CENTRE FOR WRITERS
UNIVERSITY OF ALBERTA
ANNUAL REPORT
2011/2012

Prepared by
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& Pamela Sewers, Administrative Assistant
May 2012
# CENTRE FOR WRITERS ANNUAL REPORT

Spring/Summer 2011 - Fall 2011 - Winter 2012

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INTRODUCTION

The Centre for Writers (C4W) is a free service provided to students, staff and faculty members at the University of Alberta (which has a student population of over 38,000). The mandate of the C4W is to offer writing support in any subject, discipline, program, or Faculty, and at all levels of study. The goal of the Centre is to provide assistance and strategies so the writers can improve and eventually self-correct their own writing. The Centre employs graduate and undergraduate student tutors with backgrounds in a variety of academic fields, trained specifically to handle the wide range of writing seen in a University context. This report is a detailed review of the C4W (people, events, changes, projects, research, and everything else) between May 1, 2011 and April 30, 2012.

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

THE CENTRE FOR WRITERS (C4W) AT A GLANCE

Established in 2007, the Centre for Writers has had close to 16,000 tutoring appointments since 2009 (appointment details were not available for the first two years). The three different directors since inception have each had an impact on how the Centre has been shaped and developed. As the vision broadens to encompass new opportunities each semester, the potential of the Centre grows exponentially.

Notable numbers:

- The Centre had a total of 4,907 reservations for Fall 2011/Winter 2012.
- 81% of the Centre’s budget goes toward tutor salaries.
- 3 distinct native languages belong to 76% of the clients that visit the Centre (which ones, you ask? See p. 12).
- 85% of the clients find their tutoring session ‘Very Useful.’
- In the Fall 2011 term, the C4W employed 28 tutors; in the Winter 2012 term, the C4W employed only 19 tutors.
- Three tutors worked exclusively with students from 3 WRS 101 sections during the Winter 2012 semester.
- The Faculty of Science is consistently the C4W’s second largest client.
- As shown in the graph below, different groups of clients used the C4W’s services (either more or less) at different times of the year:

![Variations of client usage in the spring/summer and fall/winter 2011-2012 academic year](chart.png)
STAFF

A) Director

Dr. Lucie Moussu has been the Director of the Centre for Writers (C4W) since July 2009. Dr. Moussu is a tenure-track Assistant Professor in the Department of English & Film Studies (Faculty of Arts) and an Adjunct Assistant Professor in the Department of Educational Psychology (Faculty of Education); in her spare time, she teaches WRS 301/603 (Introduction to Writing Centre Theory & Practice) and WRS 605 (Issues in Second Language Writing).

B) Administrative Assistant

Pamela Sewers is the only full-time Administrative Assistant for the C4W. Pamela started with the C4W in September of 2011 as a temporary assistant due to the departure of Maren Bolstler. On January 30, 2012, Pamela became the permanent, full-time Administrative Assistant.

Reporting to the Senior Administrator in the Office of Interdisciplinary Studies (OIS), this position is responsible for providing administrative support to the day-to-day functions of the University’s Writing Initiatives, which includes the Centre for Writers (C4W), Writing Across the Curriculum (WAC), and Writing Studies (WRS).

C) Other Administrative Assistance

Currently there is no other formal administrative assistance for the C4W. In order to provide some assistance to Pamela, the tutors are trained to work at the main desk answering the phone, assisting clients, and assigning walk-in appointments, along with any other administrative tasks requested of them. This is considered part of the tutors’ training and duties at the C4W.

D) Tutors

Recruiting

Besides counting on word-of-mouth to spread the news about the tutor-training course (WRS 301/603) and C4W services, the Centre has created a recruitment pamphlet describing the duties, requirements, and application process to become a peer tutor (see Appendix A). The Centre has distributed this pamphlet to professors and clients and displayed it in various locations on campus.

The C4W continues with the process initiated in 2010 for the recruitment of potential tutors:

1. All applicants who have not taken WRS 301/603 are required to take two tests and come for an interview. Both testing and interviews are conducted by the Director, Dr. Moussu; (see Appendix B for tutor tests 1 and 2). The tests are not graded but are used as conversation starters.
2. If the applicants successfully ‘pass’ both the tests and interview and have previous writing centre/tutoring experience, they are immediately hired (pending budget approval).
3. 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 tutors and/or may be paid for class attendance.
4. If the applicants do poorly in the interview, they are advised to take WRS 301/603 and reapply the following semester.

Complex individual circumstances force the C4W to be extremely flexible and creative in its hiring practices. For example, it is more difficult to hire Masters students than PhD or undergraduate students because


Masters students have less time in their schedules to take WRS 603. In addition, WRS 603 does not count towards students’ respective degrees, and advisors are often reluctant to allow additional courses to be added to the required coursework.

It is also particularly difficult to hire international students at the graduate level, not only because WRS 603 does not count towards their respective degrees but also because of the high costs associated with international tuition. Although undergraduate international students also face high tuition costs, they are more willing to take the course because WRS 301 can count as an elective.

Writing Studies 301/603: Training Course

WRS 301/603 is a graduate and undergraduate course that students must take to become tutors at the Centre for Writers. At the end of the course, the students will have gained tutoring experience as well as a number of skills and understandings associated with the theories and practices of a writing centre. The course will also provide insights into the students’ own writing processes and help to establish their own tutoring philosophy.

In the Fall of 2011, 8 undergraduate students took WRS 301 and 8 graduate students took WRS 603 (3 of whom were auditing the course and 2 of whom were paid to work at the C4W at the same time). These 16 students did 4 hours a week of tutoring in the C4W as part of the course. Of those 16 students, 8 were hired (4 graduate and 4 undergraduate) to continue as paid tutors for the Winter semester of 2012. Table 1 below shows how many students from the WRS 301/603 classes have been hired as tutors compared to the number of students that have taken the class since the Fall of 2009.

**TABLE 1: Ratio of students taking course vs. students hired as tutors after the course**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WRS301 Students :</td>
<td>8 : 7</td>
<td>10 : 5</td>
<td>13 : 8</td>
<td>No class</td>
<td>8 : 4</td>
<td>No class</td>
</tr>
<tr>
<td>Hired for the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>following semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRS603 Students :</td>
<td>No class</td>
<td>2 : 2</td>
<td>3 : 1</td>
<td>No class</td>
<td>8 : 4</td>
<td>No class</td>
</tr>
<tr>
<td>Hired for the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>following semester</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Salaries / Contracts

The C4W continued with past policies regarding graduate students, who are hired under Teaching Assistant (TA) contracts. These contracts are three months in duration. The graduate students are allowed to work additional hours (e.g., by helping with class visits and writing group projects) that are paid as extra hours at the end of the semester. Undergraduate tutors are paid bi-weekly, on an hourly basis. Based on their class schedules, they are assigned a certain number of hours (between 4 and 15) at the beginning of the semester but can increase or decrease their hours as needed very easily, throughout the semester.

