they should send some guiding questions. We will update the website to be more clear on this.
17. Please keep in touch! Justin and Lucie’s phone numbers are found in the check-in windows.

Date: Wednesday, September 30, 2020 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Breanne, Sarah, Angie, Moni, Belinda, Tasmia, Yaghma, Majid, Audrey, Vivian, Jayson, Saeid,
Visitors: None.
Regrets: None.

1. Introduce paid vs. future tutors
2. How is everyone doing?
   a. Synchronous tutors
   b. Online (asynchronous) tutors
   c. GWIG tutors
   d. CGT tutors
   e. ACCESS (not started yet?)
   f. Anyone else?
3. How is online tutoring going?
   a. We have a few Chromebooks if your computer is proving unreliable.
   b. Asynchronous tutoring - they are finding that some clients are abusing the system by booking a lot of appointments and demanding tighter deadlines.
      i. Remind them that the deadline is 2 business days, and be clear with them that if they are able to make a synchronous appointment, this replaces the asynchronous appointment.
4. New online tutors: how are you doing?
a. Jayson - First week was rough with internet issues. Got it figured out now, and tutoring is going well.

b. Breanne - less feedback this semester than in the past.

c. Justin/Lucie: feedback is coming to us electronically now so the process is different from last year and might take a little longer. Also, we’re getting fewer responses.

5. If you are not feeling good or are unable to do your shift, **make sure to tell Justin BY 9AM**!
  
a. Justin needs time to find a replacement for you.

b. Also, if you are able to fill other shifts, please respond quickly!

6. How are the observations going?
  
a. Moni had Angie answer a question when she had to go to her next appointment, and it went well.

b. No problems yet. Lucie has a good group this semester, especially with doing everything online!

7. Mentor/mentee? You don’t have to be perfect (and don’t do the work for them)
  
a. Mentees can book appointments to talk with their mentors. This is a great way to connect!

b. Have a mock tutoring session, or an actual tutoring session together.

c. If you are comfortable, you can even meet in person.

d. If you have not heard from your mentor or mentee, try reaching out again. Ask Justin or Lucie for their info if you need it.

e. Don’t feel bad, we are all struggling this semester.

f. If you feel you’re not going to be able to be a very helpful mentor, let Lucie know, we’ll find someone to replace you, no problem.

8. Two tutors have already decided that they can’t work this semester after all :(.
  
a. Please let us know if you are having problems, be they personal, family, academic, etc. Please talk to us so we can help you! We will try to do anything we can to help you. Things are very difficult right now, so we will do our best to help in any way we can.

9. Available for meetings/picnic on campus or elsewhere
  
a. Since people are still afraid of sharing food, we can bring our own. Lucie is more than happy to meet with you in person if you want to talk.

10. Handout on reverse outline

11. About online tutoring:
  
a. The value of online tutoring should be measured by the learning that takes place. We must aim beyond replicating in-person tutoring sessions and be responsive to learners and opportunities for learning online:
    
i. focusing on the writing rather than the tutoring platform;

  ii. increasing clarity and communication by integrating written responses (e.g., keywords in chatbox) with audio and visual feedback;

  iii. working to provide a resource-rich online learning environment (prepare a list you can copy/paste easily)

  iv. establishing personal connections with words rather than with body language;

  v. mentioning verbally and more clearly the positive aspects of students’ work, encouragements, options, etc.
b. Self-Criticism - stop it! Online tutoring is different than in-person tutoring, so we need to stop judging ourselves based on what has changed. Do things differently. Just do your best!

c. There are things you can do better - you can describe or explain things in new ways, try to find new ways to do things that you couldn't/didn't before, you can have a list of links for your clients of useful tools, and copy/paste it for them.

d. Take advantage of the tools that we have now. Don't set your expectations for yourself too high. Be creative, try new things! Work on a Google Doc with your clients. Use emojis. Get to know the online environment. Share your successes with other tutors. You need to have different criteria to measure your success.

e. Important question to measure success: Did the student learn something?

f. Be patient and kind, especially with yourself.

12. WHEN YOU ARE NOT BUSY,

a. socialize a bit with other non-busy tutors and Justin/Lucie, move around, stretch, breathe deeply, etc. This is not a break, because you still need to make sure you're ready for drop-ins or asynchronous help.

b. Read “Multimodal composing: strategies for twenty-first century writing consultations” by Sabatino and Fallon (https://search.library.ualberta.ca/catalog/8643884)
   i. The chapter on posters is really useful.


13. Activities:

a. Guess the turkey’s weight (Timeline Oct 9 - 19)

b. Halloween costume contest (Timeline Oct 28 - Nov 11)

c. Quarantined C4W staff cookbook (Timeline Nov 1 - Dec 15)

14. Audrey - a client brought in a paper that was graded, and they were angry. They wanted to polish their language, but the English was fine. The teacher made corrections on it, and the client was mad, because they had come to see various tutors already. They were overwhelmed with how much stuff there is to work on.

a. With difficult clients, you can still contact Justin for help.

b. Lucie - first work on things that are most important (higher order concerns) and tell the client that you can get fired if you do something else!

c. Lucie/Justin can also contact these clients for more direct conversation.

d. Encourage clients to book more appointments, and to use the drop-in list. We can also book consistent appointments (weekly appointments with the same tutor).

15. Action Items:

a. The reverse outline document is a good one, and we should put it on our handouts page on the website.

b. Ask Extension about access to eClasses Amanda.

Date: Thursday, October 8, 2020 (meeting conducted remotely through Zoom)

In attendance: Lucie (chair), Justin, Belinda, Emily, Alysha, Majid, Moni, Rebekah, Yaghma, Victoria, Anna, Petra, Stenette, Saeid.

Visitors: None.

Regrets: None.
1. Introduce paid vs. future tutors
2. How is everyone doing?
   a. Synchronous tutors
      i. Stenette had a student in a different time zone, so it was the middle of the night for the student.
      ii. Many students are in China and other timezones, so we are trying to stay open later.
      iii. Students are not complaining about later hours. It seems to be working for people.
      iv. At some point we should email clients and ask about the usefulness of later hours.
   b. Online (asynchronous) tutors
      i. How is online tutoring going?
   c. GWIG tutors
      i. Mid-term evaluation for GWIGs sent next week.
      ii. You will get the results shortly after.
   d. CGT tutors
   e. ACCESS (not started yet?)
   f. Student tutors
   g. The writing centre and the university
      i. People are talking now about budget cuts and restructuring.
      ii. (Emily) Students are worried, but physical distance makes it difficult to be engaged and to know what to do.
      iii. Most professors are upset and worried. Some are slightly optimistic.
      iv. Higher admins are asked to put a positive spin on things.
      v. The writing Centre is NOT at the greatest risk right now. The university has priorities: IT, Libraries, Student Services.
3. Tutors, if you’re done early with an appointment, please log into your next chatroom early in case your next client is already there. Don’t disappear :)
   a. Also, check in with Justin to see if there are people on the drop-in list.
4. Don’t find your own replacement if you’re not feeling good/are unable to tutor, TEXT JUSTIN ASAP! (before 9am)
5. Kevin Friese’s presentation--Supporting Students in Distress
   a. https://docs.google.com/presentation/d/1SMMG95oZ5sr_qPLO3-EFMzYlzHGOEbw8YuBcwtJ_HA/edit?usp=sharing
6. Co-tutoring:
   a. Expectations (initial contact, non-verbal, etc.)
   b. Not all of my students will be able to start next week
   c. Co-tutors need stable internet connections, as well as a quiet place.
   d. Lucie will tell her students about Class Group Tutoring so that co-tutors or observers are not too confused by unusual appointments.
7. Reporting hours: on day of shift, double-check dates and times.
   a. This is especially important for GWIGs, CGT, etc.
   b. Do NOT report hours on weekends or holidays, and NEVER go over 8 hours total per day (be particularly careful if you submit hours elsewhere, too)!
8. Guess the turkey’s weight--?
   a. The communications team is still working on a post for Facebook.
   b. We will start it on Tuesday.
   c. We will post on Facebook.
   d. Hopefully everything will work!
9. Reminders: WHEN YOU ARE NOT BUSY,
   a. Socialize a bit with other non-busy tutors and Justin/Lucie, move around, stretch, breathe deeply, etc. This is not a break, because you still need to make sure you’re ready for drop-ins or asynchronous help.
   b. Read “Multimodal composing: strategies for twenty-first century writing consultations” by Sabatino and Fallon (https://search.library.ualberta.ca/catalog/8643884)
      i. The chapter on posters is really useful.
   c. Read about well-being in the writing centre here: http://www.praxisuwcm.com/full-issue
10. Reading week - we will not be open during Reading Week.
11. Happy Thanksgiving--stay safe!
12. Action Items
   a. Email clients and ask about the usefulness of later hours.

Date: Monday, October 19, 2020 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Saeid, Julia, Breanne, Rebecca, Majid, Belinda, Petra, Renee, Alysha, Moni, Yaghma, Andrey, Vivian, Jayson
Visitors: None.
Regrets: Justin.

1. Introduce paid vs. future tutors
2. How is everyone doing?
   a. Synchronous tutors
   b. Online (asynchronous) tutors
   c. GWIG tutors
   d. CGT tutors
   e. Student tutors
3. Guess the turkey’s weight on FB!
5. Staff meetings: 30 minutes?
6. ACCESS: Jayson had a meeting with Chris. Space for more tutors if interested
7. Kevin Friese’s presentation--Supporting Students in Distress: https://docs.google.com/presentation/d/1SMMG95oZ5sr_qPLO3-EFmYlzHGOEbw8YuBcwttn_j_HA/edit?usp=sharing
9. Your evaluations--not great because of low numbers
10. Reading week: is Vivian/Jayson still working or not? Maybe for Extension.
11. Job opening, writing centre, Ambrose university in Calgary: https://ambrose.edu/academic-support-services-coordinator-parental-leave-cover
12. “I truly hope you can provide editing services to students who are keen to improve writing.” TALK about what “improving writing” means to students who only care about grammar! Explain what profs care about besides grammar.
Date: Tuesday, October 27, 2020 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Kacey, Julia, Yaghma, Petra, Renee, Saeid, Vivian, Stenette.
Visitors: None.
Regrets: None.

1. Introduce paid vs. future tutors
2. How is everyone doing?
   a. Synchronous tutors
      i. No major issues. Time zones may be an issue.
      ii. Justin will look into setting the reminder to be closer to the appointment.
   b. Online (asynchronous) tutors
      i. Vivian - a decent amount of clients.
      ii. If things get to be too much, please let Lucie and Justin know.
   c. GWIG tutors
      i. Week 8 of 12! Time flies!
      ii. Zoom links work very well for GWIGS. eClass is also very useful.
      iii. Please let Lucie know if your students stop attending.
   d. CGT tutors
   e. ACCESS
   f. Student tutors
3. Reminder: no tutoring during the break
   a. November 9 - 13 is Reading Week.
   b. Do something different - try not to be on your computer this week.
4. Online Tutoring Assessment Survey: [https://forms.gle/fHB1x1xpJRXjRCSHA](https://forms.gle/fHB1x1xpJRXjRCSHA)
   a. Will be sent out early next week, please answer :D
   b. New questions to the one sent out in the spring, especially about Lucie’s students.
5. Guess the turkey’s weight contest--Saeid won!
6. Halloween contest - Please participate in the costume contest! More information to follow (on Facebook).
7. Co-tutoring?
   a. Renee - things are going well, but some clients are annoyed when a different tutor is with them.
      i. Lucie - you can tell them “It’s important to give new people a chance to learn--it’s not easy to become a tutor :) However, I am here, and I am not going anywhere. If anything wrong happens, I will jump in. I’m here to ensure that you get the best service.” You can also compromise with the client by doing half and half, or by taking over if they insist. No one will be punished for this. Give options to people, and be flexible.
   b. Julia - I haven’t heard back from them.
   c. Please make sure you are not spending too much time meeting with the mentees, as you are not paid for this extra work. Let Lucie know if it becomes too much.
   d. Lucie - thank you so much for doing your best, for trying, and for being so generous in helping my students!
8. Mentorship - how’s it going?
   a. Kacey - It has been a while, so I’ll contact them again.
   b. Julia - I haven’t heard back from them.
9. Differences between co-tutoring and novice tutoring
   a. Co-tutoring is a shared space between the paid and new tutors. It gives the new tutor a safe space to try tutoring, as much or as little as they want. Novice tutors
will act like a regular tutor, and paid tutors will be in the background to jump in if there’s an issue. You can turn off your camera and microphone unless you need to jump in. Please jump in if there’s an issue with technology, for example. No one is reporting on anyone! Just be a friend :)

b. Client report forms - Novice tutors should fill it out, and the paid tutor should help. Please remind the novices to do this and show them how to!

10. Please feel free to contact Lucie and Justin if there are any problems, or even just to chat. We are here for you!

Date: Thursday, November 5, 2020 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Anna, Audrey, Jayson, Moni, Rebekah, Renee, Sabrina, Majid, Vivian, Saeid, (Breanne), Stenette.
Visitors: None.
Regrets: None.

1. Introduce paid vs. future tutors
2. How is everyone doing?
   a. Synchronous tutors
      i. Rebekah - more people seem to be coming with just assignment guidelines and asking what they are supposed to do. This seems to be more frequent this term.
         1. Lucie - There is less time to clarify things online, so this is tough for instructors and students.
      ii. Audrey - had a student who disagreed with the feedback from her professor. She wanted Audrey to back her up that the professor was wrong. The paper was also very difficult to read. Lucie said she had every right to cut the session off.
         1. Lucie - Never let students bully you. Tell them that if they receive help against our policies, your boss will fire you. Or you can say “I am uncomfortable with this, and if this continues, we cannot continue this session.”
         2. Lucie - Always support the professors. We might not agree, but we can never go against the professor. If the client pushes, see the above point. You can cut off the session.
   b. Online (asynchronous) tutors
      i. Vivian - it is going fine, not many issues.
      ii. Jayson - no issues with clients, just really long papers, and copy/pasted questions from our website.
         1. Lucie - with Long papers, look at the abstract, introduction, titles, and conclusion. You can give feedback on organization by looking at those things. It is easy to see if an introduction and abstract don't match, for example. If it is for grammar, read 2 paragraphs and make some comments about recurring mistakes. If it is organization, look at topic sentences or one paragraph in detail. Look for small things that can give you perspective on the whole paper. Be smart and focused.
   c. GWIG tutors
      i. Saeid - It has been busier these days, and there have been some withdrawals (students asking if they can not come to certain sessions).
1. Lucie - keep me updated, because some students have had supervisors paying for them to attend. Remind them that they were selected and others missed out.

d. CGT tutors
   i. Audrey - There seems to be an emotional insecurity with the students in understanding what the professor wants. Is it possible to create a handout on figuring out assignment prompts?

1. Lucie - students will not learn through a handout. Everything takes more time now, when you teach, so profs have less time and energy.

e. ACCESS
   i. Jayson - we had our first team meeting on Monday, currently in the process of figuring out how to structure it. Jayson is the only ACCESS writing tutor so far. One drop-in session on Fridays, maybe? More info to follow. It is supposed to start before the end of the semester. You can send clients to Jayson if there are too many.

f. Student tutors

3. Thanks for your feedback. We are missing a few tutors’ answers so please fill it out! https://forms.gle/TxbvzC871ajnoRVd6

4. We’ve created more zoom links to avoid overlap between tutors and staff meetings. Use the one with your name. You can use them for CGT tutoring, too, or to chat with your co-tutors/novice tutors before or after shifts.
   a. Justin puts them in the blue check-in box every day for easy access.
   b. Please use your link so others can use theirs.
   c. If someone is in your link already, use a random one.
   d. If you are doing work for the C4W, you can use these links.

5. Check in with Lucie (text) if you start work after 6pm and you have not checked in with Justin
   a. Write your name in the text so Lucie knows who you are.

6. Vivian and Jayson will continue to offer asynchronous tutoring during reading week (but not Remembrance Day).
   a. You can direct them to the website.
   b. You can take advantage of this as tutors, too!
   i. But be nice to Jayson and Vivian :)

7. Making your student’s face on video bigger on wconline
   a. There is a box button (bottom right corner) on each video box that you can click to enlarge the picture! This might help you and your clients see each other better. The same button shrinks the box if clicked again.

8. FILL OUT YOUR FORMS RIGHT AFTER THE TUTORIAL!

9. Problem with feedback forms getting to paid tutors, not co-tutors or novice tutors!
   a. Don’t panic if your feedback/stats are not great: we’re getting fewer responses + some of your tutoring is mixed with co-/novice tutors’.
   b. Justin is sorting it out. Please be patient!
   c. Paid tutors - please select the name of your co-/novice tutor on the client report forms so the client gets their name as default in the feedback survey.
   d. Solo tutoring is starting for many student-tutors, so it’ll solve the problem.
   e. There will still be some doing co- and novice- tutoring.
   f. Please check Justin’s blue box to see the updated schedule every day.

10. Helen Li, asking for too much and being rude? We will be emailing her.
    a. Moni - this client is demanding a lot from the tutors, especially the novice/co-tutors.
b. She has been refusing co-tutors and demanding a lot.

11. CHECK IN WITH YOUR CO-TUTORS BEFORE YOUR SHIFT more than 1 minute before your shift! Decide how the tutorial will happen.

12. Teach your co-tutors how to fill out tutorial report forms

13. Co-/novice tutoring: paid tutors, you MUST interrupt if the novice tutor does/says something wrong!

14. Paid tutors: you MUST introduce yourself and the co-/novice tutor to all clients and explain that the paid tutor is there to ensure everything is going well and will jump in if necessary. Be reassuring. (And if a client seems fidgety or anxious, reassure them that you’re still there by adding something to the conversation a couple of times.)

15. If students complain about co-/novice tutors, explain that new tutors must be trained, not everyone ever gets the tutors they signed up for (because of illness, for example). And in the past, clients didn’t know that their tutors were in training because they were ON THEIR OWN!

16. Please remember tutoring philosophy and principles!
   a. Please do not go line-by-line and fix grammar.
   b. If they want to go over grammar, go through one paragraph with them, and then ask them to continue at home.

17. It’s better to do two things well than twenty things poorly.
   a. You are not there to impress students. If they want too much, tell them what you can look at.
   b. Remind them at the end about what you have accomplished. Focus on the positive things. Take some notes for them so they can see how much you have accomplished together.

18. Lucie and Justin are so very grateful for all the work you do. You are all working very hard during a difficult time. Please enjoy your Reading Week!

Date: Tuesday, November 17, 2020 (meeting conducted remotely through Zoom)

In attendance: Lucie (Chair), Justin, Sarah, Emily, Teea, Raytha, Julia, Belinda, Breanne, Saeid, Yaghma, Anna, Audrey, Jonathan, Serena, Vivian, Renee, Jayson, Angie.

Visitors: None.

Regrets: None.

1. Introduce paid vs. future tutors
2. How is everyone doing?
   a. Synchronous tutors
      i. Breanne - things are going well, despite the break.
      ii. Belinda - yesterday was my first synchronous tutoring session. There were problems, so we immediately switched to Zoom.
   b. Online (asynchronous) tutors
      i. Jayson - there are a LOT of people accessing asynchronous tutoring. A lot of repeat clients as well.
         1. We can look at having a third asynchronous tutor in the Winter.
   c. GWIG tutors
      i. Saeid - so far so good.
      ii. Belinda - this group might be the second best group I’ve ever had! Most are still attending!
      iii. Lucie - Ask Kacey how she’s doing.
   d. CGT tutors
i. Emily - students are contacting me with a lot of requests.
   1. Lucie - The prof should tell the students to contact them with issues. Make sure the instructors know of any problems. Don’t do extra work!

   e. ACCESS
      i. Jayson - I’ve started, only had one client. Not many have been asking for writing tutoring. I’m letting clients know about both ACCESS and C4W options.

f. Student tutors
   i. We should have C4W masks!

3. We are still missing a few tutors’ answers so please fill it out!
   https://forms.gle/TxbvzC871ajnoRVd6

4. Zoom links with passwords now. Should work!
   a. Justin has updated the links to include the passwords.
   b. Let us know if there are problems with the links.

5. Besindone and Vivek, and ECON 109 schedule
   a. This schedule is for students of ECON 109 only.
   b. If you see any students from this class, tell Justin so he can move them to the right schedule.

6. Check in with Lucie (text) if you start work after 6pm and you have not checked in with Justin
   a. Write your name in the text so Lucie knows who you are.

7. FILL OUT YOUR FORMS RIGHT AFTER THE TUTORIAL!
   a. Clients are less likely to fill out feedback forms if they get them later.

8. Problem with feedback forms getting to paid tutors, not co-tutors or novice tutors!
   a. Don’t panic if your feedback/stats are not great: we’re getting fewer responses + some of your tutoring is mixed with co-/novice tutors’.
   b. Justin is sorting it out. Please be patient!
   c. Paid tutors - please select the name of your co-/novice tutor on the client report forms so the client gets their name as default in the feedback survey.
   d. Solo tutoring has started for many student-tutors, so it’ll solve the problem.
   e. There are still some students doing co- and novice-tutoring.
   f. Please check Justin’s blue box to see the updated schedule every day. (both paid and new tutors!)

9. CHECK IN WITH YOUR CO-TUTORS BEFORE YOUR SHIFT more than 1 minute before your shift! Decide how the tutorial will happen.

10. Teach your co-tutors how to fill out client report forms

11. Co-/novice tutoring: paid tutors, you MUST interrupt if the novice tutor does/says something wrong!

12. Paid tutors: you MUST introduce yourself and the co-/novice tutor to all clients and explain that the paid tutor is there to ensure everything is going well and will jump in if necessary. Be reassuring. (And if a client seems fidgety or anxious, reassure them that you’re still there by adding something to the conversation a couple of times.)

13. If students complain about co-/novice tutors, explain that new tutors must be trained, not everyone ever gets the tutors they signed up for (because of illness, for example). And in the past, clients didn’t know that their tutors were in training because they were ON THEIR OWN!

14. Ttea - had a client that signed in under someone else’s name, and the client was very combative. What do we do if someone signs in under someone else’s name?
   a. In the past, we had clients show us their onecard.
   b. It hopefully won’t happen too often.
c. With group projects, tell them that you are only supposed to work on the stuff that they have written.

d. If the client is not accepting the feedback or is rude, you can end the tutorial. Don’t go through a painful half hour for nothing. “I feel like you aren’t getting much out of this session. What do you want to accomplish?”

e. If another person is in the background, you can ask the client to focus and talk to them later.

