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2017

2018

Annual Report, Centre for Writers

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1. INTRODUCTION

A. NOTES ABOUT THE YEAR

- After the tumultuous last couple of years (see previous Annual Reports), the Centre for Writers (C4W) spent one last academic year under the Faculty of Arts. During that time, the Dean of Students (DOS), Dr. Andre Costopoulos, together with Wendy Rogers from the Provost's Office, consulted with several stakeholders at the U of A (faculty members, students, program directors, etc.) on the writing support provided for students, faculty, and staff at the U of A. On March 7 and 8, they presented their results in a town hall meeting.
- Dr. Moussu was on medical leave from March 2 until August 15, 2017.
- In May, Dr. Moussu met with the DOS on when to discuss how the C4W could partially move in his portfolio and still keep her as Academic Director.
- While Dr. Moussu was on leave, the C4W was moved under the Student Success Centre (with Dr. Mebbie Bell as Administrative Director) in July.
- On September 1, the DOS removed the C4W from under Student Services and moved it directly under his purview. Rob Washburn took over as Administrative Director and worked successfully with Dr. Moussu (now Academic Director) for the remainder of the year.
- Because of the high turnover in administrative assistants, some information was lost or not (fully) collected this year (tutor academic activities, drop-in data, tutor feedback, online tutoring statistics, online tutoring feedback, promotional and marketing information, class visit details, instructor feedback, etc.).

B. HIGHLIGHTS AND NOTABLE NUMBERS

- The C4W had a total of 3810 reservations in the Fall 2017/Winter 2018 terms, the lowest number in the last four years. The C4W was also open fewer hours than in any previous years.
- The C4W was at 97% capacity in Spring/Summer 2017 and 91% capacity in Fall 2017/Winter 2018; demand was still high, despite fewer operating hours.
- Demand for the C4W increased significantly during the last few weeks of the Winter 2018 term. During the week of April 9-13, there was an average of 42 clients per day on the online waiting list, and 24% of the total appointments were drop-ins.
- English and Chinese/Mandarin/Cantonese remained the C4W's top two language groups, with 47% of the total C4W clients selecting English as their first language, and 39% of C4W clients selecting Chinese/ Mandarin/Cantonese.
- Persian/Farsi-speaking students replaced Korean-speaking students as the C4W's third-largest language demographic, with 6% of the C4W's total clients selecting Persian/Farsi as their home language.
- The number of undergraduate students visiting the C4W in Fall 2017/Winter 2018 increased from 75% to 81% of the total clients. This is the highest percentage of undergraduate clients in C4W history.
- Dr. Moussu completed her second Tutor Alumni Survey, with tutor Katherine as Research Assistant (see Section 2 below for more details).

2. STAFF

A. DIRECTORS

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. She is also an Adjunct Associate Professor in the Department of Educational Psychology (Faculty of Education) and in the Faculty of Extension. She teaches WRS 301/603 (Writing Centre Theory and Pedagogy) and WRS 605 (Issues in Second Language Writing), among others. Dr. Moussu was on medical leave from March 2 until August 15, 2017. The Office of Interdisciplinary Studies (OIS) in the Faculty of Arts managed the C4W during that time.

Rob Washburn has been the Administrative Director of the C4W since September 2017. Rob is an Alumnus of the University of Alberta and has a Bachelor in Physical Education. He has extensive experience mentoring children and adults and has worked at the U of A in the Dean of Students portfolio for 20 years moving through a few positions in the Office of the Dean of Students. He is now Assistant Dean, Administration, and Administrative Director of the C4W.

B. ADMINISTRATIVE ASSISTANTS

During the 2016-2017 academic year, Lindi Carter worked at the C4W as Administrative Assistant. While Dr. Moussu was on medical leave, Lindi was replaced by Abigail David. Abigail worked in the C4W from June 1 until the end of September and then transferred to OIS. Marilyn McCormack was then sent by Interim Staffing Solutions and worked in the C4W in October, and she was then replaced by Martha Lauckner, also from Interim Staffing Solutions. Martha stayed with the C4W until mid-January.

Erica Osko is the current Administrative Assistant. She started on a temporary contract on January 15, 2018. She is a former C4W tutor (2013-2015) and has a Bachelor of Arts from the University of Alberta.

C. C4W TUTORS

i) Tutor Recruitment

Tutors comprise the core staff of the C4W. The C4W uses a recruitment pamphlet describing the duties, requirements, and application process of a peer tutor (see Appendix A). The C4W has distributed this pamphlet to professors and clients and displayed it in various locations.

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 take two tests and come for an interview. If the applicants with previous writing centre or tutoring experience successfully pass both the tests and interview, they are hired. If the applicants do not pass the tests and interview, they are advised to take WRS 301/603.

If the 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 allowed to start working as paid tutors.

Complex individual circumstances force the C4W to be extremely flexible and creative in its hiring practices. For example, WRS 603 does not count towards graduate students' respective degrees, and advisors are often reluctant to allow courses to be added to the required course work, so a number of graduate students audit the course instead of taking it for credit.

It is also particularly difficult to hire international students at the graduate level because of the high costs associated with international tuition. Although undergraduate international students also face higher tuition costs, they are more willing to take the course because WRS 301 can count as an Arts elective.

This fall, OIS cancelled WRS 603. Only WRS 301 was offered, which explains a lack of new graduate tutors and the drop-in graduate student appointments.

ii) WRS 301/603 Tutor Training Course

WRS 301/603 is a combined graduate/undergraduate course that students must take to become tutors at the C4W, usually offered during the fall term. The course provides tutoring experience as well as a number of skills and understandings associated with the theories and practices of writing centres (see the C4W's Tutoring Guiding Principles in Appendix B), as well as insights into the students' own writing.

Table 1: Students Taking Course vs. Students Hired as Tutors after the Course

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Winter 2016	Fall 2016	Fall 2017
WRS 301 students: Hired for the following term	8:4	19:9	12:6	17:10	12:11	4:3	18:16	16:12*
WRS 603 students: Hired for the following term	8:4	9:4	7:6	7:4	1:1	5:3	3:1	N/A

*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.

iii) Salaries and Contracts

Both graduate and undergraduate tutors are paid bi-weekly, on an hourly basis, based on the weekly number of hours they work in the C4W. Tutors are also required to attend at least three staff education meetings per term (see Appendix C for meeting minutes).

As of Fall 2017, with C4W being part of the Dean of Students portfolio, the DOS HR team working with the Academic and Administrative Directors has aligned the tutors pay with the DOS scale.

Table 2 below compares the status and number of C4W tutors hired every fall and winter term during the last four years.

Table 2: Summary of Tutors and their Status per Term

	Fall 2014	Winter 2015	Fall 2015	Winter 2016	Fall 2016	Winter 2017	Fall 2017	Winter 2018
Undergrad (paid)	16	18	18	20	18	31	12	18
BP tutors (paid)	4	6	4	6	4	5	N/A*	N/A*
Writing group tutors	0	0	0	4	5	6	0	4
Graduate (paid)	6	11	16	14	13	12	7	9
WRS 301 students	18	0	12	4	21	0	9	0
WRS 603 students	6	0	1	5	3	0	2	0

* Since Fall 2017, BP tutors no longer work for the C4W.

iv) Tutor Demographics--Academic Programs

During the 2017-2018 academic year, tutors working at the C4W were from the following programs/departments (number of tutors in that program/department in parentheses):

Table 3: Summary of Paid Tutors' Programs of Study

Fall 2017: total of 20 paid tutors		Winter 2018: total of 28 paid tutors	
Tutor Programs: Undergraduate	Tutor Programs: Graduate	Tutor Programs: Undergraduate	Tutor Programs: Graduate:
Arts--Comparative Literature	MSc Biological Sciences	Arts--Comparative Literature (2)	MSc Biological Sciences
Arts--English (4)	PhD Comparative Literature	Arts--English (9)	MSc Rural Sociology
Arts--Environmental Studies	PhD Education/Drama	Arts--Environmental Studies	PhD Comparative Literature
Arts--Human Geography	PhD Educational Psychology	Arts--German	PhD Education/Drama
Arts--Linguistics	PhD Mechanical Engineering	Arts--Philosophy	PhD Educational Psychology
Arts--Psychology	PhD Russian Language and Literature	Arts--Psychology	PhD Engineering Management
Business	PhD Translation Studies	Arts--Sociology	PhD Russian Language and Literature
Education--Biology		Education--Biology	PhD Translation Studies
Education--English (2)		Education--English (2)	
Open Studies		Open Studies	

D. THE TUTORS' EXPERIENCE

Writing Centres not only benefit the clients. It is important to remember that they also provide 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 to work in a team-oriented office environment. 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 of the C4W for Writers, published in 2011 (see Appendix B) to maintain the expectations and standards of the C4W. The guide is a useful reference for the tutors when they run into situations with clients that they are not sure how to deal with.

i) The C4W Work Environment

While tutoring has academic benefits and relevance for the tutors, the C4W working environment also provides them with a practical opportunity to develop and demonstrate professional skills related to customer service and working in a team-oriented, office environment. The tutors are not only assessed on their tutoring abilities, but also on their reliability, professionalism, and attendance for shifts and staff meetings.

Staff meetings are held regularly, and each tutor must attend at least three per term. Staff meetings are a good opportunity to share information and engage in collaborative discussions about such topics as tutoring strategies, problem-solving, advertising, and promotional materials design (see Appendix C for the meeting minutes).

At the end of each term (the end of each tutor's contract), the C4W hosts a potluck supper for tutors and staff. These events provide the opportunity for tutors and staff to debrief at the end of the term and socialize with each other.

ii) 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 The Writing Lab Newsletter and The Writing Center Journal). In the past few years, 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).

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

This year, tutor's academic activities included the following:

- Silvia presented at the Canadian Writing Centres Association Conference in May 2017. Her presentation was entitled: Writers Take Charge: Using Writing Groups to Address Diversity in the International Graduate Community.
- Katherine helped create this year’s tutor alumni survey, based on the initial 2014 survey. She then sent the survey to past C4W tutors and also collected and collated responses (see next section and Appendix D).
- Mansoureh and Silvia attended the Third Annual Tutor and Learning Strategist “Meet and Greet” at NAIT in February. It was a gathering for Math Tutors, Writing Tutors, and Learning Strategists to connect and share ideas. Silvia gave a presentation on the Writing Groups and her related research project.
- Julia presented at the U of A's Undergraduate Conference in Feminist, Gender and Sexuality Studies in March 2018 .
- Silvia started a research project about writing groups (approved by the University of Alberta’s Research Ethics Board) with Dr. Moussu.
- Dylan received a Green and Gold Grant valued at \$1200 to attend an Avalanche Safety 2 Course in the Rogers Pass.
- Dylan was awarded a URI (Undergraduate Research Initiative) Stipend valued at \$5000 to complete research on climate change engagement and knowledge of youth around the world.

iii) Tutor Alumni Survey

In Winter 2018, Dr. Moussu conducted the C4W’s second Tutor Alumni Survey, which she had first conducted in 2014. The goal of this project was to examine the effects of the writing centre experience on the tutors themselves. Modeled after the *Peer Writing Tutor Alumni Research Project*, which was designed by writing centre directors at three different institutions--Paula Gillespie, Marquette University; Bradley Hughes, University of Wisconsin-Madison; and Harvey Kail, University of Maine--Dr. Moussu’s research examined the short and long-term effects of peer tutoring on tutors. This survey is the only one of its kind in Canada.

The Tutor Alumni Survey was sent to all tutors who worked at the C4W between Fall 2009 and Fall 2018. Its purpose is to allow tutor alumni to reflect on their time at the C4W and how it has shaped their educational and/or career paths. It includes questions that took form in the C4W’s 2014 Tutor Alumni Survey, but has been adapted to fit the current C4W tutoring conditions and the Canadian context. The questions concern tutor training, experience, skills/abilities developed, conference participation, and areas of success and improvement.

Below are selected responses from the survey. The complete responses can be viewed in Appendix D.

iv) Highlights from the C4W Tutor Alumni Survey, Conducted April 2018

“I learned to be a better writer, give excellent feedback, be a leader, organize my time, prioritize, deliver effective presentations, shift delivery based on the student I'm working with, and communicate and collaborate with peers and superiors. I also learned understanding, empathy, confidence, and compassion.”

Question 1: What are the most significant abilities, qualities, values, or skills that you developed as a peer writing tutor?

- “The Writing Studies 301 course and my work as a peer tutor have been the single most influential factors on my career development since I graduated. With Dr. Moussu’s guidance I discovered a passion for teaching, and the work experience opened up an array of opportunities that otherwise would have been out of reach.”
- “The Writing Studies 301 curriculum emphasized applied teaching strategies as well as pedagogical theory. As far as I know, WRS 301 and the Centre for Writers practicum are the closest thing that English Language and Composition students have to a job placement or co-op training program. In any case, it meets the needs of Arts students by giving them on-the-job training for skills that are highly transferable.”
- “[I learned that] there are always multiple solutions to problems. [...] Learning to come up with creative and constructive solutions to the problems that students present has helped me grow as an individual and creatively solve more problems.”
- “Throughout the Writing Studies 301 course, I had to reflect a lot about the way I wrote and communicated, deconstruct it and then put it back together in a better way. I learned humility through this experience. I learned how to listen more effectively, and how to prioritize information and give better advice.”

Question 2: Do any of the qualities you listed above play a role in your social or personal life?

- “Creative problem solving is one of the main skills that I use in my current career every single day. This can be almost entirely attributed to my experience as a peer tutor.”
- “I am a better friend thanks to my improved listening skills. I used to bombard friends with advice and have since learned to ask better questions, see if they even want help and then deliver a better message. I am definitely more empathetic to different styles of communication as well.”
- “...I have since coached a national championship-winning team, and I applied many tutoring skills to my work with athletes.”
- “The values of empathy, kindness and listening have now been integrated in my personal life. This has enabled me to form deeper friendships.”

Question 3: Were there any downsides to your experience as a peer writing tutor?

- “My only complaint was the tutoring space - I often found it hard to concentrate when the centre was full of students.”
- “There were some days that were so busy that it got a little overwhelming. For example, we were understaffed on Fridays, but near the end of the term, there would be lots of students because they had final papers due on the upcoming Monday.”
- “The disconnect between the overwhelming support and appreciation from students, faculty, and staff on the one hand, and the insufficient interest and investment from executives on the other.”

Question 4: What is your opinion of the idea that WRS 301/603 should NOT be required for tutors to work at the Centre for Writers? Did you find WRS 301/603 useful to your training as a tutor?

- “WRS 301 taught me discipline in a field that can be fraught with improper technique and personal opinion. [...] The existence of the course ensures that there is consistency amongst all writing tutors.”
- “I believe that cancelling WRS 301/603 will end up creating more problems and more work for everyone involved. WRS 301/603 is a well-structured curriculum to train tutors, allow tutors to earn credit for the training process, and is the most effective time and place to prepare tutors.”
- “WRS 301/603 is a well-structured curriculum to train tutors, allow tutors to earn credit for the training process, and is the most effective time and place to prepare tutors. [...] I remember being asked by several clients how I became a tutor – it's important for clients to know that the tutor whose advice they are relying on has been fully trained and evaluated to help them.”
- “Personally, I cannot fathom for a second how someone, particularly an undergraduate, could be expected to provide a writing service to peers without some sort of formalized training. What we got out of WRS cannot be condensed into a weekend workshop or even several.”

Question 5: Were the abilities, values, or skills that you developed as a peer tutor a factor in your choice of job or graduate work?

- “I already had a clear idea of what I wanted to work as when I applied in Education, but I knew the abilities, values and skills I would develop as a peer tutor would help me to do my job better.”
- “...my ability to work with ESL individuals has been a strength in the workplace and has allowed me to work with many coworkers on projects that others had given up on.”
- “During my time as a tutor at C4W, I realized I wanted to become an editor, and I am now finishing a degree that will allow me to move into that role professionally.”
- “I use the skills and experience acquired at the C4W in my teaching and research every single day.”
- “The experience at the Centre for Writers affirmed the notion that I am happiest when helping others.”

Question 6: Did the abilities, values, or skills that you developed as a peer tutor assist you in getting the job or being accepted to graduate school?

- “Yes. [...] Because of the abilities, values and skills that I developed as a peer tutor, I was one of the 30 selected few who were accepted into such a prestigious program [MLS].”
- “I have no doubt that I was accepted to graduate school and was able to find employment thanks to the skills I had the opportunity to develop as a tutor.”
- “Absolutely. Most of my colleagues have at least a Master's degree (the others have PhDs or at least two Bachelor's degrees). I was hired immediately after finishing my courses at the U of A despite not having the required education or years of experience because of the stellar training and experience I received in WRS 301 and the [C4W].”
- “The abilities of listening, empathizing and being kind to others helped me land my present position at Service Canada. My own writing has continued to advance based on the skills attained while at the Centre for Writers.”

Question 7: In your current occupation(s), have you used or do you use the qualities you developed as a writing tutor? If so, how?

- “Yes. I currently help people with research. Providing reference help is very similar to tutoring. I have to listen, ask the right questions and lead the conversation, understand the individuals' needs, and communicate the solutions clearly.”
- “I do very similar work at NorQuest to my work as a peer tutor at the U of A. My colleagues also frequently ask how the peer tutoring program worked at the U of A so that we can apply aspects to our own learning supports.”
- “All the time. The techniques I learned in my peer tutor training helped shape the process I use to copyedit articles, and the strategy of identifying recurring patterns of errors helps me give feedback to the writers I work with.”

“Quite simply, the C4W changed my life. [...] The University of Alberta should take pride in the Writing Centre and its academic staff, and take steps to support them in their work, accordingly.”

E. FINANCIAL INFORMATION

This year’s C4W budget was approximately \$160,000. The following is a summary of expenditures for 2017-2018. The majority of the C4W’s expenditure is for tutors’ salaries.

- 57% on graduate and undergraduate tutor salaries
 - 69% graduate salaries
 - 31% undergraduate salaries
- 33% on support staff’s salary and any interim help
- 5% on benefits for all staff
- 3% on office supplies, printing, advertising, registration, and everything else
- 2% on Academic Director’s stipend

In January 2018, the C4W also received approximately \$17,000 from the Faculties of Arts and Science to fund writing groups dedicated to students in these faculties.

3. C4W SERVICES AND USE

A. CLIENT RESERVATION DETAILS

The C4W schedule displays several different kinds of appointments:

- **Advance bookings** are half-hour appointments for clients who booked a specific time in advance, using the online schedule. The online schedule is often full, so students may join the online **waiting list**. See “Form Changes and Data Collection” in Section 5 for waiting list numbers.
- **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 got one in the event of a no-show. In Winter 2018, the demand for drop-in appointments increased significantly in the last few weeks of term. See “New Initiatives” in Section 5 for details.
- **Placeholders** are time slots where tutors are working on other things for the C4W, such as covering reception, doing a class visit, or promoting the C4W at an event.
- **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 appointments and drop-ins.

During the Spring and Summer 2017 terms, the C4W was open 15 hours per week, Tuesday through Thursday. There was an average of 72 appointments available per week; an average of 97% of those appointments were booked (3% not booked). Of these booked appointments, 72% were advance bookings, 6% were drop-ins, 11% were no shows, and 10% were placeholders.

During the Fall 2017 term, the C4W operating hours were more variable. Because of the move to the DOS portfolio, contracts took longer than usual to process, so the C4W opened much later than usual, with fewer tutoring hours. The C4W opened for 15 hours Tuesday through Thursday the week of Sept. 25 and increased to 26 operational hours per week Monday through Friday by the week of Oct. 16. On average, the C4W was open 22 hours per week. There was an average of 299 available tutoring appointments each week and 83% of the appointments were booked (17% not booked). Of these booked appointments, 68% were advance bookings, 10% were drop-ins, 14% were no shows, and 8% were placeholders.

During the Winter 2018 term, the C4W was open 33 operational hours per week, Monday through Friday. There was an average of 603 appointments available per week, and 98% of the appointments were booked (2% not booked). Of these booked appointments, 66% were advance bookings, 12% were drop-ins, 10% were no shows, and 11% were placeholders.

As no funding could be secured from International Student Services, there was no ESL tutoring offered in the Telus Centre this year.

The Bridging Program remained under the Faculty of Arts when the C4W moved to the DOS portfolio, so the C4W no longer trains and supervises BP tutors.

The C4W's busiest day was Wednesday, and the busiest time of the day is 2:30pm.

The majority of the clients (52%) attended more than one tutoring consultation.

In 2017-18, clients typically worked on essays (60%), multimodal projects (20%), lab/research reports (7%), theses/dissertations (6%), and resume/cover letters (5%).

The majority of tutoring consultations included work on grammar issues (59%), audience (43%), concision (37.5%), organization/structure (28%), proofreading strategies (27.5%), research skills (26%), development of ideas/arguments (26%), brainstorming (23.5%), focus/thesis statements (20%), citation format (12.5%), and word choice/spelling (7.5%).

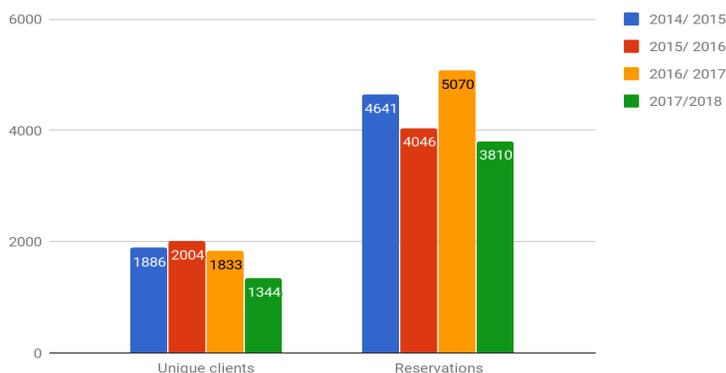
Table 4 below summarizes client reservation details for the past few years.

Table 4: Client Reservation Details for the Past Four Years

	S/S 2014	2014/ 2015	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/ 2018
Unique clients	120	1886	220	2004	259	1833	166	1344
Reservations	455	4641	552	4046	592	5070	426	3810
Walk-ins	41	606	89	358	51	460	37	596
Express tutoring	5	51	0	112	8	107		
No-shows	65	565	112	640	82	681	67	681
Clients with 1 appt.	72	959	92	808	127	875	77	653
Clients with 2-9 appts.	94	864	150	872	130	889	80	634
Clients with 10 appts.	5	48	2	37	2	49	9	57
Average total capacity	87%	90%	79%	88%	91%	97%	97%	91%
ESL tutoring	N/A	40	N/A	281	N/A	266	N/A	N/A
BP tutoring	16	128	32	130	30	144	N/A	N/A
Writing groups	N/A	N/A	N/A	84	N/A	110+	N/A	40+

Figure 1 below shows the increases and decreases in unique clients and total reservations over the past four years.

Figure 1: Unique clients and total reservations for the past four years.



B. USERS

Tables 5–7 highlight three of the areas of information the C4W tracks about its users: reservations by standing, reservations by faculty, and reservations by first/home language.

i) Reservation 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 evenly between undergraduate and graduate students.

Table 5: Reservation by Standing (UG = undergrads; GR = grads)

	S/S 2014	2014/ 2015	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/ 2018
1st year UG	77	1705	120	1669	188	1977	88	1644
2nd year UG	26	716	48	565	72	806	47	645
3rd year UG	44	655	65	435	60	477	32	374
4th year UG	37	376	62	277	15	344	10	174
5th year UG	4	108	9	57	8	85	3	64
Extension	21	33	3	60	11	112	24	170
UG TOTAL:	209	3593	298	3034	354	3801	204	3071
After Degree	4	123	18	88	8	92	17	72
MA	54	420	128	536	108	516	82	286
PhD	142	374	71	309	99	306	98	280
Faculty	11	12	0	9	1	23	0	26
Post Doc	4	25	15	8	12	27	9	29
Staff	1	69	13	33	15	297	10	24
GR TOTAL:	216	1025	254	1012	243	1261	216	717
TOTAL:	425	4618	552	4046	597	5062	420	3802
% UG	49.00%	78.00%	53.00%	75.00%	59.00%	75.00%	48.57%	80.77%

ii) Reservation by Faculty

Table 6 shows that the highest numbers of C4W clients come from the faculties of Arts (39%), Science (27%), ALES (14%), and Engineering (11%).