The following table compares the status and number of C4W tutors for each semester since 2009.

**TABLE 2: Summary of tutors and their status per semester**

<table>
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<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (paid)</td>
<td>8</td>
<td>13</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>2</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Graduate (paid)</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>WRS 301 students</td>
<td>8</td>
<td>10</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>WRS 603 students</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>WRS 301 (paid)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>WRS 603 (paid)</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>WRS 101 tutors (paid)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>24</td>
<td>33</td>
<td>4</td>
<td>32</td>
<td>26</td>
<td>4</td>
<td>28</td>
<td>19</td>
</tr>
</tbody>
</table>
Tutor Demographics – Academic Programs

Table 3 describes the programs the tutors were enrolled in for the Fall 2011 and Winter 2012 semesters. One of the suggestions consistently noted on the client feedback forms is the request for tutors with a specific educational background – most notably, science. While the tutors are trained to assist clients from all Faculties and departments, clients seem to like working with tutors who are familiar with their subject of study.

**Table 3: Summary of tutors per semester and their programs**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Undergraduate tutor programs</th>
<th>Graduate tutor programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2011</strong></td>
<td>Biology major &amp; English minor</td>
<td>Masters in Speech Language Pathology</td>
</tr>
<tr>
<td></td>
<td>English major &amp; Anthropology minor</td>
<td>Masters in Library &amp; Information Studies</td>
</tr>
<tr>
<td></td>
<td>Open Studies</td>
<td>Masters in TESL (Teaching English as a Second Language)</td>
</tr>
<tr>
<td></td>
<td>English Language Arts &amp; ESL instruction</td>
<td>Masters in Political Science</td>
</tr>
<tr>
<td></td>
<td>Anthropology &amp; Sociology</td>
<td>PhD in English &amp; Film Studies (3)</td>
</tr>
<tr>
<td></td>
<td>Linguistics</td>
<td>PhD in Agricultural &amp; Resource Economics</td>
</tr>
<tr>
<td></td>
<td>English &amp; Film Studies major (2)</td>
<td>PhD in Physical Education &amp; Recreation</td>
</tr>
<tr>
<td></td>
<td>Biological Science (Animal Biology)</td>
<td>Masters in Criminal Justice Administration</td>
</tr>
<tr>
<td></td>
<td>Ancient &amp; Medieval History major / Creative Writing minor</td>
<td>PhD Political Science</td>
</tr>
<tr>
<td></td>
<td>English &amp; Philosophy</td>
<td>PhD Educational Policy Studies</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Masters in Mechanical Engineering</td>
</tr>
<tr>
<td></td>
<td>English &amp; Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comparative Literature &amp; English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Studies major / Creative Writing minor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Winter 2012</strong></th>
<th>Undergraduate tutor programs</th>
<th>Graduate tutor programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2011</strong></td>
<td>Biology major &amp; English minor</td>
<td>Masters in Speech Language Pathology</td>
</tr>
<tr>
<td></td>
<td>English major &amp; Anthropology minor</td>
<td>Masters in Library &amp; Information Studies</td>
</tr>
<tr>
<td></td>
<td>Open Studies</td>
<td>Masters in TESL (Teaching English as a Second Language)</td>
</tr>
<tr>
<td></td>
<td>English major</td>
<td>Masters in Political Science</td>
</tr>
<tr>
<td></td>
<td>Biological Science (Animal Biology)</td>
<td>PhD in English &amp; Film Studies (3)</td>
</tr>
<tr>
<td></td>
<td>Ancient &amp; Medieval History major / Creative Writing minor</td>
<td>PhD in Agricultural &amp; Resource Economics</td>
</tr>
<tr>
<td></td>
<td>English &amp; Philosophy major</td>
<td>PhD in Physical Education &amp; Recreation</td>
</tr>
<tr>
<td></td>
<td>English &amp; Psychology</td>
<td>Masters in Criminal Justice Administration</td>
</tr>
</tbody>
</table>

**Tutor Feedback**

At the end of every semester, the tutors have an opportunity to provide anonymous feedback about their work in the C4W, the way it is run, and how tutoring has affected their own university experience. Examples of the tutors’ comments follow:
“Overall, has your tutoring experience been positive?”
- Yes, my tutoring experience has been very positive. I have learned and developed many skills and my confidence in writing & speaking has improved.
- Yes, I’ve been able to improve my communication skills with others while establishing temporary relationships. It is an interesting process!
- Yes, I have really enjoyed the work environment and the clients have taught me just as much as I have taught them.
- Very much so. All the other tutors have been incredibly helpful and welcoming both orientation to the centre-wise and extracurricular-wise. It’s also great to have such thorough and supportive administrative and logistical assistance from the administrator.

“Have you learned anything during your time as a tutor? If so, what?”
- I’ve learned how to think fast under pressure, deal with many different types of people, and many tutoring techniques like prioritizing and reading aloud.
- A lot about concision, organization and respecting other people’s ideas.
- My writing skills overall has improved – when I give advice to other clients, I’m more aware of problems in my own writing.
- A lot of my presuppositions about ESL clients and the process of learning a language have been shattered.

“Has your experience as a tutor helped you in other non-tutoring situations?”
- I’ve learned a lot about the other departments at the UofA, which has fostered an attachment to the academic community at large here rather than isolated me in my own department.
- Yes, it has helped my writing skills and has improved my skills in interacting with other individuals in a professional context.
- For sure! This is useful for any type of pressure, time-restricted work.
- Yes. It has helped me work better as a collaborator (vs. editor) at work. I’ve shared grammar concepts that I’ve come across. I’m a better listener overall.

“Would you recommend working at a C4W tutor to others?”
- Yes I would, provided the individual in question was patient and had a friendly disposition.
- Very much so, and have indeed done so.
- Yes, I think many people could benefit from the experience.

“What did you like about working at the C4W?”
- Everything. Experience, staff, learning opportunities. Most importantly, it gave me more confidence as a foreign student.
- I enjoy the calm and welcoming working environment. It is also rewarding to give assistance to clients, hopefully improving their writing. Lastly, it is refreshing to have a place where so many diverse concerns present themselves.
- Helping people, knowing that I am making a positive impact on the academic experience of our clients.
- I feel proud to call myself a writing tutor. I like sharing ideas and strategies. I like seeing clients get excited about a writing project because they’ve had someone to bounce their ideas off of. It just feels like a good thing. Tutors are fun people too. Hearing their stories is wonderful.