15. End of semester
   a. The end is near! Time is flying!

16. Winter questionnaire, please respond asap
   a. Will be sent out soon!

17. Winter
   a. We will continue 100% online. Things might not change too much. We might try workshops again.

18. Tutor recipe book
   a. We would like to create a recipe book to share with each other and clients! Send in recipes, pictures, and stories!

19. It’s not because you don’t know a word or expression that it’s wrong!
   a. Do not assume. Tell the student that you are not familiar with the term or phrase, and confirm with them if it is correct. Don’t assume you know everything.

20. Look for what the student is trying to say, not what the mistake is saying. Eg. “one of the most challenges that teachers might face…” => one of the biggest challenges, or one of the most difficult challenges...

21. Action Items:
   a. Lucie - Ask Kacey how GWIG is going.
   b. Justin & Lucie - Look into C4W masks.
   c. Justin - Send out the Winter Questionnaire.

Date: Wednesday, November 25, 2020 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Gillian, Raytha, Jonathan, Renee, Tim, Breanne, Ayla, Ardith, Margaret, Lisa, Alysha, Majid, Vivian, Jayson, Petra, Bingxin, Belinda, Jacob, Ismahan, Emily.
Visitors: None.
Regrets: None.

1. Introduce paid vs. future tutors
2. Copy Justin’s and Lucie’s phone numbers ON A PIECE OF PAPER!
3. BEFORE WCONLINE goes down (as it often seems to do), ALWAYS provide your zoom link to your students at the beginning of your tutorial, and you and they need to copy it outside of WConline!
   a. You should also have it copied somewhere ahead of time!
   b. WCONline has been having issues lately.
4. How is everyone doing?
   a. Online (asynchronous) tutors
      i. We might look at 3 asynchronous tutors next term. Vivian and Jayson will discuss needs.
   b. CGT tutors
We have learned that Dr. Westerman’s cat is very cute and reads German! If you would like to suggest other cats or profs for next semester’s CGT, please do so.

5. Winter questionnaire, please respond asap!
   a. https://forms.gle/gsPy2gVwT4f6Nmu88
   b. We need to know if you wish to come back, and what you’d like to do.
   c. Let us know if you are NOT planning to return as well.
   d. Applying doesn’t guarantee hiring, but we’ll do our best.
   e. DOS makes the final hiring decisions.
   f. You can edit your schedule later - just give your best guess for now. We will make the schedule mid-December, and it will be flexible.

6. Tutor bios on our website
   a. Not all of your names are there, but Justin has put in a request to put you all in (we don’t have access to make changes on our website anymore).
   b. Pictures proved too difficult for them to figure out.

7. Besindone and Vivek, and ECON 109 schedule
   a. This schedule is for students of ECON 109 only.
   b. If you see any students from this class, tell Justin so he can move them to the right schedule.

8. Please check Justin’s blue box to see the updated schedule every day (both paid and new tutors!)

9. Winter
   a. We will continue 100% online. Things might not change too much.
   b. Not sure about the budget.
   c. Not sure about writing groups.
      i. If you are interested in Writing Groups, talk to your graduate international student friends! If enough people are interested (and get funding) we can create a group for them and for you to teach.
   d. Not sure about CGT.
      i. If you know of a prof who offers a writing-intensive course, a Class Group Tutor might be great for them. You can possibly be the Class Group Tutor that works with that prof. It is a very nice experience, so let us know if you are interested!
   e. Not sure about nada!

10. Tutor recipe book
    a. We would like to create a recipe book to share with each other and clients! Send in recipes, pictures, and stories!
    b. Justin will create a Google Form for easy submission.

11. Last day of classes - December 7
    a. Justin will send out a form asking who wants to work until the 11th.
    b. https://forms.gle/PqJskszUwaZACPBMW

12. Thank you all for your hard work!

Date: Thursday, December 3, 2020 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Julia, Emily, Petra, Kacey, Tsee, Saeid, Belinda, Moni,
Visitors: None.
Regrets: None.

1. Introduce paid vs. future tutors
2. How was your semester?
   a. All sense of time and sanity is quickly slipping away!
      i. Petra - procrastination is a big problem now! A lot of people are having trouble focusing because we are doing everything from home.
      ii. Lucie - being with other people helps, even if it is online.
      iii. Moni - it helps to get out of the house every once in a while.
   iv. Julia -
   b. Synchronous tutors
      i. Julia - shorter (1.5 hour) shifts are working well, and are energizing!
   c. Online (asynchronous) tutors
      i. Thank you to all of you synchronous tutors who have helped with asynchronous tutoring!
   d. GWIG tutors
      i. Kacey had a lot of students show interest when she promoted GWIGs.
      ii. Belinda has had a very successful GWIG this term! Very busy, but very good!
      iii. Saeid should be defending his thesis very soon!
   e. CGT tutors
   f. ACCESS
   g. Student tutors

3. You are all doing an especially amazing job this semester! You are working very hard, while facing all the struggles and difficulties we are all facing, as well as those of your clients. We are very impressed by your dedication! Thank you so much!
   a. We should write to the president for recognition!

4. CGTs: tutor survey! Prof survey! Student survey!
   a. We need this feedback to make CGT even better (especially now that we’re online!)
   b. The student and prof feedback will be shared with you.
   c. If you can think of profs who are teaching writing intensive courses, let us know about them, and we can contact them and suggest the CGT program. We want tutors to work with amazing profs! Please recommend your favorites! This also supports profs and gives tutors a new experience.
   d. Emily has had a lot of contact with her CGT students, which has been very nice!
   e. Students have already been saying that it is nice to get feedback from someone who is not their prof.

5. GWIGs: student survey!
   a. This feedback is also very important!
   b. Keep promoting GWIGs!
   c. “Anecdotal evidence suggests that [the C4W] helps students with their English writing skills.” We are making a difference!

6. Everyone: ADVERTISE GWIGs and CGT! Suggest profs!

7. Winter employment (who, how, when, etc.)
   a. We need to know soon if you want to work in the winter, because HR needs to approve all hires. Things are a little crazy now, so please bear with us!
   b. It is better for us to ask for more people with fewer hours.
   c. Please fill out the returning tutor questionnaire:
      https://forms.gle/Yf7hT92JQX9dH9CW6

8. Thank you gifts questionnaire (we want to do it :) )
   a. We want to give you a little treat!
   b. https://forms.gle/wqzx5nBynCeHLbKb6
9. Potluck: what do you want to do?
   a. We could have a virtual potluck and eat our own food.
   b. Jackbox games or Scribblio or Among Us.
   c. We will send out a poll

10. Recipe Book!
   a. Justin will send out a google form!

11. Justin - look into a way to put all announcements/initiatives/forms/etc. in one place
   a. Make an agenda/minutes to share with tutors that includes all meetings.
   b. Make a google calendar for next semester with everything.

12. Please let us know if we can do anything for you! We really want you to be ok.
   a. Feel free to call or email Lucie and/or Justin if you feel lonely this holiday season. This year will be particularly difficult, so let’s help each other to not feel alone. Lucie’s cat will participate, too!

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**Date: Jan 27, 2021** (meeting conducted remotely through Zoom)

**In attendance:** Lucie (chair), Justin, Serena, Daniel, Kacey, Gillian, Tasmia, Alysha, Rebecca, Renee, Tim, Emily, Breanne, Majid, Bingxin, Victoria, Sabrina, Belinda, Vivian, Silvia, Petra, Anna, Saeid, Julia, Derya, Stenette, Jaysin

**Visitors:** None.

**Regrets:** None.

1. **Introductions** - Welcome back everyone!
2. **Issues with synchronous/asynchronous courses: students, tutors, profs, supervisors**
   a. Students are upset with profs who won’t record classes. They are legitimate complaints. Life for students (especially now) is very complicated. Lucie will not record her course, and the University cannot force any profs to do so, either. Tuition was just raised as well, and profs are not responsible and cannot do anything about that.
   b. We often feel bad for students, but there is not much we can do at this point. There are no easy answers.
   c. Profs are struggling too! Be grateful when profs are doing a good job and say so :) 
   d. Don’t feel like you have to do everything! There is a limit to how much we can help people. Do not feel pressured. Help your students, be patient, be kind - but don’t feel guilty if you can’t do it all for them. Talk to Lucie and/or Justin if you are struggling.
   e. We do NOT want the C4W to be a burden. Let us know if and when you need help. We hope you never feel like you can’t talk to us.

3. **How is everything going?**
   a. One-on-one tutoring?
      i. Emily - Has been having problems with her video freezing. One of her repeat clients got accepted!
      ii. Derya - had problems, but switched to Zoom.
      iii. The Zoom links are individual, so no one else will be using yours. Give your clients that link at the beginning of appointments so they can meet you there if there are problems. If Zoom works better, use it! They can also be used for GWiGs, CGT, etc. Make sure you are incognito when you click on a google doc link, so that they cannot see your email address.
4. If a client contacts you directly, please do not respond, but let Justin know and forward the emails. Justin will contact them for you.

5. Timesheets
   a. Anyone having trouble? Please contact Justin.
   b. Please do NOT fill out hours on weekends or holidays. Justin cannot approve those hours.
   c. Make sure your total DAILY hours do not surpass 8 hours, including all work across the U of A (e.g., TAing, Research, etc.). This is your responsibility! We cannot see any hours you submit elsewhere.

6. Please check in with Justin a few minutes before starting your shift. In the evening, check in with Lucie via text. (Lucie might be teaching so don’t worry if no answer. Let us know if there’s any issues/problems/questions.)

7. Staff meetings: we’re having more of them than before, make sure to attend 3 at least (more if you can/want to be paid more)

8. Tell Justin before 9am if you are sick.

9. Let us know at least two weeks in advance if you need to miss a shift.

10. How to send clients any documents (New Feature):
    a. Open their appointment window in WCOnline.
    b. Click “Edit Appointment.”
    c. Attach the file at the bottom. You can name the file if you wish.
    d. Select “Yes and Attach” from the “Notify Client” drop-down menu.
    e. Click “Save Appointment.”
    f. The client will receive an automatically generated email with the attachment. The email is from centerforwriters@ualberta.ca, so it does not use your email.
    g. Your first name will appear but we will change your last name so it does not appear. We’ll change everyone’s last names to “C4W tutor.” Let us know if you would prefer we don’t change your last name.

11. Asynchronous tutoring support when not busy
    a. Don’t disappear! We may have asynchronous work or drop-in students for you!

12. Students not showing up for appointments but who have uploaded documents: DO NOT mark them as no-shows!!!!
    a. Work on their paper as best you can, and attach your comments afterward (See above).

13. Don’t mark Justin’s box as “missed” (PLEASE be careful what you do!)

14. New Google Folder for Resources:
    a. https://drive.google.com/drive/folders/1HPQ7pWsRQxhMceu1CPZ2fmrWGrwFe1v?usp=sharing
    b. Please read the materials found here if you have downtime.

15. Also: “Wellness and Care in Writing Center Work” can be accessed here: https://ship.pressbooks.pub/writingcentersandwellness/

16. Dedicated Zoom links - do not use for personal stuff. Use for one-on-one tutoring, CGT, GWIGs, etc. Each tutor gets one! You should be able to use the share-screen function.

17. Volunteer opportunity (non-native English speakers):
    a. Lucie is teaching a course where her students are required to interview Non-native Speakers of English. Please help out if you can! Please also pass on the link to interested students who can help.
    b. https://docs.google.com/document/d/1tkuNcYUux_B9DomXW4owcCCjJJAfHfAAhK-QuTPFsyg/edit?usp=sharing please share!

18. Silvia’s Engineering class
    a. Silvia needs help with her TAs who need training in writing, and training on how to give feedback. They need coaching to basically become like you!
b. Her students will come to the C4W, and receive extra credit for doing so. These will always be group projects. CivE 240. They need a sustainability component as well. They'll work on their 2 assignments from Reading week - March 10 and from March 11-end of term.

c. Justin can provide a mass proof of attendance for Silvia’s students.

d. Silvia’s TAs are also coming for regular appointments to discuss their own writing and see how you’re responding to it.

19. EAP introduction to the C4W services, Feb. 1, 1pm and 10pm. Paid for 30 minutes of presentation and Q&A. Zuzanna. Who is interested? Let Justin know if you are interested.

20. Cal State LA wants to do a 2-week writing workshop for first-generation students. Let Lucie know if you are interested. More details to come.

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Date: Feb 4, 2021 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Derya, Julia, Daniel, Tasmia, Teea, Raytha, Vivian, Emily, Alysha, Petra, Silvia, Stenette, Serena, Majid, Ayla, Kacey,
Visitors: None.
Regrets: None.

1. How is everyone doing?
   a. Lucie - headaches, online teaching is difficult.
   b. Derya - ready for something new! Tired of seeing screens! Daughter is getting tall and reaching things.
   c. Julia - fewer classes this term.
   d. Justin - it is hard doing this online. Miles is running around.
   e. Teea - online fatigue, missing the interactions. Starting a teaching practicum this month.
   f. Daniel - fatigued. Yesterday a half hour session turned into a 2 hour session. It was a good session, very emotional. Back into gardening!
   g. Vivian - handed in Master’s application! Staring at a screen a lot, posture getting worse.
   h. Emily - gave a delightful presentation to EAP students on Tuesday. The students and professor were very nice. Trying to learn Spanish.
   i. Raytha - had mandatory quarantine for 14 days after coming back from Brazil, first week of freedom! Bringing lab work home.
   j. Tasmia - better weather in Toronto. Participating in a FitBit challenge with friends.
   k. Alysha - juggling school, recently did CGT, went really well. Lots of assignments, work, etc.
   l. Petra - like most people, feeling overwhelmed more than ever before. Headaches from staring at screens, got a new laptop stand to help with that.
   m. Silvia - tired, very tired. Her TAs loved you! They say their writing has already improved.
   n. Serena - keeping caught up. Last semester, the end is getting closer. Any suggestions for online graduation backgrounds?
   o. Majid - recently moved, busy packing and unpacking. Request from colleagues - if anyone has any samples of teaching approaches or teaching philosophies you are willing to share, please let him know. (Lucie will send her own teaching philosophy and workshop slides.)
q. Stenette - came back last week from working with a First Nations group. Happy to be back in her own bed. Doing a writing group, going well so far, wants it to be super relevant and practical.

r. Kacey - last semester, in the thick of thesis writing and publications. Writing groups are going well, more engaged students this term.

2. Spring/Summer will also be online. No definite word yet on Fall 2021.
   a. We will have tutoring during the times when classes are running.
   b. More grad clients, typically. More science students, too.
   c. Fewer tutors hired, because it is slower.
   d. Justin will send out a questionnaire closer to the end of term to know who’s interested in working in the spring/summer.

3. What’s the FIRST thing you’ll do when we’re back to normal? Think about positive things you’re looking forward to!
   a. We all look forward to going back to restaurants, socializing, being with friends, singing.
   b. Things will never go back to “normal,” but we will adapt.

4. Zoom links are individual, so no one else will be using yours. Give your clients that link at the beginning of appointments so they can meet you there if there are problems. WCOnline is not super reliable! If Zoom works better, use it but don’t disappear from your WCOnline tutorial (or at least Justin’s blue box)! They can also be used for GWIGs, CGT, etc.
   a. WCOnline has been having a lot of issues lately. Be prepared with your Zoom links in case you are kicked out or have other problems.
   b. Let Justin know about any issues with Zoom, WCOnline, etc.

5. Just a reminder - you are paid for your entire shift, not just when you have clients booked. You need to be working on C4W stuff during this time (readings, etc.). Check with Justin if you have no clients and stay “visible” somewhere - there may be asynchronous work, drop-ins, readings, or other tasks for you.
   a. Asynchronous tutoring is not super busy yet, but it will pick up.

6. We’re not busy! Anyone would like to reduce their hours? Lucie doesn’t want to have to force anyone but we need volunteers.
   a. If you would like to have fewer hours, please let Justin and Lucie know. We don’t want to just start cutting peoples’ hours without asking.
   b. We can give you back more hours later in the term when things get busy.
   c. If you agree to reduce your shifts, Justin will “block” you on the schedule so that it’s easy to give you back your hours when we are busier.

7. Writing Groups:
   a. Stenette would like to sit in on a more experienced GWIG tutor’s class. Silvia, Belinda, and Kacey are good candidates! Other GWIG tutors are welcome to do that, too! We should help each other out as much as we can.
   b. Raytha - how do you get GWIG students to participate more?
      i. Stenette - did an icebreaker question at the beginning so that everyone can participate. Make it fun!
      ii. Lucie - asking people by name is a good idea. Using breakout rooms and forcing them to talk to each other is also a good strategy. They will be more comfortable once they get to know each other.

8. Reading week - we will be closed. No one-on-one tutoring. GWIGs can determine if they need to meet that week or not (all GWIGs must meet 12 times.

9. We love and miss you! Please feel free to contact us for anything.
Date: Feb 12, 2021 (meeting conducted remotely through Zoom)

In attendance: Lucie (chair), Justin, Derya, Julia, Kacey, Rebecca, Tim, Silvia, Renee, Yaghma, Petra, Victoria, Raytha, Sabrina, Audrey, Vivian, Ardith, Jaysin, Belinda.

Visitors: None.

Regrets: None.

1. How is tutoring going?
   a. Normal, but not boring.

2. Happy Chinese New Year!

3. Saeid says bye. He has graduated, defended his doctorate successfully! It was fun to work with everyone!

4. Reducing hours-- please thank you :) 
   a. Advertising is helping a bit, but it is still pretty slow.
   b. Justin will put placeholders on any hours you are willing to give up for now, so that it is easier to give them back later.
   c. We will give back these hours later, when we are busy again.

5. Feedback Surveys - very few clients are filling them out!
   a. Please emphasize to the clients how important these feedback surveys are to helping us improve their C4W experience, especially while we are online only.
   b. We can’t control who fills out the feedback surveys, but please tell clients about them so we get more feedback.
   c. You must fill out your Client Report Form at the end of each tutorial. End a couple of minutes early so you can do this. Clients should get the feedback survey immediately after the appointment.

6. What to do when things are not going well and/or you’re not feeling super comfortable with what’s happening?
   a. Students are exhausted, depressed and lonely. You may be one of the few living people they can talk to right now. You become the lifeline, but make sure you have limits. Know what is acceptable and what is not, and be prepared to tell the students what those limits are. Don’t let things escalate. Students may push little by little, so do not hesitate to talk to Justin and Lucie as soon as something worries you or if you are not sure about something. Don’t feel bad about contacting us, because we are here to help you! Even if you just want to talk, tell us right away.
   b. You can help students with reasonable requests that we don’t usually do (e.g., prepping for exams, practicing speaking English, etc.).
   c. No meeting with students outside of shifts. No sharing personal info. No getting involved in problems with profs (e.g., “I’m so sorry, that prof is horrible”). Talk to us about any of these things before they become a problem.
   d. Let us know about rude or problematic students.

7. Next week: Reading week! No one’s working! Enjoy the break :)

8. Danelle’s project CalState LA (May 10-21):
   a. Interested tutors, please let Lucie know.
   b. Interested participants - We need approx. 10 students who are first-generation students. If you know anyone, please send them the info.
   c. You can register as a participant, or talk to Lucie to volunteer as a tutor. Grads and undergrads are welcome.
   d. More info to follow.
9. “Can a physical space claim its purpose without the people who work within it?”
   a. Lucie - I miss the space a lot, the noise, hearing others chat, seeing people in person… I felt better when I entered the C4W space. I miss both the people and the physical space. We made it comfortable, happy, supportive, positive. How can we keep some of that?
10. “What is the role of space in an online writing center? How does the concept/idea of a welcoming environment that is conducive to learning apply to an online writing centre?”
    a. How does it feel now that we aren’t physically there?
       i. Ardith - it feels like it is just me, Justin, and the client. I never was in the C4W, so I don’t know the difference.
ii. Audrey - an empty field can be a meaningful space if people gather there. The space is the people. I miss everyone, but the staff meetings help a lot. It is like reentering that space.

iii. Julia - I think we all create that space in each of our tutorials.

iv. Derya - there is a challenge between public space and private space. The world is a very different place.

v. Jaysin - our current system feels disconnected because we are in our own individual appointments.

vi. Petra - we had a lounge where we hung out in my program, but now we have a google group chat or meet. It would be nice to have a place where we can hang out.

1. Lucie - that is an interesting idea. This would create a sense of community.

2. Tim - Slack groups or Discord could be options.

vii. Silvia - Having a writing group helps, because we still have a group who meets together and we get to know them. I use breakout rooms for them to get to know each other.

viii. Lucie - when we are allowed to meet again, we will do something fun.

11. “What makes writing centres welcoming environments that are conducive to learning? What are (or aren’t) we doing to make our centres welcoming?”

12. Get some good rest, be kind to yourself, take care of your heart, body, and mind!

Date: Feb 23, 2021 (meeting conducted remotely through Zoom)

In attendance: Lucie (chair), Justin, Raytha, Gillian, Tasmia, Tim, Breanne, Moni, Petra, Anna, Ayla, Vivian, Belinda, Yaghma, Derya, Majid, Serena, Ardith.

Visitors: None.

Regrets: None.

1. How was Reading Week? How are you doing?
   a. Raytha - working on plant IDs for thesis. Reading week was good! It was freeing to not look at a screen!
   b. Gillian - things are OK. Fostering a kitten! I had a good Reading Week.
   c. Tasmia - Reading week was good, moving to Northern Ontario for internship.
   d. Vivian - tutoring is going good so far. Many asynchronous clients.
   e. Belinda - Happy Chinese New Year! Went to Cooking Lake to cross-country ski, can't feel my legs.
   f. Majid - Just came back from Iran, not much of a break with marking and such.
   g. Moni - weeks are blurring together, same old same old.
   h. Ayla - Reading week was busy, a lot of studying and prep, but went outside a lot, drove to the mountains. CGT feedback was positive, going well.
   i. Breanne - Reading week was busy, but good and productive.
   j. Yaghma - Reading Week was like any other week, marking student papers, organizing for thesis, starting to learn Italian. Tutoring is going well.
   k. Derya - caught up with some sleeping and writing for research and helping daughter learn about the concept of gravity.
   l. Anna - doing fine with a crawling baby and homeschooled daughter. Writing, teaching, etc.
m. Serena - Caught up on TV shows, dealing with power outages.
   n. Tim - normal stuff. Lab now allows more people, which is good news. GWIG is going well.