Table 6: Reservation by Faculty

	2013/ 2014	2014/ 2015	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/ 2018
ALES	452	626	71	645	46	648	33	441
Arts	971	1209	109	1134	176	1475	126	1210
Augustana	0	4	0	0	2	1	0	1
Business	156	124	23	176	11	147	16	107

Campus St.-Jean	2	0	0	2	3	1	0	0
Education	173	331	46	271	19	306	15	179
Engineering	303	421	77	277	118	402	42	337
Extension	21	5	6	39	3	52	21	125
Law	10	5	0	4	1	5	0	4
Library & Info. Studies	12	10	0	20	10	36	1	3
Medicine & Dentistry	66	53	0	65	15	76	10	81
Native Studies	43	58	0	36	6	23	0	23
Nursing	214	287	49	134	14	188	26	189
Open Studies	32	99	8	63	11	327	8	108
Pharmacy & Ph. Sc.	15	21	5	23	1	16	1	15
Kinesiology, Sport, & Rec.	0	0	0	0	0	0	0	87
Public Health	0	0	0	0	5	0	1	36
Rehab Medicine	38	82	3	60	0	21	29	18
Science	944	1156	137	979	170	1140	96	829
Other	621	1	0	2	0	0	0	9

iii) Reservations by First Language

In the Fall and Winter terms, non-native English speakers usually compose about half of the C4W clients, while in the Spring and Summer terms, this number increases substantially.

Table 7 shows that the top three native language groups spoken by C4W clients this year are:

- English (47%)
- Chinese/Mandarin/Cantonese (39%)
- Persian/Farsi (6%)

Over the past two years, the C4 has seen a decrease in Korean-speaking clients (previously the third largest language demographic), and an increase in Persian/Farsi-speaking clients.

Table 7: Reservations by First Language

	S/S 2014	2014/ 2015	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/ 2018
Albanian	0	0	0	2	0	0	0	0
Arabic	8	133	22	89	24	71	10	82
Assamese	0	5	0	0	0	0	0	0
Bengali	1	11	5	24	2	73	6	35
Cantonese	9	164	20	110	6	159	22	122
Chinese	198	1185	202	1471	247	1381	117	968
Chinyanja	2	0	0	0	0	0	0	0
Cree	0	0	3	1	0	1	0	0
Dinga	0	1	0	0	0	0	0	0

English	78	1863	121	1222	106	2095	61	1437
Farsi	8	55	25	55	24	98	30	84
Filipino	0	30	7	18	1	42	4	40
French	3	34	0	20	3	45	0	38
German	0	21	0	10	0	4	0	13
Gujarati	0	20	0	17	1	25	1	3
Hebrew	7	22	0	0	0	2	1	2
Hindi	4	53	1	10	3	14	1	22
Hungarian	0	0	1	1	0	7	4	12
Indonesian	0	0	0	2	0	2	0	3
Italian	0	11	0	7	0	1	1	1
Japanese	14	51	10	43	11	25	15	40
Kazakh	0	1	0	0	0	0	0	1
Kikuyu	0	0	0	0	0	0	0	0
Kinyarwanda	0	1	0	4	0	10	0	14
Korean	5	215	20	178	7	121	19	70
Kurdish	0	0	0	1	0	0	0	0
Malay	2	1	0	2	0	3	0	2
Malayam	0	15	0	3	0	2	0	8
Mandarin	7	142	28	106	51	111	24	109
Nepali	4	1	1	0	0	4	1	4
Norwegian	0	1	0	4	0	0	0	0
Pashto	1	14	0	7	8	0	0	5
Persian	7	47	23	106	8	191	30	114
Polish	2	5	0	1	0	2	0	0
Portuguese	7	63	8	20	15	22	0	26
Punjabi	3	22	1	14	1	38	1	42
Romanian	0	3	0	5	1	1	3	0
Russian	26	156	10	46	10	63	14	44
Serbian	0	6	0	0	0	2	0	1
Sinhalese	2	1	0	6	0	12	13	12
Somali	0	0	4	4	0	9	0	1
Spanish	7	45	6	81	21	102	23	114
Swahili	0	11	0	1	0	3	0	1
Swedish	0	0	0	0	0	2	0	30
Tagalog	1	6	0	17	0	26	0	19
Tamil	0	14	0	8	4	18	0	7
Telugu	4	0	0	8	0	6	0	3
Thai	0	18	1	7	0	17	6	5
Tigrinya	0	1	0	0	0	0	0	0
Turkish	3	9	0	1	2	6	2	17

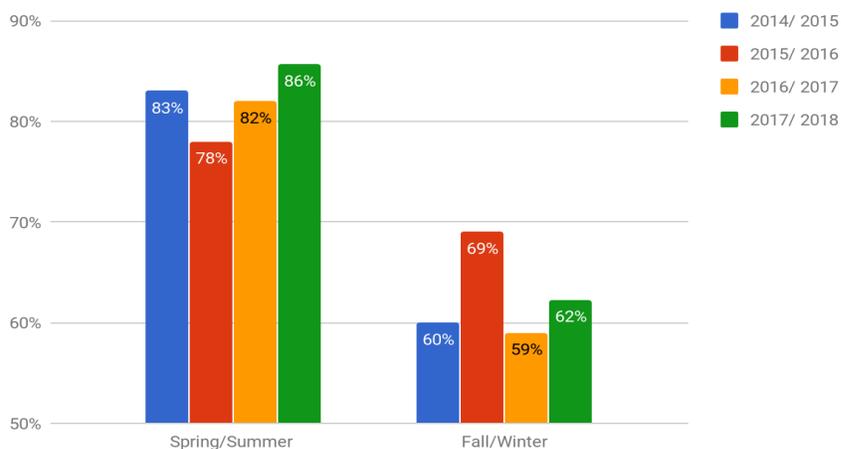
Twi	10	17	0	14	0	6	1	2
Ukrainian	0	7	0	37	5	40	1	23
Urdu	14	32	11	129	8	129	13	115
Yoruba	2	12	0	0	2	0	0	11
Other	14	102	25	123	19	74	2	91

Table 8 and Figure 2 below shows that clients who do not speak English as their first language increasingly use the C4W, especially in the spring/summer terms.

Table 8: ESL Clients as Percentage of Total Clients

	S/S 2014	2014/ 2015	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/ 2018
% of ESL Clients	83%	60%	78%	69%	82%	59%	86%	62%

Figure 2: % of ESL clients in Spring/Summer and Fall/Winter



C. CLIENT SATISFACTION

After each tutoring consultation, clients are asked to complete an anonymous feedback form (see Appendix E). 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/experience that they expect, as well as provides a measurement tool for individual tutors' performances.

Table 9 below shows how clients in 2017/2018 heard about the C4W. These numbers remain very similar from year to year.

Table 9: How did you hear about the C4W?

	S/S 2017	Fall 2017	Winter 2018
Professor/TA	30%	29%	28%
Word of Mouth (Peers)	15%	16%	15%
In-class Presentations	5%	5%	4%
Website/Internet	17%	14%	13%
Outside Signage/Posters	2%	6%	7%
Orientation	2%	10%	5%
UofA+ Program	4%	3%	3%
You Have Been Here Before	16%	14%	20%
Other	9%	4%	3%

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

Table 10 below shows client satisfaction percentages per term. Client satisfaction is usually higher in the Winter term than in the Fall, and satisfaction is quite high in the Spring/Summer terms.

Table 10: Client Satisfaction

	Fall 2015	Winter 2016	S/S 2016	Fall 2016	Winter 2017	S/S 2017	Fall 2017	Winter 2018
Consultation was very useful	85%	89%	89%	88%	89%	94%	87%	91%
Tutor explained concepts very clearly	85%	91%	92%	89%	88%	96%	90%	91%
Very likely to return	90%	93%	93%	98%	93%	96%	93%	94%
Very likely to recommend	90%	93%	92%	95%	94%	97%	92%	95%
Total # of feedback forms	1483	1711	437	1267	1816	306	996	1447

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

It is important to note that approximately 17% of the total comments received asked for longer consultations, more tutors, or more appointments per week.

i) Positive Comments

- The questions asked by the tutor helped generate ideas more clearly in building and analyzing my essay topics.
- The writing help consultation helped me to write a stronger argument statements for my appeal letter. It was very helpful.
- The tutor is very friendly! Very passionate about teaching and give out a lot of resources! Great experiences!
- It was great to read aloud my essay and get a second opinion.
- [The tutor] was very helpful, considerate and polite with [his] critique. It will make the process with my paper that much easier.

- [The tutor] was very clear and helped me to connect my points very well, as well as build my arguments. She also summarized take-away points for me to fix my work.
- I have learned a lot about writing this term. Thank you again for your help!
- Excellent writing resource for students and scholars.
- [The tutor was] clearly knowledgeable of what she does. She knows how to organize your ideas and her brainstorming gets the ideas going while also ordering them meaningfully. Thank you!
- [The tutor was] super precise and tells you exactly what you need to fix. She gives you a great outline & easily applicable feedback. Definitely my best experience at C4W & will be booking her more often & recommending her!
- Good job in opening during Reading Week.
- Just very helpful overall. Taught me a lot about the writing process.
- Thanks for your clear feedback!
- [The tutor] asked some very helpful questions.
- It was useful in bringing concision and clarity to my essay
- Fantastic tutor, he absolutely cares about the job/concerns/needs of his client
- Super super helpful! My tutor was amazing.
- Very insightful, super helpful with my position paper. Probably a better explanation given than my prof could have provided. Thx
- Centre for Writers is really helpful for me to improve the writing ability. Really give me lots of better choice and help me change a lot about the structure of my paper.
- Came in not really knowing how to develop one of my questions. [The tutor] was really helpful in realizing that and gave tips from a grad student perspective. Thank you.
- Great tips for making corrections that I can do for myself!
- It's great to have somewhere you could drop by for help.
- I finally understand the difference between summary and analysis, and I learned how to write a counter-argument. She did a great job!
- [The tutor] identified the general pattern of my writing that doesn't work with academic writing in North America. Very useful consultation!
- Very good. Thanks for the drop-in accomodation. I have a deadline in a short time and was still able to come in.
- Having the tutor read out my letter to me was very refreshing after having read the letter many times before.
- You guys are always understanding and so helpful!
- I'll definitely be back in the future.
- I really liked it. Made my ideas clear. Feel more confident on what I should tweak. Thank you!
- Thanks for having this available to students.
- So helpful. Thanks for suggesting Purdue's Owl and for giving me time to talk through my outline
- Such a useful service. You guys deserve a bigger budget.
- [The tutor] is an amazing tutor. He pointed out many of the mistakes I was making in my writing, both habitual ones and specific ones. I learned a lot. I would highly recommend him to anyone looking for writing help.
- I really want to commend my tutor. He did a great work in bringing to life concepts I earlier found confusing.

- Thank you. I appreciate how flexible the tutor was despite my paper being in a topic so unfamiliar to him. He very nicely used his own experience to make connections and give broad but helpful advice. I appreciate it!
- I really liked how [the tutor] described things I had to work on, she was extremely helpful and I will definitely get some assignment help from her again.

ii) Things to Improve Upon

- Maybe a handout on different topics for students. I learnt so much, instead of maybe writing all points down a handout with important stuff could be given, and the tutor could highlight the most important things.
- Online booking process is a lot to look at. Could it be simplified? Maybe designate some instructors - walk-in only - and some appointment only for a longer duration?
- [Offer] some written or printed common mistakes which a tutor can give to the students in their consultation would be great.
- Would be helpful for straight Engl papers or social? Not super helpful for lit reviews/scientific papers.
- I would really like more specific feedback, with examples of how I can change something
- It would be nice if you can send out a reminder of the appointment one day before hand
- Please arrange something for emergency meeting.
- It would be great if you could make presentations in first year courses of Bachelor, Masters & PhD programs. Especially for graduate level students in regards to formatting.
- Maybe get some science tutors
- The tutor seemed kinda rushed.
- The location is hard for me to find.
- Getting an appointment/waiting not worth for my time especially with noisy
- Some tables to work while waiting for appt or walk in to work at would be nice
- I really wish there's someone that specializes in application & letter of intent writing.
- This section I want to go over my science lab report. But this consultation is not very helpful because tutor doesn't know the lab report style well. What she did is only correcting grammar mistakes.
- Hard to book an appointment, but booking day-of usually works.
- You should have writing courses.
- I understand that it's hard to edit something that isn't a typical essay. But maybe more experience in other writing type.
- Should provide some way to communicate with the tutors we've already visited.
- My tutor could have been a little gentler in telling me what was wrong in my essay :)
- It would be great if we have tutors from different field of studies.
- More help with citations please.

D. WORKSHOPS

No workshops were offered in the Fall because with the transition to the DOS portfolio, tutor contracts took longer than usual to process. Therefore, tutors were hired too late to be able to plan and deliver workshops. The following workshops were offered in the Winter term:

- Writing a Thesis Statement
- Passive and Active Voice
- Punctuation Power
- Quoting, Paraphrasing & Summarizing
- Advanced Writing Tips for ESL Students
- Creating an Academic Presentation/Poster
- Cohesion & Coherence
- Science Writing
- Developing Academic Language & Style
- Writing Concisely
- Grammar Power
- Brainstorming Strategies

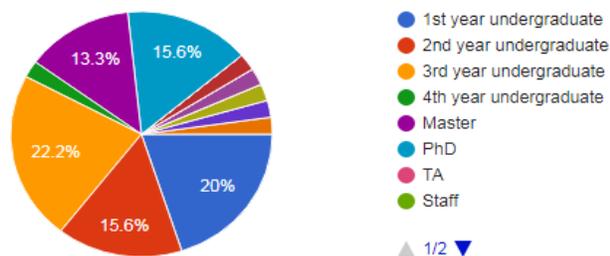
In Winter 2018, the workshop attendance ranged from 2-20 students, with an average of about 10 students attending each workshop. In Winter 2018, DOS Communications and Marketing began advertising the C4W workshops in the bi-weekly Student Digest emails, sent to all U of A students. The C4W hopes to continue to collaborate with DOS Communications to make sure the students who could benefit from our workshops are aware of them.

Figure 3 below indicates that 60% of workshop attendees were undergraduates, and 30% were graduate students. Ten percent of attendees fell into the “other” category, comprised of faculty, staff, Post Doc, Faculty of Extension, and Open Studies students.

Figure 3: Current Level of Study of Workshop Attendees

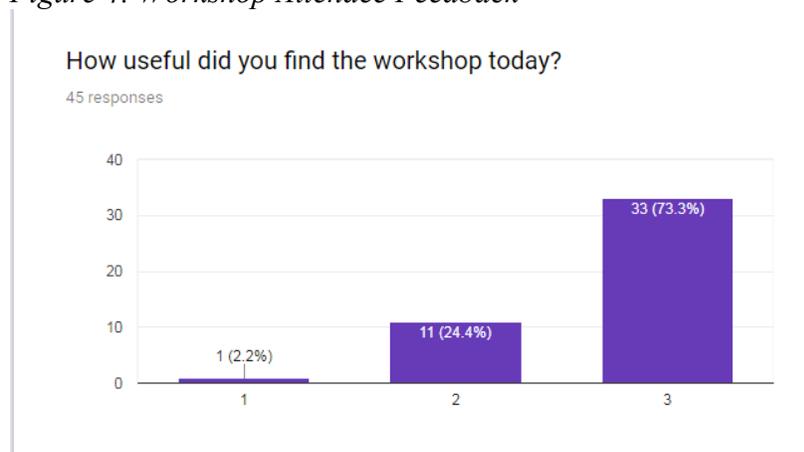
Current level of study

45 responses



In Figure 4 below, “1” represents students who found the workshop “not useful” (2%), “2” represents “somewhat useful” (24%), and “3” represents “very useful” (73%).

Figure 4: Workshop Attendee Feedback



All attendees stated they would be interested in attending another workshop in the future.

E. WRITING GROUPS

Writing groups 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 (for 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 tutor working on her PhD in Engineering will lead a writing group funded by the Faculty of Engineering and designed specifically for international graduate students in this Faculty). In addition, every week, participating students send a few new pages of their own writing to their tutor so they can receive individualized feedback.

Writing groups 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.

i) Applications and Funding

Every time these writing groups open for registration, the considerable need for writing support is immediately apparent. Every term that writing groups have been offered, the C4W has received 100-250 applications from international graduate students across the university (see Table 11 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). This means that the number of applicants (see Table 11) does not necessarily 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 a lot more applications than it can accept, which is frustrating for the large numbers of applicants that the C4W cannot accept.

Every term, the Faculties funding writing groups for their students advertise these groups to their students. Sometimes University of Alberta International (UAI) and the C4W fund interdisciplinary groups open to international students from all faculties. The academic backgrounds of applicants often reflects the types of groups available at any given term, but since the application form is available to everyone, students from a variety of disciplines also apply, as reflected in Table 11 below. These numbers help the C4W make decisions as to which types of groups should be created the following term. In the future, the C4W hopes to collaborate with more faculties to fund more writing groups for students from a variety of disciplines.

Table 11: Writing Group Applicants by Faculty

	Winter 2016	Winter 2017	Winter 2018
ALES	20	18	6
Arts	31	23	38
Business	5	3	0
Education	7	7	0
Engineering	66	27	13
Extension	2	1	1
Law	0	0	0
Library & Info. Studies	0	0	1
Medicine & Dentistry	24	13	2
Native Studies	0	0	0
Nursing	1	5	3
Pharmacy & Pharma. Science	5	0	0
Kinesiology, Sport & Recreation	4	3	1
Public Health	3	4	4
Rehab Medicine	5	3	0
Science	79	26	40
Total Applicants	252	133	109

Since Winter 2016, the following numbers of groups have been funded by the following Faculties, University of Alberta International (UAI), and the C4W:

- Winter 2016, 4 groups: UAI 2, Science 1, C4W 1
- Fall 2016, 5 groups: UAI 2, Science 2, Engineering 1
- Winter 2017, 6 groups: C4W 3, Science 2, Engineering 1
- Winter 2018, 4 groups: Science 2, Arts 2

A detailed outline of the cost for one writing group can be found in Appendix F.

Because of the C4W's transition to the DOS portfolio in August/September 2017, tutors were hired too late to start Fall writing groups, even though funding for two groups for Faculty of Science international graduate students had been secured. With the Dean of Science's approval, funds were then used to open two writing groups for Science students in the Winter 2018 term. The Faculty of Arts also funded two groups in Winter 2018.

ii) Student Feedback

Mid-term feedback allows the four writing group tutors to slightly modify their focus and teaching style, if necessary. For example, some students requested more student-directed class time to discuss their particular concerns, but some students explained that they preferred a more structured, instructor-led approach. The tutors discussed this issue with their students and adjusted accordingly. Student feedback at the end of the term was overall very positive (see Appendix G), and participant suggestions were taken into consideration to improve the groups in the future.

The following suggestions for the organization and delivery of the writing groups are based on student and facilitator feedback:

- Select participants who are done with coursework and who are currently working on their theses/dissertations, so participants are not distracted by class assignments and meetings, and they can use their own writing to practice what they learn;
- Create a “syllabus” in consultation with students at the beginning of the term instead of imposing a list of topics to be covered;
- Ask applicants to submit a writing sample with their application so it's easier to select students with similar needs.

Faculties and departments that are interested in creating writing groups for their international graduate students are more than welcome to contact Dr. Moussu.

iii) Writing Group Research Project

Given the success and unusual format of these writing groups, Silvia, one of the writing group facilitators, is now conducting a study in collaboration with the C4W Director. The study has been approved by Research Ethics Office and can be summarized as follows:

- **Title:** Impact of Advanced Writing Group Model on International Graduate Students.
- **Purpose:** Analyze the impact of the Advanced Writing Groups of International Graduate Students teaching model on the participants' writing, and its contribution to developing their academic identity in a different cultural setting than their own home country.
- **Hypothesis:** The proposed model, which combines writing group and non-credit pedagogies, can be an effective tool to teach academic writing to ESL graduate students. By improving their writing skills, students acquire research literacies and are empowered as they build their scholarly identities, which allow them to join the conversations in their academic communities.

- **Justification:** Although institutions try to offer writing support and/or writing courses, some ESL graduate students may find that there is still a wide gap between their needs and the resources available on campus. As a result, the lack of adequate instruction impedes the development of these students' research literacies and scholarly identities, which are essential to join the discourse of their writing communities (Badenhorst & Guerin, 2015). While this is an issue that is common among graduate students who are native speakers of English, it becomes more problematic when it comes to ESL graduate students who are also facing cultural shock and adjustment to a new academic context, in addition to linguistic challenges. However, due to its flexibility, the proposed teaching model is an appropriate tool to accomplish the necessary level of support for these students, and its impact needs to be measured in order to be fully effective.
- **Objectives:** Measure the impact of the Advanced Writing Groups of International Graduate Students teaching model by analyzing the participants' progress and opinions through their writing over at least a term, as well as their supervisors' opinions.
- **Research Method/Procedures:** Submission and analysis of participants' writing samples (graduate students, during the course); interviews (both graduate students and their supervisors, after the course); and surveys (both graduate students and their supervisors, during and after the course).
- **Plan for Data Analysis:** Collection of writing samples over the term (possibly more than one term, according to the C4W availability for teaching); compare and contrast analysis of the writing samples (qualitative data); interviews about the writing process, and possibly of supervisors to determine the perceived improvement of their students; follow-up to determine if the teaching method has long-term effects; surveys to determine participants' satisfaction.

References: Badenhorst, C., & Guerin, C. (2015). Post/Graduate Research Literacies and Writing Pedagogies. In C. Badenhorst & C. Guerin (Eds.), *Research literacies and writing pedagogies for masters and doctoral writers* (pp. 3-28). Leiden, Netherlands: Brill.

F. ONLINE TUTORING

In the Spring, Summer, Fall, and Winter terms, three tutors provided online tutoring for students registered in online courses, or in practicums or work terms that do not allow them to visit the C4W in person during operating hours. This service is mainly used by distance education students in the Faculty of Extension.

G. CLASS VISITS AND CAMPUS EVENTS

As part of its services, the C4W extends an offer to all professors and TAs to make presentations about its services to their classes. There are two types of presentations the C4W offers: a short, 10-15 minute informational talk about services and how to book appointments, or a longer presentation lasting an hour or more, which focuses on a specific assignment for the class.

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, professors 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.

i) Fall 2017 Class Visits

In Fall 2017, C4W tutors conducted 15 in-class presentations and workshops, reaching about 410 students in total. Table 12 displays the details of those presentations.

Table 12: Fall 2017 Class Visits

Date	Class	Length	Topic
Sep. 14	EAP 135	10-15 min	Intro to C4W
Sep. 18	Accounting 426	10-15 min	Intro to C4W
Sep. 19	EAP 140	15 min	Intro to C4W
Sep. 20	EAP	10-15 min	Intro to C4W
Sep. 27	CSL 100	10-15 min	Intro to C4W
Sep. 27	Grad students	50 min	Basic skills and general knowledge on scientific writings for paper publications and thesis writing, Engineering + Business
Oct. 3	EAP 140	10-15 min	Intro to C4W
Oct. 5	INT D 130 A1	10-15 min	Intro to C4W
Oct. 5	INT D 130, A2	10-15 min	Intro to C4W
Oct. 5	WRS 101	50 min	Quoting, Paraphrasing, and Summarizing
Oct. 6	C LIT 243	50 min	
Oct. 11	seminar on communication	50 min	Graduate writing focused on Public Health, which would include a section on writing concisely, thinking about the audience
Oct. 17	ENGL103	10-15 min	Intro to C4W
Nov. 8	WRS 101	30 min	Writing a research paper
Nov. 8	EAP 135	30 min	Intro to C4W

ii) Winter 2018 Class Visits

In Winter 2018, C4W tutors conducted eight in-class presentations and workshops, reaching about 190 students in total. Table 13 displays the details of those presentations.