“Is there anything you dislike about working at the C4W?”
- Not really - which is saying something because I am usually pretty vocal about these things.
- On rare occasions, when the centre is overcrowded, the environment can become distracting. Also, one or two clients that were rude or demanding – but that cannot really be controlled.
- It’s a little too noisy.
- I feel like there are some clients who try to take advantage of tutors by being pushy, demanding or entitled. Certain instances come to mind with cellphones as well. But these issues can be addressed by individual tutors, provided there is strong inter-C4W communication.
“Are there any changes you would recommend that the C4W make?”
- More private booths would be ideal. I think staff meetings are great, but more workshops for tutors throughout the year might be a good idea. Giving tutors more promotion responsibilities might be helpful.
- More student outreach couldn’t hurt. I love the idea of working with TYP (Transition Year Program for Aboriginal Students).
- Yes. Provide a separate tutoring service for graduate clients
- Take over the empty space in CCIS or Cameron library!

Tutor feedback is very helpful. It emphasizes the strengths of the Centre and the experience it provides to the tutors themselves. It shows what the tutors think is important to the C4W and to their own working contexts. The ability to adapt to the different clients’ needs and to constantly think on their feet are skills that will serve tutors personally as well as throughout their working career.

One thing that the C4W published last academic year is the Guiding Principles of the Centre for Writers (see Appendix D). These Guiding Principles provide the tutors with beliefs and practices that are important to maintaining the expectations and standards of the Centre. It also provides a reference for the tutors when they run into those rare but difficult clients referred to in their feedback. These Principles are posted in every tutoring cubicle in the C4W and are available online. They are also reviewed during the Tutor Introductory Orientation at the beginning of each Fall semester.

**Events**

The C4W hosted a Holiday potluck in December of 2011 for tutors and staff, as well as a year-end potluck in April 2012. These events provide the opportunity for tutors and staff to socialize with each other and debrief at the end of the semester.

**WRITING CENTRE SERVICES & USE**

**A) Client Reservation Details**

The C4W operated at a capacity rate of 87% over the 13 weeks of the Fall 2011 semester. The Centre was open from the second week of classes until the end of classes. The capacity rate is calculated by dividing the number of occupied appointments by the total number of available appointments. Occupied appointments can be either booked appointments or walk-in appointments. Express tutoring appointments, however, are not counted here.

The Winter 2012 semester also consisted of 13 weeks and the Centre was open from the beginning to end of the semester. The C4W had a capacity rate of 83% during this semester.

*Walk-in appointments* are clients who did not book a specific appointment ahead of time but came directly to the Centre hoping for an open appointment; and they usually get one.

*Express tutoring* defines the appointments held at the front desk while a designated tutor is looking after Reception. Typically these appointments are brief and address only one or two specific questions.

Table 4 (page 10) summarizes client reservation details.
TABLE 4: Client reservation details

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<tr>
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</thead>
<tbody>
<tr>
<td># of unique clients who came in for appt.</td>
<td>1747</td>
<td>n/a</td>
<td>1877</td>
<td>129</td>
<td>1677</td>
</tr>
<tr>
<td># of reservations (30-min appt.)</td>
<td>4652</td>
<td>305</td>
<td>5726</td>
<td>293</td>
<td>4907</td>
</tr>
<tr>
<td># of walk-in appointments</td>
<td>271</td>
<td>n/a</td>
<td>374</td>
<td>27</td>
<td>583</td>
</tr>
<tr>
<td># of express tutoring sessions</td>
<td>n/a</td>
<td>n/a</td>
<td>81</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td># of no-shows</td>
<td>n/a</td>
<td>n/a</td>
<td>646</td>
<td>n/a</td>
<td>298</td>
</tr>
<tr>
<td>Average total capacity</td>
<td>n/a</td>
<td>n/a</td>
<td>90%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td># of client who attended once</td>
<td>828</td>
<td>n/a</td>
<td>923</td>
<td>59</td>
<td>816</td>
</tr>
<tr>
<td># of client who attended between 2 and 9 times</td>
<td>853</td>
<td>n/a</td>
<td>908</td>
<td>69</td>
<td>816</td>
</tr>
<tr>
<td># of clients who attended 10 or more times</td>
<td>66</td>
<td>n/a</td>
<td>46</td>
<td>1</td>
<td>45</td>
</tr>
</tbody>
</table>

(*) the C4W was not open during the Spring/Summer of 2009
(n/a) Certain statistics from past years are not available

There is a significant drop in the number of reservations between Fall 2010/Winter 2011 (5726) and Fall 2011/Winter 2012 (4907). The major contributor to this difference is the number of tutors employed, which directly affected the number of appointments available. In the Fall 2010, the C4W had 32 tutors, and 26 in the Winter 2011. For Fall 2011, the C4W employed 28 tutors; however, due to budget constraints, the Centre could only hire 19 tutors for the Winter semester (3 of whom were funded by the Provost for the Bridging Program and worked exclusively with ESL students in 3 dedicated WRS 101 sections).

Other significant numbers are the decrease in ‘no-shows’ and the increase in walk-in appointments. While there is no specific explanation for the decrease in no-shows, except that clients may have become more reliable, the increase in walk-in appointments may be due to the constant reminding of clients that if they have already used their two allotted booked appointments for the week, they are still allowed unlimited walk-in opportunities. There were a few occasions when a client would literally camp out the entire day waiting for appointments to open up.

B) Users

Tables 5 & 6 (on page 11) highlight two of the areas the Centre tracks about its users – Reservations by Standing and Reservations by Faculty. Three interesting facts were noted when these reservation statistics were compiled:

1. Throughout the Fall/Winter semesters, an average of 75% of the users were undergraduate students, whereas in the Spring/Summer terms, it was evenly split (50/50) between graduate and undergraduate students.
2. Throughout the Fall/Winter semesters, non-native English speakers compose just under 50% of the C4W clients, whereas in the Spring/Summer terms that number increases dramatically to approximately 74% of the C4W’s appointments.
3. The relative share of Engineering clients increases dramatically in the Spring/Summer terms.