2. Reminder: don’t tutor in your pjs :)
   a. Remember to be professional!

3. Candidacy proposals:
   a. Lucie’s students are learning about genres and are having a hard time. Some of you received emails asking for candidacy proposal examples and have been very helpful. If you want to share things like that, please ask Lucie.

4. Is anyone certified for CPR/First Aid? DOS is asking for 2 people per unit to be certified. Do we need training?
   a. Raytha and Ayla are trained, but their certificates expire soon.
   b. If anyone wants to be certified through DOS, let us know.

5. BearTracks will be down for updates February 26 - March 1.
   a. Please have your hours submitted to BearTracks by end of day February 25th to avoid any delay in payment for the hours worked. You can submit hours you will be working on Friday, February 26 on this timesheet as well, it will just be submitted in advance (exceptionally).
   b. You can also visit Employee Self-Service to submit timesheets or view employee tax slips while Bear Tracks is down.

6. Update on writing project with CalState LA (May 10-21):
   a. list of tutors needed by March 15--contact me
   b. 20 participants (10 from UofA, 10 from CalState LA)
   c. 1-hour meeting per week per student = 20 tutoring hours per week = 5 tutors needed for 4 hours each per week
   d. Flexible schedule
   e. Undergrads and grads can participate, native and non-native speakers of English can participate
   f. To apply as a participant, email Danelle → ddyckho@calstatela.edu
   g. To apply as a tutor, email Lucie → moussu@ualberta.ca

7. If students are asking for things that you are not comfortable with, please tell Justin or Lucie as soon as you can. Some weird requests are OK, such as working on reading or speaking skills with the student, but never meet outside of your tutoring hours with a client. If someone is cheating the system or being unreasonable (e.g., using someone else’s account to book more appointments), let us know immediately.

Date: Mar 4, 2021 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Tasmia, Renee, Vivian, Breanne, Emily, Sabrina, Daniel, Julia, Angie, Anna, Petra, Ardith, Rebecca, Serena, Ayla, Raytha, Silvia.
Visitors: None.
Regrets: None.

1. How is everyone?
2. Still almost no feedback forms
   a. Please submit those client report forms immediately after your appointment. Tell the clients how important the feedback forms are!
3. Getting back hours you gave up earlier?
   a. Thank you to all who voluntarily gave up some of your hours.
b. Please contact Justin if you want those hours back. This might happen over a couple of weeks.

4. In asynchronous feedback: re-read your comments carefully before sending, as I see quite a few typos
   a. Thank you to all who have helped with asynchronous work!

5. If you are assigned an asynchronous tutor, please return your feedback to Justin **as soon as you are done**.

6. Submit a short article about your experience to The Dangling Modifier:
   https://docs.google.com/document/d/1fxLJ_Pdvrd4EKOrH1-8GTyINP7WpABBnrQu5r3DRTo/edit
   a. This is a great opportunity to get published! It is also a fun experience!
   b. This is a cool publication for tutors by tutors.

7. CalState LA--looking for tutors
   a. See previous meeting minutes for details. Additional details to follow.
   b. We still need one or two more tutors, who would provide about 4 hours of tutoring per week (over 2 weeks).

8. https://www.grackledocs.com/how-it-works-grackles-slides/ on how to make your slides accessible
   a. Especially useful for presentations!

9. https://smallbusiness.chron.com/insert-anchor-google-docs-48623.html on how to create an anchor (or bookmark) in google docs
   a. This is great for longer documents.
   b. Get familiar with this so you can teach interested clients as well.

10. Ayla figured out how to group tabs in Google Chrome. She downloaded the “Tab Manager” plugin. You can also right-click on the tab and add tab to group.

11. Lucie - pinning tabs is also very convenient.

12. Justin - ctrl+shift+t re-opens a tab you closed accidentally. You can also right-click on another tab to undo close tab.

13. GWIG midterm feedback is now available.

14. CGT - how is everyone doing?
   a. Ayla - going well, did a short video about thesis statements, working closely with the prof to tailor responses to students. Good feedback. Some students come see me for other courses during my 1-on-1 tutoring, which feels nice.
   b. Justin has created a schedule for CGT office hours. Contact Justin with any questions.

15. Lucie heard about an ESL student who had been accused of “self-plagiarism.” The student had emulated some of the same grammar structures from a previous abstract they were involved in writing. Lucie said that you can’t plagiarize grammar. The concepts were different, but the wording was similar. It was a weird situation.
   a. If you have weird situations like this, please feel free to contact Lucie about it.

16. ESL students are sometimes so afraid of being made fun of for their accents that they do not speak at all. There are a variety of accents around the world. The only way to improve is to practice, and to take every single opportunity to speak to other people.
   a. When you talk to ESL students, tell them that they have to be strong/crazy/brave enough to talk to others. They need to take the risk in order to improve their English.
   b. Be encouraging! Stop being afraid!

Date: Mar 10, 2021 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Daniel, Tim, Emily, Derya, Majid, Angie, Renee, Vivian, Belinda, Alysha, Gillian, Raytha, Petra, Silvia, Breanne, Yaghma, Sabrina, Serena.

Visitors: None.

Regrets: None.

1. How is everyone? With classes and life
   a. Tim - GWIG feedback was good, participation is dropping off a bit, sent emails to those who have missed meetings.
      i. Tim is teaching a group that is paying, so he can tell them that their supervisors will be notified. Lucie can email them. Same thing with Raytha and Kacey. If students don’t show up to 2 meetings, let Lucie know.
   b. Silvia - GWIG is going well, but one student has never submitted anything, so I’ve never seen her writing. They have been told multiple times to submit, so should I tell them again?
      i. No. You have done your due diligence. Maybe speak to her individually.
      ii. Belinda has the opposite problem: a student has not participated in meetings for three weeks, but has continued to submit writing.
         1. Send an email and encourage attendance, keep responding to their submissions.
   c. Raytha - started to implement activities, and participation has gone up! Mentimeter works well. Is there a UofA account?
      i. We don’t have the paid version of Mentimeter. We have Screen-cast-o-matic, so ask Lucie or Justin if you want to use it.
   d. The university fitness centre is open now!
   e. We have been busier in the C4W lately.
   f. If you have anything you would like to share with your professors, do it! Profs love to discuss cool ideas, meet with students, try new things, be creative...

2. In your down time, please remember that if you are not with students you should be doing something for the writing centre because you are being paid. There are lots of readings to do, and you can keep learning about grammar, etc. It is harder online, but keep improving your skills and knowledge about writing centre stuff.
   a. Read “Multimodal composing: strategies for twenty-first century writing consultations” by Sabatino and Fallon
      (https://search.library.ualberta.ca/catalog/8643884)
   b. Also: “Wellness and Care in Writing Center Work” can be accessed here:
      https://ship.pressbooks.pub/writingcentersandwellness/

3. Spring-summer form
   a. If you would like to tutor in the Spring and/or summer, please fill out the questionnaire here: https://forms.gle/wX3gYPVk6Eaq8gGcU6
   b. If you don’t want to, please fill it out so that we know.
   c. We usually hire about 6 tutors in each of the spring and summer terms. This is dependent upon the DOS. It also depends on the budget and demand.
   d. It will be 100% online still.
   e. Fall is still up in the air. We don’t know about on-campus possibilities yet. There is a possibility of using some space in SUB. We need to think about what we want for the C4W in the future (do we keep some online tutors?)

4. Things are very complex for international students!
5. Announcement
   a. Lucie is leaving the UofA this summer :(.
   b. She accepted a job at the Royal Military College in Kingston, Ontario. It is a bilingual position at another writing centre and will involve some Writing Across the Curriculum work, too.
   c. Lucie says "It is not that I am tired of this place, I just needed a new challenge after 12 years at the UofA. It breaks my heart to leave!" (And she adds: if you're ever in the neighbourhood and in need of a tutoring job, contact me!)
   d. Not leaving until July or August.
   e. The Dean of Students knows how important the C4W is, so don’t worry about our future! He and Lucie will start looking for a great new director.

Date: Mar 16, 2021 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Emily, Tasmia, Belinda, Ardith, Petra, Vivian, Raytha, Anna, Silvia, Majid, Yaghma, Ayla, Alysha, Teea.
Visitors: None.
Regrets: None.
1. Last day of classes is April 16!
2. There has been a huge improvement in client feedback surveys! Many more clients are filling them out.
3. WCOnline is having a lot of issues as of late. Be prepared with your Zoom links, and give them to your clients when you start a session. Contact Justin right away if WCOnline (or Zoom) is giving you issues. They say they are fixing the issue, but it will be slow today. These issues are affecting a lot of people, not just us.
4. How is everyone?
   a. Class Group Tutoring
      i. Ayla - going well, still in a break, but will pick up in a week. The first assignment went well, and things are set up for the final assignment.
      ii. Alysha - meeting with the prof about the final paper, students got good marks on the last paper, so it seems to be working!
   b. Asynchronous Tutoring
      i. Vivian - getting clients every week, but not too overwhelming right now. Still passing a few clients to synchronous tutors when needed.
   c. GWIGs
      i. Belinda - all good!
      ii. Silvia - normally I would have covered a lot more topics right now, but it is slow for some reason. It takes forever to do things in an online format.
      iii. Lucie - last term in my tutor-training course, we probably achieved about a third of normal. The new tutors are still good! It is frustrating working online!
      iv. Belinda - this term seems slower than last, even though last term was online as well. Students seem less focused, possibly from being on campus, and possibly from online fatigue.
      v. Lucie - Winter term is always slower than Fall term.
   d. Synchronous Tutoring
      i. Ayla - a lot of students outside of Canada are having tech issues. However, students seem to be understanding about issues.
      ii. Emily - a student was worried about waking up everyone in their house because it was the middle of the night for them.
iii. Alysha - I had a student who wanted to meet up on Saturday. I told them no.
   1. Lucie - you can tell them about the asynchronous tutors, letting them know that they won’t be helped until Monday.

5. Update from DOS:
   a. September: “expand to face-to-face services (18% right now, 30-50% in the fall); rethinking our preferences and best delivery options during the summer
   i. We need to think about what works best and what doesn’t work well.
   What can be improved? What is the ideal situation? Should we be in person again? Does it suit you better to be online? What do the students feel?
   1. For example, evening hours would work better online, as we don’t want tutors to be alone on campus at night.
   2. Raytha - the idea of peer online tutoring appeals more to me.
       Scheduling appointments online doesn’t require social interaction, which suits some students better.
   3. Silvia - some students may need to stay in their respective countries anyway, so we need to be flexible.
   4. Ayla - tutoring in the evenings, I get more science and engineering students, who have less time during the day. I am an in-person learner, so that option would also be nice.

   ii. Blending online and in-person tutoring will definitely be a challenge, with lots of confusion on the WCONlin schedule.

   b. New director of Student Services Centre being hired
   c. Creation of “hub” for student services centre
   d. “Academic” restructuring not affecting DOS portfolio
   e. Sharing more space (think of activities, not people)
   f. Equity Diversity Inclusion workshops/presentations/training regularly offered by DOS and the university, all DOS staff encouraged to attend (paid--it’s part of your job!). Ongoing learning/understanding of always-changing issues. Check “Academic Impressions sessions.” If during your shift, ask Justin to block you. (https://www.ualberta.ca/faculty-and-staff/learning-development/external-learning-providers/academic-impressions.html)
   g. Ayla also suggest to check out the Learning Centre: https://www.ualberta.ca/faculty-and-staff/learning-development/learncentre.html

6. What to do with really good writers or people who think their paper is perfect? Tell them what you understand:
   a. Don’t just assume that students are actually able to say what they are thinking. There is a big disconnect with what they might be thinking, to what they can put into words, to what they actually write, to what you understand. Getting them to
explain what they mean is a good tactic. You can also state what you understand from their writing, and they can tell you if that is what they meant.

7. Reminder - Lucie will be leaving the C4W and the UofA in the summer to start a new job in Ontario :( See last week’s minutes for details.

Date: Mar 22, 2021 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Vivian, Stenette, Jaysin, Renee, Sabrina, Petra, Yaghma, Raytha, Audrey, Emily, Majid, Gillian, Serena, Ardith, Anna, Silvia, Ayla, Rebecca.
Visitors: None.
Regrets: None.

1. How’s everybody doing?
   a. Everybody needs a haircut (except Jaysin).
   b. Synchronous tutoring
      i. Ayla - evenings are getting busy again, lots of end-of-term essays.
   c. Asynchronous tutoring
      i. Jaysin - not too crazy, other tutors are helping out.
      ii. Thank you to all tutors who have assisted with asynchronous work!
   d. GWIGs
      i. Raytha - students were more engaged, but are participating less now. Students are losing interest.
      ii. Tim realized he needs to stop talking and get the students to do stuff.
      iii. Stenette - sent a few emails telling some students that they will not be able to participate again if they do not attend, they said they would, then didn’t.
         1. Lucie - there’s not much we can do to threaten students. They are hurting themselves by not taking advantage of this opportunity.
      iv. Majid - regular attendance, one student does not submit work often. Midterm evaluations really helped to get the students more engaged.
      v. Silvia - good things! This is an amazing group of students. Receiving thank you emails! One student who wasn’t submitting anything because they were scared finally submitted!
      vi. Lucie - talk to your students if they are not submitting. Be supportive, and be creative in your approach (e.g., giving different ways to submit). Talk to them about their fears, etc.
   e. ACCESS Outreach
      i. Jaysin - it is still being amalgamated into the Academic Success Centre, students need to request help now.

2. Remember: no tutoring on Friday, April 2 or Monday, April 5.
3. April 16 is the last day of classes, and the last day we will be open.
4. Spring/summer form
   a. 22 tutors have expressed interest in returning in the spring/summer.
   b. Not everyone will be asked to work in spring/summer.
   c. More undergrads in spring, more grads in summer.
   d. Feedback from clients will partially decide who comes back.
   e. Don’t take offense if you are not asked to work in spring/summer, because we can’t hire everyone!
   f. We might need backup tutors in case of illness, etc.
   g. No GWIGs or CGT in spring/summer (most likely).
   h. There will still be some asynchronous tutoring. Extension still needs our help.
i. We need to think about the fall semester. We should find out what is happening in the university soon.

5. Distressed students:
   a. Many students are depressed and overwhelmed.
   b. Wellness and Care in Writing Center Work: https://ship.pressbooks.pub/writingcentersandwellness/?fbclid=IwAR1hZz9ov5HDqWZPiRiM7v8Pfc-VNpmH16v7EPEIsqT4Ur0Re2wiJJKrIjw
   c. Redirect discussion: “this paper is something you have control over, that you can finish and be done with it, and then get back to the rest”, or “now may not be the best time to do the writing, but let's get the planning done so that when you're in a better place, you can knock this out quickly.” Above all, be kind and patient!
   d. Sabrina - lots of students complaining about profs not helping them, etc.
      i. Lucie - you can share similar experiences (e.g., if a prof did not give you feedback) and the strategies you used to deal with it as best as possible, but don’t use prof names.
   e. Raytha - one GWIG student needed to talk for 40 minutes after a session. Sometimes they just need to vent.
   f. Remember that we have resources on campus. A list of resources would be a great thing to have available to give to your clients.
   g. Silvia - students are dealing with loss, grief, and so many other horrible situations. Sometimes they just need to vent.
   h. Ayla - we are here as writing tutors, not councillors. We need to be supportive, but not at the cost of other clients or our own sanity. We can't hold all their burdens. Kindness goes a long way.
   i. Emily - it is ok to recognize when you can't help someone.
   j. Ardith - betterhelp.com is a good resource, and can give free sessions if there is financial need.
   k. Lucie - Make sure you take care of yourselves, too!
   l. Silvia - planning and goal-setting help with my stress.
   m. Some additional resources to help you and your clients:
      i. https://docs.google.com/document/d/10AbrEq9sJRgdMBmPpUJINd0DByK2CCs82eQDRaSIIg/edit?usp=sharing
      ii. https://drive.google.com/file/d/1U_dbUN56LNMeElBmyADWezn9zLNXA24U/view?usp=sharing

6. Other suggestions for self care:
   i. Meditate
   ii. Zumba
   iii. Eating :D
   iv. Baking and sharing with others
   v. Cooking, even easy things like pre-made brownie mixes, to avoid stress and time-consuming recipes
   vi. Avoid social media/news
   vii. Spend time with pets/family members
   viii. Mindfulness
   ix. Separate work and play
   x. Read a good book
   xi. Listen to an audio book in the evening to calm down your thoughts
   xii. Evening walks
   xiii. Exercise
   xiv. Making the bed to feel productive
xvi. Get dressed early, do some self care
xvii. Reward yourself for accomplishing goals

Date: Mar 31, 2021 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Emily, Gillian, Derya, Victoria, Renee, Belinda, Yaghma, Stenette, Sabrina, Julia, Bingxin, Daniel, Moni, Tim, Petra, Audrey, Ayla, Breanne, Vivian, Angies, Majid.
Visitors: None.
Regrets: None.

1. How’s everybody doing? What’s one positive thing that happened to you recently?
   a. Justin - Miles got three stitches, and bought 24 more quail chicks and 2 chicken chicks
   b. Audrey is getting the vaccine!
   c. Julia is going into her Master’s of History!
   d. Everyone needs a pet!

2. Meeting with Andre:
   a. We are going ahead with Spring and Summer.
   b. Please respond quickly when you get an email.
   c. We will try to hire as many as possible, but budget is limited.
   d. If we don’t ask you to work in the spring or summer, it is not because we don’t love you!

3. Thank you to everyone who filled out the questionnaires! We are analyzing the results. So far (did everyone respond?):
   a. 12 tutors selected synchronous online tutoring from campus
   b. 19 tutors selected synchronous online tutoring from home
   c. 12 tutors selected synchronous in-person tutoring on campus
   d. 13 tutors selected asynchronous tutoring
   e. 15 tutors can do either from home or on campus
   f. 1 tutor wants face-to-face or asynchronous
   g. 4 tutors want from home only

4. Writing groups in the fall?
   a. It will largely depend on what the new director wants to do. They are a lot of work to set up, so we shall see.

5. International Quarantine Support Grant
   a. As part of the University of Alberta’s commitment to support students during the COVID-19 pandemic, international students may be eligible for an International Quarantine Support Grant of $500 to offset expenses related to mandatory quarantine requirements upon entry to Canada. Additional amounts up to $150 may be available to students traveling to Canada with minor dependents (children under the age of 18).
   b. For more information, including how to apply, see the International Quarantine Support Grant webpage.
   c. Some departments are also offering help for non-international students who need it. Look into what is available to you.

6. WCOnline seems to be running better now.
a. They had this to say: “In response to the latency that clients experienced with the online consultation module for a couple of days earlier this month, we've completed the roll-out of geographically diverse access points to online sessions. We also tripled the sheer server and network resources available to the module and are easily supporting more online sessions than ever before in the history of WCONLINE. This work, which was completed a couple of weeks ago and is considered part of the update to this new version of WCONLINE, has reduced latency within online sessions to near zero and has reduced disconnect rates—even for slow or unstable internet connections--to the lowest we’ve ever experienced.”

7. About what we discussed the previous time about the importance of TELLING others about what you write, and how writing, speaking, and thinking are three very different processes. Albert Einstein (?): “If you can’t explain something simply, you don’t know enough about it.”

Recipe:
1. Write an essay.
2. Explain to a friend what you said in it.
3. Go back and rewrite it to say what you just said to your friend.

8. Practice:
   a. https://docs.google.com/document/d/1UOAs9TfYIUlcjSUyfbElKxjDW-gkKNdqg3ptrcAdxY/edit?usp=sharing
   b. https://docs.google.com/document/d/1RkAJqG9xsew0aeOmBfluPF62KQVSDLAQ0opMERbUNi0/edit?usp=sharing
   c. Victoria - no cohesion, hard to tell what style they were using.
   d. Audrey - what it means to make something graphic, design did not look good.
   e. Emily - lots of quotation, no introduction to speak of, and no interpretation.
   f. Stenette - each text was described individually, but did not tie in together.
   g. Ayla - Tips section was more well done than the paragraphs of their sources, over word count.
   h. Daniel - not enough sources (min 6, but they had 4).
   i. Audrey - can we make a handout/workshop on how to read/understand your assignment description? A lot of students struggle with this, especially ESL students.

9. Thank you all for your hard work and dedication! We truly appreciate all you do!

Date: Apr 8, 2021 (meeting conducted remotely through Zoom)
In attendance: Lucie (chair), Justin, Bingxin, Sabrina, Tim, Emily, Gillian, Victoria, Petra, Jaysin, Vivian, Audrey, Alysha, Anna, Moni, Belinda.
Visitors: None.
Regrets: None.
   1. Thank you to all of you who have helped (and who has offered to help) with asynchronous tutoring
2. We are sad to learn that Silvia’s father has passed. She is leaving for Italy tomorrow. She and her family are in our thoughts.

3. Spring summer tutoring (asynchronous and synchronous), during and between classes:
   a. Justin has asked for asynchronous help between classes, anyone can help until April 30—let Justin know if/when you’re available
      i. We close on April 16 for synchronous tutoring, so you can be done then if you want to
   b. Spring/summer tutors have been contacted, if you haven’t, we’re very sorry.
   c. Spring/summer tutors can help with asynchronous tutoring starting May 1 and until Aug. 31
   d. Synchronous tutoring will take place only when classes are in session

4. CalState LA update
   a. It has been crazy since UofA and CalState registrations opened. Students are desperate to participate, even if they are not first-generation students.
   b. We had 6 tutors apply, and we need 5.
   c. More updates to follow.

5. Meetings with Lucie on campus on Friday (we can meet with up to 10 people outside) behind Assiniboia Hall.
   a. April 9: 1-4pm
   b. April 16: 2-5pm
   c. Knock on Lucie’s office window when you are in the back of Assiniboia Hall
   d. Come visit Lucie, as she wants to see everyone before she goes!
   e. If you can’t come on those days, contact Lucie to schedule another day/time

6. Lucie’s sappy story: many people are leaving big cities because they can work from home now. It is hard to find apartments in Kingston now, for example. If anybody knows anybody who can find Lucie a home, please let her know!
   a. If anyone is looking to rent in Edmonton, Lucie is leaving, and her place is nice (2 bedroom, 2 bathroom, +1 loft apartment)!