Table 13: Winter 2018 Class Visits

Date	Class	Length	Topic
Jan 10	EAP 135	20 min	Intro to C4W
Jan 18	SPAN 399	15 min	Intro to C4W
Feb 6	ENGL 103	1 hour	Creating a cohesive analytical essay from inksheds
Feb 8	ENGL 103	1 hour	MLA format
Feb 12	Biology Graduate Students' Association	1 hour	How to write a thesis
Mar 5	CHEM 305	1 hour	Project-based learning
Mar 13	ENGL 103	1 hour	How to incorporate scholarly sources
Apr 3	ENGL 103	1 hour	MLA format

iii) *Feedback on Class Visits*

Based on feedback collected from 16 instructors between September 2017 and January 2018, 87.5% of instructors were very satisfied with the quality of the presentations done in their classes, and 12.5% of instructors said the quality of the presentation was good.

Below are some positive and constructive comments the C4W received from instructors:

- It is always very useful for our international students to put a face to the C4W. It becomes much less intimidating for them to come and start meeting with tutors.
- [This tutor] has given great presentations in CHEM 305, both this year and last year. Students were engaged in the talks and asked a lot of good questions. I'm confident that [the tutor's] presentations helped improve the quality of student term papers last year and will do so again this year.
- Inform instructors about the kinds of 60-minute workshops you may be able to offer their classes and how it can be arranged - students being able to see how C4W can tangibly help them may be very useful. More so, to help students come more prepared to consultations, it may be advised to include some information about what tutors won't help them with/ won't do with them (clarify the difference between writing instruction/support and writing essays for them).

iv) *Events*

Thesis Writing Bootcamp (sponsored by FGSR): the following C4W tutors were available during a few days of the Boot Camp for one-on-one tutoring. Feedback from last year's event was good so the C4W was invited again.

- *Fall 2017 Reading Week (Nov. 14-17):*
 - Tuesday: Pony tutored from 1-3pm; Nathan presented on graduate science writing from 1-2pm.
 - Wednesday: Pony and Saeid tutored from 1-3pm.

- Thursday: Saeid tutored from 1-3pm; Majid presented on graduate writing for ESL/non-native speakers of English from 2-3pm.
- Friday: Nathan and Majid tutored from 1-3pm.
- *Winter 2018 Reading Week (Feb. 20-23):*
 - Tuesday: Belinda tutored from 1-3pm.
 - Wednesday: Belinda tutored from 1-3pm; Shahnaz presented on graduate academic writing.
 - Thursday: Belinda tutored from 1-3pm.
 - Friday: Nathan tutored from 1-3pm; Silvia led a workshop on active reading from 2-3pm.

ALES Stop Procrastination Event: Jacqueline presented on overcoming writing challenges as an international student and provided express tutoring at this event inspired by the Long Night Against Procrastination.

Association of Graduate Anthropology Students (AGAS) Richard Frucht Memorial Lecture Series: Dylan and Pony promoted the C4W and provided express tutoring at this event's professional development open house.

4. COLLABORATION AND PROMOTION

The C4W is constantly trying to raise awareness on campus of the services it offers and to attract new clients. At the same time, the C4W is also trying to ensure that existing clients, as well as professors, remember to use our services and are aware of new services the C4W offers. Below are some of the marketing strategies employed this past year.

A. COLLABORATION WITH PROFESSORS AND INSTRUCTORS

Although our website contains information about in-class visits, in our experience, instructors are often more impacted by a more direct, personal method of communication. An informational letter about the services C4W offers is circulated to faculties via the Deans' mailserv and distributed in mailboxes at the beginning of the Fall term.

i) Instructor Visits

In Winter 2018, the C4W invited instructors whose students frequent our services to attend staff meetings. This provided a good opportunity for the tutors and instructors to exchange knowledge on writing practices and how best to help students and to encourage the instructors to recommend the C4W in their classes. See Appendix C for the minutes from these meetings, and Appendix H for detailed notes on some of the conversations with the guest instructors.

ii) SOC 212 Group Tutoring

In Winter 2018, the C4W piloted a group tutoring project with a Sociology 212 class taught by Dr. Richard Westerman. Dr. Westerman offered his students extra credit for visiting the C4W and stated that students who visit usually increase their grade by $\frac{1}{3}$ of a letter (that is, B becomes B+). As a result of our discussion when he attended our staff meeting, the C4W collaborated to offer his students group tutoring consultations tailored to each paper he assigned.

A detailed report of the planning and execution of these group tutoring consultations written by group tutor Maryam can be found in Appendix I.

B. UofA+, AUGUST 2017

Every year, the C4W has helped International Student Services with their "Introduction to Canadian Academic Writing" bootcamp for incoming international students. Unfortunately, both Lubna Ahmad, the International Student Specialist who is usually in charge of the event, and Dr. Moussu, were on leave during Spring/Summer 2017. OIS managed the C4W's involvement and hired a tutor who had recently graduated to coordinate tutor training and teaching before and during the 10-day event. Without the usual UofA+ organizers, the planning and execution was a bit chaotic for the tutors, but UofA+ participants still gave positive feedback.

Participant feedback can be found in Appendix J, and workshop content can be found in Appendix K.

C. TUTORING RECRUITMENT PAMPHLET

The C4W continues to use the pamphlet created a few years ago to describe what peer tutoring is, why students should become peer tutors, what exactly peer tutors help with, and how to apply. This pamphlet answers many questions people have about becoming a tutor (see Appendix A). Copies are available in the C4W and in various locations around campus.

D. WEBSITE AND SOCIAL MEDIA

The C4W uses its website to communicate clearly about its services and targets three main groups of users: students, instructors, and potential tutors. In Winter 2018, all the university's websites migrated to a new content management system, Sitecore 3. This migration necessitated a total reorganization of the C4W website. Over the Spring/Summer 2018 terms, Erica, Lucie, and Debbie Yee of DOS Communications will be working to update the website so that it is easy for clients to navigate.

The C4W also uses Facebook, Twitter, and Instagram to cultivate its digital presence. The Facebook page (facebook.com/centreforwriters) currently has 374 followers. The C4W Twitter account (@UofA_C4W) has 1,111 followers and is now integrated with the online schedule and the website. The online schedule automatically tweets available appointments in the C4W, and the live Twitter feed is embedded in the website's home page.

The most important online tool for the C4W is the online schedule, accessible through our website. The schedule software is developed and supported by WC Online and is used by many writing centres in North America. The schedule interface allows for the integration of the class visits schedule on the main tutoring schedule. This makes it easier to see the C4W tutors' activities at a glance each day.

E. STUDENTS' UNION AND GSA

The C4W continues to run printed ads in the general Students' Union Handbook and the Graduate Student Association Handbook. Over 5000 copies of the handbooks are distributed at the beginning of the fall term. The C4W also works closely with the Students' Union Infolink service to ensure they have correct and up-to-date information about the C4W and plenty of our promotional materials to distribute in their booths around campus.

F. WEEK OF WELCOME

In September 2016, for the first time, the C4W rented a booth inside the Week of Welcome tents for three days. The four tutors who staffed the booth were able to distribute promotional materials and talk with large number of students.

In September 2017, DOS Student Services represented the C4W at Week of Welcome. Because of the administrative challenges leading to a slow start in the Fall 2017 term, no tutors were directly involved in Week of Welcome. Therefore, it wasn't as successful of a promotional opportunity as in Fall 2016.

G. POSTERS, SIGNS, AND BROCHURES

To communicate information about the C4W, posters on coloured paper are printed and posted on communication boards around campus. These posters are about workshops, the C4W hours, and any other information that could be interesting and attract the attention of potential clients. The C4W also has two professionally made, wooden sandwich board signs that are put outside our building during business hours as a constant, visual reminder for those walking by that the C4W is close by and open for business.

In Winter 2018, DOS Communications and Marketing began advertising the C4W workshops in bi-weekly Student Digest emails sent to all U of A students. The C4W hopes to continue to collaborate with DOS Communications to make sure the students who could benefit from our workshops are aware of them.

5. CHANGES AND CHALLENGES

This academic year, the C4W faced a large number of significant changes and challenges because of the move out of Arts (including OIS) and into the DOS portfolio. The majority of these changes brought interesting challenges that required the C4W to operate with flexibility, creativity, and openness to new perspectives.

A. THE DOS PORTFOLIO

i) C4W Directorship

- A first major change was the modification of Dr. Moussu's contract: instead of being 100% in the Faculty of Arts, Dr. Moussu now works 60% (administration) under the DOS and 40% (20% teaching and 20% research) under the Dean of Arts.
- A second major change to the organization of the C4W was the creation of a new position, that of an Administrative Director, who would work along with Dr. Moussu (who became the Academic Director) to lead the C4W. Rob Washburn, Assistant Dean, Administration in the DOS portfolio, became the Administrative Director, and he was quickly adopted by the C4W community. It was exciting for the C4W to have the opportunity to share the great work done here with Rob and a whole new sphere of the U of A community; and it was a welcome change for Dr. Moussu to have someone with whom to discuss ideas and issues.

ii) Budget

- With the move came new budget constraints. One of the major issues is that the Faculty of Arts now charges the DOS (and therefore the C4W budget) for Dr. Moussu's teaching releases (two courses per year).
- C4W tutors are now paid in accordance with the DOS pay scale. See "Salaries and Contracts" in Section 2 for details.
- New Dell laptops were purchased for use by the C4W tutors (see below).

iii) New DOS Support and Technology

- With the new move also came new support in marketing and communication (Debbie Yee), technology (Aaron Langen), finance (Vivien Chu), as well as the opportunity to collaborate with other DOS units.
- DOS Marketing and Communications updated the C4W's information/promotional postcards (see Appendix L).
- While the C4W computers were previously linked to the Arts servers and network, the ten-year-old Apple laptops used by the tutors lacked the updates and security patches that would have been necessary in order to be transferred to the DOS network. New laptops were thus selected and purchased out of the C4W budget. The DOS Systems Administrator started replacing the old Apple laptops toward the end of the Winter 2018 term (see Section 4 for details).

- With the university's move to Sitecore 3 and the C4W's move to Student Services, the C4Ws got a new website early March 2018, and for the first three months did not have access to Sitecore to make changes/updates on the website.
- In May, vanity URLs were created for Student Services units and the C4W was told that the c4w.ualberta.ca URL was going to be retired within a year. The vanity URL uab.ca/C4W is now used on new promotional materials.
- Erica took Sitecore Level 1 and Level 2 training and will be collaborating with Debbie Yee on editing and updating the new website.
- The possibility of supporting the C4W tutor staff for professional development was discussed at a C4W staff meeting in Fall 2017. The DOS portfolio has a central professional development fund (PD) and Rob Washburn discussed the idea of supporting portfolio students staff with the PD fund committee and senior administration team. The Dean and the committee are now going to set aside a dedicated portion of the fund for student staff to apply to for professional development opportunities. They are hoping to have the funds and process ready for the Fall 2018 term.

B. STAFFING AND ADMINISTRATION

The C4W's initial move to the Student Success Centre and then the second move directly under the DOS created significant delays in the Fall that impacted a number of areas:

- Tutors received their contracts much later than usual so the C4W could not open on the second week of the term as it always has.
- Therefore, WRS 301 student-tutors could not do their usual tutoring observations on time.
- Writing groups could not start on time and had to be postponed until the Winter term.
- Because of hiring uncertainty, graduate tutors could not be scheduled to deliver workshops during the Fall term.
- During the transition to the DOS portfolio, the C4W had temporary Administrative Assistants (see Staff section for details). Information such as tutor academic activities, tutor feedback, drop-in data, online tutoring statistics and feedback, promotional and marketing information, class visit details, and instructor feedback was lost or left incomplete during the turnover.

C. TRAINING COURSES AND THE BRIDGING PROGRAM

The biggest loss created by the C4W's move from Arts to DOS last summer is the now strained relationship between the C4W and the Faculty of Arts. While the Dean of Arts initially agreed to house the C4W's academic activities, OIS and the Director of Writing Studies did not seem to be aware of or understand this new relationship. As a result:

- The six-year Bridging Program (BP) agreement between WRS and the C4W was severed and OIS now hires, trains, and supervises BP tutors independently from the C4W. A number of the C4W tutors who were also BP tutors initially felt uncomfortable and troubled by the change, the lack of clear communication, and the turbulent transition.
- With the loss of the Bridging Program, the C4W lost two small offices it had previously used for BP tutoring and overflow (Assiniboia Hall rooms 1-34 and 1-36).
- OIS stopped offering WRS 301 and replaced it with WRS 201: Peer Tutor Training in Writing, a course intended to train Bridging Program tutors for BP sections of WRS 101:

Exploring Writing and online tutors for WRS 102: Writing in the Disciplines. A WRS sessional instructor will be teaching two sections of WRS 201 in Fall 2018.

- When the Dean of Students offered to pay for WRS 301 to be reinstated so that tutors could be trained for the C4W, OIS refused to reinstate the course, explaining that it would create unfair competition with WRS 201.
- As of Spring 2018, future training and recruitment of C4W tutors is still to be determined. The Dean of Students and Dr. Moussu intend to ask the Faculty of Education if they could house/create an Independent Studies course, taught by Dr. Moussu, to train C4W tutors.

D. ONGOING CHALLENGES

The C4W always deals with challenges booking enough space for some initiatives, but this was a particular challenge in 2017/2018 with the loss of access to rooms 1-34 and 1-36 and the growth of the writing groups. The C4W has full use of Assiniboia Hall room 1-23, but it is too small to comfortably hold staff meetings and workshops. In Winter 2018, the C4W often ran out of seats for workshop participants; therefore, a lot of feedback was received from clients asking for a bigger space.

Staff meetings and writing group meetings are sometimes held in Assiniboia Hall 1-26, but securing the room is a challenge. The C4W books the room through Lex Bos, Executive Assistant in the Women's and Gender Studies (WGS) department. C4W events are low priority because the WGS department needs the room for its own classes and meetings, so the use of the room is infrequent and unreliable.

The C4W also receives frequent feedback from clients that the main C4W space is too small and too noisy. Clients who wait a long time for drop-in appointments often request that the C4W acquire more quiet space with desks they can work at while they wait.

E. NEW INITIATIVES AND UPDATES

i) Group Tutoring Pilot Project

In Winter 2018, the C4W began collaborating with Dr. Richard Westerman of the Sociology department to offer specialized support to his students through regular group tutoring consultations. See "SOC 212 Group Tutoring" in Section 4 and Appendix I for details.

ii) Dedicated Drop-In Tutors

In Winter 2018, the C4W provided an extra tutor to take drop-in appointments a few hours a day during the last week of term. The drop-in tutor worked from 1:00pm-3:00pm (the busiest time of day) on Tuesday, April 10 and Wednesday, April 11. Over the two days, the C4W helped six additional clients who otherwise would not have gotten an appointment.

The dedicated drop-in tutor would have been able to help more clients, but on April 11 a tutor was sick, so the drop-in tutor had to help some clients who had made advance bookings. The drop-in tutor was still very useful in this case because without her, some of the appointments

booked with the sick tutor may have needed to be cancelled. Over the two days extra drop-in tutoring was offered, there were still 12 clients who dropped in but did not get any help.

Offering dedicated drop-in tutors improved client satisfaction because the drop-in list moved faster. The Administrative Assistant could also provide a better estimate of the wait time since she was not just waiting for a cancellation or no-show. Clients on the drop-in list did not feel as discouraged because although they still had to wait, they were much more likely to get an appointment that day.

During the last week of the Winter 2018 term (April 9-13), the total number of no-shows and drop-ins was much higher than usual. Drop-ins accounted for 24% of the total appointments, although the schedule was full of advance bookings at the beginning of every day. Over the entire term, drop-ins accounted for only 12% of the total appointments (See Section 3 for details).

iii) Tutor Self-Evaluation

At the end of the Winter 2018 term, Erica created and distributed a tutor self-evaluation for tutors to reflect on their past performance, and give recommendations on how the C4W could improve. Their suggestions for improvements were very insightful, and largely influenced the C4W's future goals (see Section 7). The tutor self-evaluation form can be found in Appendix M.

iv) Form Changes and Data Collection

- In Winter 2018, the C4W began keeping track of the number of students using the online waiting list each day. An average of 16 students were on the waiting list each day. During the last two weeks of term, the demand was significantly higher, with an average of 42 students on the waiting list for each day.
- The C4W also changed its drop-in sign up sheet to include clients' full names, the time they arrive, and what they want to work on (see Appendix N).
- In March 2018, the C4W began entering workshop participant feedback in a Google Form, which allows for easy analysis and display of the data. Currently, workshop participants fill out paper feedback forms and the Administrative Assistant enters them in a Google form afterward. Most clients do not bring their own laptops to workshops; therefore, paper forms are easier for them.

6. ACADEMIC DIRECTOR'S ENGAGEMENT, PROFESSIONAL DEVELOPMENT, AND RESEARCH

- From September 2017-January 2018, completed a Certificate in *Conflict Resolution and Negotiation*, Northern Alberta Institute of Technology, Edmonton, AB.
- Received a Professional Development Grant from the DOS portfolio (for the NAIT Certificate above).
- August 23, 2017, attended a half-day workshop organized by FGSR (as part of their Professional Development Week): Lionel Laroche, "Intercultural Training: How to Help International Students Succeed by Understanding Their Perspectives and Challenges."
- Co-wrote (with Christina Grant) and submitted: "Papers to animations: What an instructor and writing center director learned about supporting students' multimodal processes in a first-year Writing Studies class." Submitted to *WLN: A Journal of Writing Center Scholarship*, special issue on multimodal writing and writing centers.
- Published: Moussu, L. (2018). Strengths of NESTs and NNESTs. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1217-1223). Hoboken, NJ: Wiley/Blackwell Publishers. <https://doi.org/10.1002/9781118784235.eelt0813>
- Published: Moussu, L. (2018). Shortcomings of NESTs and NNESTs. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1211-1217). Hoboken, NJ: Wiley/Blackwell Publishers. <https://doi.org/10.1002/9781118784235.eelt0044>
- Has been 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:
 - TESOL Quarterly;
 - the TESOL Journal;
 - the International Journal of Applied Linguistics;
 - the Journal of Second Language Writing;
 - the Journal of Response to Writing;
 - the Journal of English for Specific Purposes;
 - the Journal of Writing Program Administration;
 - the TESL Canada Journal; the TESOL Journal;
 - the Canadian Modern Language Review.
- Was Adjunct Associate Professor in the Educational Psychology Department, Faculty of Education (since 2011).
- Was Adjunct Associate Professor in the Faculty of Extension (since June 1, 2015).
- Regularly met with the Director of the Augustana Campus writing centre.
- Taught a three-hour seminar on Second Language Writing to English and Film Studies graduate students.
- Started a research project (approved by the UofA's Research Ethics Board) with one of the graduate tutors on writing groups.
- Became Vice-President of the Faculty Women's Club.
- Presented information about the C4W to multiple classes in the English for Academic Purpose program (in the Faculty of Extension) both during the fall and winter terms.

- Was liaison officer as ESL/EAL faculty (with EFS; International Student Services; Extension; Student Services, Faculty of Arts, etc.).
- From June until August 2017, worked as member of the Awards Committee, International Writing Centers Association (IWCA).
- Continued as member of the Executive Committee (since April 2014), Campus Alberta Writing Studies.
- Continued as member of the Academic Integrity Council (since September 2012). Meetings take place once or twice a term.
- Continued as member of the International Writing Centers Association (IWCA) Board member (Canadian representative) since May 30, 2015.
- Became member of the Outreach and Membership Committee, International Writing Centers Association.
- Continued as member of the conference programme committee for the International Conference on Language and Social Psychology (since January 2017).
- Continued as member of the SLARG group (Second Language Research Group, with faculty members from different U of A departments and Faculties), discussing relevant research findings and recent articles.
- Was an examiner, dissertation committee (Educational Psychology, Faculty of Education).
- Continued a member, dissertation committee (Secondary Education, Faculty of Education).

7. GOALS AND RECOMMENDATIONS

The following are goals the C4W would like to work toward in the coming year.

A. FINANCIAL

- To create a “donate” button on the C4W website to help work toward more funding for C4W initiatives.
- To find funding to resurrect ESL tutoring in the Telus Centre with International Student Services (ISS).
- To institute a fine for missed appointments to help decrease no-shows.
- To continue collaborating with faculties to support the growth of the writing groups, and to develop a sustainable funding model to ensure the groups can continue in the long term.

B. TUTOR TRAINING, SUPPORT, AND DEVELOPMENT

- To find a Faculty that can offer the WRS 301/603 tutor training course so the C4W can continue to recruit and train capable, knowledgeable tutors. If this is not feasible, the C4W must develop a sustainable training model that will attract a diverse group of tutors, provide excellent training consistent with Writing Centre pedagogy, and remain cost-effective. Hiring a Graduate Assistant Director to help with the training is a possibility.
- To recruit 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.
- 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 undergraduates to shadow graduate tutors as they lead workshops, writing groups, and class presentations; Or having more experienced tutors lead a workshop for newer tutors.
 - Encouraging tutors to submit papers to and present at more conferences.
 - 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 continue doing the tutor self-evaluation each term or each year to encourage tutors to reflect on their performance. Next year, it would be best to complete this evaluation in a Google Form.

- 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.

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 on client/student needs.
- To continue to explore collaboration with specific instructors and classes, as the C4W did with the SOC 212 group tutoring with Dr. Westerman.
- To improve C4W promotion and marketing by:
 - Continuing to collaborate with DOS Communications to promote the C4W through student and faculty listservs, SUTV, and Week of Welcome.
 - Editing the C4W's new website on Sitecore 3 to be easily accessible and easy for clients to navigate.
 - Making more consistent use of our social media accounts (Facebook, Twitter, Instagram, LinkedIn).
 - Creating a regular newsletter to share with clients, tutors, and faculty.
- To seek out opportunities for outreach to schools and businesses around Edmonton Canada as was done in 2013/2014 with TEC Edmonton, the Edmonton Public School Board, NAIT, and Centre High.

Now that C4W is part of the Dean of Students portfolio, Dr. Moussu and Rob Washburn have started meeting with the Associate Dean of Students, Dr. Helen Vallianatos, Assistant Dean Student Success, Dr. Wendy Doughty, Academic Success Centre Director, Dr. Mebbie Bell and Associate Director, Stephen Kuntz to review and discuss writing supports provided across the DOS portfolio. The goal is to harmonize the supports and coordinate services provided to students between units.

APPENDICES

APPENDIX A: RECRUITMENT PAMPHLET



centreforwriters@ualberta.ca

Phone: 780.492.2639

www.c4w.ualberta.ca

FB: University of Alberta Centre for Writers

THE CENTRE FOR WRITERS

WHAT IS PEER TUTORING?

- Working one-on-one with other students on writing and reading skills
- Talking about academic writing
- Providing a second pair of eyes to anyone from amazing writers to struggling writers
- Discussing with international and multilingual students about Canadian writing conventions and expectations
- Visiting classrooms and promoting our services
- Creating teaching materials
- Delivering workshops on a variety of topics
- Working with a dedicated and creative group of people
- Coaching students to adopt effective writing and self-editing strategies

WHY SHOULD YOU BECOME A PEER TUTOR?