One way to use this information is for the Centre to consider catering specific programs or workshops to the ESL graduate students during the Spring/Summer terms. This information also led the Centre to make sure an Engineering tutor was hired for the Spring/Summer 2011 terms.
### TABLE 5: Reservations by Standing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Undergraduate</td>
<td>1904</td>
<td>73</td>
<td>2265</td>
<td>70</td>
<td>1582</td>
</tr>
<tr>
<td>Second Year Undergraduate</td>
<td>731</td>
<td>39</td>
<td>495</td>
<td>36</td>
<td>625</td>
</tr>
<tr>
<td>Third Year Undergraduate</td>
<td>475</td>
<td>25</td>
<td>551</td>
<td>13</td>
<td>457</td>
</tr>
<tr>
<td>Fourth Year Undergraduate</td>
<td>405</td>
<td>22</td>
<td>256</td>
<td>5</td>
<td>309</td>
</tr>
<tr>
<td>Fifth Year Undergraduate</td>
<td>70</td>
<td>2</td>
<td>55</td>
<td>4</td>
<td>103</td>
</tr>
<tr>
<td>UNDERGRAD TOTAL:</td>
<td>3585</td>
<td>161</td>
<td>3622</td>
<td>128</td>
<td>3076</td>
</tr>
</tbody>
</table>

- After Degree 193 27 136 19 140
- Masters Student 483 46 380 59 392
- PhD Student 326 64 364 74 366
- Faculty 23 3 7 1 3
- Staff 17 0 30 3 28
- Post doc 10 4 9 5 15
- Extension 0 0 0 0 46
- No answer 11 0 24 0 0
- Emeritus 0 0 0 0 8
- Contract Instructor 4 0 0 2 3
- Tutor 0 0 0 2 61
- C4W Staff / Reception 0 0 1154 0 769

**UNDERGRAD & GRAD TOTAL: 0**

*(** The C4W was not open during the Spring/Summer of 2009

#### TABLE 6: Reservations by Faculty/Department

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES**</td>
<td>453</td>
<td>25</td>
<td>356</td>
<td>51</td>
<td>335</td>
</tr>
<tr>
<td>Arts</td>
<td>1046</td>
<td>99</td>
<td>1168</td>
<td>47</td>
<td>1215</td>
</tr>
<tr>
<td>Augustana Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>153</td>
<td>0</td>
<td>156</td>
<td>1</td>
<td>81</td>
</tr>
<tr>
<td>Campus St. Jean (Francophone)</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>391</td>
<td>20</td>
<td>263</td>
<td>12</td>
<td>178</td>
</tr>
<tr>
<td>Engineering</td>
<td>367</td>
<td>45</td>
<td>275</td>
<td>74</td>
<td>405</td>
</tr>
<tr>
<td>Extension (distance education)</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>Law</td>
<td>45</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Left Blank</td>
<td>46</td>
<td>0</td>
<td>38</td>
<td>1</td>
<td>125</td>
</tr>
<tr>
<td>Medicine &amp; Dentistry</td>
<td>46</td>
<td>0</td>
<td>86</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>Nursing</td>
<td>318</td>
<td>28</td>
<td>449</td>
<td>22</td>
<td>393</td>
</tr>
<tr>
<td>Open Studies</td>
<td>56</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td>24</td>
<td>1211</td>
<td>3</td>
<td>758</td>
</tr>
<tr>
<td>Pharmacy &amp; Pharmaceutical Sciences</td>
<td>30</td>
<td>0</td>
<td>22</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Physical Education &amp; Recreation</td>
<td>120</td>
<td>0</td>
<td>173</td>
<td>2</td>
<td>121</td>
</tr>
<tr>
<td>Rehabilitation Medicine</td>
<td>48</td>
<td>0</td>
<td>28</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Library &amp; Information Studies</td>
<td>6</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Native Studies</td>
<td>14</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Public Health</td>
<td>65</td>
<td>0</td>
<td>55</td>
<td>1</td>
<td>49</td>
</tr>
<tr>
<td>Science</td>
<td>1406</td>
<td>64</td>
<td>1370</td>
<td>58</td>
<td>1026</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>0</strong></td>
<td><strong>4652</strong></td>
<td><strong>5726</strong></td>
<td><strong>293</strong></td>
<td><strong>4907</strong></td>
</tr>
</tbody>
</table>

* **Agriculture, Life & Environmental Sciences*
In Table 7 below (Reservations by Language), it is immediately apparent that English, Chinese and Korean are consistently the top 3 native languages spoken by clients of the Centre. In Fall 2011/Winter 2012, 1 of these 3 languages belonged to 76% of the C4W clients. Specific strategies to highlight the differences in tutoring ESL clients vs. native English speaking clients are addressed in the WRS 301/603 class.

TABLE 7: Reservations by Language

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>84</td>
<td>0</td>
<td>77</td>
<td>12</td>
<td>84</td>
</tr>
<tr>
<td>Bengali</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>Cantonese</td>
<td>172</td>
<td>7</td>
<td>109</td>
<td>18</td>
<td>119</td>
</tr>
<tr>
<td>Chinese</td>
<td>767</td>
<td>105</td>
<td>983</td>
<td>78</td>
<td>1033</td>
</tr>
<tr>
<td>English</td>
<td>2441</td>
<td>85</td>
<td>2329</td>
<td>71</td>
<td>2512</td>
</tr>
<tr>
<td>Farsi</td>
<td>105</td>
<td>7</td>
<td>71</td>
<td>22</td>
<td>81</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>French</td>
<td>25</td>
<td>0</td>
<td>36</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>German</td>
<td>28</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Gujarati</td>
<td>13</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Hindi</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Japanese</td>
<td>55</td>
<td>0</td>
<td>45</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>Kinyarwanda</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Korean</td>
<td>296</td>
<td>13</td>
<td>248</td>
<td>24</td>
<td>185</td>
</tr>
<tr>
<td>Kurdish</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Malay</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Mandarin</td>
<td>119</td>
<td>0</td>
<td>139</td>
<td>9</td>
<td>109</td>
</tr>
<tr>
<td>Nepali</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>No Answer</td>
<td>12</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>234</td>
<td>63</td>
<td>194</td>
<td>11</td>
<td>138</td>
</tr>
<tr>
<td>Persian</td>
<td>47</td>
<td>19</td>
<td>32</td>
<td>9</td>
<td>52</td>
</tr>
<tr>
<td>Polish</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Portuguese</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Punjabi</td>
<td>30</td>
<td>0</td>
<td>31</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Romanian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Russian</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Serbian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Somali</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>100</td>
<td>6</td>
<td>57</td>
<td>4</td>
<td>98</td>
</tr>
<tr>
<td>Tagalog</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Tamil</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Tigrinya</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Turkish</td>
<td>16</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Twi</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Urdu</td>
<td>57</td>
<td>0</td>
<td>36</td>
<td>5</td>
<td>72</td>
</tr>
<tr>
<td>Yoruba</td>
<td>0</td>
<td>0</td>
<td>26</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>C4W staff/Reception</td>
<td>0</td>
<td>0</td>
<td>1154</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>0</strong></td>
<td><strong>4652</strong></td>
<td><strong>305</strong></td>
<td><strong>5726</strong></td>
<td><strong>293</strong></td>
</tr>
</tbody>
</table>

(*) The C4W was not open during the Spring/Summer of 2009
A calculation of the above numbers by language groups shows the following:

Fall 2009/Winter 2010: ESL clients = 48% of total clients
**Spr/Sum 2010: ESL clients = 72% of total clients**
Fall 2010/Winter 2011: ESL clients = 48% of total clients
**Spr/Sum 2011: ESL clients = 75% of total clients**
Fall 2011/Winter 2012: ESL clients = 49% of total clients

The scheduling system allows for a choice of 35 different languages but a number of clients still choose ‘other.’ The C4W continues to update the language options every time an account is created by clients. If at anytime the Administrative Assistant or a tutor notices “Other” in the language box, the client is asked to provide specific details which are then added to the drop-down selection of languages.