7. If you need a letter of recommendation: download + fill out form and email it to Lucie, warn Lucie so she knows what to expect (no need to ask for permission every time)
   a. Reference Letter Request Doc: https://drive.google.com/file/d/1S2Kkf-0lx1N_bIL6PEOZ2Cl6YDZC78WT/view?usp=sharing

8. Potluck? 5pm on Friday, April 16
   a. Let Justin know if you have any ideas!

9. Tutoring advice for Lucie, as she will be tutoring students as part of her new job!
   a. Those who can’t do, teach! What Lucie has taught has been purely theoretical. She needs concrete advice!
   b. Jaysin - the most helpful advice you gave me was to remember that we don’t know everything. Keep looking up information and learning.
   c. Tim - Talk less, and allow writer to apply the things they’ve learned. The person you talk to will not retain everything you say without practicing. Allow them to practice.
   d. Jaysin/Audrey - Get the students to do the work. Buy good croissants! Make a plan, give them a to-do list to take home. Give them an exercise, leave for a few minutes, and come back and discuss.
   e. Vivian - The best tutoring advice was the one Jacqueline gave me: breathe and remember your training. I think it was super helpful when I got super anxious.
   f. Justin - ask questions. Get the clients to explain what they mean or how they feel about what they have written.
g. Emily - make positive comments on their work to build relationships with them. Don’t be afraid to give them a moment to think. Remind them you are not grading them.

h. What to do when someone brings a topic that is way out of your field?
   i. Jaysin - ask questions, show interest. People need to understand what they are writing, especially if their audience is outside of their discipline.

i. Moni - be really nice and hold people’s feelings. Come to their level, sympathize with them. Point out what they are doing well, what is poetic or amazing. Give them critiques as well, but stay positive!

j. Anna - put yourself in their shoes and try to determine what is best for them. Frame suggestions as their choice or options, give them several options.

k. Sabrina - we are here to make better writers, not perfect papers. Address what they want you to address. If they leave having learned something, you have succeeded.

l. Petra - If the student starts explaining their own logic or something they had trouble explaining in the paper, WRITE IT DOWN while they are talking! Then most of the work is done, they just have to make it sound nice :)

m. Bingxin - start with casual conversation and a compliment. Find something positive to say about the writing.

n. If you have any more ideas, please email Lucie :) 

10. Please keep in touch with Lucie! She cares about all of you and wants to know what’s happening in your lives!

11. Lucie’s last words: helping other people will make you happy. It might not bring you money, and it is a hard thing to do, but keep being kind and patient and positive and awesome! I hope you will all teach in some capacity in the future. If you want a job in Kingston, let me know! I will miss you all terribly!
Appendix C – COVID-19 Kicked Our Butts—But We Survived and Learned A Thing or Two!

Editor’s note: We would like to thank Dr. Lucie Moussu, Director, and Yan (Belinda) Wang, Interim Director at the Centre for Writers, University of Alberta, Edmonton (Alberta), for providing this piece. To contact the author, please email Dr. Lucie Moussu. If you would like to share your writing center’s experience during COVID-19, please submit via WLN.

At the University of Alberta’s Centre for Writers (C4W), COVID-19 forced us to change the way we had been operating—seemingly forever—and to reflect on our practices and relationships with tutors and clients[1].

Since our transition to online tutoring, we have had to re-think the ways we engage and support our tutors. For example, when we started offering asynchronous online services, two of our tutors realized that they actually worked better in an online rather than face-to-face setting. Both of these tutors had been facing mental health issues, and it had been difficult to accommodate their needs alongside client needs. Asynchronous tutoring enabled these tutors to work at their own pace and when they felt capable. Over time, they also collected strategies, templates, and resources, which helped them feel more organized and less stressed while tutoring. Tutoring thus became much easier for them, and we realized that other tutors might also benefit from different work options. While we hope to resume face-to-face services once campus reopens, COVID-19 has forever changed the concept of “tutoring,” and it has made us re-evaluate what “normal operations” in the C4W should be.

COVID-19 also highlighted the vulnerability of our international tutors. Unfortunately, one tutor was stuck in the US and another one in Estonia, and while both tutors could continue their studies remotely, their work at the C4W created different problems: US banks accept Canadian checks, but Estonian banks don’t. Similarly, scheduling a tutor located in a different US time zone was doable, but dealing with a nine-hour time difference was much trickier. This—and other issues—forced us to be extremely creative with rules, to imagine new possibilities, and to make accommodations we would not even have considered in the past.

Finally, we had to re-think our relationships with our clients. For example, when we started online tutoring services, one issue that quickly surfaced was the loss of face-to-face interactions clients used to have with Justin, our front-desk person. Previously, clients often came to the C4W without appointments and discussed options with Justin—and chatted a bit about their lives, too. Many clients would then wait for last-minute cancellations or no-show clients. These spontaneous interactions allowed clients, tutors, and Justin to communicate easily and effectively and also created a welcoming atmosphere. With all communications strictly online now, such organic and impromptu exchanges are much harder to generate. Although we created a Google Chat space and a drop-in center over Zoom, very few students take advantage of these options, and both tutors and clients have lamented the loss of uncomplicated communication and human connection.
We fear our growing use of and reliance on technology will widen this human gap and marginalize certain clients—especially clients who have difficulties navigating new technologies, who have complicated living circumstances or low socio-economic status, and who face accessibility issues.

This is why we can no longer operate in “crisis mode.” We must move on to the “assess, repair, and nurture” stage to evaluate the good and the bad and find solutions that are sustainable while ensuring tutoring and writing success. At the same time, we must actively seek new ways to support the mental and physical well-being of our clients and tutors.

For example, we realize Chinese students are facing increasing political censorship at home, so we are brainstorming with our Chinese tutors for ways to reach out and help these students. We have also changed a cardinal C4W rule: “if you are not busy with a client, you must help Justin with administrative work!” The new rule states, “if you are not busy with a client, you should chat with other tutors and/or Justin, go for a walk outside, or do a mindfulness session. In short, do something that makes you feel good!”

As we continuously evaluate and navigate new developments (in the world, our university, and the C4W), we must continue to respond to challenges and opportunities brought about by COVID-19. As long as we continue learning while caring for our tutors and clients, we are certain our writing center will continue to thrive.

Ultimately, we needed COVID-19 to kick our butts! Things had been the same for too long. We needed to see things from new perspectives to rejuvenate our practices and renew our commitment to our tutors and our clients.

[1] We call C4W users “clients” because we help students but also faculty members, staff, and alumni.
Appendix D – Tutors Quarantined: Seconds Saved

Editor’s note: We would like to thank Jonathan Woo from University of Alberta, Edmonton, Alberta (Canada), for providing this piece. If you would like to share your writing center’s experience during COVID-19, please submit via WLN.

As a result of the circumstances put upon the University of Alberta by COVID-19, the Centre for Writers (C4W) quickly shifted to an online platform and trained its tutors to administer appointments remotely. From there, we were set to plunge into the new wholly remote tutoring experience. Despite the difficulties that were faced, a few notable improvements to the C4W’s efficient use of time surfaced.

Perhaps one of the more impactful benefits that arose out of this ordeal was the shortened transition time between tutoring sessions improved by multiple factors. Before COVID-19, prior to the end of each in-person tutoring session, tutors would allot time to present and inform clients about physical feedback forms. After COVID-19, upon shifting to online tutoring, the C4W designed a system that would automatically send feedback forms directly to clients’ email addresses following the end of their scheduled appointment. Of course, it would have still been beneficial to inform clients at the end of an online appointment about the incoming email, but it was no longer necessary. Another contributing factor to the improved transition times includes the actual period of switching from one client to the next; when the C4W was operated from campus, scheduled clients would bring their bags and other miscellaneous belongings and set themselves up beside their tutors in the tutoring booths. Additionally, clients leave the tutoring booths at different rates such that some need extra time to pack their greater volume of belongings. This detail gets exaggerated further during the long and harsh Canadian winters that are braved; students wear extra layers with the onset of winter, leading to even more time designated for the handling of personal belongings at the beginning and end of appointments. When we transitioned into online tutoring, waiting for clients to set themselves up or pack up from a booth became no longer relevant. With the extra time granted from automatically emailed feedback forms and an instantaneous set up, I, as a tutor, was able to utilize more time to work with the clients and their texts and to give explanations about the tools that the online tutoring session offered.

Another helpful change that the C4W implemented during the university’s spring semester was for the clients’ ability to add attachments of their texts and other relevant documents (i.e. assignment descriptions or rubrics) to their scheduled appointments. Previously, when in-person tutoring was still offered, tutors were not to interact with the clients’ texts outside of working hours. However, with the unpredictability of internet stability, giving clients the opportunity to link their texts for their tutors to access served helpful in many ways. For instance, several times upon starting up a session with a new client, I would need to wait for them to upload their text onto the shared screen. Sometimes waiting times would be extended due to navigation of where their text is saved (which was not abnormal to experience during in-person sessions either) or difficulties and errors occurring during uploads. However, when a client did attach their texts and assignment descriptions, I was able to immediately locate and upload the document onto the
shared screen for us to read through. This also acted as a safety for the clients; if they did not
join their scheduled remote appointment, tutors could still go through their attached documents
and provide feedback in an asynchronous fashion. Therefore, although we still did not interact
with clients' texts outside of working hours, to have access to them allowed for more flexibility
on the rules regarding missed appointments and with honing the flow of each tutoring session.

In spite of the sudden changes and adaptations that COVID-19 imposed, the ordeals that I
faced, both as a tutor and student, developed my own and the C4W’s growth through reflecting
upon and sharing my experiences. Once the C4W reopens for in-person appointments, the
ideas discussed and the adaptations made could be implemented and maintained to enhance
time efficiency in future in-person tutoring experiences.
Appendix E – Online Tutoring Session Feedback Survey

With whom did you work?
-- please select --

How useful was the tutoring session? (check all that apply)
  o Very Useful
  o Somewhat Useful
  o Not Useful

Did your tutor explain concepts clearly? (check all that apply)
  o Very Clearly
  o Somewhat Clearly
  o Not Clearly

How likely are you to use Centre for Writers services in the future? (check all that apply)
  o Very Likely
  o Somewhat Likely
  o Not Likely

How likely are you to recommend the Centre for Writers to other students? (check all that apply)
  o Very Likely
  o Somewhat Likely
  o Not Likely

Given the situation with COVID-19, are you happy with the online tutoring service that was put into place? (check all that apply)
  o Very Happy
  o Somewhat Happy
  o Not Happy

How did you hear about the Centre for Writers? (check all that apply)
  o Professor/TA
  o Word of Mouth (peers/friends)
  o In-Class Presentations
  o Website/Internet
  o Outside Signs/Posters
  o Orientation
  o UofA+ Program
  o You Have Been Here Before
  o Other

Do you have any comments about the Centre for Writers?
Appendix F – C4W Online Support Survey Responses

At the end of the Winter 2021 term, the following survey was sent out to all the clients who used C4W services in the 2020-2021 academic year, including those who used our synchronous tutoring services, asynchronous tutoring, Class Group Tutoring, and Guided Writing Instruction Groups. Only 84 clients filled out the survey, but the responses they gave will help us to improve our online services moving forward.

Introductory Questions

(These questions were filled out by all clients.)

Did you get help from the Centre for Writers (including writing groups) between March 17, 2020 and April 16, 2021?
- Yes - 81 (96.4%)
- No - 3 (3.6%)

What type of help did you get from the Centre for Writers?
- I met one-on-one with one (or more) peer tutor (online) - 47 (67%)
- I got asynchronous feedback on one (or more) document - 35 (46.8%)
- I met with a Class Group Tutor (undergraduate students only) - 5 (6.5%)
- Other - 5 (6.5%)

Did you attend a GWIG (Guided Writing Instruction Group) in the fall or winter term (graduate students only)?
- Yes - 20 (24.7%) (Clients who selected “Yes” were directed to part C only)
- No - 61 (75.3%) (Clients who selected “No” were directed to part B only)

General Questions

Because of the COVID-19 pandemic, our peer tutoring support was offered online only this academic year. So, we are interested in how connected you felt to the writing centre and to the UofA community in general. We would also like to know more about the level and kind of support you felt your tutors provided during the semester.

When did you ask for the C4W’s help?
- In the spring and/or summer 2020 term(s) - 10 (16.4%)
- In the fall 2020 term - 35 (57.4%)
- In the winter 2021 term - 45 (73.8%)

Where were you then?
- In Edmonton - 43 (71.7%)
- Elsewhere in Canada - 10 (16.6%)
- Outside of Canada - 7 (11.7%)

This (academic) year, did you ever feel isolated from your friends, classmates, instructors, tutors, or the UofA community in general? Please explain.
- Yes (3)
- No (4)
- Yes, studying remotely can be a very isolating experience, given that there can be very little communication between myself and my peers.
- Yes, I felt extremely isolated from my instructors because office hours felt extremely awkward to go to, and I had no one I could talk to outside of the classes.
- Yes. It is a bad time to improve my English speaking.
- Yes..pandemic. Doing my school online and teaching my 2 children school online French Immersion.
- No, I'm very content to be by myself.
- Yes, I believe I have missed out on friendship and networking opportunities due to the online nature of all my courses.
- Yes, late replying from profs, confusion, isolation, exhaustion with the amount of online assignments. Plus all the asynchronous class time meant not really talking to classmates about our work.
- Yes. With everything online it did feel isolating at times, especially in the midst of winter when outdoor activities were limited.
- No as I still has their messaging contact
- Yes very much so.
- Yes, we had online meetings but I miss the in person interactions. It's more difficult to exchange ideas through a camera.
- I felt isolated from friends and classmates because I was working on my own at home. I felt closer to instructors and TAs though because it was easier to contact them. For example, google meets for extra one on one help were easily set up as soon as requested.
- Yes, because it was online.
- yes, being at home you just don't feel apart of the university culture seeing other students or meeting profs etc
- I don't feel very engaged and connected during my classes. Especially during second term when I started to feel burnt out from the daily zoom calls and lecture videos.
- It is my first year, so it was ok for me to study online.
- Yes, I feel sometimes apart of the UofA community
- Yes. It was hard for me to reach out for help in this situation, C4W made it easier.
- Yes. I saw a total of 3 people outside of my immediate family (except for at work) in 9 months. Everyone who follows any COVID rules was unfortunately isolated from all of their communities.
- Yes, I did this year living 2 hrs away from campus, with online studies it is impossible not to feel isolated.
- Yes a little bit. I was still connected through calls but it definately was a bit more lonely at times.
- Yes I was at home alone and didn’t get to see anyone in person since March 2020
- Yes, it was really hard to meet people this year.
- Very isolated.
- nope, but I had to work hard to maintain those relationships.
- No. The world in moving in a more technological direction where it is getting so much more efficient to stay connected than say, in the 1990's with the introduction of the internet. So as of right now with all the innovation that has happened from then till now( and especially now because of the blitz of the tech sector to adapt tech design and infrastructure for the needs of this pandemic) I feel, because of all the possibilities for connection, not at all isolated in the bit.
Note: Please keep up the virtual meeting as an option to meet. It truly does help and is so much more convenient

Yes. It was a bit harder to get help and use UofA resources or services

A little, although one of my classes was really group involved and we were able to connect over zoom and get to know each other really well.

Yes. It was very difficult to be away from my classmates for this past year. I missed having the support of friends in class and the social interaction that came from being on campus. The physical separation made it incredibly difficult to feel connected to others.

Yes, I was working from home most of the time.

Yes, I was always thinking that if my classes were not online I could have made a stronger relationship with my professors and classmates.

The entire school year- I was working from home outside of Edmonton.

No I did not feel isolated from my friends, classmates as my classes were in person.

No, because I am alumni so I am already distanced from the immediate university community.

Yes because all classes were remote. I also found difficulty engaging with classmates and the UofA community in general because everything was virtual and due to time zone issues.

Yes, it was harder to reach out to other people when stuck at home.

Yes. I spend most of my days in front of my computer. I don't see others that often. Winter was very isolating because of the weather.

Yes, hard to make connections with other grad students outside of the class environment, particularly informally.

Not much. I continue having online meetings and email messaging with my supervisor.

There were times when it did feel lonely. However, technology definitely helped me maintain connections with my friends, classmates, tutors and instructors.

Yes, I usually hang out with my friends during breaks, but this wasn't possible due to the COVID-19 pandemic.

How connected did you feel to tutor(s) when they helped you? What specifically made you feel connected or not?

I didn't feel that connected as I sent one email to the C4W, and they sent one email back and that was the entire exchange.

Yes I feel connected.

Yes, they were awesome.... Yaghma is one of your beeesssst tutor that I have ever seen.

Helped. Supported.

Comparing the system before COVID, personally saying, I like the online platform a little bit more. It has the assignment review (question section), which I think does not exist before COVID, and I think the online one-on-one tutor section is great because I can review everything after the section without need to type in/ write down the notes while having an in-person tutor section.

My tutor always asked me how I was doing and we got to know each other fairly personally.

being connected was not applicable; I only used the asynchronous review for bonus marks.

I felt increasingly connected to my tutor throughout the semester. I think the it was important to have the same tutor analyze my work. He was able to build on previous feedback and through our communication I believe we developed a good relationship.

Very! I met with my instructor, Moni, for multiple projects. So we got to learn how we both worked on writing assignments and how we can help each other.
• They were all so kind and patient and were helpful to stay later than our appointment sometimes. It was nice to receive help in real time and see a friendly face.
• The tutors were extremely helpful & I strongly appreciate their revisions and recommendations.
• Pretty connected as they gave good feedback
• Very connected; the fact that we showed our face during the online session.
• I felt connected enough. It was always helpful to see people's faces over the Google Meet function and reading in people's own voices through e-mails.
• no connection
• Everyone do their best, but most of the time is complicated to exchange ideas and make meaningful comments. It's more like 'report what you have done' meetings, and watching youtube videos.
• It was nice to talk to someone and have a conversation.
• It made me feel connected when feedback felt specific to my work rather than as a general advice.
• Yes, because the response was personal and had energy behind it.
• the tutors were kind and understanding making me feel a valued person who is indeed apart of the UofA
• Since it was a 1 on 1 session where I also engaged in conversations and discussions, I felt very connected.
• N/A
• Yes, it helped me a lot to feel part of the community and connected
• I did feel connected. They were engaged with my content and it didn't seem like a bother which made me want to use the resource again.
• Jason was very helpful. He told me how some of my writing would be interpreted, and ways I could alter it to make it be interpreted in the way I needed. This was very helpful, and I could tell he put good though into helping me, which ultimately aided me in a better grade on my assignment.
• Very disconnected. Their feedback was surface level and generic (just provided me external links to Purdue Owl and said nothing about the quality of my writing).
• I found them really great. The calls were always filled with conversation! I think just because they are such short sessions it's not as possible to feel super connected but still really enjoyed them!
• I met with one tutor over video chat and she was great and it felt like in person because she was able to see my work and we were able to go through it together in real time
• Some of them I found quite easy to connect with, others not so much. Usually it was just personality.
• I felt the service was poor, as well as connectivity.
• I felt very connected. He was very friendly
• Very much connected. It helped especially when they connected with the camra. But even if they weren't on camra and were only using mic, they still managed to pay attention and possibly perform better since social anxiety( if they were feeling any sort of nervous as most people do) could be calmed a bit.
• Zoom meetings
• I feel it is good to talk to people.
• It was really great services that the tutors were able to help online
• I thought they did an excellent job in helping to feel a connection. I was extremely grateful for the help!
• I felt very connected to the tutors I worked with. They were incredibly personable and relatable which made me feel able to connected to them. Furthermore, they made me feel heard and understood and didn't make me feel silly for the questions I asked.
• Very connected. The tutor's attention to my concerns made me feel connected.
• The tutor whom I met was very kind and patient.
• I felt indifferent- they were helpful but I never talked face to face so didn’t feel “connected” per say
• I did feel connected; tutors were kind and friendly
• My tutor was very friendly and she was able to understand my limitation and helped me in writing my part. Her name was Ayla.
• It felt very engaging with the asynchronous feedback on my document.
• She was pretty nice and outgoing and I liked my first experience
• The live online sessions helped me feel more connected, but the asynchronous online feedbacks helped me more with my papers.
• Pretty connected. They would take time to ask me how I was, which was nice.
• I felt connected because the tutor took an interest in the paper I was writing and because I saw the same tutor multiple times. They remembered our prior sessions and were invested in my success.
• The person I did my one-one writing consultation with did not turn on their camera, which felt awkward. They also did not acknowledge why they weren't. They did provide helpful feedback on my writing.
• Very connected
• I felt really connected. I went to one of the tutors multiple times and they remembered me, which made it feel more personal. As well, the face cam in the online appoints also allowed for better connections.
• Tutors were really great at providing tailored feedback! They were also very nice.
• I felt connected to the tutor because she gave a critical feedback even though I was taking advise remotely from India.

What kind of support (if any) do you feel you received from your tutor(s) during your appointment(s), both mentally and academically? Please explain.
• The tutor's feedback felt like they had analyzed my work in-depth which I appreciate.
• I received academic support on my paper.
• Yes both. Because the tutor encourage me with my assignment and it places me in a good mindset to keep going. It motivates me.
• Half hour apnts, received academic help.
• The tutors were very helpful and pointed out many suggestion for my edition. It helps to improve my English writing skills. And we barely chat for a while which I can finally speak to someone outside of class
• My tutor was very supportive academically by going through my work in a non-judgemental way. She also provided a lot of positive reinforcements in every session.
• we got asynchronous feedback that improved the report
• Jason provided me with the feedback and support to write more effectively. His feedback provided me with the opportunity to struggle through the changes myself and develop better writing skills which improve my academic performance. Mentally, the feedback encouraged me to take a step back from my writing and consider it from more of an outside perspective.
• Moni really helped me find a better approach to my writing assignments
• It was good, helpful, and useful
• The feedback was constructive but positive. I never felt discouraged, rather I felt encouraged to become a better writer.
• academic support
Mentally, the small talk about my research and how COVID impacts the progress is a big booster. The tutor is extremely helpful in translating a highly technical writing to something the general public can understand.

I got help with my personal letters that I was using for a residency application. They helped to strengthen my writing

not really

We met regularly, and the tutor showed genuine interest in the writing.