- To improve your own writing and communication skills
- To earn good money without leaving the campus
- To improve your teaching, presentation, and public speaking skills
- To gain professional experience in a student-focused environment
- To add a very important line in your résumé
- To learn about different styles of writing
- To work with clients from various disciplines, cultures and linguistic backgrounds
- To work in a relaxed environment with a fun team
- To make a real difference in other people's lives
- To learn all kinds of random facts about a multitude of interesting topics
- To gain experience in coaching and active listening
- To belong to an exciting and growing academic field

WHAT DO PEER TUTORS HELP WITH?

- Understanding assignments and texts
- Reviewing research papers, creative and personal texts, lab reports, and many other kinds of texts for flow & conciseness
- Assisting graduate students with theses and dissertations
- Brainstorming and drafting strategies
- Organizing ideas and developing arguments
- Creating effective thesis statements
- Exploring and explaining research strategies and integrating secondary sources
- Helping students with revising, formatting, spelling, grammar, style, usage, mechanics and more!
- Encouraging students to become more confident in their writing skills

HOW DO YOU APPLY?

- We are looking for graduate and undergraduate students who possess good writing and communication skills, work professionally and patiently with others, manage time effectively, are energetic and team-oriented, and are open to learning new and exciting tutoring and teaching techniques.
- If you have previous writing centre experience, please send us a letter of application and a CV between **APRIL 1, 2017** and **JULY 1, 2017** (to start working in the fall semester). The positions will remain open until filled.
- If you do NOT have writing centre experience, please register for WRS 301 (undergrad course) or WRS 603 (graduate course) for **fall 2016**. Upon successful completion of the course (including a practicum in the Centre for Writers), you may be hired (and paid!) the following semester.
- **STUDENTS OF ALL ACADEMIC AND LINGUISTIC BACKGROUNDS ARE ENCOURAGED TO APPLY!**

APPENDIX B: 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 C: STAFF EDUCATION MEETING MINUTES

Sept 27, 2017

Attendees: Abigail, Andy, Jacob, Joel, Julia, Katherine, Lucie, Maryama, Mini, Nathan, Petra, Rob, Samrah, Silvia.

- Welcome to the Fall semester.
- Introduction of Rob Washburn, the new Administrative Director of C4W – handles contracts, tutor hours, and tutors as employees of the Centre. Lucie's return as Academic Director of C4W. She handles pedagogy, academic and training aspects of C4W tutoring. Please do not hesitate to ask anyone questions.
- This semester will be busy – fewer hours as compared to previous terms. Prepare for the WRS practicum tutors to observe tutoring consultations, as there will be many. They begin tutoring on Oct. 10th.
- There are no writing groups this semester. Workshops may come eventually.
- Tutors interested in Winter 2018 – please notify us by mid-October if interest is same as on Google form sent in August.
- New timesheets – please read instructions, see Sample Timesheet. Mind your pay-period and sign on time.
- C4W signs – one at the back and one in the front lawn. Morning tutors need to arrive early enough to put signs out (one sign each) and set up their tutoring stations.
- Desk duty: Please wait for the next person on the desk to arrive before leaving it. Please be on time for desk duty. Please record on Express tutoring forms available on the desk (updated). If it is a full appointment, please turn the blue placement into red (by adding client to appt. and filling client report form).
- Temporary arrangement - Last person on desk duty will remain there for the last half-hour, and follow usual procedures that are followed when usually on desk with full appt. (see previous bullet). Oct. 10th onward – last half hour will be blue.
- While on desk, please sign attendance form from clients (Proof of Attendance for tutoring). Located in mini-cardboard paper-organizer on bookshelf.
- Tutor bios will be put onto the website; received on Google form.
- All questions can be asked in person or email.

Oct 10, 2017

Attendees: Abigail, Audrey, Bailey, Belinda, Breanne, Jacqueline, Katherine, Kristina, Kyla, Lucie, Majid, Maryama, Mayank, Megan, Moni, Nathan, Petra, Rob, Samrah

- Introduction of Rob Washburn, Assistant Dean at Dean of Students. He is the Administrative Director of C4W - in charge of tutors as employees, your employment, contract hours, shifts etc. Lucie introduced as Academic Director - in charge of workshops, training WRS 301, etc.
- Mini-orientation meeting on October 13th and 14th.
- Using C4W room 2: All supplies needed for tutoring are present there: pens, notepads, evaluation forms, even the room's own 'Green Box' for evaluation forms.
- Reading Week: Different/ change in shifts. Email Abigail by October 13th.

- BP tutoring has had structural changes, as part of the C4W shift to Dean of Students.
- There will be no workshops, ESL - Tutoring, and Writing Groups this semester. If students ask you why this is the case, please explain that as C4W is shifting departments, we have had to hold back on everything except main tutoring.
- Experienced tutors must act as mentors to new tutors, who began their shifts from October 10th. They will still be doing some observations.
- Please verify your online tutor bio. If you would like a picture, please send to Lucie's email (a 90 X 90 size). If you cannot cut your picture yourself, let Lucie know.
- Conversation club with ISS: One tutor per month will participate in this. If you are interested, please let us know.
- "Dear Andre" - An old practice of C4W now revived. You can leave notes/ questions/ concerns, in the evaluation box (if you would like anonymity), for future topics to be discussed during staff meetings.
- "Writing Week" - after Reading Week. Possible longer hour consultations after Reading Week. Suggestions for this are welcome.
- Class visits: Tutors who give online presentations must not convey that coming to the C4W will increase the grade or the student/ client. Include information about what the tutors can help the students with and what they cannot help them with. The Centre for Writers does not evaluate papers, but rather provides support along the writing process.
- A useful collection of videos from Lionel Laroche: [Please click this link](#) . A cultural consultant; helpful information with international students.
- For group projects, all the members of the group need to be present. The rule of thumb: if you are tutoring about anyone's written work, especially in a group project, that person needs to be present. if not, their part of the writing cannot be tutored upon. Verify their names from their papers/ assignments. Always check ONE card.
- We do not help with take home exams. If the client insists on help, work with general areas - conceptual structure of an essay and such. In rarer instances, when the professor asks their student to take these exams to the Centre, tutors will be able to work with the content.

Oct 23, 2017

Attendees: Bronte, Dylan, Erik, Joel, Lucie (Chair), Mahmuda, Marilyn (Recorder), Petra, Pony, Saeid, Silvia, Steven

- Marilyn McCormack was introduced as the temporary Administrative Assistant.
- Lucie suggested each meeting attendee state their name, programme and field with a brief description on how things are going.
- Returning tutors are currently mentoring new tutors providing guidance and support. Observations by new tutors are still taking place.
- 90x90 pix pictures are to be to be sent to Lucie to be placed on the website. If not received, a painting will be placed by your name. Lucie has requested you check your bio on the website and the online schedule to ensure it is current and correct. Your updated or preferred bio is to be submitted to Lucie as well.
- Centre for Writers tutors can be involved in the Conversation Club with ISS during the Winter Term. Brand new tutoring consultations will be held for ESL tutoring which will be held at the Telus Centre for International Students beginning in the Winter Term. Let us

know if you are interested. Note that tutors can also work simultaneously as regular tutors in Assiniboia Hall.

- Requests for your Winter 2018 tutoring availability within C4W and ESL will be sent out shortly.
- Writing groups will start again, teaching opportunities for Grads "only" in Winter 2018.
- Workshops are to begin again teaching opportunities for Grads and maybe Undergrads. Let us know if you are interested.
- Send in the list about WRS 301/603, prepared during mini orientation, to Lucie.
- Historically, the practice of noting down comments, questions, etc. for discussion was called "Dear Mickey". "Dear Andre" is now the new name for this practice. Tutors place their comments, complaints, questions, jokes and/or discussion items into green drop box. Submissions are collected then discussed at the next staff meeting. Tutors discussed one Dear Andre note about tutors thinking previous tutor may have given wrong information to their student. Suggestions and strategies were offered.
- Reading Week schedule has become available. Since client attendance may be low during that week, some tutors have been blocked off for other activities: Faculty of Graduate Studies and Research (FSGR) has requested tutoring personnel for their Bootcamp taking place during Reading Week which C4W will provide. It has been suggested that tutors start thinking of projects they can work on during this time to better highlight C4W. Lucie also indicated students can drop out of working during this time if they desire.
- Since Lucie received a complaint from a faculty member, some points regarding tutoring practices were discussed as follows:
 - Students observations reports often worry Lucie this year because many tutors seem too directive with their students.
 - Think of your tutoring style: Not creating an agenda, too directive, not giving goals, speaking too much, etc.
 - Be careful how you speak to students so you are not misinterpreted (e.g. think of the difference between "this assignment description is unclear and confusing" and "I am not sure what your instructor wants you to do here").
 - Don't be critical of supervisors / instructors / assignments / syllabi / etc.
 - Always think of ways to improve.
 - Must find a balance between helping and doing the work for the students.
 - You must remember our mission and philosophy.
 - Always read minutes of meetings.

Oct 31, 2017

Attendees: Erik, Lucie (Chair), Mahmuda, Mansoureh, Mariilyn (Recorder), Mayank, Nathan, Rob (Assistant Dean/Administration), Saeid, Shannaz, Shannen, Silvia,

- Lucie requested each meeting attendee gives their name, department and number of years at the C4W.
- In response to Lucie's questions on how tutoring was going for everyone, there were several responses as follows:
 - Mahmuda questioned the proper procedure for completing the confirmation forms for the students after their tutoring consultation. All her concerns were

addressed: the tutor at the front desk is the only person who is allowed to sign these forms.

- Erik noted on occasion he has had to work with students that appear to be spaced out. He indicated it is somewhat difficult to work with them under these conditions and asked whether it is appropriate to suggest to the student they reschedule their appointment. It was suggested that assumptions by the tutor should not be made and to continue on with the consultation. Should you feel unsafe for any reason, tutors are to excuse themselves and discuss the situation with the Administrative Assistant.
 - Nathan commented on a challenging consultation with a student who would not take his advice. He felt it was an extremely difficult and frustrating consultation and noted the student had come to the consultation on his own accord.
- In response to Lucie's question to Saeid and Mansoureh on how it feels to be tutoring again, they both indicated it was good, but did note that it is frustrating when students come unprepared.
 - **“Dear Andre” Notes:** Lucie noted that no “Dear Andre” submissions have been received since the previous meeting. She indicated any items such as questions, stories, complaints, observations, etc., noted on the “Dear Andre” submissions are anonymous and will be discussed at each meeting. The “Dear Andre” notes are to be placed in the green feedback boxes.
 - **Scents in the Workplace:** The Dean of Students' Office requested that due to people's possible allergies that no scented items are to be worn in the office. This applies to the C4W!
 - **Reading Week:** As it is not usually busy during Reading Week, Lucie indicated that tutors are welcome to cancel their shifts if they are scheduled to work during this period. She also mentioned that the Faculty of Graduate Studies and Research (FGSR) are holding a Boot Camp during this time as well. This camp usually deals with students working on their Master's Thesis, or Ph.D. dissertation, and they require four (4) tutors to help on a one-to-one and/or workshop basis.
 - Majid, Saeid, Pony, and Nathan will be working with the FGSR Boot Camp.
 - **Lister Care Package Program – Postcards:** Lucie explained Lister Residence is heading a program whereby students can write notes of encouragement on postcards to first year students during their first exam period. The deadline for the written cards is November 29, 2017 and are to be delivered to 1-044 Lister Centre, care of Laura Huxley, Residence Services. You can send them to Residence Services via campus mail as well. The postcards will then be included in a care package to the various students. More information is posted at the Tutors' Corner.
 - **Evaluation Statistics (Client Feedback):** Lucie advised that Evaluation Statistics, provided by client feedback, will be sent electronically to each tutor every two weeks beginning November 6, 2017. Tutors may ask for their statistics if they were not able to read the previous scanned copies.
 - **Winter Term Working Availability and Preference:** Tutors are to provide your tutoring preference and availability for the winter term no later than Tuesday.
 - **Bridging Program (BP) Update:** Lucie indicated the BP program is no longer affiliated with Centre for Writers. The Office of Interdisciplinary Studies now has control of this area.
 - **Writing Week:** It was discussed that the writing event be changed from one night (Long Night Against Procrastination) to a week, running from 6:00 p.m. until midnight, a couple of

weeks before the end of the semester next March. Meetings to prepare for the event will start in January 2018 start. Let Lucie know if you are interested in volunteering and/or if you have any ideas/suggestions for the event.

- **Tutoring Improvement Methods:** General discussion took place on tutoring methods as follows:
 - Do not be too directive when tutoring
 - Read paper out loud, not silently
 - Ask student to explain what they are wanting
 - Make an agenda with the student – Silvia suggested making the agenda after you have assessed the paper
 - Ask student what they are currently working on
 - Remember writing centre philosophy
 - Be careful how you say things to your students
 - Do not be critical of professor or assignment
- Lucie noted it is the student's responsibility to know what is required by their professor regarding the assignment. The tutor is to do their best with the information provided and if unclear the student may have to go back to the professor to get clarification.
- **Next Meeting:** Wednesday, 8 November 2017 from 4:00-5:00 p.m.

Nov 8, 2017

Attendees: Andy, Audrey, Belinda, Breanne, Bronte, Chris, Dylan, Jacob, Jacqueline, Joel, Julia, Katherine, Kyla, Lucie (Chair), Mahmuda, Majid, Mansoureh, Marilyn (Recorder), Maryam, Mayank, Megan, Nathan, Nina, Petra, Pony, Rob (Assistant Dean/Administration), Saeid, Shahnaz, Shannen, Silvia, Stephanie, Steven, Tyler.

- Lucie welcomed everyone to the meeting and asked how they are doing and the response was positive. She informed the committee members that Friday, 10 November is Marilyn's last day with Centre for Writers and advised that Martha Lauckner, from Interim Staffing Solutions, will be replacing her with training to begin on Thursday of this week.
- **Scents in the Workplace:** As discussed in the previous staff meeting, it was noted that the Dean of Students' Office has requested people refrain from wearing scented items or using scented products in the office due to people's allergies.
- **End of Shifts:** Due to the large congestion and noise which takes place at the end of tutor consultations, Lucie has requested that tutors leave the area immediately when their shift has ended. This will allow for less confusion and easier flow into the next tutor's consultation. Lucie also reminded the tutors that the C4W pass codes for the various login accounts can be found on the back of the "Check-In" sign located on the Administrative Assistant's desk.
- **"Dear Andre" Notes:** Lucie indicated that tutors are welcome to submit "Dear Andre" notes at any time. Any items such as questions, stories, complaints, observations, etc., are welcome and all "Dear Andre" submissions are anonymous. Completed "Dear Andre" notes are to be placed in the green feedback boxes and each will be discussed at the next scheduled staff meeting.
- **Client Reporting Forms:** Lucie mentioned there was a bit of a scare earlier in the week when a tutor accidentally filled in a client report form under the wrong time slot for a particular student who had two bookings that day. It was stressed that tutors ensure they are working on the correct client report form.

- **Lister Care Package Program – Postcards:** Lucie explained Lister Residence is heading a program whereby students can write notes of encouragement on postcards to first year students during their first exam period. The deadline for the written cards is November 29, 2017 and are to be delivered to 1-044 Lister Centre, care of Laura Huxley, Residence Services. You can send them to Residence Services via campus mail as well. The postcards will then be included in a care package to the various students. More information is posted at the Tutors' Corner bulletin board.
- **Budget Constraints:** Lucie advised that due to budget constraints there may not be any ESL consultations held in the Telus Centre this semester or the Winter semester.
- Lucie also noted that due to budget constraints hiring of tutors for the Winter Semester could possibly be somewhat restricted, and due to these constraints, we will be looking more closely at tutor evaluations, client report forms, etc.
- **Reading Week:** As it is not usually busy during Reading Week, Lucie indicated that during quiet times tutors should work on a project which would benefit the Centre for Writers. It was also noted that WRS 301 tutors are not scheduled to work during this time.
- Lucie also mentioned that the Faculty of Graduate Studies and Research (FGSR) are holding a Boot Camp during this time as well. This camp usually deals with students working on their Master's Thesis, or Ph.D. dissertation, and they require four (4) tutors to help on a one-to-one and/or workshop basis. Majid, Saeid, Pony, and Nathan will be working with the FGSR Boot Camp.
- **Winter Term Working Availability and Preference:** Tutors are to provide your tutoring preference and availability for the winter term no later than Tuesday,
- It was originally thought the 21 November staff meeting was the last meeting scheduled for the Fall semester, however it was discovered during discussions that there is indeed an additional meeting date of **Thursday, 30 November 2017** at 3:00 p.m. Please be sure to place this date on your calendars.
- **Extra Credit Requests:** General discussion took place with regard to what tutors do when it appears the student is just here for the required credit and not really interested in the tutoring consultation. It was noted that some tutors entice their students to look at their work with the intent of writing a better paper, and improving their projects with comments suggested by the tutor. Some tutors noted that when students are forced by their professor to attend a consultation with C4W, their feelings can be easily hurt and it is best for the tutor to be gentle and encouraging to that particular student. At times it appears by being forced to attend, they become bored, confused and don't understand why they need to be here and it is up to the tutor to try and be encouraging and possibly change the student's outlook on the benefits of turning in a good assignment. It was suggested to use tough love when required.
- **DIGITAL Object Identifier (DOI):** Discussion took place regarding DOI. This element replaces the old method of retrieving journal articles/documentation through the American Psychological Association (APA) and the Modern Language Association (MLA). It was noted this method is much easier to use, but be aware this method does not show dates. Please note it is important that all tutors learn to use this element. Below is the google explanation for DOI. A digital object identifier (DOI) is a unique alphanumeric string assigned by a registration agency (the International DOI Foundation) to identify content and provide a persistent link to its location on the Internet. The publisher assigns a DOI when your article is published and made available electronically. All DOI numbers begin with a 10 and contain a prefix and a suffix separated by a slash. The prefix is a unique number of four or more digits assigned to organizations; the suffix is assigned by the publisher and was designed

to be flexible with publisher identification standards. We recommend that when DOIs are available, you include them for both print and electronic sources. The DOI is typically located on the first page of the electronic journal article, near the copyright notice. The DOI can also be found on the database landing page for the article. For more on DOIs, see [Electronic Sources and Locator Information \(PDF\)](#) and the [DOI category of the APA Style Blog](#).

Nov 21, 2017

Attendees: Andy, Audrey, Bailey, Belinda, Bronte, Chris, Dylan, Erik, Jaqueline, Katherine, Kristina, Kyla, Lucie (Chair), Majid, Martha (Recorder), Maryama, Mayank, Megan, Moni, Nathan, Nina, Rob (Assistant Dean/Administration), Shahnaz, Stephanie, Tyler.

- Lucie welcomed everyone to the meeting and asked how the presentations during boot camp and reading week went.
- Please do not talk at the front desk. Keep it quiet as it is disturbing for people who are tutoring.
- 4:00 p.m. November 21 is the deadline to provide your tutoring availabilities and preferences for the winter term: regular tutoring, ESL, writing groups, online, conversation club and workshops.
- An online tutor trainee is needed. It is a great opportunity and Katherine offered to train anyone who is interested. If you are interested let Martha know.
- Rob and Lucie had the tutor evaluation form approved by HR.
- Lucie explained that the form was going to be completed at the end of the semester before hiring decisions would be made.
- Exam week tutoring: Between December 8 and 21, 2017, we will try to open an extra week for tutoring. If you are interested submit by end of day November 24, 2017, and let us know the hours and days you are available.
- Lucie asked the tutors, when they are not busy, to research what other writing centres are doing that could be applied to the centre for writers. Specifically what they do and how much they charge. Google “The Writing Center Directory”, St. Cloud University”. Place suggestions in the green feedback boxes.
- Stephanie is currently working with Humanities 101 students. They are from the community and will come to the C4W for help with their assignments. Their literacy levels might be very low. Their assignments won’t be graded and they will get a certificate based on participation in the course.
- “Dear Andre” Notes: Lucie read excerpts from three “Dear Andre” notes. Several suggestions were made for how tutors can share their ideas, such as Facebook, Google drive, etc. One C4W poster was removed at Nathan’s suggestion. Lucie also asked desk tutors to fill out the “what would you like to work on” box, if possible, when booking appointments for students.
- Tutors should not dispute what prof or TA write/say/grade and it is better to go with what the prof or TA want.
- Rob mentioned that the Dean of Students’ Office was in the process of creating a fund for student-staff professional development.

Nov 30, 2017

Attendees: Audrey, Breanne, Chris, Jacqueline, Katherine, Kristina, Kyla, Majid, Mansoureh, Martha (Recorder), Pony, Rob (Administrative Director), Samrah, Shahnaz, Shannen, Silvia, Stephanie, Steven, Tyler.

- Rob welcomed everyone to the meeting and asked how is everyone doing.
- Lucie is in Switzerland until the end of December.
- Rob introduced Martha Lauckner as the new temporary Administrative Assistant. A new job description is being developed for a permanent Administrative Assistant position to be opened in May or June 2018.
- Rob and Lucie are searching for another Administrative Assistant to fill the position until Spring.
- Work is being done on the Winter Schedule which will determine how many tutors will be needed.
- For exam week C4W will be closed and there will be no tutoring.
- There will be no tutoring on December 8 and there will be a Potluck from 4:00 to 6:00 p.m. Please let us know if you are coming and what dish you will bring. There is a Potluck sign-up sheet at the front desk.
- Last Evaluation Statistics will be send to all tutors on December 8, 2017. The hiring decisions will be based on client feedback and WOnline records.
- Tutoring starts on January 15, 2018. Please confirm your schedule availability by January 3 or 5.
- Two student information/help resource cards, “Helping Resources” and “Need Help?” are available at the front desk.
- Rob read three “Dear Andre” notes. Several tutors commented on clients signing multiple times for drop-Ins and it was suggested that drop-ins be restricted to one per day per client. There was a discussion on how to deal with rude clients and Rob suggested that if tutors feel threatened by a client they can ask the Administrative Assistant, Directors or other tutors for assistance. It was suggested that tutors should be able to turn away clients that have been rude in the past.
- Student plagiarized: Tutors should flag suspected plagiarism and always tell the student.

Jan 22, 2018

In attendance: Audrey, Bailey, Bronte, Erica (Recorder), Jacqueline, Julia, Kristina, Kyla, Lucie (Chair), Majid, Maryam, Maryama, Moni, Nathan, Nina, Petra, Stephanie

1. Welcome to Erica, new Administrative Assistant
2. Dear Andre Notes
 - a. Tutors can write funny/sad/scary stories, complaints, questions, on the back of feedback forms, and place them in the green box where clients put tutoring evaluations. They will be given to Lucie and we’ll discuss them at the next staff meeting. You can be anonymous if you want.
 - b. These can be helpful if tutors have interesting students or problems they would like to discuss with other tutors
3. DO NOT cancel appointments for no-shows yourself. The person at the desk must do it.