C) Client Satisfaction

After each tutoring session, clients are asked to complete an anonymous feedback form – the One-on-One Tutoring Session Evaluation (Appendix C). This form gives clients an opportunity to rate their experience. It allows the C4W to see if the clients are receiving the information/experience that they expect, and provides a measurement tool for individual tutors’ performances. These statistics are confidentially distributed to each tutor at the bi-weekly staff meetings for their information.

**TABLE 8: One-on-one tutoring session evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Winter 2010</th>
<th>Fall 2010</th>
<th>Winter 2011</th>
<th>Fall 2011</th>
<th>Winter 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session was very useful</td>
<td>74%</td>
<td>83%</td>
<td>76%</td>
<td>84%</td>
<td>78%</td>
<td>85%</td>
</tr>
<tr>
<td>Tutor explained concepts clearly</td>
<td>78%</td>
<td>86%</td>
<td>79%</td>
<td>87%</td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td>Very likely to return</td>
<td>85%</td>
<td>89%</td>
<td>88%</td>
<td>92%</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>Very likely to recommend</td>
<td>89%</td>
<td>89%</td>
<td>86%</td>
<td>90%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>TOTAL # of Feedback forms:</td>
<td>1782</td>
<td>1843</td>
<td>1932</td>
<td>2051</td>
<td>1780</td>
<td>998</td>
</tr>
</tbody>
</table>

**Note:** client satisfaction increases in the Winter semesters, although no reasons were found as to why that is. **Note:** overall, client satisfaction is rising!

**Note:** there was a significant drop in the number of evaluation forms submitted. Although an actual cause is difficult to determine, there are a couple of possible explanations: i) for 1-hour appointments, only one form is submitted – there may have been more 1-hour appointments last winter, which is impossible to calculate; ii) the newer tutors may not have been as diligent in requesting the forms; iii) overall, there was a decrease in actual appointments due to fewer tutors.

Clients also have the option of leaving comments on the feedback forms. These comments are useful in identifying the C4W’s strengths and areas that require improvement.

Positive comments from clients included:

- This was a great experience - I was surprised actually at how many improvements I can make. I will come back again, which I didn't think I would.
- Thanks for the help... I really had no idea how to write a resume.
- Very educational. Better writing techniques.
- Patrick was excellent! I like how thought provoking he was as opposed to trying to write my paper for me.
- It helps a lot more than the writing stuff. It also boosts my morale.
Comments that identified areas needing improvement were as follows:

- I found the tutor a little harsh. Have to promote changes in a more motivating way. Provide options not just criticism.
- I am aware of the spatial limitations of the centre, but the conversations from the other cubicles is a bit distracting.
- Provide more time to book; provide grammar handbook for students.
- Quite vague on explanations. Didn't feel like much was done.
- I wish you had an expert on different citation styles.
- Have a sheet explaining what you will and will not do at a session.
- It would be good if 1 hour time-slots can be made available for Grad level students as the work are usually more involved.
- More tutors with poli sci/social science background please!

The comments providing constructive criticism are consistent with previous years. Unfortunately, items involving space cannot be dealt with until the Centre actually relocates. The other persistent issue of providing tutors with more diverse educational backgrounds relies completely on who applies to become a tutor and who takes the WRS 301/603 course. Although the C4W is trying to expand its reach across Faculties, this issue will always depend on who actually applies for the tutor position. The Centre does review these comments regularly and addresses what it can actually change.

D) Visits, Presentations & Orientations

The Centre had requests for 4 class visits during the Fall semester and 11 class visits for the Winter. Most visits consist of a 5-10 minute session of the services provided by the Centre presented by a tutor or Dr. Moussu. These visits are by request from various professors, instructors and library staff.

At the beginning of each Fall semester, there is a number of Orientations where the Centre sends one or two representatives: graduate students, international students and regular undergraduate students all have their own orientation, and the C4W is often invited to have a booth there along with other university services.

Something new for Spring 2012 is the introduction of the C4W itself to the library staff. Dr. Moussu presented two 30-minute sessions to the library staff in order for them to learn more about our services and be able to confidently refer students to the Centre for specific assistance.

E) Express Tutoring

While the tutors are attending to the front desk, they have opportunities to help clients who walk in and do not have a booked appointment. Typically, these tutoring sessions are much shorter than regular sessions and tutors can only answer a few, short questions as they are responsible for the desk (phone, greeting students, etc.) at the same time. These sessions are referred to as ‘Express Tutoring’.

There were 22 recorded instances of Express Tutoring for the Fall 2011 semester and 26 for the Winter 2012 semester.

F) Online Tutoring

After a somewhat unsuccessful pilot with online tutoring offered to distance education students in the Faculty of Extension (see previous years’ annual reports for more information), the C4W decided to send the dedicated online tutor to a teacher conference organized by the Faculty of Extension for its instructors, in September 2011. The dedicated tutor was able to present the C4W’s services and to discuss them with individual instructors. He was then invited as a ‘class member’ into individual online classes (through eClass).
This allowed the online tutor to look at class materials and assignment descriptions posted on the class websites and to respond to student papers directly through the class websites. It also allowed multiple online contacts between the students and the tutor and greatly increased the number of tutoring opportunities (from an average of 20 hrs of tutoring per semester, to approximately 8 hrs of tutoring per week.)

Online Courses

The following classes received individual online support:

Fall 2011 courses (14):

Winter 2012 courses (11):

A few distance education students (from other courses in the Faculty of Extension) also took advantage of the online support through regular email exchanges.

Feedback was solicited from both the students and the instructors of these online courses.

Feedback from Students

Student feedback consisted of two forms: the first being the manual tutor evaluation form used in the Centre itself, and the second was the introduction of an online feedback form. The manual form used was difficult as it had to be scanned to the client and then scanned/faxed back to the Centre. This approach did not provide anonymity and it required too much effort on behalf of the client.