C4W definitely helped boost my confidence with my writing but also helped as a second check.

academic support in terms of grammar, writing structure, style, tips and tricks to reduce word counts and meet page guidelines

The tutors pointed out many areas in my English report where improvements can be made.

It was one time for 30 minutes so, I did not get much help.

I received valuable tips on how to improve my English, my writing and I also felt motivated

I was able to brainstorm with someone who had a fresh perspective on my content. Definitely improved my academic marks.

I received no valuable support and learned nothing from their feedback. Nothing they said suggested any edits should be made to my writing. One of the documents I received just had a bunch of purdue owl links and then said "I can't give you writing feedback" which was quite strange.

I found they really helped me brainstorm and edit my work! They provoked new thoughts in my head that helped me create new and better ideas.

I gained some insight about my writing and some tips that I can use later on in my degree. Friendly people and it felt like normal times

I gained a lot of writing and editing knowledge that's allowed me to improve my skills.

Poor.

affirmation of work, feedback on ideas

I felt definitely encouraged to keep on doing my best and truly was still able to feel a part of the college community too.

Proofreading my work

Silvia is very helpful, and taught us many stuff about writing.

Academically for my writing

They were a huge help! I was able to submit my 2 larger assignments and they were excellent in supporting me by giving the perfect feedback to make my papers better.

The tutors I worked with effectively assisted me during the writing process by guiding me through difficult sections and helping me with the planning process. They also provided me emotional comfort and support by talking about the difficulties of the writing process with me.

Generally academic. Most of the time was spent taking about my assignments.

Yes after the meeting I was inspired.

Academically I received useful feedback :)

Writing help, human connection

I received help with my reference letter and award application.

I felt very supported mentally as the feedback I received on my document, and the advice was great academically as well!

Her warmth was pretty soothing and yeah I felt a little bit connected to the university

The tutors helped me improve my assignments by a wide margin, as a result of which I scored good grades. The additional help also reduced my stress and increased my confidence regarding my assignments.
• I think talking to someone, even if it was about writing only was nice - made a day feel less lonely
• Practical tools for improving the process I apply to writing. Encouragement. Confidence boosting. Helped me to address my imposter syndrome and my inner critic.
• Helpful feedback on my writing in terms of both content and structure. Offered suggestions that will help my future writing as well.
• Guidance to edit my writing
• The tutors were great at helping me improve my writing. However, they also helped mentally since it was nice to talk to someone about something.
• academic support

How did your tutor(s) help with your self-esteem, your confidence in your writing skills, and your feelings of belonging to the UofA community?
• The tutor came across as a kind person, and the feedback was framed constructively rather than harsh.
• A lot of positive reinforcement from the tutor. I felt not good at the beginning but the tutors I had used a positive language to support me in my work. It's so important. They used a positive mindset.
• They learned me how I can improve my writing and editing my own papers.
• Helped my assignments to be better.
• I think COVID makes everything difficult but my tutors helped me to improve my English writing skills as well as my oral skills as an international student
• My tutor made me feel confident with my writing abilities with really kind words.
• N/A
• My tutor provided positive feedback about my improvement throughout the semester. However, my confidence was increased by the feedback from my professors on my assignments. This experience helped me to recognize that there is a U of A community out there that is interested in my success.
• I was very self-conscious of my writing skills, still am a bit, but Moni helped make me feel more comfortable when writing
• They were really kind at offering suggestions, and saying where my writing didn't make sense.
• Very positive response, quick turnaround time & always constructive feedback.
• yes
• My tutor is having constructive but at the same time very casual conversation. Our session is a two-way exchange with plentiful discussion.
• not really
• She shared very insightful techniques for a better writing.
• When the C4W tutor left positive comments affirming good work in addition to just criticisms, it helped boost my confidence in writing because it let me know that I was doing at least some things correctly.
• definitely helped with my confidence, I walked away knowing what I did well and what I could improve upon
• Small compliments on my writing structure and grammar help me feel confident about my writing skills.
• She was so helpful.
• I always received positive points from my assignments and that made me feel confident and motivated to move on
• They helped me solidify and have confidence in my ideas.
• They helped me see what I was doing well, and ways I could improve my writing.
I quite enjoy writing. The tutors did not do anything to help with my self-esteem in any area and added no sense of belonging or connection to the UofA.

Definatey increased my confidence in the work I was handing in and my ability to come up with ideas!

I gained some confidence as well as constructive feedback

My tutors definitely helped me become more confident in my writing.

Poor.

definitely helped feeling like I was part of a community, that I was welcome, and I was valued

Simply, By being themselves. Online made it no less awkward then in person. Maybe moreso actually, even more comfortable since you can have this type of help interaction in the comforts of ones own safe places which leads to more focus and openness towards seeking and using help.

Good

There are many good resources Silvia shared to us.

They helped me to come out with ideas, and correct my mistakes

It had been a while since I wrote anything and they made me feel good about my writing. Their construction feedback was gentle and didn't make me feel incompetent.

My tutors improved both my self-esteem and confidence in my writing during our sessions. Their guidance and support increased my comfort in the writing process as well as my confidence in my ability to execute my assignments. Working with my tutors did not increase my sense of belonging to the UofA community, but that is not why I reach out their services nor was it something I was searching for when working with them.

The tutor's guidance about my writing was the most important thing for me. There was no judgement or bias to help me with my writing.

After the meeting I was more confident. I am looking forward to being more in touch with C4W.

A little bit- helped me improve my writing!

A lot!

My tutor had given me advice how to write for any subject and her tips are helpful. She was really practical and help me in building confidence in writing.

I felt better about my self-esteem and more confident after receiving writing feedback. As an alumnus, I feel glad this service is still available to me and I feel happy to continue belonging to the UofA community.

She gave good feedback and a few tips and complimented my literary skills for instance, I now know I'm good at implementing evidence in my research essays.

The tutors were really helpful in making me aware of my strengths and weaknesses as a writer, and gave me valuable tips to improve my writing. Hence, my self-esteem and confidence increased.

Helped me feel more confident in my writing

They said encouraging things about my writing and my writing skills. They also gave practical tips to improve my writing which further helped to increase my confidence. Lastly, the helped me to see that I had the ability within me to be a good writer.

Validated and reinforced positive aspects of my writing that I could continue to do in future writing.

Finding strengths and areas of improvement in my writing. Then, giving me examples of how to communicate my ideas in a clearer, more effective way.

The tutors were able to point out what I was good at then then helped me improve what I wasn't, which helped me feel more confident when writing.
GWIG (writing group) Questions

Because of the COVID-19 pandemic, our Guided Writing Instruction Groups (GWIGs) were offered online only this academic year. So, we are interested in how connected you felt to the classmates in your group, to your instructor, to the UofA, and to your academic community in general. We would also like to know more about the level and kind of support you felt your instructor (and classmates) provided during the semester.

Did you attend a GWIG (Guided Writing Instruction Group) in the fall or winter term (graduate students only)?
- Yes - 20 (24.7%) (Clients who selected “Yes” were directed to part C only)
- No - 61 (75.3%) (Clients who selected “No” were directed to part B only)

When did you attend one of the GWIG?
- In the Fall 2020 term - 5 (26.3%)
- In the Winter 2021 term - 14 (73.7%)

Where were you during the semester when you attended your GWIG meetings?
- In Edmonton - 14 (73.7%)
- Outside of Canada - 5 (26.3%)

Did you ever feel isolated from your friends, classmates, instructors, the UofA, and/or academic community since the pandemic started? Please explain.
- No
- Yes, a little bit. It has been a major change not being able to go to the UofA and meeting people in person.
- Feel isolated from your friends, classmates, but not from instructors and tutors.
- Yes, being alone at home is a real struggle to get focused on work
- Yes, I am living alone and cannot go anywhere
- A little. Because I saw few people everyday
- Somewhat yes. I haven't had the chance to meet the classmates and instructors in person and haven't even been to the university. I think the in-person learning experience would have been different from the online one.
- Yes, Covid-19 has made everything very difficult. Social interaction in person is needed
- A little bit
- No. I can meet them online.
- At the very beginning of this pandemic, the situation was really difficult for me and it seemed tough to stay home alone without meeting anyone. However, with the passage of time, I got used to the online classes and virtual meetings. Zoom and google-meet were greatly helpful in that situation.
- No, I felt connected thanks to the sessions.
- No.
• No. Although the online classes cannot provide the same experience (in terms of networking) I think the online classes provided a fair experience and kept us connected somehow.
• Yes, I talked to nobody there during that time

How connected did you feel to your classmates and your instructor in your GWIG? More specifically, what activities (if any) did you feel helped you connect with others to socialize and share your ideas?

• I felt connected. It was a pretty small group, so it was easy to get to know everybody. In addition to that, the instructor made us work in groups (as a class and in split-up rooms), which helped us to talk, shared opinions and help each other.
• Online group exercise using google docs is good.
• I feel comfortable because there was one acquaintance present in the same group. Breakout rooms made it more comfortable and easy to socialize
• Attending classes make me feel connected with people.
• We discuss the questions in break room
• The breakout room helped. The instructor also tried to greet everyone at the beginning of every session and give us opportunities to talk, but we did not really socialize much with each other.
• Breakout rooms were great to connect with classmates, also, Silvia always created a very welcoming environment
• It was really good to talk with others and share ideas to improve our writing
• The discussion part during class helps me feel connected with others.
• In the GWIG, I found the online sessions were enjoyable and interactive. Zoom breakout room activities were helpful to make interaction with a group of new students. In the breakout room, it seemed easier to give and get feedback on our own piece of writing and share our ideas as well. We also played some online games based on the session of the respective day which was a good way to be more connected with the lesson and the rest of the students. Furthermore, the 3MT presentation within the writing group seemed very much useful in this context.
• We were able to talk and discuss different topics so that help me to feel connected.
• I felt connected as much as possible considering that they were online classes. I liked the exercises that used kahot or other apps in classes. a mix of lecture + exercises is always helpful
• Very much. He was very engaging.
• Silvia (our instructor) made several breakout rooms' activities and made us review our peer's texts, which increased the connection and allow us to understand a bit more of one's background.
• None

What kind of support (if any) do you feel you received from your instructor and classmates when attending your GWIG meetings, both mentally and academically? Please explain.

• I received a lot of feedback from the instructor on a weekly basis, plus feedback from my classmates during the activities.
• Belinda was really incredible while explaining and cheering us up at the same time.
• I can get feedback on my writing from both instructor and classmates, which really improve my writing ability. Attending classes and having discussions on tasks make me really connected with people.
• Academically: The instructor provides course material with us and design class activities including exercises and discussions.
• I am very appreciated that they tell me what I did wrong in writing and what is the right criterion.
• My instructor gave useful feedback to my writings, and I learned about other disciplines from the classmates.
• At the meetings we were able to connect and learn from each other.
• I got to improve my writing style for the papers and proposals that I need to do.
• The instructor shared the tips for writing, and we complete the task together. It is very helpful.
• I really appreciate the support I got from my instructor. The feedback I got from my instructor for each of my writing was so much constructive. Also, I was having some issues with my research data analysis and the instructor really spent almost one hour extra to help and solve my problem. It was such a great help for me. More specially, at the end of the semester I was really overloaded with so many things and became sick, she truly supported me a lot with all kinds of information and suggestions at that time.
• We had activities which we shared feedback and that was very useful.
• I think the instructor gave very good support in terms of feedback. It was very instructive.
• Identifying my errors in writings.
• A lot of attention on the asynchronous classes and individual feedback on writing assignments. It was very interesting to see (Silvia) commenting on different writing styles depending on the science (i.e. how philosophers write, how an engineer write and so on).
• During the meetings the instructor explained topics and gave feedback.

How did your GWIG help with your self-esteem, your confidence in your academic and personal skills, and your feelings of belonging to your academic community?

• I think it helped a lot.
• It gave me more confidence about being able to communicate my ideas in a precise and consistent way to my supervisor and labmates.
• I can feel free to express my opinions on some questions, which really help with my communication skills.
• The instructor gave positive and constructive feedback to us.
• My instructor and classmates were friendly, which made me willing to talk.
• I feel more confident now with my writing skills.
• It helped a lot, I feel that working in the university during the pandemic was quite lonely, and having these zoom meetings helped me to get more motivated to keep my research work.
• It helps me improve personal skills.
• I’d say that joining at the writing group was advantageous for me. Most importantly, I figured out my lacking and the ways how to improve that. My feeling is like while I’d know
what I need to do to make a progression of writing, that really helps to increase one’s self-confidence. However, The group activities were so constructive to acquire knowledge on how to improve the writing skill. I hope I can utilize the skill I gained during this period for my next journey.

- It help me a lot, now I feel more confident.
- It certainly increased my writing skills thus making me more confident in my paper writing
- Fine.
- We covered topics other than writing, such as time management and we used a very interesting case that shows how to write a first draft (enhancing confidence)
- I think it did not help.
What were your personal goals in participating in your writing group?

- To improve my writing skills and prepare for my candidacy.
- To improve my scientific writing.
- Practice and learn, definitely be more exposed to the writing science during the remote learning situation.
- To motivate me to start writing.
- Learn the roles in academic writing and write more logically.
- To extend my understanding about common issues for non-native speakers writing in English and having some extra accountability to complete my course's paper in time.
- Learn how to write more professionally.
- My supervisor sponsored me.
- To identify areas of improvement in my writing skills. I wanted to have a better understanding of what I was doing wrong when writing my academic papers. I also 'had the feeling' that I was not expressing my ideas properly, but I could not identify exactly what was the problem. One of my objectives was to learn more about writing to understand what I needed to change.
- To write simple and beautiful English.
- I'd like to improve my academic writing ability.
- I want to improving the skills in writing research paper, and proposals for funding application.
- Better access to peer review.
- Because it was very interactive and encouraging. The course was informative and practical.
- To learn English writing conventions.
- To try to unleash the writer in me, not magically, but learning formal concepts and strategies to make the process more informed and aware, and less painful for starters! It worked!!!
- To write confidently as I do in Spanish.
- I wanted to be good writer of my thesis and papers.
- Be able to write an entire paper by myself.
- To identify my shortcomings in regarding and writing.
- First, understand and clarify grammar topics. Second, obtain feedback when completing assignments.
- My personal goal would be improve my english writing and get to know more people from university.

Did the work you do in your writing group help you meet your personal goals?

- Yes: 66% Fall; 72% Winter
- Somewhat: 31% Fall; 22% Winter
- Not sure yet: 3% Fall; 4% Winter
- No 2% Winter

What did you like and not like about your writing group? Please be specific:
• It was very useful with the type of method he used for teaching
• Likes: The syllabus was developed in collaboration with the students. A good combination of content knowledge and hands-on practice. Great atmosphere! Dislikes: I don't have any dislikes. Stenette did a great job facilitating the sessions.
• I like the vibe about the group, everyone is nice which doesn't make the study stressful. I don't like the time duration, too long.
• I like that we have to submit a written document of my work every week and get feedback.
• I like the communication environment and the vivid practice activities.
• I like the materials, which not only cover the academic writing, but also helps us to prepare the document for finding a job.
• I liked the theory together with practice.
• I really did like the way it was managed. Class, presentations, supporting materials, book chapters, exercises, precise instructions, and a safe environment to comment and ask.
• I like the exercises in classes and group discussions.
• I like the hands-on nature of the course.
• Liked: The form, way and the reviews. Not Liked: The student not commit because the class is not mandatory.
• The teacher talks at proper speed and she explained some specific nouns which is helpful for international students to understand. I don't like the exercise, I think we need more exercise.
• I really liked the writing group. All the sessions were helpful for me. I can say that I have learned a lot from those sessions. Specially the freewriting time was useful for me. I got the idea how to overcome the situation of writing block which is most important learning for me from this group.
• I like our writing group. Our writing tutor is very patient and responsible. The class is interesting and significant.
• I liked that every session covered a specific topic, and that the session included several exercises. I also liked that Shahnaz gave us feedback on our writing. Finally, it was a great idea to have people from the same department (Computing Science) in the same session, since we could talk about some writing style that is specific in our field.
• I liked the topics that covered but the time for doing our exercises were too long.
• Maybe we could have more off-line resources and we can share what we learn each week. Since every one have their own studying plan.
• Honestly, I kinda wish most other courses had a similar format, and didn't really have any issue with how it was delivered. The use of slides followed by exercises to apply the ideas was definitely useful. I will say though sometimes the exercises felt a bit too easy in some regard? My instructor was super great, and helped me with improving documents directly related to my PhD & dealing with some more high-stakes emails. This was probably my favorite part of the writing group was having somebody I could get feedback external to my immediate lab group.
• I like Belinda's dynamic to teach the course. The exercise were really useful because she provided feedback and pointed out the details we have to focus to improve our expression when is about writing. She covered all the details that one can easily miss.
• Belinda is a great facilitator. She was welcoming and created a very good online-environment. Having the option to submit a document every week was useful to keep writing and improving.
• I wished we had discussed a bit more about grammar, but other than that it was great.
• I like Kacey's presentation slides and her feedback on our weekly assignment. She does a great job of teaching this writing course. However, it's a pity that the online course is kind of different from the teaching in person.
Was your writing group facilitator’s feedback on your writing useful or not? Please explain:

- Tim was always very helpful, respectful, and willing to help us.
- Yes! Stenette’s feedback was very specific and constructive. Moreover, she didn’t only point out things to change and give suggestions, she also suggested further things to try, e.g. changing a free writing into paragraphs in proposal, using reversed outlines to check the organization, etc.
- Yes, it was. I helped me understand what mistakes I commonly make in English and, in general, in writing.
- Yes. He provided specific feedback on what is wrong with the writing and also tailored his following lectures to common mistakes made.
- Yes. I have learned my problems by those feedback and know how to solve them.
- Yes, it pointed out all things that could be improved with referrals to material.
- For sure! The feedback was one of the best part in the process.
- Yes, I can say that I have learned something new from all those submissions I did. Also, there was a 3MT presentation we performed in the group and I liked that activity especially and the feedback as well.
- Yes. Belinda helped me correct inappropriate usage in my writing and gave helpful suggestions on how to write logically and precisely.
- Yes, it was useful. It provides me the way to deal with my problems.
- Yes, Saied gave detailed explanations about my submissions.
- Belinda was a great and very good instructor. She obviously did a lot of preparation and invested on the feedback she gave us. Very generous with her time in order to help us. She is a blast!
- Yes, it is very useful. She told me which part I should pay attention to when I write, and she even spent time looking for exercises to help me improve.
- It was always useful. Since this is my second language, I have problems with grammar rules that were improved with Belinda’s weekly feedback.
- It was very useful. My instructor always seems to care about my writing, highlighting good and problematic points. Also, she was always on time and stimulated peer-discussion.
- Always. It was clear and straightforward. I can see that Belinda took the time to think and understand my topic/area, her comments were not just about grammar structures, they were about content.
- yeah, the feedback was generally good, although I feel it was a little out of touch from my field sometimes, but that is expected.
- Somewhat yes. However, I would like to receive ones more about structre and word choice. The feedback was mainly about grammer and unclear part.
- Definitely helpful, particularly as they were an outsider to my field so we got some idea on how a non-expert might perceive our paper, or scholarship research proposal.
- Yes. Shahnaz pointed out I tend to write very long and complex sentences. In one of my writing samples, she helped me break down a long sentence, and I was able to see how the sentence became more clear and easier to read.
- Yes, Kacey gives a constructive feedback on my writing. English is my second language. Sometimes, it’s hard to find out why my sentence is confused and doesn’t make sense. Hence, the group facilitator provides some suggestions on this. In general, writing group is really a helpful course.
- Yes, it was useful. I learned how to ID type of sentences on my own writing and improve
cohesion.

- It is useful, many common mistakes are pointed out, however, I appreciated more writing structural guidelines, the words I used or grammar that anyhow can be fixed by myself, the educator had better point out writing strategy problem or paragraph structure problem.
- Yes, it was useful. Some were very similar with revisions from a peer-reviewed Journal.
- Yes, absolutely. She can always give us comments on our writing and point out our grammar and logical writing mistakes.
- Not sure.

Was the online-teaching format used by your group facilitator effective? Please explain.

- Yes. It is easy to have access of online course, and it is convenient to perform some interesting online games which adds the pleasure of class.
- Online-teaching is not a good idea and it will never be. Not for this sessions, not for the classes that I teach. However, I want to be clear that Tim did his best to gave us the material, exercises and everything we need in the best way possible, and I am very thankful with him for his huge amount of work.
- Yes, though encountered many technology glitches during the sessions, Stenette handled these situations professionally. The sessions were interactive and the content was clearly delivered.
- Yes, it was. Majid managed to organize the course by combining theoretical and practical activities, and made us all to participate in them.
- I feel it was not much effective as most of his questions during the sessions were open and usually they were not even answered by most of my "classmates", and there were not any other strategies to improve our engagement overall.
- Yes, the online presentations are well prepared, and break-out rooms for groups worked well for in-class exercises.
- Yes, it was. The dynamic was good, active, and kept our minds focused on the class.
- Yes. Shahnaz had her presentation’s slides prepared for each class and went through them smoothly. Also, all the exercises/material are available online, so I can go back to check them whenever I need them. Usually the ‘in-person’ sessions have physical handouts that I always lose. Having those handouts in digital format is much more effective (in my case).
- Yes, Belinda developed the curriculum based on students’ preferences and potential useful skills in graduate study and carried out the whole teaching nicely.
- Yes. Topics that were chosen were important and chosen based on issues students are known to struggle with and adapted based on student submissions.
- Yes, it was diverse and active so it allowed me to put theory into practice.
- Not sure.
- Yes, we had some theory at the beginning of each class followed by practice and feedback that was very useful.
- Although I used to prefer the in-person sessions, the online-teaching format for the writing group was great. I found all those online sessions were effective and the topics were organized in a supportive way. We used to do some online exercises at the end of
each session which made all those meetings lively. I don't know how much knowledge I gained, at least I'd say the writing group helped me to identify my limitations.