- a. If a client is late for a one -hour appointment, they will only be marked as a no-show for the first half. Often client will show up for the second half of their appointment.
4. Please vacate desks quickly after the end of your shift. Other tutors and clients are waiting for the space.
5. Advertise the Workshops! Dates, times, and titles are on each tutor's desk
 - a. Familiarize yourself with the workshop subjects (ex: quoting and paraphrasing, cohesion) so you can recommend them to clients struggling with those things.
 - b. Remind clients that all workshops are free and no registration is required.
 - c. Tutors get paid to attend workshops outside their regular shifts. Just enter in the time on your timesheet!
6. Advertise the C4W & the Workshops to your profs
 - a. You may wish to recommend the workshops and the general C4W services to your profs and students in your classes
 - b. Please remind professors that the C4W is not just for struggling students. It's for everyone and everyone can benefit.
7. Verify student ID cards when checking clients in
 - a. Some clients create multiple accounts under multiple emails so they can book more than one hour per week. If you notice a client has multiple accounts, block them in the schedule and state this reason in the administrative notes.
 - b. New clients must register with their ualberta email address.
8. Future Staff Meetings: Invited profs
 - a. Lucie is inviting profs who are supportive of the C4W to attend our staff meetings. If you encounter many clients from the same instructor or class, please let Lucie know and she will invite that instructor.
 - b. A tutor asked if visiting instructors can bring assignment guides to the staff meeting so tutors can ask questions about them.
 - c. Richard Westerman of the Sociology dept. is joining us for the next meeting
 - i. Lucie is working with him on holding small group tutoring consultations with students from his classes, so the students can work together
 - ii. This could become a possibility for other classes and other instructors. However, the instructor must be approached before the students. Let Lucie know if you know of an instructor who might be open to this.
9. Nora from ISS (International Student Services) requests tutors to be Conversation Group facilitators
 - a. Tutors needed for conversation club on Friday afternoons. This is NOT a regular tutoring thing; you might be doing it once or twice a semester only.
 - b. You would get paid for two hours (one hour of club + one hour prep).
 - c. Further info posted in Tutors' Corner (look for page marked Nora ISS)
 - d. Email Lucie ASAP if you are interested. She & Nora will let you know the available dates.
10. FGSR (Faculty of Graduate Studies and Research) holding Winter Boot Camp
 - a. Graduate tutors invited to conduct workshops and/or tutor
 - b. Afternoons Feb 20-23
 - c. Let Lucie know ASAP if you're interested
11. Free QPR Suicide Prevention Training

- a. Tutors can register to learn skills to recognize and support people who may be having thoughts of suicide.
 - b. See QPR Training handout in Tutors' Corner for further info
 - c. Lucie & Erica are attending on Feb 14.
12. Dean of Students Professional Development Funds
- a. If you wish to attend a workshop with the Student Success Centre, develop a project for the C4W, or attend a conference, you can apply for these funds.
 - b. Find them on the DOS website under Professional Development Fund for Staff
13. DOS Office Events:
- a. Service Excellence Awards Ceremony: Friday, March 16
 - i. You can nominate any staff member
 - ii. See info at Tutor's Corner
 - b. Spring Staff Party
 - i. Free food!
 - ii. BBQ for all staff under DOS portfolio. Everyone invited, including families, partners, and children.
 - iii. Dates TBA
 - c. It's a good idea for C4W staff to participate in DOS events so we get to know them & collaborate
 - d. You can add the DOS events calendar to your Google calendar to learn about activities you can participate in.
 - i. Ask Lucie if you need help with how to do this
14. Learning Support Meet & Greet at NAIT Feb 22 9:30-3:30 (during spring break)
- a. It's free!
 - b. Opportunity to meet with people from other writing centres, and from math and learning centres
 - c. Break out consultations to talk about projects, exchange ideas, and network
 - d. See itinerary at Tutors' Corner.
15. CAWS (Campus Alberta Writing Studies) Meeting April 27
- a. People come from all over Alberta to talk about writing centres and writing courses
 - b. You can attend and/or present.
 - i. Presentations can be short and simple, or longer and more in-depth
 - ii. It will be at the U of A
 - iii. Deadline for presentation submissions is April 1. Let Lucie know if you're interested in presenting
 - c. Info posted at tutors' corner.
 - d. Presentations are great professional development opportunities and look great on CVs!
16. Room 1-23 (down the hall)
- a. If 1-23 is available, it can be used for clients who need more quiet space. Talk to Erica or the tutor at the desk if this is required.
 - b. Erica will post Room 1-23's schedule on the door and at Tutors' corner.

Notes about Staff Meetings:

- Staff Meetings inside shift hours still count toward the required three meetings (but you don't get paid extra for staff meetings during your shift)

- You can attend more than three staff meetings. You'll get paid for an extra hour when they land outside your regular shift.
- The April 13th potluck doesn't count toward the required three meetings--attendees won't get paid but will get food!

Feb 6, 2018

In attendance: Rob, Lucie (Chair), Erica (Recorder), Belinda, Jacqueline, Mansoureh, Maryam, Mayank, Petra, Silvia, Stephanie, Tyler

Visitors: Kristof Van Assche, Richard Westerman

1. Welcome to Kristoff Van Assche and Richard Westerman, visiting instructors.
2. ALL present and PAST UofA students and staff can use the C4W for free!
 - a. Anyone can use the C4W as long as they have been affiliated with the U of A at some point
3. Issues with Drop-Ins:
 - a. Clients are helped in the order that they arrive, but if someone stays for more than two appointments, give priority to "newer" clients so everyone can see a tutor at least once.
 - b. In the past few weeks, a client came to many appointments needing a lot of help with understanding a computer program and formatting her assignment, and did not have any writing-related issues.
 - i. Our priority, as always, is to help with writing, but we can help with other things like this once or twice if that's what a client is struggling with.
 - ii. If a client is returning over and over with issues that are not writing related, let them know of the C4W priorities. If they are dropping in, give priority to clients who need help with writing.
 - iii. It can help to read previous tutors' notes to know if a client is repeatedly abusing the system.
 - iv. If you're having serious issues with a client, or have concerns about a consultation, share your tutor report with Erica (select "Email Client Report form to Administrator" at the bottom of the form), and talk to Erica or Lucie.
 - v. Overall, be kind and help. If no one else is on the waiting list, it's better to stay busy.
4. Missing Shifts
 - a. If you need to miss a shift due to illness, please email Erica (centreforwriters@ualberta.ca) first thing in the morning (by 9:00am) so we have enough time to find someone to cover for you.
 - b. Please also give early notice for pre-existing commitments like meetings (24 hours minimum).
5. Arriving Late
 - a. Arrive at least 5 minutes before your shift begins so you have enough time to get settled and greet your client promptly. If you don't arrive 5 minutes before your shift, you are considered late.
 - b. Remember you are not supposed to have scheduled shifts directly after your class ends, as it makes it very difficult for you to arrive to your shift on time.

- c. If you are habitually late for your shift, Rob and Lucie will reduce your hours by removing the first half-hour of your shift from the schedule (and more if necessary).
- 6. Ending Consultations On Time & Greeting Your Clients
 - a. Remember to end your consultations two minutes early so you have time to write your tutor report, greet your next client on time, and/or vacate your desk for the next tutor
 - b. Please come out of your cubicle to greet your clients. This helps the clients feel welcome, and helps Erica or the Administrative desk tutor keep track of which consultations have begun/ended.
- 7. Switching Clients
 - a. As much as possible, work with the client who booked with you on the schedule. This helps provide good service to clients who book in advance, and keeps appointments running smoothly.
 - b. Occasionally, it's okay to switch clients with another tutor to extend a consultation, but be sure to check for drop-ins or schedule changes before making any promises to your client. Also, first ensure that all other clients affected consent to the switch, as switching clients without warning can inconvenience clients who booked purposefully with a specific tutor.
 - c. Verify any schedule changes with the Administrative desk person.
- 8. Tutor Employee Evaluation Forms
 - a. These evaluations will take place at the end of this semester. See copy of Tutor Evaluation Form for evaluation criteria.
- 9. Erica is not a tutor
 - a. As many of you know, Erica used to be a C4W tutor, but as she is now the Administrative Assistant, she will not be able to tutor clients.
- 10. Express Tutoring & Forms
 - a. Express tutoring is helping a client with a quick (5-10min) question while at the Administrative desk.
 - b. Afterwards, fill out an express tutoring report form (little square papers sitting by the computer) and put the form in the green box for tutor evaluations.
 - c. If tutoring lasts more than 10 minutes, book the student on the online schedule and ask them to fill out a regular feedback form at the end of the consultation.
- 11. Timesheets
 - a. Workshop Prep: list the hours and times you prepared for your workshops as specifically as possible (ex: Thurs, Feb 8, 8-9:30).
 - b. Be aware of working multiple jobs on campus. Depending on your contracts, if you work more than seven hours in a day, one of your employers will need to pay you overtime and won't be happy! Be sure to divide your hours so you're not working more than seven hours in one day.
- 12. Writing Week
 - a. We are planning a week of writing workshops, tutoring, and other activities.
 - b. Originally planned for April, the event has been postponed to Fall 2018.
 - c. Let Lucie or Erica know if you'd like to be involved. Stay tuned for date of next planning meeting.
- 13. Reading week schedule with FGSR
 - a. Four C4W Tutors are tutoring and leading workshops at FGSR Winter Bootcamp

14. Group Tutoring for SOC 212 (Dr. Richard Westerman)
 - a. Maryam will be leading pilot group tutoring consultations for Dr. Westerman's students throughout March and April, the weeks before their assignments are due.
15. NAIT Learning Support Meet and Greet
 - a. Feb. 22 9:30-3:30
 - b. Silvia and Stephanie are attending. All tutors are welcome.
 - c. Silvia will be presenting on the Writing Groups. Other Writing Group tutors are welcome to collaborate with her.
 - d. Info & itinerary posted at Tutors' Corner.

Feb 28, 2018

In attendance: Rob, Lucie (chair), Erica (recorder), Bailey, Bronte, Julia, Kristina, Kyla, Mansoureh, Maryam, Mayank, Nina, Petra, Pony, Shahnaz, Shannen, Silvia

Visitors: Adam Gaudry, Felice Lifshitz

1. Welcome to Adam Gaudry (Native Studies) and Felice Lifshitz (Women's and Gender Studies)
2. Schedule colour change: drop-in appointments are now purple!
3. Reading week tutoring was FULL! Thanks to those who tutored.
4. FGSR bootcamp
 - a. Silvia, Nathan, and Shahnaz taught workshops; Belinda tutored.
 - b. Silvia recommended that next year tutors leading workshops should communicate more beforehand, so their material doesn't overlap.
 - c. Next year, don't run workshops on the Friday, since the Friday workshop was poorly attended.
5. New laptops will be arriving in the C4W soon! They won't be Apple. Are you distraught or relieved? ;)
6. Reminder: Nominations for the DOS service excellence awards close March 16.
 - a. Nominate any staff member you think is outstanding! Categories include Student-Nominated, Peer-Nominated, Volunteer, and Student-Staff.
 - b. More info at tutor corner.
7. Anthropology department professional development open house March 15
 - a. Dylan will be tutoring at this event from 11:00-2:00
 - b. Is anyone interested in helping him? We could use one other tutor. You can go anytime between 10 and 2.
8. Spring/Summer tutoring
 - a. We will hire four-five tutors for spring and five-six tutors for summer, at 4-6 hours per week each.
 - b. If you want to work spring/summer, send your availability by March 13, midnight. You can specify spring and/or summer. You don't have to work the whole time. Priority to grad tutors and science tutors. First come, first served.
9. Spring/Summer online tutoring
 - a. Email Erica ASAP if you're interested
10. UofA+ Program
 - a. This is a bootcamp for incoming international undergrad students. It takes place the last three weeks in August.

- b. We need to hire eight grad and eight undergrad tutors
 - i. Grad tutors each teach a section of the program, and one undergrad tutor works with each grad tutor as a TA.
 - ii. ~20h for grad tutors and ~13 hours for undergrads. More info about dates & times TBA.
 - iii. This is a great opportunity for teaching experience! Email Erica with your availability. More info about dates & times TBA.
- 11. Remember to advertise the workshops to clients! Workshop dates are on each cubicle desk.
 - a. This is a good way to give them an opportunity to work on concerns you didn't have time to address in depth in your tutoring consultation.
- 12. Drop-ins:
 - a. When informing clients about drop-in appointments (either in class visits or at the front desk), encourage them to drop-in, but emphasize that we can't guarantee they'll see a tutor right away. Some first-time clients have been upset when they've arrived and found out they'll have to wait.
- 13. Remember to fill out your client report forms!
 - a. Please check that you've filled out all your client reports from the beginning of the semester.
 - b. To view your "orphan appointments" (appointments with no client report form):
 - i. Go to the dropdown menu on the top left-hand side of the C4W schedule
 - ii. Select System Utilities & Reports > Master Appointment Report
 - iii. In the "Resource" dropdown menu, select your name.
 - iv. In the "Limit Display" dropdown menu, select "show orphan reports only."
 - v. Make sure the date range is set from the beginning of this semester to the present day.
 - vi. Ask Erica for help if you need.
- 14. Dear Andre notes
 - a. Grammar Bytes resource (chompchomp.com): a tutor discovered this resource and has been recommending it to clients who need a lot of grammar practice. It can be valuable to recommend that clients search specific grammar terms like "articles" or "tenses" on this website and work on those things on their own. Giving this advice can help the tutor focus their consultation on more higher order concerns, while giving the client opportunity to practice grammar on their own.
 - b. Please log out of your online schedule when you're finished using the computer to avoid confusion and security breaches!

March 13, 2018

In attendance: Lucie (chair), Erica (recorder), Belinda, Dylan, Jacqueline, Moni, Samrah, Silvia, Stephanie

Guests: Christina Grant, Taya Thibeault

- 1. Spring & Summer tutoring (regular & online)
 - a. Send your availabilities by March 13, midnight (today!)

- b. We'll hire four-5 tutors in the spring, and five-six tutors in the summer (4-6 hours/week). Priority to grad tutors and science tutors. First come first serve.
 - c. Hours will be reduced in the spring & summer since we'll have fewer tutors working. We will likely not be open early in the morning or later in the evening.
 - d. We will have one online tutor working for both spring and summer. The online tutor must be available from April 23 to August 31.
2. UofA+ Program
- a. This is a bootcamp for incoming international undergrad students. It takes place the last three weeks in August (you must be available for the full three weeks).
 - b. We need to hire eight grad and eight undergrad tutors
 - i. Grad tutors each teach a class section, and one undergrad tutor works with each grad tutor as a TA. Classes meet every day for 10 days. (~20h for grad tutors, and ~13h for undergrads)
 - 1. Grads and undergrads may be able to cover two course sections each, which would double their hours worked.
 - ii. Course content is about Canadian academic writing. Most of the content is pre-prepared to make sure all the sections go over the same info
 - 1. Each section will focus on writing in a different faculty: science, engineering, arts, business, ALES, etc.
 - c. Lucie is meeting with International Student Office this afternoon. We will know more details about dates and times soon!
 - d. This is a great opportunity for teaching experience! Please email Erica with your availability ASAP.
3. Writing groups in spring & summer (grad tutors)
- a. Please email Erica if you're interested in leading a writing group in spring/summer. Dates and funding are TBD. We are trying to gauge interest for now.
 - b. Depending on tutor availability and funding, we may hold short, intensive groups (meeting four hours/week instead of two hours) in the spring or summer term only, or regular groups (meeting two hours/week) from May to August.
4. Remind clients about workshops!
- a. Workshop attendance varies. The last three workshops had 12, 20, and eight students respectively.
5. Dear Andre note: difficult clients and drop-ins
- a. Many tutors have had difficulty with a particular client who is very pushy, rude, and returns over and over for help with the same assignment. The tutors have difficulty working with her as she can be disrespectful, interrupts them, and doesn't listen to their advice. She is often disrespectful to other clients as well. Tutors have noticed that this client always seems very stressed and anxious, and seems dependent on tutors' help. Here are some strategies for dealing with her and any other difficult clients:
 - i. Remind that the C4W is here to help her build writing skills and strategies that will help her long term.
 - ii. Remind her that she needs to take charge of her own assignments, and becoming dependent on the C4W will not help her because she will not always have access to the C4W.

- iii. Rude behaviour is always unacceptable, even under anxiety and stress. Tutors are entitled to remind her (and any other difficult clients) that the C4W does not tolerate disrespectful language or behaviour of any kind. This includes behaviour toward other clients. Refer to the Dean of Students signs on each desk.
- iv. Tutors can tell her that when she interrupts, it makes them lose their train of thought and makes it more difficult to help her.
- v. If she is returning repeatedly, remind her of the drop-in rules, that we need to give priority to clients who have not had an appointment yet that day.
- vi. If you continue to experience problems, and/or notice she is asking tutors the same questions repeatedly, let Erica or Lucie know.
- vii. Tutors do not have to continue to help her with the same assignment over and over, especially if there are other clients waiting.
- viii. If you need help dealing with someone difficult, ask Erica or Lucie.
- ix. Lucie has spoken to this client once already, and some tutors have noticed an improvement in her attitude since then. Lucie and/or Rob are going to try to meet with her again.
- x. In the future, we will consider limiting her to one appointment per day.

March 23, 2018

In attendance: Lucie (chair), Erica (recorder), Rob, Bailey, Bronte, Dylan, Jacqueline, Julia, Katherine, Kristina, Kyla, Majid, Maryam, Maryama, Mayank, Nina, Petra, Pony, Shahnaz, Shannen, Silvia, Tyler

Guests: Jessica Friederichsen, WRS 101 instructor

1. Do you want to come back in the fall? Tell us by April 6
 - a. We will send out a request for specific availability later in the spring/summer. For now, please email Erica to let her know whether or not you plan to be back. We want to know if you're graduating or moving on too!
2. Spring/Summer schedule: we will know how many people to hire by Tues, March 27
 - a. We will be hiring mostly grad students in the spring & summer, as most of the clients in the spring & summer are grad students.
3. UofA+ update
 - a. Thank you to all those who expressed interest. Lucie sent an email letting those interested know whether or not they have been hired. If you have been hired, please respond to her asap to confirm your availability.
4. Unwind your mind signup
 - a. Erica sent an email a few weeks ago asking you to volunteer for Unwind your Mind. It is a DOS mental health initiative to encourage students to take wellness breaks during the exam period.
5. Emailing Rob (about what and when)
 - a. Rob is glad to read and respond to your emails about your job at the C4W. You may contact him with questions about contracts, hiring, HR, and financial matters, or if you're having any issues with Lucie or Erica.
6. Dear Andre:
 - a. How can I better teach paraphrasing to clients?

- i. Have the client read the passage thoroughly enough that they understand it, and can explain it without looking at what they have written. Ask them to explain it to you using their own words, not what is written down. This will help them paraphrase ideas, not just replace words.
 - ii. Ask them to describe the concept to you as though you're a friend who has no idea about the topic. Write down everything they say. Once you remove the colloquial language, you usually have a good foundation for rephrasing
 - iii. When finding synonyms, explain the different connotations of the words to help teach them not to blindly choose synonyms and replace words without thinking
 1. Teaching them to look up and discern between synonyms is not plagiarism because you're teaching them the skills to use a thesaurus/dictionary properly
 - iv. Emphasize that it's their paper and you can help them, but they make the final call
- b. How to best remind clients of workshop dates. Handouts? Email reminders?
- i. We will put little papers with workshop date reminders at each station so students can take them with them.
 - ii. The C4W email list is too big and diverse for us to email everyone every time there is a workshop, but In the future, we will begin collecting client and instructor names for workshop only email list if they are interested.
 - iii. In the future we may look into using other spaces for the workshop, since the workshops often have too many participants for room 1-23.

April 4, 2018

In attendance: Lucie (chair), Erica (recorder), Rob, Audrey, Belinda, Dylan, Maryam, Maryama, Mayank, Moni, Pony, Shahnaz, Shannen, Tyler

Guests: Rachel Prusko, English instructor

1. Lucie added "Multimodal project" in client report form (on online schedule)
 - Multimodal projects are any projects that involve multiple media (not just text).
Ex: videos, presentations, etc.
2. Hiring for spring/summer done
 - Everyone who expressed interest should have heard whether or not they were hired. Please let us know if you didn't hear anything.
3. NEW self-evaluation form
 - Erica will email out a self evaluation form, due by the potluck on April 13 (by email or paper copy).
 - This short evaluation is just an opportunity for you to reflect on your work at the C4W, recognize what you do well and identify areas you'd like to improve in the future. It's often helpful for you to set your own goals for improvement, rather than have them forced upon you by a supervisor. These evaluations won't play a direct role in any future hiring decisions. Please be an honest and reflective as possible.

4. Reminder: potluck on April 13, 5-7pm, please indicate what you'll bring + dietary restrictions at the desk
5. Campus Alberta Writing Studies Meeting
 - This is a conference on April 27 involving Writing Centres from campuses around Alberta. Lucie recommends you attend if possible.
 - Email Anna Chilewska (anna.chilewska@ualberta.ca) to RSVP.
 - It's free!
6. Dear Andre:
 - To what extent should we push students to look at their whole paper, vs. just what they want to work on?
 - It's best to encourage, but not insist. Focus on what they want to work on first, and if possible, recommend that they book another consultation to work on the other concerns you noticed.
 - Ultimately, it's the client's choice whether they take your advice. Do the best you can, but not all clients are receptive, and sometimes they don't have enough time to make all the recommended changes.
 - What to do if a client asks you to check their friend's writing, without the author present. In this case, the client got angry and left.
 - An occasional occurrence of this problem is when an international student wishes to get writing help for their friend or partner who is trying to get into the U of A. Sometimes, the writer is not even in Canada.
 - Unfortunately, there is nothing the tutor can do in this case. To uphold academic integrity, we cannot work on papers without the author present.
 - If the author is a U of A student, the tutor should recommend they book their own consultation, but if that is not the case, the tutor should explain that making changes to the paper without the author
 - Adding a section on the drop-in list for students to state what they want to work on.
 - Erica will do that

APPENDIX D: TUTOR ALUMNI SURVEY 2018 RESULTS

What was your degree/major?

Degrees:

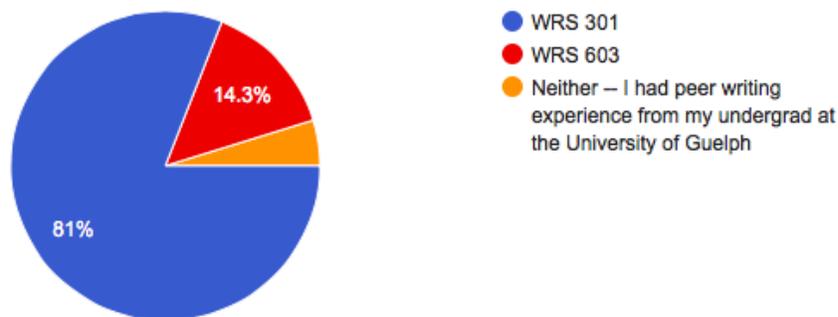
- BSc.: 3
- BA: 10
- BEd.: 2
- BCom.: 1
- MLIS/MA: 5
- Master's Education: 1
- Master's Political Science.: 1
- PhD Political Science.: 1

Majors:

- Sciences: 4
- Math: 1
- English/Creative Writing: 8
- Human Geography: 1
- Phys. Ed: 1
- Business: 1
- History: 1
- Anthropology/Sociology: 3
- Philosophy/Psychology: 2
- Languages/Linguistics: 2
- Foods/Fashion: 1
- Political Science: 3

Which writing centre course did you take?

21 responses



How many semesters were you employed (incl. training)?