The 6 manual responses received stated a 100% agreement to the usefulness of the tutor’s comments and suggestions and 100% confirmation that the students were very likely to use the service again.

The 4 online responses resulted in 75% agreement that the tutor’s comments and suggestions were very useful and that 50% of the students were very likely to use the service again.

The Centre will continue to use the online surveys for convenience and anonymity for the client and discontinue the manual approach.

Feedback from Instructors

Below are some of the questions and responses specifically from the instructors:

“Did you use, or encourage your students to use, the online tutoring service provided? Why or why not?”
- Yes, I did. Many of them desperately needed the service.
- My course does not have written essay assignments like the other instructors. They have discussions and numerical assignments so I did not specifically encourage the use of this service although I see where it could be useful for other courses.
- Yes, I did although I am not certain of the uptake.
- Yes, I always encourage students to find ways to improve writing as part of their ongoing skill development.

“If you encouraged students to use our service, did you notice any improvement or differences in their writing assignments? Please explain.”
- Interesting that you ask. One student I referred at the start of the semester has shown a marked improvement.
- Yes. One writer for example improved her expression, structure, focus and the attention paid to responding to the actual scenario. The gains made will transfer to work and other courses.
- I am not certain as this feedback was lacking.
- I think so although I have no evidence if they actually used the service, or if there was a direct correlation from the service. It could have been from my feedback, could have been from taking more time and creating a better paper.

G) Bridging Program (BP)

This is a pilot program instituted during the Winter session of 2012. By request from the Provost’s Office, the C4W provided 3 tutors (1 graduate and 2 undergraduate students) to attend 3 sections of Writing Studies 101 (Exploring Writing). These sections were specifically set up for ESL students having recently graduated from the English for Academic Purpose (EAP) program in the Faculty of Extension. Students finishing the EAP courses and then starting regular UofA courses were in what is called the ‘Bridging Program’ (BP). Each of the 3 tutors was dedicated to one BP section of WRS 101, attended class, read the assigned readings, and became the designated tutor for the students in her section. The tutors set up a schedule for group and individual sessions outside of class.

Some challenges became apparent over the course of the semester, not only between students and tutors, but also between instructors and tutors. The challenges (noted in both the Instructor and Tutor feedback located on the next page) were addressed and provided enough positive feedback for the project to continue into the Spring semester, with 2 tutors to participate in 2 more BP sections of WRS 101. Four BP sections of WRS 101 were also approved by the Provost’s Office for the Fall 2012 and Winter 2013 semesters, with 4 tutors per semester dedicated to these sections.

Two of the 3 tutors involved in the project co-wrote an article about their experience, which appeared in the Writing Initiative Newsletter, Writing Matters, in the Winter 2012 issue. (Bridging the Language Gap, by Marysia Wojciak and Emily Chow, see Appendix E).

Feedback from Students

Highlights from WRS 101 students (42 responses from a total of 45 BP students):
- 39 students “Strongly Agreed” with: “Overall, I was very satisfied with my tutor.” Three students “Agreed” to the same question.
- 100% Strongly Agreed (34) or Agreed (8) that their tutors helped them understand course content.
- 100% Strongly Agreed (34) or Agreed (8) that their tutor helped them gain confidence as a student.
- 100% Strongly Agreed (31) or Agreed (11) that their tutor helped them gain confidence as a writer.

Favorite part of the tutoring sessions:
- I can talk about some informal questions.
- I can ask my questions that I was not able to ask during the class.
- We can talk to [our tutor] without any fear or concern.
- I feel relaxed during the tutorial.
Recurring theme about what the tutor could “change to make it even better for students next year”:
- More time with the tutor (15 respondents of 36). Longer sessions, or TWO tutors per class!
- It would be better if my tutor could speak Mandarin.

Feedback from the Dedicated Tutors

- Spent a lot of time re-explaining and clarifying course material and instruction, as well as helping with the writing.
- Relationship with the instructor worked in all cases due to mutual respect and flexibility.
- Weekly in person meetings (with the instructors) were vital.
- Dedicated tutoring is very different from C4W tutoring. WRS 101 tutoring means greater accountability both ways (students can’t ‘pull one over’ on the tutors, and tutors must track student progress and know where each one is ‘at’), and demands much greater creativity, initiative, and organization as they work alongside instructors and plan three kinds of tutoring sessions.
- Offers the chance to build rewarding relationships, see real progress, and build valuable leadership, coaching, and co-operative teaching skills.
- It is a real advantage to know texts/have done the readings, and to have completed WRS 101 themselves. Tutors must read the texts, one way or another, in order to help students properly with their papers.
- Language levels of this group were lower than expected. This posed many challenges... students needed the extra help the tutoring provided... and could have used more.
- Essential to build and maintain a respectful relationship akin to an older sister; be friendly but don’t get too close to the ‘friend’ category, and insist on adherence to schedules and respect to avoid problems.
- Issues are not strictly grammar and writing. Our role necessarily included a little time spent chatting about the students’ lives and answering cultural questions such as where they could go for cheap entertainment in Edmonton or what they could do to meet native English speakers.

Feedback from the Instructors:

A variety of questions were asked of the instructors and in an effort to save time and space, here are some of the more specific responses:

- Initially concerned about the sudden added element. Final: “It went ok, and there were a lot of pleasant surprises. I have high praise for my tutor. I do believe the students did better work because of her being there.... I have no hesitation in stating that the students benefitted. To the question of, ‘are tutors a good idea for Bridging Program students?’ A resounding YES!”
- All instructors said that the choice of tutor is critical; this is a unique and challenging task and course, and open, free-flowing communication without power struggles or communication problems is essential.
- It’s critical to better define the role of the tutor, for everyone’s sake, and that the tutors stay within those roles. Quote: “It’s important to bolster one another.”
- Ideally tutors will have completed the WRS 101 course themselves. This is even more important in the case of new-to-WRS 101 instructors who really need that ‘inside’ knowledge in order to keep the course running smoothly and efficiently.
- Require/expect that each tutor and instructor team meets once a week, in person, for half an hour to discuss how things are going, deal with any problems or ‘red flags’ with students, confirm the next week’s class and tutoring plans/needs, clarify student instructions or expectations for tutor so she/he can help students better, answer any tutor questions, and maintain a strong and mutually supportive relationship.
- All instructors saw repetition and reinforcement of course concepts, instructions, and other details as critical with ESL learners, and said the tutors helped with all these critical elements. Quote: “Having the tutor was really, really helpful.”
- Teaching WRS 101, and having an attached tutor “may not be for everyone”. Quote: “Some instructors may not like the tutor role. It alters the relationship with the students; for example, I had very few office visits.” Idea: to foster “cultural competence” (good student habits) instructors could urge (insist?) that
each student visit with his/her instructor once in their office during the semester. All instructors reported this trend of few or no office visits by students.