- I think indoor classes might be more effective.
- Somewhat.
- This isn't just the writing workshop, but I think for myself the issue with online teaching is it is so much easier to stop paying attention as opposed to in lecture classes. I probably didn't utilize the set aside writing time as much as I might have had it been in person (although that's up for debate).
- Yes, very effective. Belinda used different approaches at this class to make the most of the online environment (games, breakout rooms, interactions by chat/mic on).
- No.
- The online activities were helpful, but in general I am not very keen on doing online classes.
- Very. I liked it better because all of us could see other's sentence and learn from others mistakes and improvements. Also allow a better interaction with Kahoot or games.
- Yes. My facilitator tried to greet everyone at the beginning of every session and incorporated many online resources, such as Purdue Owl and dictionary.
- Yeah for this kind of workshops I think that the online format worked just fine! It have some cons of course but also many pros, like convenience, and the contents are easily trasduced remotely; other than the personal interactions that are always nicer, I do not think the virtual environment was detrimental to learning in any way.
- somewhat. I mostly did not like that most of my classmates never turn on their cameras and is always on mute.

Please share any other thoughts about these writing groups:
- I am really concerned about this last question. If the C4W, or the university in general, is thinking that on-line courses are a good idea then I hope they reconsider this. Pandemic has showed us nothing, but that we as students, teachers, researchers, staff, people in general we need human interaction. We are not machines.
- I think the time duration of the session can be reduced to 1 to 1.5hrs to be more efficient.
- The university does not allow us to record the class, but I think there are some points that require me to listen and watch repeatedly to have a better understanding.
- Majid is a professional person despite he tells you the truth about your writing but he is very competent and hardworking. My group was a good group characterized with mutual respect and expertise exchanges.
- It was a pleasure working with this group.
- I am just really grateful because it was really very useful.
- I would like to know if there is an opportunity to keep studying with C4W after participating in one of the programs. To put simple, if it is possible to join again.
- My instructor was very pleasure and friendly during her sessions.
- Belinda was empathetic, caring and prepared every week. She was a great facilitator.
- I just want to thank Shahnaz and the Center 4 Writers for these sessions. They were extremely useful, and I think that I improved my writing skills overall. Recently, I submitted a paper to an important conference in my field. I made the intentional effort to
apply many of the concepts learned during the sessions, specially the ones for improving the flow, and I got very encouraging feedback. The reviewers wrote: "The paper is very well and clearly written.", "The work is well-structured and clearly presented. The authors have made an effort to explain everything correctly.", and "Paper is clearly laid out and ideas are cogently communicated." Thanks a lot!

- I think the 20+ mins free writing period is a little bit long, please add more time on the concrete teaching content rather than free writing period.
- I am glad that I was in Raytha's group. I could share anything with her regarding any of my problems and she is really awesome answering any questions and providing any suggestions. I didn't want to miss any of the zoom sessions and I truly enjoyed all her classes. Though I can't evaluate my own improvement, I am satisfied after joining this writing group. I hope I can take the advantages from those lessons and make it fruitful.
- I am grateful about being part of this initiative. I appreciate the effort of our instructor and my classmates. Every class was different and interesting, I learned a lot. This group was crucial for me not only because of the content Belinda taught me and the great learning environment. I felt part of a group where we shared similar struggles. Belinda was empathetic and she could relate and identify our weaker and stronger areas.
- If there are more activities among students, for example, the instructor gives one topic after the lecture note, two or three student work together to write one paragraph, I think it will be better to learn the writing skills given in each lecture note.
- I hope we can keep the materials we did during the class, but it may disappeared when class end.
- Why choose a educator for most of group students from the same country to educators? A different writing background of educator will be better, I thought.
- I think in writing groups it would be better to have native teacher instead of other nationalities.
- Tim did a good job when trying to bring examples from outside his field. I think that should be worked upon a bit more, but he is the right direction.
- I hope I would have another chance to take it again. I like the discussions with group members on some examples.
- I think master students and doctoral students may have very different needs. It would be nice if there could be different writing groups for them respectively.
- I enjoyed the experience and would probably recommend it to others to participate if they get the option to.
- Writing is a long-term learning process. One course on each week is really short. Hence, a feedback on each week's assignment and one-hour class are important for me. I'm lucky to have a good lecture who controls a teaching process very well.
- It would be interesting to have a course that focused more on grammar. Maybe a separate course?
- It was great, and I really hope I could participate on groups in the future! :) So, you will be receiving more applications from me... :D
Appendix H – Class Group Tutoring Handbook

Class Group Tutoring Handbook
For Instructors and Tutors
Centre for Writers
Winter 2020

The Class Group Tutoring program is offered by the University of Alberta Centre for Writers. We would like to thank and acknowledge information provided from similar programs at the following universities: George Mason University, the University of Wisconsin/Madison, Brigham Young University, and Boise State University.

Introduction
Many instructors find that visiting the Centre for Writers (C4W) improves students’ writing skills; therefore, they strongly encourage their students to visit us. While C4W tutors are always happy to help students with their writing, they sometimes find themselves repeating the same information over and over to students from the same classes. In addition, with the limited number of tutorials we can offer and the very high demand, students often complain that there are no appointments available on our schedule. This is why we created the “Class Group Tutoring” (CGT) program.

If an instructor plans to require their students to visit the C4W, or if they often give them extra credit for visiting, CGT is an excellent way to ensure that more of their students will receive the help they need with their specific assignments, will be able to see a tutor, and won’t have to stress about making an appointment before our schedule fills up.

What is Class Group Tutoring?
CGT is a program offered by the C4W where experienced undergraduate tutors offer course-embedded writing support to instructors and students in writing intensive courses.

The class group tutors assigned to a class will work with the instructor and students throughout the semester. Tutors will meet with instructors a few times during the semester to discuss expectations, schedules, assignments, and tutoring suggestions. Then, tutors will meet with small groups of 5-10 students at a time in order to focus on major writing assignments students will have to write.

To accommodate student schedules, tutors will offer 2-3 different meeting times per assignment before the assignment due dates. Tutors and students will work together to improve writing skills such as analysis, clarity, structure, and flow, based on the instructor’s suggestions and the tutor’s experience.

Each CGT meeting is one to two hours long and is similar to a workshop. First, tutors will review one or two useful writing strategies with the group, and then, participating students will work on their assignments under the guidance of their tutors.

Instructors can ask tutors for some input on the syllabus, assignment descriptions, and grading rubrics for the course in order to get a student’s perspective. They can also ask tutors to help with peer review sessions in their classes if tutors are available.
This program should be seen as a great opportunity for instructors to receive additional writing support for their students, but also an opportunity to mentor future educators and professionals. Instructors also benefit from talking over assignments and evaluation criteria with the class group tutors, who in turn can offer suggestions from a student’s perspective. By engaging in these processes, both instructors and class group tutors gain valuable insights about teaching, learning, writers, and their own writing.

This program may or may not result in improving students’ grades.

Who are these class group tutors?
Class group tutors are trained Centre for Writers tutors who come from a wide variety of disciplines and are selected based on their tutoring experience, their performance as writers, and their ability to help others improve their writing. They are motivated by their own enjoyment of writing, their desire to learn something new, and their ability to relate to faculty and peers.

Class group tutors do not give grades, teach class, or take the place of the teacher in responding to writing; rather, they supplement the writing instruction and sometimes clarify instructors’ directions and expectations for students.

Class group tutors will benefit from the opportunity to learn about a potentially new area of study and to have focused discussions about content, the writing processes, and communication practices in this new area with instructors. It is important for instructors to remember that these tutors are undergraduate students and thus might still need guidance and support, especially if they are working in a completely new area of study.

What is expected from Instructors?
Instructors should attend an orientation meeting at the beginning of the semester so they can meet other CGT tutors and instructors.

Instructors need to work together with their tutors to ensure that things go smoothly for the tutors, students, and instructors during the entire semester. A minimum of three meetings per semester is required between instructors and tutors:

- The first meeting should occur within the first week of class to discuss the course, syllabus, assignments, assignment due dates, possible times when the Class Group Meetings will occur, and which class meetings tutors could attend. Tutors need to receive a copy of the course syllabus and, if applicable, access to eClass courses. Instructors and tutors must also come up with an estimated number of hours tutors will work for the course, per week and during the entire semester. (It is expected that the weeks before major assignments are due will be busy and other weeks will be less busy.) Instructors and tutors must also decide if tutors will communicate directly with students (to send meeting reminders, for example). Any other concerns or expectations should be discussed in this meeting.

- The second meeting should occur a few days before the first Class Group Meeting. Instructors should be prepared to discuss students’ needs and challenges and what the focus of the first Class Group Meeting could be. If possible, instructors should provide tutors with marking rubrics, any material that could be useful (slides, handouts, etc.), and examples of previous marked papers to demonstrate what they are looking for, the types of comments they make, and typical student mistakes. It might be helpful to provide examples of papers in the A, B, and C ranges.
The third meeting should occur after the final paper deadline. Instructors and tutors will discuss the successes and challenges of CGT and if the students implemented the strategies taught by the tutors.

Of course, more meetings between instructors and tutors can occur if they feel it is helpful. More communication means more success. Regular email contact between instructors and tutors will benefit everyone involved and will help to alleviate any problems that may arise.

However, instructors must also be reasonable in their requests and not ask tutors to go over the estimated number of weekly hours that was agreed on during the first meeting, as the C4W has a strict and limited budget, and tutors are busy with their own classes.

Early in the course, instructors should introduce their class group tutors to the class, so that students are familiar with them, and reinforce how the CGT program is an integral part of the course. Instructors can tell the class about the program or ask tutors to do so. This short introduction should be discussed in the first meeting between instructors and tutors.

Instructors should not ask tutors to meet with them or with students during Reading Week, weekends, or on university holidays.

Instructors must ensure that their students know exactly about the benefits (extra credit or other incentives) of attending CGT meetings. Past experiences have shown that students won’t attend CGT meetings if they are not getting some incentive to do so, even if it is only participation marks. On the other hand, too much extra credit can also encourage students to attend meetings but not participate at all, simply to receive the extra credit. It is thus crucial that instructors strongly encourage their students to participate in the program and give them reasonable incentives to do so, so that resources and time are not wasted.

**Instructor are required to find and schedule rooms** for the Class Group Meetings based on tutors’ availabilities, and to provide tutors with the necessary information once the rooms are booked. It is important to discuss the type of room the tutor may need before booking the room (for example, whether or not the tutor requires a computer, projector, whiteboard, etc.).

Instructors must clearly communicate meeting times/days/locations to their students and ask students to indicate their willingness (or not) to attend meetings on sign-up sheets. Tutors are responsible for creating sign-up sheets to ensure that they can keep track of the number of students who want to attend, while instructors are responsible for the distribution of these sheets to their students.

Instructors must remind their students to bring a draft of their writing assignments with them to Class Group meetings. If students do not bring their own writing to work on, then they will not benefit fully from the Class Group meetings.

Instructors should not attend Class Group Meetings, as doing so can make the students and tutors uncomfortable. The purpose of the Class Group Meetings is to provide students with a relaxed and pressure-free environment to work on their writing with someone who won’t be grading their papers, as is the case in the Centre for Writers.
Instructors must also remember that class group tutors are students, too. This is why they need to ensure that tutors plan their CGT work carefully and reasonably early in the semester in order to avoid conflicts with their own classes, exams, and other activities.

If, at any time, instructors have questions or concerns about their tutors or this program, they should immediately contact Dr. Moussu at moussu@ualberta.ca.

What is expected from class group tutors?
All of our tutors have been trained to help students write in any area of study, as they have passed a tutor training course required for tutoring in the C4W. Even if tutors have not taken the class they are matched with, they most likely know or have taken a course with the instructor, and this will help them provide valuable assistance to the instructor and students. Even if they have not taken the course before, we are convinced that with instructors’ guidance, they will still be able to help students with their writing. Tutors are not responsible for course content, but focus on the quality of student writing.

Class group tutors are not TA’s, graders, or copy editors. They are student peers who support students in their writing by providing valuable writing strategies and feedback. As such, tutors should not be expected to help students without instructor guidance. Tutors will not lead class, grade papers, or replace the instructor in responding to student writing, but they will supplement the writing instruction and help clarify the instructor’s expectations.

Tutors are not required to attend all of the class meetings. However, it may be beneficial for the class group tutors to attend the meetings when major assignments are discussed so that they can listen to the specific instructions given and also understand the assignment from the students’ point of view. This will happen at the recommendation of the instructor and will also depend on the tutor’s availability.

Tutors may also be invited to help with peer tutoring sessions in their dedicated classes, but are not required to accept if there is a conflict in schedules or number of hours.

Tutors are expected to meet instructors three times during the semester:
- The first meeting should occur within the first week of class to discuss the course, expectations, syllabus, assignments, assignment due dates, possible times when the Class Group Meetings will occur, and which class meetings tutors could attend. Tutors need to ask for a copy of the course syllabus and, if applicable, access to eClass courses. Instructors and tutors must also come up with an estimated number of hours tutors will work for the course, per week and during the entire semester. Tutors must send this approximate number and a plan for the semester to Dr. Lucie Moussu (moussu@ualberta.ca) as early in the semester as possible, for budgetary and scheduling reasons. (It is expected that the weeks before major assignments are due will be busy and other weeks will be less busy.) Tutors and instructors must also decide if tutors will communicate directly with students (to send meeting reminders, for example). Any other concerns or expectations should be discussed in this meeting.

- The second meeting should occur a few days before the first Class Group Meeting. Tutors should be prepared to ask their instructor about students’ needs and challenges, typical mistakes, specifics of the assignment, what the focus of the first Class Group Meeting could be, marking rubrics, and, if available, examples of previous marked papers to demonstrate what instructors are looking for, the types of comments they
make, and typical student mistakes. It might be helpful to look at examples of papers in the A, B, and C ranges.

- The third meeting should occur after the final paper deadline. Tutors and instructors will discuss the successes and challenges of CGT and if the students implemented the strategies taught by the tutors.

Tutors are expected to ask questions to instructors about the course and specific assignments so that they can plan their CGT meetings efficiently. They can also provide some respectful input on the syllabus and assignments for the course to give a student’s perspective.

Tutors must discuss the best potential schedule for Class Group Meetings with their instructors as early in the semester as possible. Tutors are then responsible for scheduling these meetings based on their availabilities and close enough to the assignments’ due dates so that students will be able to bring a draft to the meeting. Tutors are also responsible for communicating the selected meetings’ days/times/location to instructors, so that instructors can share this information with students early enough.

Tutors are also responsible for creating sign-up sheets to ensure that they keep track of the number of students who want to attend every meeting. It is better to have 10-12 students sign up for each meeting so that in the end, 8-10 students show up.

Tutors are also responsible for creating attendance sheets to ensure that they keep track of the number of students who attend meetings. These attendance sheets must then be sent to instructors so that students can receive extra credit or other expected bonus points.

Tutors are not expected to find a room for their meetings but must remind their instructors that they need a room and give clear instructions as to what kind of room they need (e.g., with a projector).

In their email communications with students (if applicable), tutors must remind students who want to attend the Class Group Meetings that they need to bring a draft of their writing assignments with them. If students do not bring their own writing to work on, then they will not benefit fully from the Class Group meetings.

Tutors should not go over the estimated number of weekly hours that was agreed on during the first meeting, as the C4W has a strict and limited budget, and tutors are busy with their own classes.

Tutors should not plan to meet with instructors or students during Reading Week, weekends, or on university holidays.

During CGT meetings, tutors should:
- Deliver a short “lesson” (10-15 minutes) on a specific topic of instruction related to the assignment due soon before helping students work on their individual drafts for the remaining meeting time.
- Address global issues such as thesis statements and organization.
- Briefly discuss lower order concerns (grammar, punctuation, citation style, and format) if necessary.
- Answer questions students might have about assignments based on rubrics, assignment descriptions, instructors’ suggestions, and meeting notes.
- Avoid falling into the trap of making value judgments of teachers and grades.
- Give a bit of additional support to struggling ESL writers.
- Understand and implement the C4W’s theory and practice of teaching writing.

Tutors must also remember that they are students, too, first and foremost. This is why they need to plan their CGT work carefully and reasonably early in the semester in order to avoid conflicts with their own classes, exams, and other activities.

If, at any time, tutors have questions or concerns about their instructors or this program, they should immediately contact Dr. Moussu at moussu@ualberta.ca.

**How is the program evaluated?**

At the end of the semester, evaluation forms will be sent/distributed to collect feedback for the CGT program. These evaluations are crucial, as they help us to improve the program and alert us to any challenges. We welcome everyone’s suggestions for improvement.

Evaluation forms must be filled out by all instructors and tutors, and instructors will also distribute an evaluation form to their students. The feedback will be anonymous and only used to improve the CGT program in the future. Anonymous student feedback can also be shared with instructors and tutors if requested.

Finally, we hope that instructors will consider taking their class group tutors out to lunch or coffee, or maybe just invite them to their office, to discuss how the semester went and formally thank them.

If there are any questions or concerns, they can be directed at any time to Dr. Lucie Moussu at moussu@ualberta.ca.
Appendix I – CGT Student and Tutor Feedback

Feedback from CGT Students

When asked for additional comments, students responded,

- It was very effective.
- I feel that there should be more online sessions just because maybe other students have a class during the sessions.
- Our group study session was barely over an hour, it should be longer to help especially the students new to writing in the way that STS requires them too.
- Set up dates quite far in advance to ensure folks can make it.
- Maybe have two different sessions, one like the typical advice/lecture style and a second session that's more writing/group work for those that would want that option. Or offer it and see if anyone in that course would find it helpful. I liked that there was no pressure to speak (I hate talking over video chat) but also I think some people in the group wanted a more interactive writing group.
- Jaysen was a good tutor, friendly and they explained things well.
- making it more interactive, maybe playing some games or something to get everyone engaged.
- The tutor we had was thorough and was always prepared for helping us out when we had questions.
- Thanks for introducing this to me. I wasn’t sure if it was going to help me at all, but once I started attending them, I found it very helpful.
- As a native English speaker I still found it quite helpful to go over the basics and also be reminded of some more course specific writing skills.
- I thought the sessions were run well.
- Emily was very helpful and she always broke down the assignment so that it was easily understood how to approach the assignments.
- My class group tutor was awesome! Shout out to Johanna for keeping meetings interesting and always being respectful of people’s questions.
- It served as a really helpful reminder for some basic things that I had either forgotten about or haven’t had to use in a long time.
- Great job Ayla!
- Detailed slides; the examples section for the Thesis statement workshop really helped my understanding.
- Try to give some personal suggestion.
- It was very helpful and felt like a safe environment to try new things, fail and not be critiqued or concerned about grades (i.e. as compared to an actual class setting with a professor).
- Ayla is awesome and the tutoring really helped give perspective.
- I think right now is helpful to me.
- Emily was super great! Wish I would have found more free time away from my other classes to attend all the sessions!
- I think the tutor assigned to the course should know something about the course or her major is a better match. However, her presentation was interesting and helped us to understand a lot of tips on writing essays. Thanks!
- It is an awesome program especially if you are a first year student.
- It was great to have the refresher in writing as a first year without any university English classes under my belt yet, and the extra credit was a really great incentive to go.
Feedback from CGT Tutors

CGT tutors this year met with very different numbers of students, anywhere from 20 to 120. The maximum number of hours CGT tutors worked in any given week was 11 hours. The average number of hours CGT tutors worked per week over the entire term was 4.5 hours. The total number of hours one tutor worked one term (including prep time, meetings with the instructor, emailing students, scheduling, and actual meetings with students) was 48 hours; one tutor only worked a total of 10 hours during the entire term; and the average was 20 hours.

When asked how their hours were distributed throughout the term, CGT tutors responded the following (this is important information for future CGT tutors):

- After emailing and meeting my prof at the start of the semester to create a tutoring plan, my hours were concentrated to 4 specific weeks. 2 weeks earlier in the semester prior to the first assignment (midterm essay) and then 2 weeks near the end of the semester prior to the second assignment (final essay). I worked about 2 hours each of those weeks. About 1 hour was spent preparing presentations. The second hour was spent actually presenting the information. I also had a couple extra hours within those weeks where I would spend time coordinating with the professor, and responding to student emails asynchronously. Outside of those 4 weeks, I had little to no CGT hours.
- I was definitely busier with CGT towards the end of the semester. I would work a few hours here and there at the beginning of the semester to get my workshops ready and correspond with the students, but the bulk of my hours came from doing asynchronous feedback towards the end of the semester on account of the fact that the due dates were flexible and most students were doing their papers in the last six-ish weeks.
- In Dr. Richard Westerman's SOC 212 class, I offered two 1-hour sessions for each of 4 writing assignments. I would typically meet with the instructor, do most of my presentation prep-work, and host one CGT session 1 week before the assignment was due (4-5h). On the week that the assignment was due, I would host another CGT session and offer the students a chance to either meet with me or send me their papers for asynchronous feedback (2-3h). So the distribution of hours were mostly based around the assignment due dates (1 week before and then the week of the assignment).
- For me, because Dr. Fried requested 2 presentations and office hours on set dates, I was able to plan ahead for when I would start preparing for those presentations. I didn't have an equal distribution of hours worked, rather it was clustered around the week leading up to both presentations and the week of the presentations for office hours.

When asked what tutors sensed in the students' reactions to CGT, tutors responded the following:

- About half of the students were relatively unenthusiastic about attending the peer editing sessions. However, they were all still very attentive and everyone actively participated in the sessions. The sessions were associated with a grade bonus, so I think some students attended purely for the benefit. The other half of the students were incredibly cooperative and I could see quite a few of them taking notes during my presentations, which I'd like to think is a sign of positive engagement. I had 4 or 5 students email me back and forth a few times for asynchronous feedback and I was able to see strong improvements in their writing. The interactions (both synchronously and asynchronously) felt very positive and friendly, which I believe contributed to the students feeling comfortable enough to reach out multiple times.
- It seemed like they were excited/grateful for the help. They had two writing projects to work on, and I noticed that almost all of the students that got help on the first one came
back for feedback on the second one and expressed that they had been satisfied with their first time working with me.

- Some students seemed to benefit from the session, but were not very responsive during the session, although working on zoom certainly did not help with the situation. Students have been exhausted from online learning, and it really showed during the CGT sessions, as they were non-mandatory.
- I think some [students] were perhaps a bit shy and likely didn’t get as much out of it, but for the students who were eager to engage, interact, and ask questions, I found that they were able to get answers to their questions and felt more comfortable with the topics.
- For many students this was their first academic writing-heavy course. Most students preferred to communicate by chat rather than with video and audio, but they always had great questions that let me go more into detail about the topic at hand. During interactive parts, there weren’t too many long pauses--someone usually wanted to give an answer. From the feedback forms I sent out, I got very positive responses as well as some suggestions on how I could tweak the presentation. Generally students had a willingness to learn and try things out, and almost everyone says "thank you" at the end.