1 semester: 1

2 semesters: 4

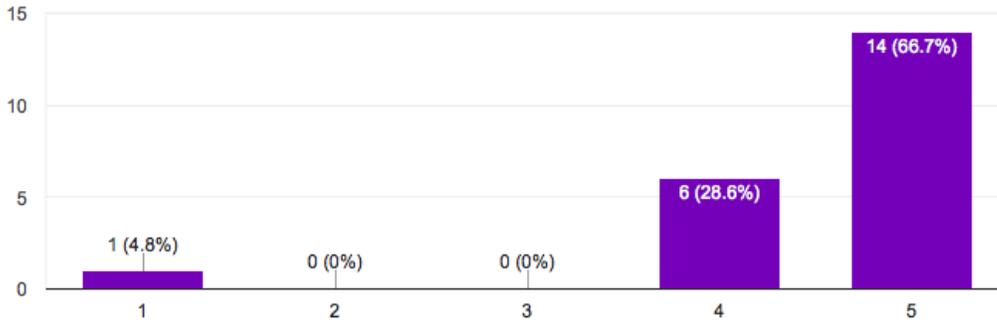
3 semesters: 3

4 semesters: 5

5 semesters: 1
6 semesters: 2
8 semesters: 1
9 semesters: 1
10+ semesters: 2

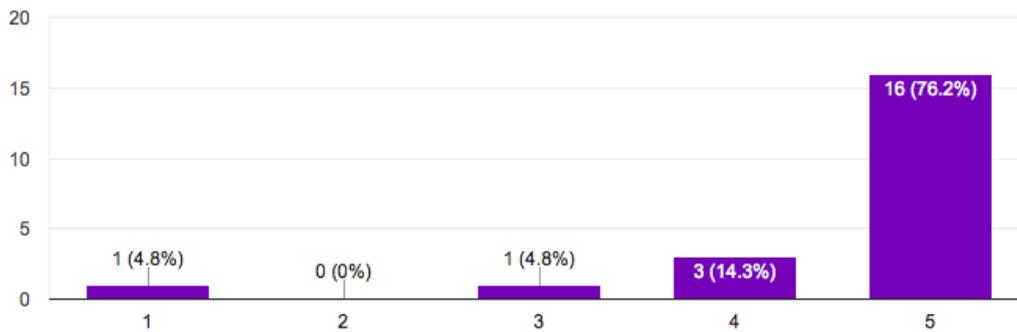
Influence (1-5) of TRAINING on your development as a STUDENT:

21 responses



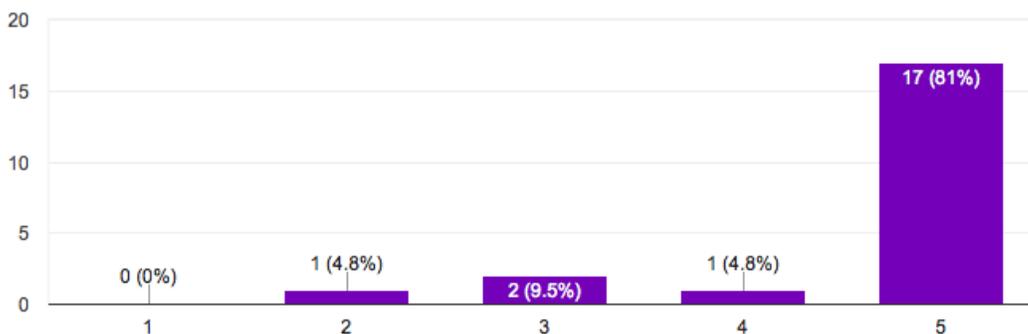
Influence (1-5) of EXPERIENCE on your development as a STUDENT:

21 responses



Extent (1-5) of influence tutoring had on your writing:

21 responses



1. What are the most significant abilities, qualities, values, or skills that you developed as a peer writing tutor?

- “Being able to deal with the administration's strange and uncertain mood swings allowed me to better deal with the realities of the working world.”
- “I developed my understanding and competency with a broad variety of writing styles, beyond what my courses as a science student could teach me. I learned what kind of help it is possible to give a client in a half an hour or hour long tutoring consultation. For example, one student had many ideas bouncing around in her head, and she pressured me to come up with a thesis statement to streamline those ideas and bring her paper "from B material to A material". I suggested themes that she was talking about to see if any of those resonated with her, but since I wasn't going to write her outline for her, and she didn't have a clear vision of what she wanted to write about, it was very difficult to help her. On the other hand, I learned how to proofread short and sections of long texts provided to me and provide both higher level critiques, along with highlighting grammatical errors within that same time span. I also learned that helping the student understand what the assignment is asking from them is one of the most critical things you can do to help them. I developed my time management skills along with my ability to manage other tutors if they were taking too long with one client and leaving another waiting while I was at the reception desk.”
- “It really helped me to develop my own writing skills.”
- “The Writing Studies 301 course and my work as a peer tutor have been the single most influential factors on my career development since I graduated. With Dr. Moussu’s guidance I discovered a passion for teaching, and the work experience opened up an array of opportunities that otherwise would have been out of reach. For example, I later leveraged this experience to get a job as a tutor at the University of Alberta’s Faculty of Extension and as an Instructor’s Assistant in the English department from 2015-2016. Now I work as a TA at the University of British Columbia while I pursue my Master’s degree. The Writing Studies 301 curriculum emphasized applied teaching strategies as well as pedagogical theory. As far as I know, WRS 301 and the Centre for Writers practicum are the closest thing that English Language and Composition students have to a job placement or co-op training program. In any case, it meets the needs of Arts students by giving them on-the-job training for skills that are highly transferable: for example, tutors get experience working with people from a wide variety of disciplines (which is critical for any project that requires effectively understanding and liaising with multiple teams and specialists), learn strategies for teaching and tactfully offering constructive criticism, and develop skills specific to editorial work. My training as a peer tutor made me appreciate value of seeking peer feedback during the writing process, especially from resources like the Centre for Writers. I had always thought that, as a senior-level English undergrad, that I was “above” that kind of help. In reality, it is extremely constructive for people at any skill level. I frequently sought out feedback from C4W tutors after I was trained and hired as one myself.”
- “I learned to teach people how to write by helping them correct their own mistakes and letting them stay in charge of their own writing. For example, instead of telling a client to change a sentence order, I would read it aloud and ask them what they think should

change. These tutoring appointments and the quantity of writing I have read with clients have been invaluablely helpful for me as a teacher when marking essays or giving feedback and advice to students. The key writing tool I learned as a tutor was how to organize my writing with rhetorical purpose, to advance an argument and state a position, organizing my paragraphs to good effect. I learned to break the ice with clients by greeting them and directing the appointment with guiding questions to help them speak about their writing and get their ideas out in speech, which helped them know what they wanted to say in writing. I learned to keep track of time and be punctual and professional while addressing the needs of my clients.”

- “Learning that there are always multiple solutions to problems. Using the same tactics with every student does not work and learning to come up with creative and constructive solutions to the problems that students present has helped me grow as an individual and creatively solve more problems.”
- “-Understanding how to guide different types of learners when teaching English. - Learning strategies to teach international students. For example, I’ve come to realize students learn better when they verbalize or visualize their work rather than type it out. - I’ve gained a lot of patience when I’m in a situation that requires me to figure out ways to explain a concept.”
- “I was able to improve my own writing, especially my scientific and creative writing skills. My use of punctuation greatly improved. I also became more comfortable working in a professional and team environment, especially because of the experiences from our staff meetings and how we all worked hard to improve our services.”
- “I always thought of myself as an excellent writer and communicator, until I took Lucie's WRS 301 Course. I then realized that I had so much to learn. Throughout the Writing Studies 301 course, I had to reflect a lot about the way I wrote and communicated, deconstruct it and then put it back together in a better way. I learned humility through this experience. I learned how to listen more effectively, and how to prioritize information and give better advice.”
- “- Improved in my own writing skills - Through the course and tutoring experience, I was able to learn and understand more about my own writing process, which improved my writing tremendously. I developed better strategies to research, outline, draft, and edit my own papers. - Developed stronger communication skills - Tutoring allowed me to meet a multitude of individuals from different cultural and social backgrounds each with unique writing concerns. I learned how to approach different individuals with understanding and kindness. I learned to listen to what each client was saying, and guide clients further by asking questions. I learned how to lead a focused conversation on writing that was accessible for each client wherever they were in their writing and academic process. - Planning and time management - Most clients only had half-an-hour appointments. I learned to manage the time effectively by prioritizing concerns and by asking the right questions. The WRS course was crucial in giving me the tools and training that prepared me to tutor.”
- “Concision, organization, and different format styles (APA especially)”
- “This is a hard question for me because there are very few skills, abilities, and values I have that were not at the very least influenced and sharpened by my time as a peer writing tutor. I can't stress enough what an influence my time as a peer tutor at the U of A has influenced me. Among other things, I learned to be a better writer, give excellent feedback, be a leader, organize my time, prioritize, deliver effective presentations, shift

delivery based on the student I'm working with, and communicate and collaborate with peers and superiors. I also learned understanding, empathy, confidence, and compassion.”

- “Academic abilities including these skills: Research Critical thinking Pre-writing and planning Academic strategies and study habits ("learning skills") Drafting all aspects of a strong report, chapter, conference or journal submission etc. (from finding the right words and the structure of individual sentences and paragraphs to having the right organization and objective of entire sections and manuscripts) Revision Instructional abilities including these skills: Interpersonal / communication skills Time management / lesson (or consultation) planning skills Knowledge matter expertise (in grammar, syntax, style, formatting, editorial strategies etc.) Evaluation / assessment (I know this wasn't necessarily part of the job description but I do use this skill in jobs I have had since and draw on my tutoring experience when I provide specific and constructive feedback, "corrections" and comments as a grader or instructor) Qualities: Intellectual honesty and humility Confidence / resilience Empathy Creativity Diligence Examples: Pretty much all the best work I have ever written. My students will have to speak for themselves but I feel that I am also comfortable and competent in from of a classroom or conference room. I am always improving as an instructor but I already do some things very well and am working from a very good foundation as I continue to develop my basic competencies.”
- “Peer tutoring gave me a huge amount of confidence working with students on their writing - I enjoyed both the training and the positive feedback from clients, and I find now that it is easier to evaluate, structure, and re-work both academic and creative pieces.”
- “Literacy: reading and writing generally, but also the ability to derive meaning from syllabi, synthesize and follow assignment instructions, explain concepts and ideas to people well and rephrase if the strategy I'm using isn't working well. This is true of a lot of areas of my life: in my own capacity as a mentor of people who are in school or applying for jobs, in my own school and applying for jobs, in my work as an educator, etc. Understanding influence: when you work as a peer tutor there's a certain amount of authority that visitors view you with despite the fact that on paper, the amount of relative power you both might have at an institution is identical (both undergraduate students around the same age, etc). Ensuring that visitors "always hold their own pens" has been a really fundamental metaphor for understanding that it's irresponsible work over other people and has helped me develop a really deep and careful understanding of power in a wide variety of my relationships -- friendships, partnerships, mentorships, siblingships -- which is very important to me.”
- “I learned how to read a paper quickly and identify patterns of errors, as well as prioritize which issues needed to be addressed first. I improved my own ability to structure and edit papers.”
- “Certainly I developed a scholarly respect for academic writing I did not believe I would have had otherwise. I became much more aware of how things like structure, organization, pre-writing and revision processes all serve to significantly influence the final product. The really big tangible consequence of this learning experience was the positive impact on my own research (which is essentially 85% writing in any discipline, more in others) and the level of productivity that I've been able to reach thanks to my training at the C4W.”
- “- Pedagogical skills - You learn how to teach - ESL teaching skills - Whenever we got clients from other places, we could help out using our skills. - Balance between

explaining concepts and not doing the work for people (being an effective peer) - Writing as a process - Revising, editing, letting a text "sit" and going over it"

- “(1) Listening skills. Much needed to provide fulsome assistance to students; (2) Understanding what was at stake when students stopped in. Not just a project or assignment but an opportunity to pass on skills that would last for the remainder of their degree and beyond; (3) Kindness and empathy. The Director and fellow tutors created an atmosphere that promoted these basic qualities. This alone made working at the Centre for Writers a remarkable experience; (4) Support provided to Tutors. The Director was always aware the centre operated best when the tutors were themselves supported. Quite often this would mean the advent of additional learning and research material or a thoughtful word and well-timed critique; (5) A sense of common cause; those who participated had a sense of shared purpose which served to produce an amazingly engaging dynamic.”
- “Working and training at the C4W help me with my grammar and higher order structure/organizational concerns with my own essay writing. Working one-on-one with clients also instilled a confidence in my ability as a public speaker.”

2. Do any of the qualities you listed above play a role in your social or personal life?

- “What I learned about the limits of tutoring has helped me gain the confidence in my personal life to tell people when they are asking me to do something that is their responsibility because my doing it will prevent them from growing as people. My exposure to different writing styles has prompted me to read a greater variety of genres, and this has strengthened me as a writer.”
- “Yes, I write many reports as a psychologist. I also returned to university last year to complete my PhD and many of my professors comment on my papers that I am a strong writer.”
- “Peer tutor training also highlighted the challenges faced by English Language Learners in a university setting. I later had the privilege of tutoring two classes of predominantly Chinese English Language Learners while at the Faculty of Extension. The unique needs of international students became a particular interest of mine, especially regarding the academic structures that help or hinder their success.”
- “Yes, I find that working as a peer tutor has given me increased confidence in meeting new people and being at ease with them. Also, reading large quantities of writing from all disciplines and levels has helped me to write professional and personal communications to be more clear and to the point.”
- “Creative problem solving is one of the main skills that I use in my current career every single day. This can be almost entirely attributed to my experience as a peer tutor.”
- “I became a lot better at teaching when I did my practicum. Also, as I continue to do volunteer work, I’ve noticed I have an easier time problem solving on the spot; this includes when I’m working with elementary kids and require tremendous amounts of patience.”
- “Yes. As a student in MLS right now, there are a lot of skills that play a role such as how to communicate with patients, and how to clearly communicate ideas in the scientific community.”
- “I am a better friend thanks to my improved listening skills. I used to bombard friends with advice and have since learned to ask better questions, see if they even want help and

then deliver a better message. I am definitely more empathetic to different styles of communication as well.”

- “Communication skills has played a huge role in my social and personal life. I would like to emphasize that I don’t just mean speaking and listening when I say communication skills. Rather, tutoring has trained me to be more thoughtful and analytical in what I say and how I listen to others.”
- “I might be a bit better spoken.”
- “Yes, I use all of the above qualities and skills every day in my personal life. In particular, I learned to be more confident in my own skills and abilities and to feel comfortable leading others. I am also very comfortable giving effective feedback to others and tailoring that feedback to their needs. For example, I have since coached a national championship-winning team, and I applied many tutoring skills to my work with athletes. The compassion and communication skills I learned have also been invaluable in my personal relationships.”
- “Yes. I can understand and communicate with all sorts of people very well (academics and researchers, experts in other professions, and just "normal people" in normal everyday situations) thanks to my training at the C4W :) To be clear, I am not saying that I would not have a social or personal life without the above qualities and skills, but just that they inform and have improved the way I do a lot of things, including the way I approach social situations in my personal life.”
- “I still do some freelance tutoring and have continued to use the skillset professionally. I also am glad to be able to help friends with things like cover letters.”
- “The mentoring skills I learned help me every time I teach someone something new.”
- “Yes, they allow me to deal with incompetent, ego-maniacs with a smile on my face.”
- “Not directly, I would say--but I find that I am definitely more willing to help my peers with their writing as well, which helps professional and personal relationships when they find value in what I can offer, thanks to my training and experience.”
- “Absolutely - I am currently a language instructor and the experience I received through C4W shaped a lot what I do. Also, knowing how to be a peer is essential in work life.”
- “The values of empathy, kindness and listening have now been integrated in my personal life. This has enabled me to form deeper friendships.”
- “My confidence in speaking is something that I use every day when engaging with clients at my current place of work.”

3. Were there any downsides to your experience as a peer writing tutor?

- When I had an appointment with a peer tutor who was 20 minutes late, the administrative assistant told him not to worry it was only and she said my name. I felt humiliated.”
- “Not really, the schedule was nicely established at the beginning of each tutoring semester, so I could treat tutoring as another class in my schedule. It was an ideal part time job during the school year.”
- “My only complaint was the tutoring space - I often found it hard to concentrate when the centre was full of students. I also found it a little stressful having students rate the tutoring experience each time.”
- “I received a terrible evaluation and reference letter from the director .
- “None.”

- “Sometimes I met very interesting people but due to the professional relationship, never saw them again. Since I am more introverted not a social butterfly, it got very exhausting to meet a series of new clients in a row and start at the beginning with each of them. The 30-min appointments sometimes also felt too short to significantly delve into their writing and really help them.”
- “No, I found the experience rewarding and insightful.”
- “My biggest problem was figuring out ways to help international students that weren’t able to understand me. I’m pretty good at understanding accents but when the student can’t understand me, I feel I can’t figure out how to help them efficiently.”
- “There were some days that were so busy that it got a little overwhelming. For example, we were understaffed on Fridays, but near the end of the term, there would be lots of students because they had final papers due on the upcoming Monday.”
- “It was hard work, and at times quite frustrating. Some people would call those downsides, but those things made the experience that much more meaningful for me. My only regret is not taking the class earlier!”
- “No. I always enjoyed tutoring and being able to help my peers. Even the occasional consultation with a strange client makes for a fun story afterwards.”
- “It can take a lot of time and drain energy.”
- “The one downside was that I experienced a lot of stress when I worked with the Bridging Program, especially since I was part of the program from the beginning. I put a lot of pressure on myself to help students succeed. However, I was also mentored by Lucie Moussu and several WRS instructors who helped me gain perspective. As well, once the program grew, I had fellow peer tutors to bounce ideas off and keep me grounded.”
- “The disconnect between the overwhelming support and appreciation from students, faculty, and staff on the one hand, and the insufficient interest and investment from executives on the other.”
- “No.”
- “I guess the only thing would be we didn’t have enough time between clients. Other than that, it was one of the best jobs I’ve ever had.”
- “I think the only downside, if you can call it that, is that frustrating moments did happen during tutoring shifts (with students who were difficult to get along with, for instance, or those who found it difficult to grasp concepts). However, this is a common theme to all jobs, and as in other jobs, these were learning moments that when I drew upon these experiences later on, helped me to navigate difficult situations with patience and logic.”
- “Not enough hours to practice more - I wished I could have worked there longer.”
- “Looking back, the only downside was the self-pressure applied to be of service to our fellow students. My biggest fear was not being able to help people. Once it became apparent that I could make a difference, the fear dissipated.”

4. What is your opinion of the idea that WRS 301/603 should NOT be required for tutors to work at the Centre for Writers? Did you find WRS 301/603 useful to your training as a tutor?

- “I found my training with WRS 301 to be essential for my work as a tutor. The classroom time and many written assessments we performed on the provided texts were the background needed before we were introduced to tutoring students during our practicum.

Honestly, I probably could have used another semester of class before working with clients, but that wouldn't be practical! As it was, within the semester we covered a broad range of topics, from explaining how to fix common grammatical errors, to how to address an incoherent text, to dealing with clients that are angry or hitting on you.”

- “Neutral - I had previously worked as a writing tutor during my undergraduate degree where I received similar content through writing workshops, so I did find a lot of the material redundant. I would say it depends on the student and his/her experiences.”
- “I would not have been ready for that job without taking WRS 301 first. I think that is a terrible idea.”
- “I think it is disastrous for WRS 301/603 to be taken away, since it was the most challenging and useful writing course I took in university. It gave me important foundations of how to write an analytical university paper, which in turn is a valuable tool for teaching writing in high school too. I would not know how to tutor people if I had not taken the course, and could certainly not offer the same quality of service and assistance to my clients. I don't know what criteria will be taken to hire tutors without this course. Only choosing students who have a major in English or writing related discipline would simply take away the richness of the varied disciplines our tutors had and were able to assist due to the wide variety of clients we had.”
- “This might be the worst idea in the history of ideas. WRS 301 taught me discipline in a field that can be fraught with improper technique and personal opinion. Just because I think something should be done a certain way does not mean I am correct. The existence of the course ensures that there is consistency amongst all writing tutors.”
- “I found it incredibly helpful and I think it should be necessary. It eases you into the process of tutoring by introducing you to concepts you'll work with when dealing with clients. Had I not taken the class, I wouldn't have learned the skills and strategies I did.”
- “I found WRS 301 EXTREMELY HELPFUL AND USEFUL to my training as a tutor. It gave me the opportunity to learn so much about writing, practice different writing styles, learn different methods to peer tutoring, as well as the opportunity to explore within myself.”
- “I understand the rationale behind removing the requirement for WRS301/603 by the university. I respect the procedural mindset for the departmental change and thus not seeing it as a requirement. However, I believe that WRS courses should be required of all tutors. In spending a semester taking the course, I had a sense of humility is instilled in me. It takes weeks and months for one to come to terms with their own deficiencies with writing and communicating. It is very beneficial to have an entire class of people to help you put things back together in a better way. I don't believe these elements will be present without a semester long training course, pure and simple.”
- “I believe that cancelling WRS 301/603 will end up creating more problems and more work for everyone involved. WRS 301/603 is a well-structured curriculum to train tutors, allow tutors to earn credit for the training process, and is the most effective time and place to prepare tutors. Without the course, tutors will either not gain enough training or they will have to make time to attend additional training that will not and cannot provide everything a full semester course does. WRS 301/603 is why I became a tutor. Through the course, I gained the practical skills and theoretical knowledge that gave me the confidence to tutor. Without the course, personally, I would not feel qualified and able to meet with my peers to talk about drafting, the writing process, citations, etc. I believe clients also feel reassured and have more trust in what we say when they know that tutors

received training through taking a full semester course and evaluation. I remember being asked by several clients how I became a tutor--it's important for clients to know that the tutor whose advice they are relying on has been fully trained and evaluated to help them.”

- “It was definitely useful. I suppose that someone could teach without it. But, it would be helpful for most people I would think.”
- “I can't imagine starting to tutor without WRS 301. Not only would I have felt very lost, but I'm also confident that students I tutored would not have received the quality of tutoring I was able to provide thanks to my training. Reflective practice, observations, feedback from peers and instructor, and lessons on various aspects of tutoring are so important to provide quality support to students. I really think that tutors, students, and the reputation of the Writing Centre are all at risk if tutors are allowed to begin tutoring without the excellent training provided in WRS 301/603.”
- “The first part of the above is a complicated question and am not sure I am qualified to comment on it in much detail. I certainly think that it is best to trust the experts on the topic with decisions about the Writing Studies curriculum. I definitely found WR S 301 essential to my training as a tutor. At the very least, it gave me a working familiarity with the literature in Writing Studies and allowed me to make personal connections between theory and practice in my own tutoring. Incidentally, I have worked at four different Writing Centres and I can say that the University of Alberta has the strongest academic focus of almost any Canadian post-secondary I have come across, and this gives them a considerable advantage over many other institutions when it comes to training their staff, supporting faculty, and most importantly, giving students the professional assistance they deserve. My personal opinion on this is that tutoring needs to be taken seriously and done very, very well if done at all. There is no point having a Writing Centre (or any academic institute or centre) in name if the university cannot invest financial and academic resources to make it worthwhile. Discontinuing the Writing Studies 301/603 courses sends students, staff, and faculty the wrong message about the University of Alberta's priorities and ambitions: it tells them that the university is complacent about its accomplishments and prefers nominal programming to serious and outstanding academic scholarship and support services for every discipline.”
- “I did find the class useful - I have a strong intuitive grasp of grammar and the technical review was immensely useful. I also appreciated the techniques taught for working with English Language Learners. I think at least some training needs to be given for tutors.”
- “If the course is going to be discontinued, another one should replace it. The skills I learned were invaluable for my work as a tutor, and they benefited me greatly in my own studies as well. The course helped me feel confident approaching my clients because it taught me how to structure my consultations with them. I remember being disappointed that the coursework only lasted half the term (the "internship" took up the other half), so I could see a shortened course being beneficial. But I would strongly suggest providing at least some training for peer tutors.”
- “It seems strange not to train new personal in the basics of tutoring. Keep the program.”
- “Personally, I cannot fathom for a second how someone, particularly an undergraduate, could be expected to provide a writing service to peers without some sort of formalized training. What we got out of WRS cannot be condensed into a weekend workshop or even several. The intensive readings helped us gain at least the minimal understanding required of the history and background of writing centres as well as practical information to do with the actual peer tutoring appointment. The various assignments we had to do

were crucial as "tutoring practice" and let us make mistakes that otherwise could have been disastrous in a real tutoring setting. It wasn't an easy course by any means, but the amount of effort that was required over the entire semester was absolutely necessary for the students to have some sort of understanding as to what constitutes an effective and aware writing tutor, someone who takes the endeavour seriously and not just as another thing to put on their CV."

- "The class was essential to be able to practice at the Centre for Writers. Even though I was already a good writer, I would not have had the pedagogical knowledge or the writing basis to explain students something they could do on their own the next time."
- "The WRS 602 course was essential to allowing me to succeed as a Tutor. It imbued me with knowledge and understanding that I used every single hour on the job. I shudder to think how effective I would have been without that grounding."
- "I believe that it is a necessary requirement for tutors because it helps ensure a minimum standard or proficiency among all the tutors at the writing centre. Without the initial training program that the class offers prospective tutors, that standard of service will obviously suffer as students attempt to learn how to tutor within the writing centre."