Feedback from Dr. Moussu:

- The precise role of the tutors needs to be discussed and determined more precisely so that the tutors know exactly what they are supposed to do and not do, the instructors know exactly how much they can ask the tutors to do and what the tutors should not be doing, and the students understand and respect the role of the tutors.
- Tutors need to meet with the C4W Director regularly to discuss challenges, share success stories, ask for advice, and agree on what can be done differently in the different sections and what regulations and guidelines need to be followed by all tutors in all sections.
- A ‘job description’ for this type of tutoring needs to be written for future tutors in BP sections.
- Additional training needs to be provided to the tutors on how to conduct group tutoring, how to help with reading strategies, and how to deal with disrespectful or unresponsive students.
- All 3 tutors seemed to enjoy the experience greatly.
- All 3 instructors were grateful for the extra help.

One of the goals listed for the 2012/2013 year is to take tutors to writing centre conferences. Two of the tutors and one of the instructors involved in the BP project, together with Dr. Moussu, have written and submitted a conference proposal about their work with these three BP sections. The conference is the IWCA Conference (International Writing Centers’ Association), to be held in San Diego in October 2012.

H) Weekly Workshops

In her first year as Director of the C4W, Dr. Moussu attempted to run free workshops about citation and style guides, delivered by the tutors. Those workshops were not well attended (see previous annual reports). In the Fall of 2011, Dr. Moussu decided to offer informal, free, weekly workshops focused on a particular writing component with free food for an extra incentive. She delivered the workshops herself.

In the Fall 2011 semester, the C4W ran 7 workshops over 7 weeks with a total of 40 attendees. In the Winter 2012 semester, the Centre ran another 7 workshops and had 101 attendees. ESL students in the Faculty of Extension have been particularly interested in attending these workshops. In the Fall, the workshops were very casual and had limited advertising. The Centre planned the Winter workshops ahead of time so that information was available early, both online and in many places around campus. The Winter workshops also had a more formal approach with standardized handouts and sign-in sheets for attendees.

Workshop attendees from both semesters fell into the following academic year categories:

<table>
<thead>
<tr>
<th>TABLE 9: Workshop attendee breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>1st year</td>
</tr>
<tr>
<td>2nd year</td>
</tr>
<tr>
<td>3rd year</td>
</tr>
<tr>
<td>4th year</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>PhD</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
</tbody>
</table>
Feedback collected from the workshops indicated the following:

**TABLE 10: Workshop feedback from attendees**

<table>
<thead>
<tr>
<th>How useful did you find the workshop today?</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not very useful</td>
<td>0</td>
</tr>
<tr>
<td>Somewhat useful</td>
<td>5</td>
</tr>
<tr>
<td>Learned a few things</td>
<td>39</td>
</tr>
<tr>
<td>Surprised at the things I learned!</td>
<td>26</td>
</tr>
<tr>
<td>Very useful</td>
<td>56</td>
</tr>
</tbody>
</table>

Comments and future topic suggestions were also solicited. Some of the more popular suggested topics and comments were:

Lots of useful tips! I’m so glad I took the time to come. This was more than I expected! / More practice! / Bigger classroom please! / Run more workshops! / How to prepare for time restrictive writing (in-class essays) / Scientific writing / Pronunciation / Effective paraphrasing / Writing research proposals for scholarships.

Suggestions of running more workshops and using a larger room indicate that the workshops are finding an audience. The increase in attendance from 40 people in the Fall to 101 people in the Winter semester is an excellent indication, too. Once all handout material has been standardized, Dr. Moussu may hand-off the actual teaching of the workshops to the more experienced tutors.

**Workshop Titles**


**FINANCIAL INFORMATION**

The following is a summary of expenditures for the Centre for Writers. The majority of the Centre’s expenditures is for the tutor’s salaries.

**TABLE 11: Summary of expenditures**

<table>
<thead>
<tr>
<th>Category:</th>
<th>Percentage of total budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor Salaries</td>
<td>81%</td>
</tr>
<tr>
<td>Support Staff Salaries (hourly)</td>
<td>9%</td>
</tr>
<tr>
<td>Benefits</td>
<td>4%</td>
</tr>
<tr>
<td>Supplies, Services &amp; Sundries</td>
<td>5%</td>
</tr>
<tr>
<td>Rentals &amp; Leases</td>
<td>1%</td>
</tr>
</tbody>
</table>

The budget is assigned to the C4W from the Provost, through the Faculty of Arts. First in 2010/2011 and then in 2011/2012, the Centre had to reduce the number of tutors due to budget restrictions.

As tutoring is a free service offered to the UofA’s students, faculty and staff, other funding options may need to be considered in the future. One option could be to find funding for more ‘C4W writing fellow’ positions for
specific Faculties/departments/courses. See the Goals for 2012/2013 section (page 31) for more information. This option, however, would not provide money for more one-on-one tutoring sessions.

Should the Centre obtain increased and consistent funding, there are a number of projects that Dr. Moussu and the staff have in mind to expand the services of the C4W:

- Support students and faculty at the UofA more extensively than we currently do:
  - Open more specialized satellite writing centres in the UofA’s libraries and student residences
  - Hold workshops for grad students and faculty members
  - Hold training sessions for MA and PhD supervisors that might want to run their own research/writing groups etc.
  - Create an “editing centre” (for-pay?) specifically for PhD students and faculty members (maybe by merging with the other writing centre on campus)

- Potential research projects:
  - Collaboration (with the 4 UofA writing centres or with other writing centres in Alberta or Canada or the world)
  - Creation of online material
  - Collaboration with First-Year English courses and instructors
  - Find better space (in the Cameron Library for example)
  - Collaborate on tutor training, workshops, and other projects

Another main goal would be to obtain certification by a tutor-training organization such as the College Reading and Learning Association (CRLA) so that certificates can be distributed to the tutors. Not only does this establish credibility for the C4W and the tutors themselves, but it also provides the tutors with tangible proof of the value of their work and the number of tutoring hours they completed.

**PROMOTION & ADVERTISING**

Due to the change in Administrative Assistant at the beginning of the Fall semester, many of the marketing opportunities were not pre-planned. There was no formal strategy documented from previous years, so the opportunities that arose were suggestions from clients, tutors, or from faculties contacting the Centre. To anticipate the events the Centre participates in would be very helpful in planning the annual campaign and allow for more accurate marketing.