When asked how they “met” with their students, CGT tutors answered the following:

- We first "met" asynchronously. I prepared a couple short asynchronous presentations (one for the midterm assignment and one for the final essay). Then we met synchronously during class hours prior to each assignment. I came in as a guest presenter and led the students through a presentation followed by a peer editing activity (about 90 minutes total = regular class duration). Lastly, I provided asynchronous feedback to interested students via email. Email correspondence took place during the week prior to their assignment due date. I also had 2 students book time with my during my regular tutoring hours so I had the opportunity to chat with those two students one-on-one.
- Through Google Meet, in my office (virtually).
- I set up a couple of zoom meetings throughout the semester for workshops, and then offered asynchronous feedback for the students who attended (I made it clear to all students that the additional help would be available if they attended, but since the class was pretty big I didn’t offer it if they didn’t come).
- Zoom.
- Over 2 class time Zoom meetings hosted by the instructor.
- I would meet them over zoom for a one-hour presentation and Q&A for each assignment (there were 4 assignments--I have two presentations for each of the first two assignments, then just one for the following two). For the first three papers, I also instructed students to send me 1-2 paragraphs of their writing if they wished, for which I provided asynchronous feedback and comments. For the final paper I held 2 hours of live office-hours.

When asked if In general, the instructor they worked with was helpful and supportive and if they would recommend her/him for future CGT support, tutors responded the following:

- Yes, I would recommend him in the future. He was very helpful and supportive. He had a very strong idea of how he wanted to structure the tutoring which helped me to understand his goals. However, he was also very flexible and willing to take my suggestions. We met throughout the semester and emailed prior to all presentations.
(asynchronously and synchronously) to ensure that we were both on the same page. He was also great at responding to my questions. I asked him about what his students were struggling with, and what his expectations were for his students, and he provided me with detailed descriptions which really helped guide my presentation planning. Overall, he was quite helpful but also respectful and did not ask too much of me as a tutor. It was a great first experience as a CGT.

- Yes, he was very supportive. He emailed me quite a few example papers and always responded to my emails and answered my questions about assignments. He is also very flexible and understanding and gives his students a lot of materials to help them in their assignments.
- Yes! She was helpful and did a good job of getting the students interested in the workshops so that my attendance could be as high as possible.
- YES! He was very supportive and helpful during the semester. We met a total of 5 times throughout the semester. During our meetings we would discuss his expectations of the students' writing, indicating to me some of the biggest problems he'd noticed in former students' writing for his coursework. After he marked an assignment and before the next assignment was due, we would meet to go over some of the things that he saw students doing well in their writing and areas that could still use some improvement. This helped me know how to structure my CGT sessions, specifically knowing how much time to spend on particular concepts and which writing techniques to review.
- Very, he and I began communicating almost immediately after I was assigned to his class and he was always supportive, quick to reply, and very helpful. When I would present my ideas to him, he would give suggestions or recommendations but always allowed me to pick what I thought would be best. I definitely would recommend him.

When asked how they would describe the overall online Class Group Tutoring experience, CGT tutors wrote the following responses:

- The change of delivery mode didn't affect the CGT experience. If anything, I think it made it a bit easier as they were digital presentations and it was easy to keep track of time and change slides while staying at my computer. I don't know if the change of delivery made it more difficult to help students, I think not because office hours were hosted through the C4W website and I screen recorded an access tutorial for the students. I enjoyed it and found it far less nerve-wracking than an in-person delivery, and I think that the students felt more at ease too since they could maintain anonymity, answer questions at their discretion, and not feel uncomfortable or pressured into asking/answering questions.
- It was ok. It felt like there wasn't much interaction/participation from the students (only asking and answering questions over chat etc) and although I offered office hours not many students came.
- Overall, it was a positive experience. Speaking to large groups is still more intimidating than speaking one-on-one, but I found that meeting online took a lot of the pressure off. It is more difficult to read the room and tell how engaged students are during the presentation parts (especially when most are more comfortable without video) but there was still a comparable amount of participation when called on, I would say (mostly through the chat) and plenty of questions to keep the learning going. I had to alter my
method from the in-person sessions I had done, as I couldn't go around and quickly work with each attendee one-on-one after the presentation. Instead, I integrated more examples into the presentation, as well as practice activities afterwards, to get discussions going and to get them to apply what they learned to some writing. One thing I've learned from trying online tutoring is that I may be better off using Zoom over Google Meet for those activities, as I was missing the breakout room function. Doing the meetings online also had advantages: my slides were clearly visible to everyone, and I could record the presentation so that the rest of the class had that information. Google Meet also provides auto-generated captions in real time, which is a nice accessibility feature.

- I found the overall online CGT experience amazing, yet exhausting due to its online format. Trying to get students to sign-up properly for tutoring sessions was difficult every single time: students seemed to not understand what their CCID was, despite me explaining to them multiple times what it was. This made it particularly difficult to send out emails to students with the zoom links to my CGT sessions, since I did not want to just post the link on their eClass and end up having the entire class show up! Students frequently lost the emails that I sent with the zoom links and would email me as the session was starting (or 5 minutes after the start time), telling me that I did not send them the link. I spent a considerable amount of time responding to emails about the sessions, ranging from requests to be moved to a different session, to sending out mass emails to figure out who an anonymous user on my sign-up sheet was.

- Problems also arose from the extra credit that students could get by attending all the sessions. I received countless emails asking if someone could get the extra credit even though they did/could not attend the CGT sessions for whatever reason. This added to the extra clerical work required of me, despite both Richard and I explicitly telling students that any questions about grades or extra credit should be directed to Richard (and that students could receive that same extra credit from just booking an appointment at the C4W).

- The Class Group Tutoring experience was a bit challenging online, students felt like they could email me whenever they wanted and seemed to think that I knew more about the assignments than I did (for example, they would ask me if they should include two types of critique in a paper, even though these questions are more appropriately answered by the professor). Overall though, it seemed to work well and although I'm sure it would have been more enjoyable to work with students in person and see their faces, I really felt like I connected with Westerman's class. I saw how some of them grew in their writing and became more confident in their abilities and that was really gratifying. The students were really wonderful to work with and learning about their assignments also gave me insight about what well-structured university courses look like.

- Some students seemed to think that my CGT sessions should be less and less interactive, specifically asking me to not get students to share their writing and to stop getting students to cooperatively write example sentences/paragraphs for prompts. Essentially, it started to seem like students felt like the CGT sessions were just another lecture that they just needed to sit through, where their participation should not be asked for.
• I understand that these students are likely just as stressed and exhausted from online learning as I am, and that they may just be really anxious about their GPA. But this put a lot of extra clerical work on me (which I was not expecting). If CGT continues to be offered through an online format, serious changes need to be made to the behind the scenes clerical work. I am currently imagining a system that is more streamlined, where students sign up for CGT sessions in a similar way to how they sign up for CWOnline appointments. This could greatly reduce the amount of time spent waiting for students to respond to polls so that they can sign up for sessions which they need to be invited to, and that invitation needs to be sent out at least a few hours before the sessions (I had a student sign up for a session on a doodle poll nearly right before the session start time, and then they were consequently frustrated with me that they did not receive an invitation to the CGT session). I'm sure that there are ways that I could improve my own system, to make the sign up process simpler and avoid confusion on the students' part, BUT I imagine that I was not the only tutor who experienced these issues with their students.

• I enjoyed it a lot. Despite some small technological issues, I felt like the online format made it a lot easier for me and for students. I think it made it less intimidating for them to get help than it would have been if they'd had to approach me in person, and I think the ability for them to come to the workshops through zoom not only made them more easily accessible but also alleviated some shyness due to the ability to keep their cameras off. Even if the C4W were to go back in person, I think I'd still enjoy doing CGT in this format.

• I started tutoring during the pandemic (this is my first semester as a tutor) so I can't comment on how it compares to previous CGT experiences. Overall, I think the combination of synchronous and asynchronous meetings we planned worked well in the online format. Facilitating the peer editing session was a bit more difficult, as it is hard to monitor participation via Zoom, especially in breakout rooms. However, I do think it gave the students a gentle introduction to me and to the type of feedback I could provide them with, which I believe made some of them feel comfortable enough to reach out to me individually. Compared to purely synchronous tutoring, the asynchronous feedback resulted in more participation as I receive way more emails compared to in person questions. Overall I enjoyed the format Prof. Fried and I decided on. One thing I don't believe worked as well were the asynchronous presentations. They were more tedious to prepare, and I have no way of confirming that students watched them. I had 2 or 3 students email me, thanking me for the asynchronous presentations but I am unsure about the other 15 or so students. I think the time spent preparing these presentation could be put to better use via more asynchronous feedback time or an hour or synchronous office hours for the students. Overall I really enjoyed the experience and had a wonderful time working with the students. I learned so much about how to facilitate learning in the online environment which was both challenging and fun.

When asked if the CGT experience was a positive one, tutors responded the following:

• Yes, I enjoyed the experience of presenting and I learned a lot. Before my first presentation, I was extremely nervous because I'd never done anything like this before.
By my second presentation, I was noticeably far less nervous. By continuing to step outside of my comfort zone the way CGT required, I'll be able to grow and develop more.

- Yes! This was an incredibly valuable experience for me, as I was able to get a taste for what it's like to be a writing instructor. Additionally, I was able to implement some of the second/foreign language acquisition teaching principles that I studied in a course last semester, whilst acknowledging that the need to be flexible in my approach to instructing/tutoring, as theories are just that, theories. Furthermore, I was able to practise compassionate active listening when helping stressed students or students in need of support. During the sessions, I was able to practise being okay with uncomfortable situations, developing my public speaking skills, and responding to student questions respectfully (even when the student clearly hadn't listened to something I had repeated several times prior to their question). Overall, the experience helped me become a more patient and well-versed tutor in writing centre philosophy, as the quasi-lecture (or at least perceived lecture) setting of a zoom session truly strained the typical peer approach in our C4W tutoring philosophy.

- Definitely, it gave me experience with presenting writing concepts to a group and helped me see class projects from the professor's side of things.

- Yes! It's always a great feeling, when someone asks a question and you can give an answer that actually helps them understand and go further in their writing. Those are the moments that stand out most to me. I feel like I've improved my communication and presentation skills with every meeting (and given myself a good refresher on many writing topics while preparing).

- Very much so. I really liked having something that was my own project/responsibility to put together, and the students’ positive feedback made it really rewarding. It also made me feel a lot more confident (and faster) when it comes to asynchronous work.

- Yes, it was very positive and valuable. I really enjoyed being able to work with students throughout an entire semester, as I was able to see growth in some of the students and their writing which we don't always get to see during regular tutoring hours. I also had a lot of fun researching and preparing presentations for the students. I found the presentations helped me to refresh my own writing/tutoring skills. The whole experience felt very new to me and through this experience, I've gained new tutoring strategies to implement with future students in the C4W.

- Yes it was. I was able to really connect with students and observe as their writing and confidence improved as they moved from assignment to assignment. I also felt really privileged to get insight into how Dr. Westerman structured his course, he really gave his students strong critical building blocks upon which they could grow their knowledge. I also picked up some teaching tips and learned how to interact with groups of students through offering both positive and constructive feedback.

When asked if CGT tutors would recommend participation in the CGT program to other tutors, all tutors responded “yes,” except for one who wasn’t sure.

Other comments and suggestions from CGT tutors were:

- The other Class Group Tutors provided me with some wonderful suggestions and tips early on in the semester. In the future, I think having the CGT tutors meet a few times like we did this semester is a great idea.

- I would definitely like to work on having more resources for online CGT that is sent to new tutors. (ex. Google drive with feedback form examples past presentations etc).

- Maybe asking the profs to ask their class first about office hours. I know that some of the previous CGT tutors had issues with office hour attendance and I definitely faced the same problem. I don't think CGT tutors should do office hours if students won't attend or
if very few would (they could do emails), so by having the profs pose the question and give that feedback to the tutors, it can help tutors allocate more time towards other priorities.

- Next time I will probably not use my personal email...students really enjoyed emailing me a lot...in some ways though I think I learnt what it must be like to be a prof. So, so, many emails.

- I think it would be particularly beneficial to create a "best practices" document for CGT (similar to what we have for asynchronous tutoring). I'm not sure if this already exists, but I could not locate it if it does. I say this because class group tutoring involves aspects outside the typical one-on-one peer tutoring setting. Although we are not teachers as CGT, we sit as a sort of hybrid between an instructor and a tutor. Given the nature of the situation, were we as a CGT address a group of students while also taking attendance (which may directly impact the students' GPA), we can no longer simply be peers. We are in a position of authority beyond that of the one-on-one peer tutoring interaction. This becomes particularly prominent when we as CGT have to prescriptively tell students how a paper ought to be structured in accordance with the course instructor's expectations. As much as we can 'hedge away' that these prescriptive ideas might just be the preference of the instructor, it cannot be ignored, that this can lead to students perceiving the CGT as an extension (or mouthpiece) of the instructor, which would inherently impact the notion of 'peer-tutoring' in this context. Theoretical musings aside, having a clear set of best practices would be beneficial for helping new CGTs know who to deal with student concerns (ranging from attending sessions to arguing that they did not receive the extra credit they deserve), schedule sessions, produce presentations, and interact with instructors as a representative of the C4W.

- I really appreciated the opportunity before the semester started to get in touch with the tutors who had done this before. I got a lot of my ideas from them.
Appendix J – WRS 301/603 and EDSE 401/501 Syllabus

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

English and Film Studies:
WRS 301/WRS 603, Fall 2020

Introduction to Writing Centre Theory and Practice

Instructor: Dr. Lucie Moussu
E-mail: moussu@ualberta.ca or moussu@shaw.ca, if you reside in mainland China. Whenever possible, please use the “Questions and Answers” discussion board on eClass to ask course-related questions. I will try to respond to emails within 24 hours, Monday through Friday. If I don’t respond within 48 hours, please email me again.

Course time: MW, 4:00-5:20 pm (MDT)
Course location: On Zoom, through eClass
Online office hours: 2-4 pm, M & W (or by appointment) at https://zoom.us/j/96633300074

COURSE DESCRIPTION:
This course introduces students to the theory, pedagogy, and collaborative learning necessary to successfully work as online and face-to-face peer writing tutors in a university writing centre and teach writing in general. Building on the foundation of best practices and theoretical principles, the course guides students through readings, activities, and tutoring practice.

COURSE PRE-REQUISITE (for undergraduate students only): *6 selected from 100-level ENGL or 100-level WRS (or consent of instructor).

INSTRUCTIONAL GOALS:
By the end of training, students will:
- Understand different writing processes;
- Identify strengths and weaknesses in papers and know how to prioritize issues;
- Understand that “good writing” is context-dependent;
- Understand underlying ethical issues regarding tutoring, plagiarism, the Internet, etc.;
- Demonstrate adequate knowledge of grammar and punctuation basics;
- Be comfortable using and explaining the basic rules of APA, MLA, and other citation styles;
- Demonstrate adequate knowledge of Writing Centre theories and practices;
- Understand the historical, social, and educational forces behind the creation of Writing Centres;
- Be aware of different tutoring models (one-on-one, group work, online tutoring, etc.);
- Understand the basic theories and issues related to English as a Second Language;
- Understand the needs of special populations (learning disabilities, etc.);
- Have learned about and be aware of diversity and equity issues;
- Understand and apply rhetorical awareness of genre difference across disciplines;
- Know where to find resources, support, and guidance for themselves and their clients.

REQUIRED TEXTS:
- Additional readings are available on eClass.

**IMPORTANT DATES:**
- First Day of Classes: September 1, 2020
- Labour Day (no classes): September 7, 2020
- Add/Delete Date: September 15, 2020
- 50% Withdrawal Date: October 2, 2020
- Thanksgiving (no classes): October 12, 2020
- Fall Term Break (no classes): November 9-13, 2020
- Withdrawal Date: November 30, 2020
- Last Day of Classes: December 7, 2020
- Final Project Due: December 14, 2020

**ONLINE ETIQUETTE:**
- **Avoid extra noises and distractions:** During all online meetings, keep your microphone off when you are not talking. Also, turn off your phones and other notifications. Your pets are welcome to make an online appearance as long as they don’t prevent you from concentrating.
- **Turn on your computer camera if you can:** We really want to get to know you. Avoid virtual backgrounds, as they take a lot of bandwidth and are distracting.
- **Join class meetings (on time) and participate:** Providing insightful commentary in our live meetings and forum discussions is a requirement for passing the course. Participation and regular attendance count in your final grade.
- **Use proper writing style:** This course is, in a way, a very long “job interview” for a writing centre tutoring position. So, make sure to pay attention to spelling, grammar, and style—to the best of your abilities. Be concise and precise in all communications.
- **Be mindful:** This virtual classroom must be a safe space for people of all races, genders, ages, sexual orientations, religions, languages, disabilities, and socioeconomic statuses. Diversity is celebrated in this class and in the Centre for Writers.
- **Keep it classy:** Criticism must be constructive, well-meaning, and well-articulated. Be careful with strong language, all caps, sarcasm, and exclamation points. Rants are unacceptable. Avoid profanity and don’t post/share inappropriate material. All participants are governed by the UofA’s **Code of Student Behaviour.** If you are witness to or the target of abusive or offensive behaviour in our course or in the Centre for Writers, please say so immediately.
- **Reach out, help out:** Successful students and tutors are those who are not afraid of asking questions and asking for help. We are all struggling with tech problems, isolation, time management, family issues, anxiety, various life circumstances, a very weird world, and an uncertain future. So, help your classmates because you may have more experiences in specific areas than others. Also, don’t hesitate to connect, communicate, talk, email, ask questions, share, and ask for help. If something doesn’t work or if there is a problem, please say so right away! If you have comments/questions/suggestions for me, don’t hesitate to share them.
- **Maintain confidentiality:** It is important to respect your classmates’ and C4W clients’ privacy, so do not repeat the personal information (virtual or otherwise) that others share in class and in the C4W.
- And, most importantly, **be kind, patient, flexible, helpful, and forgiving,** as we are all new to this and will undoubtedly struggle and/or make mistakes 😊
GRADE DISTRIBUTION (see “Explanatory Notes” for a description of the assignments): You can keep track of your grades on eClass. Completion of all these assignments is required to pass this class:

<table>
<thead>
<tr>
<th>Description of activity:</th>
<th>% of total grade:</th>
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<tbody>
<tr>
<td>In-class participation (having done the readings, coming to class regularly and on time, participating in discussions, etc.)</td>
<td>10%</td>
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<td>Student paper responses (FOUR or more)</td>
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<td>Observation reflections (THREE or more)</td>
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<td>Co-tutoring reflections (TWO or more, about 2 co-tutoring sessions each)</td>
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<td>Tutoring reflections (FIVE or more)</td>
<td>20%</td>
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<td>Quizzes and thoughtful answers in discussion forums</td>
<td>15%</td>
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<td>- Tutorial recording + reflection</td>
<td>5%</td>
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<td>- Final project on issues related to WC theory or practice</td>
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The final exam in this course is your final project.

TENTATIVE COURSE SCHEDULE (please be aware that this schedule may change, with fair warning and/or general class consent (GFC 29 SEP 2003)):

- **WA** = Writing Analytically
- **ESL** = ESL writers, a guide for Writing Center tutors
- **St. M.** = The St. Martin’s Sourcebook for Writing Tutors (on eClass)

Additional Readings can be found on eClass.