5. Were the abilities, values, or skills that you developed as a peer tutor a factor in your choice of job or graduate work?

- "No, there's no money in Arts."
- "Not really as I have most recently worked in a lab tech position, which involves little writing."
- "No, I had already planned to become a psychologist."
- "Thanks to this job I seriously considered using my graduate degree to pursue a teaching career."
- "I already had a clear idea of what I wanted to work as when I applied in Education, but I knew the abilities, values and skills I would develop as a peer tutor would help me to do my job better. This was especially clear during my teaching practicums when it came to marking essays and teaching students writing."
- "Yes. As previously stated I use creative problem solving on a daily basis. Also my ability to work with ESL individuals has been a strength in the workplace and has allowed me to work with many coworkers on projects that others had given up on."
- "Tutoring at the centre helped me a lot with the career I want to get into. Prior to tutoring, I knew I wanted to teach; however, after working at the centre, I knew for sure that I wanted to teach. I feel fortunate that I got the chance to work as a tutor, get helpful advice from fellow tutors, as well as present to undergraduate classes on writing concepts."
- "Yes! I feel that I am ahead of the game in my work as a MLS student because I find writing up reports or presentations much easier than my peers do."
- "Absolutely! I am looking to begin a career in sales in a few short months, and WRS 301 and my experience tutoring has been one of the best and most relevant learning experiences I have ever had."
- "I did not choose a graduate degree or career based on the abilities, values, or skills that I developed as a peer tutor."
- "Yes, because one of my values is to be exceptionally patient with my students at my job as an instructor at MacEwan."

- “Yes. I was hired immediately out of university (literally - my interview was on the morning of my last final exam) as a professional tutor at NorQuest College (I'm not an Academic Coach/ Tutor). Despite not having the level of education or years of experience that were required for the position, I knew I had the skills to work with a diverse student population. I had found at the U of A that I loved working with and supporting students and that I wanted to continue in this line of work for some time. While I don't plan to tutor forever, every single career path I can imagine for myself includes using the empathy, compassion, understanding, and people skills I first developed as a peer tutor.”
- “I use the skills and experience acquired at the C4W in my teaching and research every single day. Tutoring at the C4W and as a TA for the WRS 101 at the U of A under the mentorship of Dr. Lucie Moussu made me a better writer and a better instructor. In short, it made me the academic I am today. I can say without exaggeration that I could not and would not be doing the work I now do without the excellent formative training my alma mater offered through the C4W. Quite simply, the C4W changed my life. In particular, the management team at the C4W have changed the academic reality of many, many students and alumni for the better. The University of Alberta should take pride in the Writing Centre and its academic staff, and take steps to support them in their work, accordingly.”
- “I have done some freelance teaching, tutoring, and copyediting, and my experience for the Centre For Writers has been great for demonstrating training/professional experience.”
- “Yes; I love to teach and I love to write.”
- “During my time as a tutor at C4W, I realized I wanted to become an editor, and I am now finishing a degree that will allow me to move into that role professionally.”
- “I really developed a healthy respect for academic writing, regardless of discipline. As a graduate student in a health science field, I am always writing proposals and working on papers for publication, along with scientific reports and assignments. I think that the values I obtained and skills I honed while studying in WRS and working as a tutor has really changed my perspective and attitude towards academic writing, which the majority of peers tend to dread and put off for later, due to its perceived tedium. However, learning to plan, organize and streamline the writing process properly has helped me to not be scared of writing and increase my written output thanks to this attitude.”
- “Yes, I knew that I had a passion for teaching but in this course I discovered I could be very effective even in English (not my first language). I also felt more capable teaching ESL after this experience.”
- “The experience at the Centre for Writers affirmed the notion that I am happiest when helping others. This cognition on my part has allowed me to be at peace with that priority.”
- “Working at the centre has shown me that I enjoy working within a team and engaging and working collaboratively with people. Although my current career path post-undergrad are presently unclear, I do know I want to work within such an environment in the future.”

6. Did the abilities, values, or skills that you developed as a peer tutor assist you in getting the job or being accepted to graduate school?

- “My strong interpersonal skills that were tested in the interview for the job as a lab tech were definitely developed in my work as a peer tutor.”
- “Yes. I think it increased my writing skills which helped me to submit a strong application for my doctoral degree.”
- “The peer tutoring positions were an impressive CV item, and the revision strategies taught by Dr. Moussu have helped me with many things, including my application documents.”
- “I am not sure, but I think the skills and abilities I gained as a peer tutor are an asset to me and make me more interesting to employers, especially as these skills connect so closely to my chosen profession of teaching language arts. I put them on my resume and was sometimes asked about how these skills have made me a better teacher in my job interviews.”
- “Yes. My communication ability was highlighted during my job interview process and I used many examples of peer tutoring during the interviews.”
- “I haven’t applied for jobs yet but I have had successful job interviews that have asked me about tutoring at the centre.”
- “Yes. We had to write a letter of intent for MLS. By the end of the writing process, I was very proud of my letter because I was able to concisely and clearly convey my ideas. My social and communication skills that I developed as a peer tutor assisted me during my MMI for the MLS application process. Because of the abilities, values and skills that I developed as a peer tutor, I was one of the 30 selected few who were accepted into such a prestigious program.”
- “Oh yes! I am a much better writer because of my experiences in the writing center, and this has helped me in all sorts of ways!”
- “Strong communication and writing skills is beneficial no matter the situation. I have no doubt that I was accepted to graduate school and was able to find employment thanks to the skills I had the opportunity to develop as a tutor.”
- “Yes. Lucie could see that I worked very hard including teaching presentation skills, writing for the GRE, and tutoring in Urdu. So, she wrote a very helpful letter of recommendation for me.”
- “Absolutely. Most of my colleagues have at least a Master's degree (the others have PhDs or at least two Bachelor's degrees). I was hired immediately after finishing my courses at the U of A despite not having the required education or years of experience because of the stellar training and experience I received in WRS 301 and the WC.”
- “Yes. I can list at least three ways in which my work at the C4W led to graduate school and various jobs along the way. First, tutoring helped me develop confidence as a writer and (peer) instructor. Before working at the C4W, I did not even consider graduate school. I was often intimidated by academics and even other (very talented) students and I did not see myself as part of the scholarly community. But tutoring pushed me out of my comfort zone and connected me with students taking on all sorts of interesting problems across the university. I learned that others valued my abilities and I began to trust myself to take on difficult academic and instructional challenges. The second way in which peer tutoring played a role in my career development was perhaps the most obvious and important: I became much, much better at explaining and defending ideas in scholarly speaking and writing. I was exposed to so many different ways of communicating that I vastly expanded my capacity as an academic and a professional later on in my studies and work. Simply put, I improved my critical thinking and teaching

competencies at the C4W, and this definitely helped me meet my research, teaching, and grading responsibilities in graduate school. Finally, many aspects of the job experience were applicable to academic and non-academic work more generally, and in some cases, the connections I made during my C4W experience led directly to these opportunities. I'll expand on these "soft skills" a little bit more in my next answer."

- "Being a peer tutor taught me how much I love working with text, and connecting with that passion gave me the courage to pursue my current degree and job (I work as a copyeditor). The skills I learned in WRS 301 and during my time working with other students' texts at C4W helped boost my confidence in my abilities and also showed me where I could improve."
- "I will never know if getting accepted to anything was a direct result of abilities or skills I gained as a tutor, but I think that a well-written letter of intent or resume puts something of a nice shine on any application you submit, regardless of your objective accomplishments, or can be a great tool in advancing your own opportunities. As an example, I once wrote a research proposal for a national scholarship completely on my own, and I believe winning that scholarship certainly helped my chances of getting into the graduate program I was applying to."
- "Yes, I did go to graduate studies and I believe this helped a lot. It also helped in finding a job related to communications. Honestly, writing skills are important in any position, in any kind of business."
- "The abilities of listening, empathizing and being kind to others helped me land my present position at Service Canada. My own writing has continued to advance based on the skills attained while at the Centre for Writers."
- "They haven't as of yet, but I believe my experience at the writing centre will be a valuable resource for me in the future."

7. In your current occupation(s), have you used or do you use the qualities you developed as a writing tutor? If so, how?

- "What I learned about clarifying communication was very useful in the position as a lab tech, because I worked in a team of four that needed to communicate clearly with many other people who were part of the testing process."
- "Yes, in writing psychoeducational reports. Being a student again, I continue to use the writing skills for my papers and will for my candidacy papers, research grant applications, and dissertation."
- "Yes! I work as a writing TA at UBC. I coach students with their written assignments, so the work is very similar. As with peer tutoring, I have to read technical writing from another discipline and synthesize the information quickly: I must identify the overall argument, engage with the evidence presented and determine if it is being used effectively, identify other strengths and weaknesses, determine whether it satisfies the terms of the assignment, and so on. Then, I talk them through these issues so they can do their own revisions."
- "Yes, as an English teacher I use peer conferencing with my students to help them read and comment constructively on each other's writing. Also, being a writing tutor helped me prioritize which issues to address in a student's essay when I am marking stacks of them, and to make targeted, constructive feedback to help my students improve in

writing. It also helped me develop a gauge of their writing level more quickly than other beginning teachers.”

- “Working with ESL individuals as a writing tutor and understanding how to solve many of their writing errors has allowed me to communicate and work with them better in the workplace.”
- “I really got a chance to use the skills I’ve learned when I was doing my practicum. As I mentioned, it helped me problem solve and strategize when dealing with students.”
- “I am just finishing up my degree right now, but the qualities will definitely be well-utilized in my sales career.”
- “Yes. I currently help people with research. Providing reference help is very similar to tutoring. I have to listen, ask the right questions and lead the conversation, understand the individuals' needs, and communicate the solutions clearly.”
- “Yes, I ask my students to write in APA format. I also teach it to them.”
- “Yes. I do very similar work at NorQuest to my work as a peer tutor at the U of A. My colleagues also frequently ask how the peer tutoring program worked at the U of A so that we can apply aspects to our own learning supports. For example, I learned to prioritize within tutoring consultations, set appropriate expectations for students, find and judge appropriate resources for students, and collaborate with faculty and other staff; I still use these skills every day.”
- “Most of my day to day work at this exact moment involves reviewing written documents, identifying areas of strengths and weaknesses in (mostly) others’ writing, and developing relevant recommendations for the other writers of these documents. As it happens, since I cannot make any changes to written policies without approval I communicate my suggestions and feedback to colleagues in much the same way as I used to as a peer tutor. Of course, since my work now is actually a collaborative effort, I do take more editorial responsibility and control as a contributor to the document as I did as a tutor but I still think it helps to approach the process as one of reading and responding to someone else’s writing constructively (even when it is my own writing!). So overall, the things I am really good at in my job are very similar to the things I excelled at as a tutor. For example, I am able to spend a lot of time reading other people’s work and thinking of ways to help them make progress towards a goal. I also can get excited about learning everything I can about a problem the organization has so that I can contribute collaboratively to a solution. There is no doubt in my mind that my university education and especially my time at the C4W had a large part to play in teaching me the most important qualities that characterize my work every day.”
- “All the time. The techniques I learned in my peer tutor training helped shape the process I use to copyedit articles, and the strategy of identifying recurring patterns of errors helps me give feedback to the writers I work with.”
- “General writing training is always useful, tutoring helped to better command my writing powers.”
- “All the time. When I write e-mails, I need to be concrete, have evidence presented clearly, and in order to get responses, messages have to be compelling. At my instructor job, yes, my pedagogical skills are used all the time in order to explain to students how they can start writing and then revising.”
- “Further to above, it is quite often the case that we interact with members of the public who are under a high level of duress. Attentive listening and mapping out a pathway were

skills derived from the Centre that I utilize every hour of every day in my current position.”

Writing Centre Conference Information

Out of **18** responses, **12** responded “**NO**” to the question re: attendance of writing centre conferences. **8** responded “**YES.**” Their experiences are listed below:

- “Yes. In November 2015 I volunteered at the Long Night Against Procrastination (LNAP) at the University of Alberta. I tutored students and did some crowd control. The sheer number of attendees and the students' enthusiasm was incredible.
- “I worked at an event with Roger _____. I also worked on two of the Long Nights Against Procrastination.”
- “I attended several CAWS events, presented at the 2013 Canadian Writing Centres Association conference in Victoria, and was accepted to present at the 2013 National Conference on Peer Tutoring in Writing (I was unable to attend due to a semester abroad).”
- “Yes. I participated in an Alberta Writes conference on April 6, 2013 (this was in Edmonton). Unfortunately, my family obligations made travelling outside of Edmonton difficult during the time I worked as a peer tutor at the C4W. I have attended several academic conferences in my discipline, and I do think my participation at these conference was also an indirect result of the important qualities and experience described above.”
- “Yes, a colleague and I presented on discipline specific tutoring at the CWCA conference in Ontario, I think in 2014.”
- “I acted as volunteer coordinator for the 2016 CWCA conference, which I also attended as a peer tutor.”

APPENDIX E: ONE-ON-ONE TUTORING EVALUATION FORM

University of Alberta Centre for Writers			
ONE-ON-ONE TUTORING CONSULTATION EVALUATION			
<i>Please fill out this form following the consultation with your Tutor</i>			
What Department / School are you in?			
Tutor's Name:		Date:	
How useful was the tutoring consultation?			
<input type="checkbox"/>	<i>Very Useful</i>	<input type="checkbox"/>	<i>Somewhat Useful</i>
		<input type="checkbox"/>	<i>Not Useful (please explain)</i>
Did your tutor explain concepts clearly?			
<input type="checkbox"/>	<i>Very Clearly</i>	<input type="checkbox"/>	<i>Somewhat Clearly</i>
		<input type="checkbox"/>	<i>Not Clearly (please explain)</i>
How likely are you to come back to the Centre for Writers?			
<input type="checkbox"/>	<i>Very Likely</i>	<input type="checkbox"/>	<i>Somewhat Likely</i>
		<input type="checkbox"/>	<i>Not Likely (please explain)</i>
How likely are you to recommend the Centre for Writers to other students?			
<input type="checkbox"/>	<i>Very Likely</i>	<input type="checkbox"/>	<i>Somewhat Likely</i>
		<input type="checkbox"/>	<i>Not Likely (please explain)</i>
Do you have any comments about the Centre for Writers?			
How did you hear about the Centre for Writers?			
<input type="checkbox"/>	Professor / TA		
<input type="checkbox"/>	Word of Mouth (peers)		
<input type="checkbox"/>	In-Class		

			Presentations				
		<input checked="" type="checkbox"/>	Website/Internet				
		<input type="checkbox"/>	Outside Signs / Posters				
		<input type="checkbox"/>	Orientation				
		<input type="checkbox"/>	UofA+ Program				
		<input type="checkbox"/>	You Have Been Here Before				
		<input type="checkbox"/>	Other				

APPENDIX F: COST DETAILS FOR ONE WRITING GROUP

- One graduate group lead by one graduate tutor
- 10 students per group
- Class: two hours/week over 12 weeks; or four hours/week over six weeks
- One graduate tutor as writing group leaders: two hours of “class” plus six hours of prep/reading each = 8 hours/week x 1 tutors

- Tutoring estimate (graduate tutors are paid between \$42 and \$45/hour):
 - \$45/hour x 8 hours/week x 1 class = \$360/week
 - 2 hours x 12 weeks of class **or** 4 hours x 6 weeks x \$360 = **\$4,320**

- Material’s estimate:
 - Photocopies (handouts, etc.): **\$100**

- **TOTAL COST per group: \$4,320 + \$100 = \$4,420/term**

APPENDIX G: WRITING GROUPS, PARTICIPANT FEEDBACK

1. *What were your goals when you joined the writing group?*

- improving my writing skills
- To improve my academic writing skills
- Getting the experience and guidance on how to write for my thesis and what kind of struggle should I deal with. I really find the consultation pretty helpful to me; I got a lot of answer to my questions, which were in my mind, regarding thesis writing. I wish i can do it again if I eligible to do that.
- Decrease my grammatical errors and know about structure of writing.
- To write my final thesis
- Practice my writing skills and brush up on my grammar.
- Get appropriate directions and training to overcome the weakness in my writing.
- To write confidently and know the rules that I need for writing well.
- Developing writing skills for thesis writing.
- My goal was that my supervisor does not destroy my final paper anymore.
- To identify my writing problems, to get systematic and professional instructions from the instructor, and to improve my writing.
- Work on my writing constantly

2. *Have these goals been met? Please explain.*

- Yes, many confused things were clarified from [the tutor].
- The consultation met my goal and objectives perfectly. One of the problem that I were struggle with was using punctuations, the consultations help well to formalize myself with them; still i didn't reach to the master level but I made a huge progress with using them. The is only an example but non-exhaustive.
- Mostly, but I think I still need more consultations to attend
- Yes, I would say questions that I had in mind have been answered.
- Yes, my skill have been sharpened in a few different ways. 1. I learned a lot of good techniques about the connection of sentences, and the overall integrity of the text. 2. It was a great opportunity to share the thoughts and writing samples with peers and discuss them.
- Mostly I improved my writing style.
- Yes, I got to re learn some of my forgotten grammar instruction.
- Not fully. I think one of the reasons the class was not well structured like we don't actually know what we are going to take in the next class.
- I think, it is beneficiary to correct some common mistakes what frequently occurs in my writing, also some other tips on writing continuation seems useful for me, I have enjoyed the group discussion which appears useful to enrich my writing process also.
- Yes. I learned many rules for writing in English that I was not aware of. Shahnaz also gave us many tips to improve writing flow and technique.
- I don't know but I guess I have made significant improvements
- I am not sure yet
- Yes, they did. I believe my punctuation is better now and so is the flow of my writings.
- Yes, I was able to work on my writings constantly

3. What did you like about your writing group?

- few people, so very personalized
- paper feedback
- The useful words and phrases in academic writing.
- I really like the friendly environment of the consultation. Discussing the common mistakes, which majority of us were doing even if we don't know, was the greatest thing I liked in the group
- The feedback from the instructor
- interactive
- sharing class materials in the google drive
- She was open to answer all questions about writing though it was off topic.
- The book that she recommended. Peer feedback part.
- Shahnaz was very helpful. She provided lectures with basic grammar rules and tips to improve our writing, as well as exercises to exemplify her topics. The discussions and questions raised during our meetings were interesting.
- The instructor
- I liked the groups discussions that we have, and the in class activities. Ink shedding particularly helpful and fun.
- The general atmosphere in the group was good. The instructor was friendly and created a comfortable environment, where we had chance to ask and talk about each others' questions.
- The instructor provided writing resources and materials accompanied our weekly consultations, which were also helpful. In addition, many of us in the group, the ones usually present, were willing to share our thoughts on the topics as well as frustrations; those were helpful in different ways.
- Discussions about writing techniques and grammars

4. What did you not like about your writing group?

- lack of commitment of some members
- slides were not proper very messy , and the cores structure was a little make me mixed
- Sometimes we spend more time on what people wrote that learning a new rule/ lesson
- Time allotted for doing exercises was shorter, and feedback for writing sample was not provided regularly.
- I never received any feedback
- It was monotonous
- Not having any ideas on what's going to be the topic/area for the next consultation.
- Sometimes the discussion was off-topic.
- The contents was not what I expected
- I would say that I would prefer to have had a tentative schedule of our consultations at the beginning, which would help me to draw a mental map about what I was going to work on. Also, I think the schedule was getting a bit loose later in the semester; I would prefer the group to "pace" a little faster, as we had a clear goal which was to improve our writing during the two hours not to have leisure.

5. *Was your facilitator's teaching useful or not? Please give specific examples.*

- Yes. Many examples, good exercises, good feedback of our weekly writing, always willing to help.
- Yes if we asked question she clearly respond to the question. she was very helpful gently stay at the end of the class and answered my extra questions
- Useful, for example she gave detailed comment on every sample writing.
- She was super useful. She explained the difference between summarizing, rephrase, and paraphrase in pretty simple way and made it crystal clear. Also, What kind of phrases that we can use in on order to avoid plagiarism.
- He was but it could be improved
- It was useful, she explained slides very well, sometimes it look like she was not prepared.
- Yes, a lot of things I was unaware of. Example how to write description for table figures
- Yes, we got to do some actual writing and got feedback at the moment from the facilitator and the other students.
- Yes. Shahnaz talked about basic grammar and writing rules. She also gave us tips on writing flow and technique. She provided feedback on our writing samples to complement the content she was teaching and in-class exercises to exemplify everything that was discussed.
- Yes, though I had learned most of them in school before, our facilitator was able to put them into the context of academic writings
- It was useful. She provided us with many examples in class and online resources to check out.
- Yes, it was helpful. The instructor was friendly and patient, which encouraged us to ask questions and engaged in discussions during our weekly consultations; she was responsive to our various questions. Silvia also provided us digital/paper copy of materials to accompany her lectures; sometimes she used whiteboard to write down sentences for comparing/discussion. Those writing materials were carefully selected and helpful.

6. *Was your facilitator's feedback on your writing useful or not? Please give specific examples.*

- Yes. She gave specific feedback per paragraph which mean that she really read the document and took the time to analyze it.
- For sure. she has great commitment to giving feedback on paper, and she tried to manage the time with our schedule to send the feedback as quick as we want in some occasion. at the end of the term for example when we send it and asked it sooner.
- She provided only one feedback throughout the term.
- Yes, her comments about writing coherency and structure of writing was awesome.
- Yes, She gave good feedbacks on the writings I did through the consultation.
- I never got a proper feedback. One on one feedback was good.
- Yes, but only during the examples given in class since I couldn't provide an actual text to be reviewed. It was useful to have an idea of how connect ideas and sentences to give the text a good flow.
- Sometimes yes. Sometimes her feedback was about the matter of taste.
- Yes. She corrected issues that I was not aware of, e.g. misuse of expressions, verbal tenses, etc.

- Yes, the feedbacks she gave on my weekly writings are very helpful, as she paid attention to the problems that I committed frequently
- It was useful. It was nice to have someone -outside of my field- read my writings since she offered a fresh perspective and helped me revise my ideas to appeal general audience.
- Yes, feedback was very helpful; in fact, that was what really attracted me to join the group. For instance, from her comments, I was able to realise my problems in writing such as insufficient/unclear transition, misuse of punctuations, and unclear sentence structure.
- Yes. It helps me to write concisely and clearly

7. *Did the format of the writing groups (two hours/week, lecture + practice + feedback on individual writing) work for you? Why or why not? Do you have specific suggestions?*

- Yes. It kept me writing. Although I would add maybe 30 min more per "lecture" to just write.
- It's good for me. I have the time to write.
- yes. was great. the only issue was the time for sending the writing was at the end of Saturdays if you can change it to the end of Sundays its better. because we are graduate and during the week we are very busy with TA and other staffs. the time that we can start to write is weekends.
- It worked good for me.
- It does. Because you are getting lessons plus feedback at the same time.
- Yes, but I think number of participants should not be greater than five. Since, larger class reduces the time for evaluation and face to face feed back.
- Yes, it was helpful that we had time to practice on skills right after learning them.
- Yes, I think this is a good balance of not taking too much time out of the tight schedule of graduate students, and at the same time being regular enough to keep the connection between the consultations.
- No cuz we had less of practice consultations
- Yes. It was not so time consuming and it was enough time to cover all the relevant material.
- It does. Because you are getting lessons plus feedback at the same time.
- Yes, but I would benefit from more lectures or some dedicated practice time, e.g. two hours/week for lectures + 2h/week for writing as a group with the instructor.
- Yes, especially the weekly writing assignment, it pushes me to actually write down my idea and pay attention to my own writing problems
- It did work for me. It motivated me to write.
- The format was good. But I suggest that the centre would think about how the lecture would be organized. I would recommend a little bit faster pace; not too much causal talk during the lecture; not let us do too many similar exercises in the lecture, only the representative ones; more targeted discussion (as sometimes we had so much to share and the discussion went a bit far, although in a good way).