*Italicized readings are for graduate students only but undergraduate students can read them, too, especially if they are interested in the topic for their final paper.*

Forum discussions must be written and submitted BEFORE CLASS

Quizzes must be completed BEFORE CLASS

Assignments (responses, reflections, etc.) are due by 4 PM on the due day

Readings must be completed BEFORE CLASS

Videos are optional (except when noted otherwise)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics / Important Dates</th>
<th>Readings to do before class that day Assignments due before class that day</th>
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</table>
| 1    | Wednesday Sept. 2 | - Welcome  
- Introduction to the course  
- Zoom                                                                                                                                                                           | Discussion: Please introduce yourself on eClass (in the “General” section of eClass). |
| 2    | Monday Sept. 7   | - NO CLASS – LABOUR DAY                                                                                                                                                   | ESL chapters 1 + 2  
St. M. p. 44  
Quizzes: ESL ch. 1 + ESL ch. 2  
Videos: 1, 2, 33 | |
|      | Wednesday Sept. 9| - What is a writing centre?  
- C4W website                                                                                                                                                                       |                                                                  |
| 3    | Monday Sept. 14  | - Online vs. face-to-face tutoring, synchronous vs. asynchronous  
ESL chapters 11 + 12  
Kavadlo: The Message is the Method                                                                                                                                          |                                                                  |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
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<tr>
<td>Wednesday</td>
<td><strong>NO CLASS</strong></td>
<td>St. M. pp. 112-127 and 128-132</td>
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</tbody>
</table>
| Sept. 16   | START OBSERVATIONS                                                        | Gallager and Maxwell: Learning Online  
**Discussion:** teaching and learning  
**Videos:** 3, 28, 37                                                                 |
| Monday     | Online vs. face-to-face tutoring, synchronous vs. asynchronous—PRACTICE! | ESL chapters 3 + 4  
WA chapter 1  
Grant: The Writing Process  
Carter: Five Myths about Writing  
**Quiz:** ESL ch. 3  
**Videos:** 14, 17                                                                 |
| Sept. 21   | **NO CLASS**                                                              | 1st student paper response due                                                                                                                   |
| Wednesday  | The writing process                                                      | ESL chapters 5 + 13  
WA chapter 2  
Dante: The Shadow Scholar  
What Constitutes Plagiarism?  
WPA Statement on Plagiarism  
**Discussion:** synchronous vs. asynchronous vs. face-to-face tutoring  
**Videos:** 15, 16, 18, 26, 27                                                                 |
| Sept. 23   | Multilingual (ESL/EAL) students                                          | ESL chapters 6 + 7  
Vandrick: No “Knapsack of Invisible Privilege”  
Silva: On the Ethical Treatment of L2 Writers  
Moussu: Let’s Talk  
CCC Statement on L2 Writers  
**Discussion:** plagiarism, ESL ch. 4 + 5 + 13  
**Videos:** 4, 5, 23 (23 is NOT optional)                                                                 |
| Monday     | **NO CLASS**                                                              | 2nd tutorial observation reflection due                                                                                                          |
| Sept. 30   | Affirming diversity                                                      | WA chapters 3  
ESL chapter 8  
Jenkins: Who Speaks English Today?  
Lee: Lingering Conflict in the Schools  
**McKay: English as an International Language**  
**Quizzes:** WA ch. 1 + 2, WA ch 3  
**Videos:** 9, 24                                                                 |
| Oct. 5     | Visitor: Kevin Friese (day 2)                                            | Babcock and Daniels: Writing Centers and Disability  
Tegegne: The Use of Dialects in Education  
Diab, Godbee, Ferrel and Simpkins: A Multi-Dimensional Pedagogy for Racial Justice  
“What About Access?” (audio file)  
**Writing Centres and Disability, Chapter 7**  
**Garcia: Unmaking Gringo-Centers**                                                                 |
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<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Discussion: World Englishes and diversity</th>
<th>Videos: 6, 7, 29, 30, 31</th>
<th>2nd student paper response due</th>
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<tr>
<td>7 (1)</td>
<td>Oct. 12</td>
<td>Oct. 14</td>
<td>WA chapter 4</td>
<td>ESL chapters 9 + 17</td>
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<td>NO CLASS</td>
<td>- Rhetorical grammar</td>
<td>Ferris: The Grammar Correction Debate</td>
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<td>- START CO-TUTORING: Tuesday</td>
<td>- Techniques of persuasion</td>
<td>Quiz: ESL ch. 9 + 17</td>
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<td>- Client challenges/issues (day 1)</td>
<td>Video: 12</td>
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<td>- Visitor: Anna Chilewska (day 2)</td>
<td>Third tutorial observation reflection due</td>
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<td>8 (2)</td>
<td>Oct. 19</td>
<td>Oct. 21</td>
<td>WA chapter 5</td>
<td>ESL chapter 10</td>
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<td>Paraskevas &amp; Sargent: Understanding Grammar</td>
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<td>Discussion: rhetorical grammar exercise</td>
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<td>Videos: 8, 10, 13</td>
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<td>First co-tutoring reflection due</td>
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<td>9 (1)</td>
<td>Oct. 26</td>
<td>Oct. 28</td>
<td>WA chapter 6</td>
<td>ESL chapter 14</td>
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<td>Statement of WAC Principles and Practices</td>
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<td>Ferris and Hedgcock: Improving Accuracy</td>
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<td>Browse the WAC Clearinghouse website</td>
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<td>(<a href="http://wac.colostate.edu/">http://wac.colostate.edu/</a>)</td>
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<td>Discussions: how things are going so far?</td>
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<td>Video: 11</td>
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<td>Second co-tutoring reflection due</td>
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<td>10 (2)</td>
<td>Nov. 2</td>
<td>Nov. 4</td>
<td>WA chapter 8</td>
<td>Bernoff: Why Your Organization Needs a Writing Center</td>
<td>Tutoring reflection 1 due</td>
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<td>Levin: Goals and Philosophies of High School Writing Centers</td>
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<td>Ferrebee and Carriazo-Osorio: Creating a Student-Led Writing Center</td>
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<td>Quiz: writing centre history</td>
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<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings</td>
<td>Discussion/Lecture</td>
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<tr>
<td>11</td>
<td>Nov. 9-13</td>
<td>- NO CLASS – READING WEEK</td>
<td>Video: 36</td>
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<td>12</td>
<td>Nov. 16</td>
<td>Monday&lt;br&gt;Writing centres around the world&lt;br&gt;- Effective chat practices</td>
<td>WA chapter 9&lt;br&gt;ESL chapters 15 and 16&lt;br&gt;Bromley: Locating Canadian Writing Centres&lt;br&gt;de Jong and Meijer: Writing Centres in The Netherlands&lt;br&gt;Broekhoff: A Tale of Two Writing Centers&lt;br&gt;Chang: The Idea of a Writing Center in Asian Countries</td>
<td>Tutoring reflection 2 due</td>
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<td>13</td>
<td>Nov. 18</td>
<td>Tuesday&lt;br&gt;- NO CLASS</td>
<td>WA chapter 10&lt;br&gt;St. M. pp. 175-195&lt;br&gt;5th student paper response due (only if requested)</td>
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<td>Nov. 23</td>
<td>Monday&lt;br&gt;- Multimodalities&lt;br&gt;- Managing complex situations</td>
<td>Multimodal Composing, Chapters 1, 6&lt;br&gt;Fabsik: On Multimodal Composing&lt;br&gt;Multimodal Composing, Chapter 5</td>
<td>Quiz: Videos: 19, 20, 25&lt;br&gt;Tutoring reflection 3 due</td>
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<td>Nov. 25</td>
<td>Wednesday&lt;br&gt;- NO CLASS&lt;br&gt;- STAFF MEETING</td>
<td>WA chapters 11, 12</td>
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<td>Nov. 30</td>
<td>Monday&lt;br&gt;- Conferences and publications&lt;br&gt;- Successful asynchronous tutoring</td>
<td>St. M. pp. 214-227&lt;br&gt;Read and be ready to present and discuss ONE article (related to the topic of your final paper) from either TWO of the following: “Praxis: A Writing Center Journal” and “WLN: A Journal of Writing Center Scholarship” and “The Writing Center Journal”</td>
<td>Discussion: your final project&lt;br&gt;Videos: 32, 34&lt;br&gt;Tutoring reflection 4 due</td>
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<td>Dec. 2</td>
<td>Wednesday&lt;br&gt;- NO CLASS&lt;br&gt;- LAST DAY OF TUTORING: Friday</td>
<td>ESL chapter 18&lt;br&gt;Salem: Decisions Decisions...&lt;br&gt;Quiz: final quiz&lt;br&gt;Tutorial recordings + reflection due</td>
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<td>Dec. 7</td>
<td>Monday&lt;br&gt;- Administrative work in the C4W (front desk, director, etc.)&lt;br&gt;- LAST DAY OF CLASS!</td>
<td>Harris: Solutions and Trade-Offs&lt;br&gt;Discussion: what have you learned in this course?</td>
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<td>Final exam date</td>
<td>FINAL PAPER DUE!</td>
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<td>Assignments:</td>
<td>Due Dates:</td>
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</table>

**EXPLANATORY NOTES ON ASSIGNMENTS:**

**Tutorial observations:** You will observe THREE tutorials. Make sure to ask the tutors and the clients if they agree to your observing the tutorial. During the observations, take careful notes of what happens and any thoughts, comments, and questions you have. Afterwards, write a 2-3-page reflection about the experience for each of the 3 observations. Please wait to receive feedback on your reflections before doing the next ones. *I reserve the right to ask students to do additional observations before they can start co-tutoring.*

**Reflections:** All reflections should be 2-3 pages long (**12pt font, typed, double-spaced**). Reflections are NOT summaries. They should be a blend of: what you did, thought, felt, heard, and observed, as well as first impressions, previous teaching / tutoring experience, expectations, comparisons with other observations / tutorials / readings, problems, discoveries, questions, recommendations, answers to previous questions, **how it relates to readings you’ve done**, successes and failures, new strategies, etc. Please wait to receive feedback on your reflections before doing the next ones. At the end of your first reflection, please write the title and author of your favourite book ever.

**Student paper responses:** Useful, thoughtful, and applicable responses to student papers, **based on readings and discussions**, are valuable tutoring practice. You will practice evaluating FOUR papers. *I reserve the right to ask students to respond to more than four student papers if necessary.*

**Co-tutoring hours:** You will co-tutor TWO HOURS PER WEEK DURING TWO WEEKS. Make sure to ask the tutor and the students if they agree to your participating in the tutorial. During the co-tutorial, take careful mental notes of what happens and any thoughts / comments / questions you have. At the end of
each of the two co-tutoring weeks, write a 2-3 page reflection about the experience for that week. Please wait to receive feedback on your reflections before doing the next ones. I reserve the right to ask students to do additional co-tutoring sessions before they can start tutoring alone.

Weekly tutoring in the currently-online-only C4W and reflections: Once the observations and co-tutorials have been completed and the Director gives you the green light, you will have the opportunity to tutor students in the C4W during FIVE WEEKS, first as a NOVICE tutor for two weeks (with a paid tutor observing you), and then on your own for three weeks. Before you start these five weeks, please read “Policies and procedures: Handbook for C4W graduate/undergraduate tutors.” Write a weekly 2-3-page reflection EVERY WEEK (i.e., FIVE times), and include a small picture of a cat in your first tutorial reflection.

Quizzes and other types of evaluation: Every week, there will be one quiz and/or one forum discussion to be completed BEFORE class. Because this course has no mid-term or final exams, everything you do in the course, including forum discussions, act like “mini-exams” to show your understanding of and engagement with the readings and ideas in the course.

Forum discussions, in particular, let you practice and demonstrate the critical thinking that students and instructors expect in most university-level academic work. Whatever the prompts are, you should always SUMMARIZE, RESPOND, and REFLECT. If you cite a text in your response, simply mention the author and the title and year of the piece—no need for a Works Cited page.

- Strong entries (answering the question, and showing that you have done the readings, and demonstrating critical thinking and engagement, especially if you have thoughtfully responded to other students’ entries) get a 3.
- Acceptable entries (answering the question, and/or showing that you have done the readings, and/or demonstrating critical thinking and engagement) get a 2.
- Weak entries (too short and/or not answering the questions and/or not showing that you have done the readings and/or not demonstrating critical thinking and engagement) get a 1 or 0.

Tutorial recordings + reflection: Once you start tutoring, you should record TWO tutorials (with the clients’ permissions, of course), ideally ONE EARLY on in the term, and ONE TOWARDS THE END of the term. You will then write ONE REFLECTION about the two recordings (what you heard, what you didn’t hear, what you saw, what you didn’t see, what you should have done, what surprised you, what you didn’t like, how you would do things differently next time, how things have changed between your two recordings, etc.). Think about vocabulary, speed of speech, voice, laughs, explanations, turn-taking, who speaks more, repetitions, silences, clarity, student’s reactions, body language, how your tutoring style might have changed, technology issues and how they were solved or not, use of the chat box, etc.

Staff meetings: You need to attend at least one C4W online staff meeting during the fall term—it will count as one class meeting. Staff meetings that take place during your shift count, although you need to stay for the entire hour (even if your shift ends in the middle of the meeting). Our end-of-term potluck, does not count, but you are still invited. Dates/times of staff meetings will be announced on eClass.

Final project: You can write a research paper (8-10 pages for undergrads, 10-15 pages for grads), write any other kind of paper (appropriate length, according to the type of document you wrote), or create a multimedia project (4-6 minutes). For example, you can create a video or a podcast with Anchor.fm or Audacity, or create an infographic with Infogram, Picktochart or Venngage, or make an interactive poster with Glogster or Thinklink. You could also make a presentation with Google Slides or Screencast-
O-Matic, or a digital story with Adobe Spark, iMovie, MS Photo Story 3 or MS Movie Maker, or a virtual museum or exhibition with Google Slides. **Ask for the rubric if you’re interested in a multimedia project.**

Topics may include: teaching/tutoring strategies, roles of teacher/tutors, roles of writing centres, meeting students’ needs, rhetoric/composition theory, writing centre technology, etc. You are required to use at least five secondary academic sources to support your argument/research/pedagogical focus (you may use some of our class readings as sources). The format of your paper/multimedia project may be as creative as you’d like, as long as it makes sense and is interesting (to you and me).

**Mentorship from currently-online-only C4W tutors:** Students will all be randomly paired with a paid experienced tutor in the C4W. Your tutor will answer your questions, encourage you, give you some guidance if necessary, show you the ropes, etc. This is not a graded activity but will hopefully help you feel part of the C4W community.

**IMPORTANT INFORMATION:**
Information about the U of A grading system can be found at the University of Alberta Policies and Principles Online (UAPPOL) website at https://policiesonline.ualberta.ca

According to the University of Alberta Grading Policy, “Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgments are based on a combination of absolute achievement and relative performance in a class.” In this course, your work will be evaluated using the general grading descriptors established by the University, as well as the more detailed assessment criteria that will be provided for specific assignments. Your grade on each assignment will be in one of three formats: a descriptor (excellent, good, satisfactory, etc.), a letter (A, B, C, etc.), or a number. When necessary, descriptor and letter grades will be converted into numerical equivalents in order to weight them properly and average them into a final course grade. Conversions between descriptors, letters, and numbers will be made in accordance with the University’s grading policy and the table provided. Your final course grade will be reported as letter grade. It will not be official until it has been approved by the Department Chair and posted on Bear Tracks.

**Grading Scale for Undergraduate Students:**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Point Value</th>
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<tr>
<td>Excellent</td>
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<td>98-100</td>
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<td></td>
<td>A</td>
<td>94-97</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-93</td>
<td>3.7</td>
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<tr>
<td>Good</td>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
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<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>80-83</td>
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<td>Satisfactory</td>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<td>C-</td>
<td>70-73</td>
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<tr>
<td>Poor Minimal Pass</td>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
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<td>D</td>
<td>64-66</td>
<td>1.0</td>
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<tr>
<td>Failure</td>
<td>F or F4</td>
<td>0-59</td>
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Grading Scale for Graduate Students
https://calendar.ualberta.ca/content.php?catoid=33&navoid=9816#academic_standing

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<th>Percentage</th>
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Disclaimer:
Any typographical/date errors in this syllabus are subject to change and will be announced in class and posted on eClass.

Points regarding assessment
All written assignments must be word processed in Times New Roman 12pt. Font and double-spaced (unless otherwise indicated) using APA style. Writing ability/style will be assessed along with the content.

Missed Class and Assignments:
When students have to miss class, they must submit their assignments/ quizzes/discussions on eClass by 4pm on the day these assignments are due.
Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the Code of Student Behaviour.
STUDENTS CAN’T PASS THIS COURSE if they have not completed all the required assignments.

Late Assignments:
Assignments/ quizzes/discussions that are not submitted by 4pm on the assigned day cannot get a grade higher than a B+ EXCEPT if the student talks about the issue with the instructor BEFORE the assignment/quiz/discussion is due.

Deferred Final Examination:
For information on how to apply for a deferred exam see “I Missed my Final Exam, Now What?”

Personal or Academic Difficulties
Support is available within the University for students experiencing academic or personal difficulties. A list of resources can be found at the following link: https://www.ualberta.ca/provost/dean-of-students/services
Recommendation to Students with Disabilities
Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Student Accessibility Services, 1-80 Students’ Union Building, 492-3381, email: sasrec@ualberta.ca.

**Academic Integrity:**
The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the Academic Integrity website. If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

**Recording of Lectures:**
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**STUDENT RESOURCES:**
The best website for student services is: https://www.ualberta.ca/current-students.

**Accessibility Resources:** (1 – 80 SUB)
The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information and to register for services visit the Accessibility Resources webpage.

**The Academic Success Centre:** (1-80 SUB)
The Academic Success Centre offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

**The Centre for Writers:** (1-42 Assiniboia Hall)
The Centre for Writers offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the Health and Wellness Support webpage.
Office of the Student Ombuds:
The Office of the Student Ombuds offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

LEARNING AND WORKING ENVIRONMENT:
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at https://www.ualberta.ca/campus-life/sexual-violence

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the Evaluation Procedures and Grading System section of the University Calendar.

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Appendix K – Client QuickGuide to Online Appointments

Step 1: Schedule an Online Appointment on WCONLINE

1. Log into C4W Online Scheduling System ([https://ualberta.mywconline.net/](https://ualberta.mywconline.net/)).

2. Select a tutor with "ONLINE" listed under their name and click on a blank slot.

3. Follow the same steps as when creating a face-to-face appointment. Click the "Yes. Schedule Online Appointment" button in the "Meet Online?" box. Read the instructions under the "online appointment" option carefully. You will receive an email confirmation after booking the appointment. You can book up to two online appointments every week.

4. Set a reminder on your phone calendar so that you do not forget your online appointment.

5. You can modify or cancel your appointments up to 15 minutes before the appointments by logging into the scheduling system. Don’t be late, as your appointment will be canceled after 5 minutes of no-show.
Step 2: Join an Online Appointment on WCOnline

Online tutoring is done through WCOnline in real time, meaning you will join the appointment at the scheduled time and work with the tutor through live chat. Make sure that you enable your microphone on the computer (camera is nice but not necessary). Be sure to have a digital version of your writing project on hand to copy and paste or upload to the system.

1. A few minutes before your appointment, log into your WCOnline account, find your appointment (in yellow) and click on it to open the appointment form.

<table>
<thead>
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<th>Mar. 26: Thursday</th>
<th>10:00am</th>
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</tr>
<tr>
<td>FACE-TO-FACE &amp; ONLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily</td>
<td>blue</td>
<td>blue</td>
</tr>
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</table>

2. Click “Start or Join Online Consultations.” This will open the consultation screen.

3. A consultation screen will have a “whiteboard” area in the middle, a toolbar at the top, a live chat area on the right side, and a video area on the left (when you enable mic and camera). The “whiteboard” has instructions for how to use different features. Once both you and the tutor join the consultation, the tutoring session will begin.
4. To upload your document to the "whiteboard," you can either copy and paste your paper directly into the whiteboard area, or upload a file. Either method will impact the formatting of your document as WCOnline converts the documents into simple text. To upload a file, click the "two arrows" button in the top right-hand corner of the screen above the chat box. A pop-up message will appear giving you the option to import or export a file. To import, click "Choose File," locate your document, and then click "Import Now." Your document will appear in the "whiteboard" area.

NOTE: If the paste and import functions do not work, or if the formatting of your document is important, you can share your Google Docs and/or Google Slides. Make sure you set the Google Docs/Slides access permission to “Anyone at University of Alberta with the link can edit,” then click “Copy Link” and share the link with your tutor in the chat box. Do not close the chat window. The microphone will still work no matter what you are looking at on your screen.

5. You can chat with your tutor using the chat bar in the bottom right corner. Your typing will be color-coded in the chat box. You and your tutor can also type directly into the document on the "whiteboard" area to make comments and revise as you go. Your comments will also be color-coded. Use the line/paragraph numbers on the left side of the "whiteboard" to locate the section of writing you would like to work on.

6. When your appointment is complete, click the “star” button on the top right-hand corner of the screen above the chat box to save all revisions and the chat history, and then click the “two arrows” button again to export your revised document. The revised and exported document will not affect your original document.
7. **Close the window** to exit your online tutoring session. You can return to the appointment to see the “whiteboard” and chat history on WCOnline at any time.

8. You can exit and rejoin your online appointment anytime during the tutoring session.
TUTOR’S QUICK GUIDE TO ONLINE APPOINTMENTS

- Get familiar with “C4W QuickGuide to Online Appointments” and the features on the WCOnline Online Consultation screen. You are expected to help your clients’ out when they encounter issues navigating the online system during the online appointments.
- If a client has an assignment description, ask them to upload the description first to the whiteboard so that you can copy and paste it somewhere else or note down the most important points. You can then ask the client to upload their writing to replace the assignment description.
- Get familiar with Google Doc features too. If the whiteboard features do not work, or if the formatting of the writing is important for the client, you have the option to work together with the client on the Google Doc they shared with you while keep having a video/audio conversation through the WCONLINE system. The Google Doc will also allow you to have a live chat dialogue with the client.

- Be on time for your appointments. Treat online shifts as regular face-to-face shifts.
- Use the line/paragraph numbers on the left side of the whiteboard to help you and your client to locate the section of the writing to work on.
- Remind your client to save and download their writing before the shift ends. Explain the import/export function; inform them that they can also return to their appointment anytime later to revisit the whiteboard and chat history.
- Remind your client to NOT click the “clock” button above the chat box during the appointment. The “clock” icon allows you and your client to see the different changes you have made over the course of the tutoring session, but it can be unreliable and you can get stuck.

- Remind your client to NOT use the pencil/drawing feature. It can be annoying and sometimes you cannot close the feature once it is open.
- You can mention to your client towards the end of the session that they will receive an email to ask them to fill out an evaluation form.
- Fill out a “Client Report Form” at the end of each online tutoring session just as you would with face-to-face tutoring.
- Justin might join your online tutoring sessions from time to time to see if you are doing okay.
- Get some introductory and concluding remarks ready on your computer/laptop so that you can quickly copy and paste into the chat bar.
- Be mindful that technology can change the dynamics of an online tutoring session. Since you have direct access to the client’s text, it will be very easy for you to edit/rewrite the client’s work yourself. You might need to work harder at not taking over. Pause and be silent more than usual to let the writer generate the thinking and language. Rather than
rewrite part of the text yourself, bold or underline it and ask them to come up with alternatives—or write out some options in the chatbox.

- Be flexible, responsive, adaptable, and creative!

Overview of the Online Tutoring Process:

- As usual, when you begin, you’ll want to introduce yourself and find out how the writer’s doing and what they are working on/needs help with.
- Ask if they’ve used the WC before. If so, let them know that, because of the platform, you might cover less ground than you would in a regular F2F session.
- Ask them to paste/upload their documents to the “whiteboard.” Mention alternatives (google doc) if they would rather keep the original formatting of the documents.
- Per usual, work together to decide what to spend your time on. If there’s a lot of writing, prioritize the one or two passages they most want to work on. If not, what do they want to accomplish?
- Talk together about how to get through any writing. Will you or the writer read it aloud?
- As always, it’s OK if they haven’t done any writing. They can discuss their plan/thinking, and you can take notes on the whiteboard or in the chat box.
- Throughout, because the video screen is so small, you’ll want to describe what you’re thinking/feeling/doing and why. (“I’m underlining this part just to help you see it, because I’m feeling confused about…”).
- And because it will be hard for you to read their facial expressions too, you’ll want to ask the writer how/what they’re feeling/thinking.
- As usual, let the writer know when there’s about 5-7 minutes left, so they can ask any remaining questions and you two can map out what they’ll do on their own. They could write this on the whiteboard/chatbox.
- Finally, don’t forget that CLIENT REPORT!!
Appendix M – WRS 301/603 & EDSE 401/501 Advertising Poster

WRS 301/603
EDSE 401/501

Introduction to Writing Centre Theory and Practice
Fall 2020, MW 4:00 – 5:20

• Do you love to help others?
• Would you like to improve your own writing and communications skills?
• Are you looking for a fantastic job on campus and/or online?
• Do you like to interact with people of all ages, academic disciplines, cultures, and languages?
  • Would you like to gain experience in coaching, mentoring, and active listening?

For more information, please contact Dr. Moussu (moussu@ualberta.ca)
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