8. Overall, have you noticed an improvement in your writing knowledge and skills? Why or why not? Please explain.

- Yes. I think. More fluid, direct and now I feel I can judge better whether a paragraph has a good structure or not.
- Yes. I can write a paper without grammatical mistakes, but I still need to improve my structure.
- I feel I have great improvement in my writing, in structuring articles and even it affects my speaking (grammatically) and now I feel I can more easily start to write anything than before.
- My writing hugely improved after during this term. One reason of that was the group.
- Not lots of improvement, not sure if it was enough lessons or maybe I haven't applied it.
- Yes, I did. I never had any chance to attend any kind of writing workshop to learn techniques of writing. Also, English is not my first language.
- Yes, when I want to write a manuscript I have a structure in my mind.
- Yes I write more cohesive and shorter sentences which makes more sense.
- Yes, I can be more analytical of my writing style and the ideas I try to convey have better order and connection.
- Yes. I believe my writing flow and grammar was improved. I learned how to write in a way that is easy to follow, but still appropriate for scientific papers.
- I think so, I write more fluently
- I did. It engaged me in writing more, and also improved my writing skills.
- Yes, although I still have a lot to work on, I do think I have improved. As mentioned above, I was able to identify some of my problems in writing and know how I can improve. In addition, I can also use the information I got from weekly lectures to improve my writing.
- I am very happy to have been in the group, and I am pleased with my improvements. Thank you for organising such great project! I hope this project would go on and better itself along the way to help more students. Hope my comments would be helpful in this sense. Thank you!

APPENDIX H: NOTES FROM VISITING INSTRUCTORS

Richard Westerman

Department of Sociology

Dr. Westerman really appreciates sending his students to the C4W, and his students have given great feedback about their consultations. Often, the students that visit the C4W increase their grade by $\frac{1}{3}$ of a letter grade (ex: B increases to B+).

Classes Taught:

- SOC 100: Intro to Sociology
- SOC 212: Classical Social Theory
 - i. Focuses on how arguments are structured
 - ii. Writing assignments geared toward helping students develop good argumentation skills.
 - iii. Writing assignments reproduce logic of arguments of those studied in the course.
 - iv. Make sure students look at outlines provided by instructor
 - v. Structuring points in a logical way
 - Basics: distinguish between using examples and analyzing examples.
 - Logical topic sentences, keeping argument consistent throughout
- SOC 461: Sociology of Art

Expectations:

- At the lower level (ex: Soc 212), they don't need to be super original, just writing in an organized way.
- A road map in the intro is useful so the reader knows where they're going with the paper.
- Support arguments with quotation from the text--however, make sure to justify longer quotes with explanation. Also, explain key terms if using. Don't just use quotes to fill up space.
- You can analyze the rhetoric to illustrate how the logic works. However, the basics are more important.
- If they write a conclusion, reflect on the broader implications of the specific example; however, Westerman isn't as concerned with that. Rote summarizing & re-stating is a waste of space.

Student Issues:

- Students tend to be way more concerned about punctuation and grammar than good content. However, Dr. Westerman stresses that argument and structure are much more.
- Instructor notices students don't expand upon or explain their points. They expect examples to speak for themselves, stating them simply without explanation.

Felice Lifshitz

Department of Women's and Gender Studies

Expectations:

- Demonstrated engagement with the material (originality, a clear argument, a point--we don't write for no reason)
- Good organization
- Gives writing assignments every week in 100 level classes. Gives the students lots of opportunity to develop and get better.
- Encourages writing before the seminar. Doing an assignment before class helps students organize their thoughts so they can participate verbally in the seminar.
- Has been exploring multimodal projects in recent semesters.
- Really values continual feedback. Wants her students to start projects early. Gets them to hand in weekly progress reports for big projects

Student Issues:

- Realizing they have to say something important, not just repeating the course readings back
- Using evidence to back up their arguments
- Students with low grades are often just writing anything--they don't realize they need to dig into the course material, and expand from that

Adam Gaudry

Department of Native Studies

Classes Taught:

- Native Studies 200

Student Issues:

- Many students from class are First Nations, Metis, Inuit
- Many are of the first generation in their family to attend UAlberta
- Many are parents and/or single parents who find it hard to find time to write
- Students struggle to get enough time with tutors at the C4W. If they have children, it's even harder.
 - a. Adam encourages his students to make appointments at the C4W since he has seen improvement in the writing of students who go.
 - b. Is interested in class visits and in-class workshops
- Many of his students worry about grammar but actually struggle with analysis versus summary of information
 - a. On Adam's rubric, grammar is worth only 15/100

Christina Grant

Classes Taught:

- Writing Studies 101

Expectations

- Multimodal Projects (projects using more than one sensory “mode” ex: film, sound, sight)
 - Rhetorical choices still apply (genre, word choice, relevance, focus, engagement, language, organization)
 - Does the project communicate effectively?
 - Thesis and argument still apply
- Tutors helping with Multimodal projects don’t need to be IT experts. Just as they’re not editors, they’re not technicians.
 - Note: the university isn’t well equipped to help students with tech & multimodal projects; however, students can be very resourceful on their own
 - Tutors and instructors should recommend looking for YouTube tutorials, Googling, asking their friends
 - Tutors should always be asking the “so what?” question. Why has the student chosen to lay out their project in this way? What are they communicating by it?

Jessica Friederichsen

Classes Taught:

- Writing Studies 101

Expectations

- WRS 101 is about getting students to write different kinds of things. Many students automatically write very academically because all they’ve ever written is essays. Jessica tries to get them to write different kinds of assignments. This improves their academic essays because it helps them write themselves into the text more:
 - i. Practice thinking before writing (do you actually believe what you’re saying?)
 - ii. Pick your own project, genre, and audience. Then analyze it. What were the choices that you made and why? Did they work?
 - iii. Example assignment: Write a primer: a short leaflet explaining a writing topic to your audience of choice.
- As tutors, make sure you understand what the WRS 101 assignment is. Make sure you see the assignment sheet, or get the student to explain what the purpose of the assignment is. **It will be different from a conventional essay.**
 - a. All assignment descriptions are accessible on eClass! Make sure you and the students look at them together.
- Much of the content of this course is unlike content in English or other academic courses. Sometimes the students will expect that everyone understands the WRS specific content & vocabulary, and that usually not the case.

Student Issues:

- Students often forget that most pieces of writing have an audience, and as the writer, they need to make choices that will make their piece more effective for that audience
- Bridging Program WRS students often need specific attention to grammar. Jessica will send some students to the C4W when their content is fine but they need help with

grammar. Do not edit their whole paper, but identify patterns of error. **Make an exception about not helping with grammar for BP students.**

Rachel Prusko

Department of English and Film Studies

Classes Taught:

- English 102
- English 103
-

Expectations:

- Emphasizes difference between content revision and surface level editing
- Keep thesis consistent throughout the paper
 - Recognize the difference between summary and analysis in body paragraphs

Student Issues:

At this meeting, Rachel mainly wanted to know what students are looking for when they come to the C4W and what kinds of issues tutors often see with her students. This was a good opportunity for the tutors to share their perspectives on writing with an instructor. The following notes are from the tutors' points of view.

- Students are most concerned with grammar and whether or not their assignment fulfills the rubric
- Often students don't know what they're asking for when they come to the C4W. They say they need 'editing' but often mean structure, organization, argument...
 - They are interested in working through content issues when the tutor brings it up.
- English students often want to know if their paper flows, if it makes sense, if their thesis is consistent.
 - Involves a lot of translation of the assignment description.
 - Student are often insecure of their arguments. They want to know whether they're on the right track
 - Students struggle with making their arguments explicit (particularly native english speakers struggle with making their arguments understood. They don't always understand that they must illustrate connections clearly and that the reader cannot read their mind)
- IF students visit the centre early enough, tutors are able to use writing as an analytical exercise. This is best done when students come in at the brainstorming level. There, tutors can help direct them toward reading analytically AND writing analytically
- Students are easily satisfied with a preliminary draft with little or no revision. How can the C4W help students do this better?
 - Rachel often notices little or no difference between the first draft and the final paper. ENGL classes usually don't have time to force students to revise.
- Rachel notices that first year students can struggle with making good arguments because of a lack of confidence. They don't trust their own voice in the sea of other academic voices
- Students are used to skimming so it's quite difficult to analyze a text in depth

- Students have trouble using texts to make arguments about texts. They want to make big arguments about human nature, the world, etc.
 - This could be a disciplinary issue though, where other disciplines have different expectations regarding this.
 - Advises students that If they want to broaden your claim and make it applicable to the world/existing scholarship, to do so in their conclusion

ENGL 102/103: Particular Challenges:

- While English 102 is close reading of texts (many texts, many small assignment), 103 is research based.
- In 103, there is often there is only one primary source, and you spend a lot of time reading secondary sources. High expectations to be critical with secondary sources.
 - Students find it difficult to even understand the sources and what they're saying, let alone how they will use it in their paper
 - They don't have to take 102 first, so they don't necessarily get any training in critical text analysis first. Often, students will only take one or the other.

APPENDIX I: GROUP TUTORING REPORT

By Maryam Rana

Planning

In the process of organizing the group tutoring consultations that we would be running a few things needed to be laid out. When it came to deciding how many consultations we would be running in the semester the decision we reached was to run two consultations per paper. The SOC 212 class was writing four papers in total this semester, with the papers being due on Tuesdays. The consultations were run the Friday prior to the Tuesday they were due, with one consultation being run from 1pm to 2:30pm, and the second consultation being run from 3pm to 4:30pm.

In order to decide on the best time for running the consultations I asked Dr. Westerman to send out a Doodle poll to his students, with a list of times and dates that would work for me, so that they could select all dates and times they would be available for. The dates and times with the highest number of available students were the ones we used (Figure 1).

	Mar 30 FRI 12:00 PM - 1:30 PM	Mar 30 FRI 1:00 PM - 2:30 PM	Mar 30 FRI 1:30 PM - 3:00 PM	Mar 30 FRI 2:00 PM - 3:30 PM	Mar 30 FRI 2:30 PM - 4:00 PM	Mar 30 FRI 3:00 PM - 4:30 PM
26 participants	✓ 11	✓ 14	✓ 14	✓ 14	✓ 11	✓ 11
	★	★	★	★	★	★
Ke		✓	✓	✓	✓	✓
An	✓	✓	✓			
An		Text	✓	✓	✓	✓
An				✓	✓	✓
Ch	✓	✓	✓			
Th	✓					
Br						
Er	✓	✓	✓	✓	✓	✓
Br	✓	✓	✓	✓	✓	
Ju			✓	✓	✓	✓
M	✓					

Figure 1: A Doodle poll that was used for the March 30th consultation. The students' names are blocked for privacy.

In order to ensure that the groups remained at a manageable capacity we restricted the consultations to no more than eight students for class papers and no more than 12 students for the final paper. In order to register for the consultations, the students had to sign up in class to be put on Dr. Westerman's mailing list for consultation information, once the list was conceived I developed separate google forms for the two consultations being run per paper. The google form links were sent out to the students who had signed up for the mailing list on Mondays and consultations would be held on the Friday of that same week.

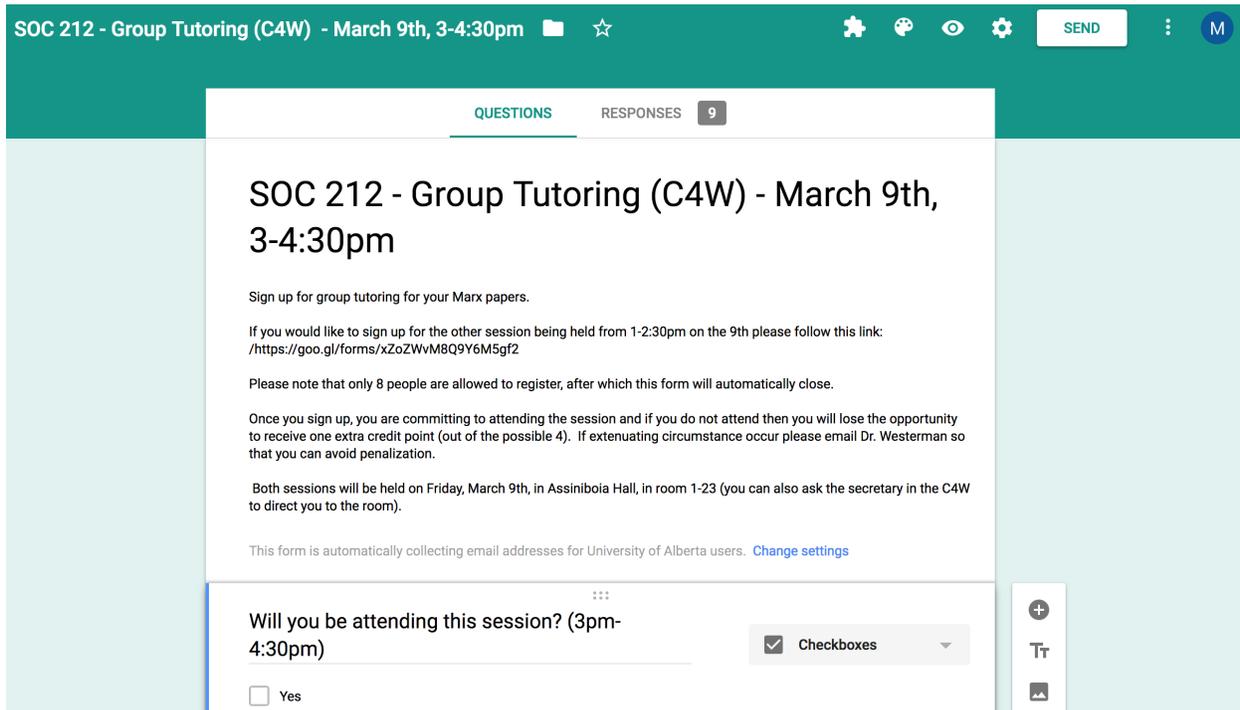


Figure 2: One of the google forms used. The extension "formlimiter" (on Google chrome) was used in order to limit the number of responses each form could receive.

Location-wise, three out of the four consultations were held in the Centre for Writers, room 1-23, and one consultation was held in a conference room on the 6th floor of Tory Building (which Dr. Westerman booked in advance).

Tutoring

The tutoring consultations mainly focused on content-specific planning. I specifically recommended that Dr. Westerman make it clear that it would be encouraged to come to the consultations with nothing written, and this was for two reasons. The first being that once students are halfway into writing an essay, it can be difficult for them to backtrack and adjust their course, and the second reason being that I wanted all students to feel comfortable coming, even if they had yet to bring their papers.

Using both the syllabus, the assignment descriptions, and the paragraph-by-paragraph breakdowns (Figure 3), which were all provided to students, I guided students through the organizational structure that was expected (using the 'Logical Analysis' column of the essay plans (Figure 3) as a guiding tool). Once the students were comfortable with the structure we moved onto developing thesis statements.

2h. Paper 2: commodity fetishism

Logical analysis	Content/substance
1. What is Marx's basic paradigm or premise?	<u>Materialist conception of history</u> : defines societies by <i>modes of production</i> , in which social relations are built on the organization of subsistence.
2. Why does a capitalist mode of production entail commodity fetishism?	In a capitalist society of independent producers, we must all trade our goods on the basis of abstract Value – thus obscuring their basis in real labour.
3. What are the immediate effects of commodity fetishism?	The relations between real humans are hidden behind the abstract relations of commodities; we relate to one another as abstract Values alone.
4. What longer-term social effects does he identify?	Society appears to be a world of objects that have their own intrinsic value, over which we have no control: we feel powerless to change this.
5. What would it mean to overcome commodity fetishism?	Because this problem is caused by <i>individualised, private</i> ownership of means of production, it can be solved by <i>communal</i> ownership of those means.

Figure 3: One of the essay plans Dr. Westerman includes in the lecture slides he provides to students. These essay plans exist for all possible topics and each paper.

For the consultations, I did not move beyond organization and thesis/introduction work, partly due to time constraints but more importantly because I was confident that, once the groundwork was laid, the students would feel comfortable working on their body paragraphs.

Administration

Attending these consultations would allow the students to receive extra credit, following the extra credit template that Dr. Westerman was already using (Figure 4).

Soc 212: Writing tutorial attendance form

You can earn extra credit equivalent to up to 10% of your final grade (i.e. up to a 0.4 grade point 'boost' when calculating your course grade) by meeting with tutors at the Centre for Writers (<http://c4w.ualberta.ca>; 1-42 Assiniboia Hall).

No. of Tutorials	1	2	3	4+
GPA boost	0.1	0.2	0.3	0.4

To avoid people crowding the C4W at busy times, extra credit is subject to these caveats:

- You will only be credited for **one session per calendar week**; i.e. if you do two back-to-back sessions, you'll only be credited for one).
- You will only receive credit for **a maximum of two sessions taken after 16th March** (the latest date your Marx paper would be due if you took the 48 hour extension); i.e. you cannot cram all your sessions in to the final weeks of the semester, but should take some earlier.

Please fill in the name of your tutor, and ask them or the staff at the C4W to **stamp and date** to confirm your attendance. Please also indicate (generally) what you covered (e.g. 'Planning,' 'Structure.'). **Submit this form to me with your final paper** to receive credit. It is **up to you to ensure you have a signature and date stamp** from your tutor. No signature = no credit.

To the tutor:

Please provide the usual confirmation that the student attended the session with you. If you have any questions about the course or other concerns, please feel free to email me at rwesterm@ualberta.ca.

Tutor name and signature	Date stamp	Topics covered

Figure 4: The extra credit form that Dr. Westerman uses. There is room for four extra credit slots on the full document.

In addition to allowing them to receive extra credit, we also wanted to avoid having students sign up for the consultations and then not attend (potentially taking away a spot for a student who *would* show up). In order to avoid this problem, we decided to introduce a penalty for failing to attend a consultation that students signed up for: they would lose the chance to receive one extra credit point (amounting to 0.1 of their total GPA in the class). This was made clear both in class and over email by Dr. Westerman and on the google sign-up form (Figure 2). Attendance was taken at every consultation and forwarded on to Dr. Westerman in order to ensure the penalties were being administered.

Recommendations

Though the consultations generally went quite well there were a few things that, going forward, I would recommend doing differently. For one, rather than doing a doodle poll for each paper in order to decide time and day I would recommend simply doing so for the first consultation only, and keeping that consistent throughout the semester in order to avoid going through the trouble every time.

When it came to content-specific instruction I met with Dr. Westerman intermittently throughout the semester in order to clarify concepts as well as ask if there were any particular mistakes he wanted me to warn the students against. Despite this, I did have to re-learn quite a lot of the material in order to feel comfortable teaching it. This is unavoidable but I would recommend that, in the future, meetings continue to be arranged for the professor to explain concepts to the tutor running the consultation. This will allow both the tutor to feel comfortable advising the students, and the professor to feel comfortable knowing that the student is aware of the material as well. I had the added benefit of already having taken the class, and so did not need an excess amount of instruction, but it would be even more imperative to have these meetings if a tutor had *not* taken said class before.

APPENDIX J: FEEDBACK FROM UOFA+, INTRODUCTION TO CANADIAN ACADEMIC WRITING

1. Overall, how would you rate this course?
 - a. Excellent: 40%
 - b. Good: 60%
 - c. Average: 0%
 - d. Fair: 0%
 - e. Poor: 0%

2. It was important for me to learn about expectations of academic writing in North America, including components of the writing process, self-editing, and grammar and punctuation rules.
 - a. Strongly agree: 40%
 - b. Agree: 60%
 - c. Neither: 0%
 - d. Disagree: 0%
 - e. Strongly disagree: 0%

3. I found the in-class assignments very helpful
 - a. Strongly agree: 20%
 - b. Agree: 60%
 - c. Neither: 20%
 - d. Disagree: 0%
 - e. Strongly disagree: 0%

4. The activities in this consultation motivated me to learn
 - a. Strongly agree: 30%
 - b. Agree: 20%
 - c. Neither: 40%
 - d. Disagree: 0%
 - e. Strongly disagree: 0%

5. The key points were clearly stated
 - a. Strongly agree: 70%
 - b. Agree: 30%
 - c. Neither: 0%
 - d. Disagree: 0%
 - e. Strongly disagree: 0%

6. How difficult or easy was the content for you to understand?
 - a. Too difficult: 0%
 - b. Somewhat difficult: 30%
 - c. Just right: 70%
 - d. Somewhat easy: 0%
 - e. Too easy: 0%

APPENDIX K: UoFA+ DESCRIPTION OF WORKSHOP CONTENT

Description/Outline

Participation will be strongly encouraged (e.g. pair work, etc.).

Students will be given the opportunity to write at home (no more than 30 minutes per day).

Instructors will give individual feedback on student writing (up to three hours total per instructor).

Examples and exercises will be tailored to individual classes (e.g. Engineering examples for the Engineering group, ALES examples for ALES students, etc.).

All students will receive some instruction on how to write for English courses.

Instruction will include (but will not be restricted to) the following topics:

- Culture of writing
- Writing in the disciplines
- Types of essays and assignments
- The writing process
- Understanding assignment descriptions
- Choosing and brainstorming a topic
- Working on the main argument/thesis
- Building an outline
- Drafting
- Introductions and conclusions
- Self-editing strategies
- Grammar
- Research and using the library
- Summarizing, paraphrasing, and quoting
- Short answer essay exams
- On campus resources

Learning Objectives/Outcomes

By the end of the first week, students will have been exposed to the cultural expectations of North American academic writing, common discipline-specific writing genres, and the components of the writing process, from understanding an assignment description to producing a detailed outline. As well, tutors will have identified the various writing and researching supports available across campus.

The second week will build on the first, focusing on grammar, punctuation, self-editing processes, and different strategies for writing an in-class essay. By the end of the week, students will have drawn upon the previous hours of training to produce a draft of an in-class essay assignment.

APPENDIX L: NEW POSTCARD



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APPENDIX M: TUTOR SELF EVALUATION

Manner & Professionalism

Was I readily and visibly approachable to clients?

- Always Sometimes Never

Was I friendly, professional, and respectful to my clients and colleagues?

- Always Sometimes Never

Did I follow the regulations outlined in the tutor handbook? (scent, dress code, confidentiality, cell phone use, etc.)

- Always Sometimes Never

Time Management

Did I give sufficient notice if requesting time off?

- Always Sometimes Never

Did I arrive on time and ready to work at shift start time?

- Always Sometimes Never

Did I manage time efficiently and effectively? (Ex: beginning and ending consultations promptly)

- Always Sometimes Never

Organization

Did I fill out my client report forms promptly at the end of each consultation or shift?

- Always Sometimes Never

Did I fill out my time sheets correctly and on time?

- Always Sometimes Never

Did I multitask and keep control of the situation effectively when on desk duty?

- Always Sometimes Never

Duties & Expectations

How many staff meetings did I attend?

- More than three three Fewer than three

Did I take the signs in and out at the beginning/end of the day? (if applicable)

- Always Sometimes Never

Was I self-sufficient in using WOnline, the C4W website, and the computers, and could I guide clients on how to use the schedule?

- Always Sometimes Never

Did I make a point of working on C4W-related activities or offer to help out around the C4W when I wasn't tutoring?

- Always Sometimes Never

Did I make myself aware of other University & Dean of Students services so I could refer students when necessary?

- Always Sometimes Never

After reflecting on the C4W expectations for professionalism and service, please comment on the following:

What did I do well this term?

What do I want to improve upon in the future?

Is there anything you would like the C4W to do to help with your skill and professional development?

Comments from C4W Director and Administrative:

APPENDIX N: DROP-IN SIGN UP SHEET

C4W drop-in sign up

Date	Time	First name	Last name	What do you want to work on today?