The goals for the C4W include developing a formal marketing plan (see page 30), and establishing a rapport with all Faculties would be a huge step in promoting the Centre; of course keeping in mind the balance of promotion and keeping the appointments accessible enough for clients to book at their preferred times.

**A) CCIS (Centennial Centre for Interdisciplinary Science) Hot Chocolate Day – October 2011**

The purpose of this activity was to target science students and all first-year students taking science courses, as well as faculty and staff, and to promote the use of C4W and share information on how to become a tutor.

Two C4W tutors handed out free hot chocolate to people passing by, and while people were waiting for their hot chocolate to be poured, the tutors asked them if they knew about the C4W and if they had used the tutoring services.

The tutors talked to approximately 100 people each day for two days. The majority of them were students. There were 4 specific references to the ‘Hot Chocolate Day’ on the feedback form question: “How did you hear about the Centre for Writers?” There was a slight increase in Science students making appointments, but
it is difficult to attribute the increase specifically to the ‘Hot Chocolate Day.’ Consideration would be given to doing it again, but the Centre would need to address the actual execution. The tutors suggested involving more and different locations around campus.

**B) Tutoring Recruitment Pamphlet**

A pamphlet was created to describe what peer tutoring is, why students should become peer tutors, what exactly peer tutors help with, and how to apply. This answers many questions people have about becoming a tutor (see Appendix A). Copies of the pamphlet are available in various locations around campus. The C4W’s website has a page that describes the recruitment process as well.

**C) Advertisement on SciTV (CCIS Building) – March/April 2012**

A slide was created with the Centre’s contact information to run continually (until the end of April) on the SciTV televisions located in the CCIS (Centennial Centre for Interdisciplinary Science) building. The goal is to create and enforce C4W awareness for the science students, staff and faculty.

**D) Science Resource Fair - March 2012**

Three tutors manned (one at a time) a table for a 4-hour period at the Science Resource Fair in the CCIS building. The Centre offered free granola bars, free pens, and information on tutoring services and how to become a tutor. Over the 4 hour period, approximately 25 people approached the table for information.

Although there were opportunities to talk with passing students during this Resource Fair, it was suggested that the ‘Hot Chocolate Day’ was a more effective use of time. The tutors talked to more people and had more of their attention as people waited for their hot chocolate to be poured.

**E) Emails Sent to Dean’s Offices throughout the University**

At the beginning of the Winter term, an email was constructed and sent to the Executive Assistants (EA) of each of UofA’s 18 Faculties. The email described the services available at the C4W and requested that the EA’s forward the email to all of their faculty members. Although this did result in a few phone calls from professors looking for more information, this type of promotion is very hard to measure and assess.

**F) Student Handbook Advertisement**

For the last two years, the C4W has run printed ads in both the general Students Union Handbook and the Science Faculty Student Handbook. Over 4000 copies of each handbook are distributed at the beginning of the Fall semester.

**G) How did You Hear about the Centre for Writers?**

One of the questions asked on the One-on-one Tutoring Session Evaluation form (Appendix C) is “How did you hear about the Centre for Writers?” Table 12 below gives a summary of the clients’ responses:
TABLE 12: Summary of marketing responses

<table>
<thead>
<tr>
<th></th>
<th>Fall '09/Winter '10</th>
<th>Fall '10 / Winter '11</th>
<th>Fall '11/Winter '12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor/TA</td>
<td>22%</td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td>Word of Mouth (peers)</td>
<td>26%</td>
<td>22.50%</td>
<td>25%</td>
</tr>
<tr>
<td>In-class presentations</td>
<td>24%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Website/Internet</td>
<td>10%</td>
<td>13.50%</td>
<td>12%</td>
</tr>
<tr>
<td>Outside signage/posters</td>
<td>5%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Orientation</td>
<td>1%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Other*</td>
<td>12%</td>
<td>7%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Other = UofA+ program, libraries, International Student Office, CAPS, Infolinks, various marketing strategies

This information clearly highlights the importance of the C4W’s communication within Faculty ranks. One of the goals listed for the coming year is to acknowledge individually those professors who consistently promote the C4W to their students.

A variety of strategies have been implemented by the Centre to increase the daily capacity. As resources are limited and the impact of most strategies is difficult to measure, the C4W does what it can to expand its outreach. During a staff meeting this past semester, the tutors were asked to come up with marketing ideas for the C4W (see Appendix F). A formal strategic plan, including marketing strategies is among the goals for next year.

H) Discussion

You may have noticed that the majority of the promotional advertising has been directed to the Science Faculty. Initial marketing of the Centre (2009ish) was directed towards the science students. The primary reason was the initial support offered to the C4W by the Senior Associate Dean of the Science Faculty at that time. Recently, the entire Faculty of Science has relocated to within a close proximity of the Centre’s location, which has prompted the C4W to reaffirm its efforts to reach all of the members of this Faculty. A rapport has been established with the Communications Coordinator who now invites the Centre to participate in events sponsored for the Faculty of Science, including the advertisement in their Student Handbook handed out at the beginning of the Fall semester.

CHANGES

A) New Administration / Incorporation within OIS

In September 2011, Maren Bolstler, the C4W’s Administrative Assistant took another position within the university, leaving the C4W in a difficult situation. Indeed, the Faculty of Arts, through which the funding for the C4W is channeled, has been going through a difficult budget crisis and a number of administrative positions were cut during this academic year and vacant positions were no longer filled. Because it would have been unfair to simply replace the C4W’s administrative position, Human Resources undertook a complete review of the position.

While in the end the C4W was allowed to hire a new Administrative Assistant and the grade level of the position remained the same, significant changes to the assigned responsibilities and hierarchical structure of the position were made. Most significant were the changes made to the C4W budget and finances. While previously, the C4W budget resided in the Faculty of Art’s Dean’s Office and the Centre’s Administrative Assistant took care of all the C4W’s financial transactions (expenditures, salaries, etc.), the C4W budget was transferred to the Office of Interdisciplinary Studies (OIS) (which houses the Writing Studies, including the
tutor training course offered yearly by Dr. Moussu, and all financial transactions are now performed by OIS staff. This transfer of responsibilities of course required extensive modifications in the way things were done at the C4W. In addition, hierarchically, the C4W’s Administrative Assistant no longer reports to the Dean’s Office as it had in the past but to the Administrative Director of OIS.

At the same time these changes were taking place, a new Administrative Assistant, Pamela Sewers, was hired, first on a temporary basis (starting in September 2011) and then on a full-time contract (starting January 2012). The training of the new Administrative Assistant, in addition to the ongoing structural and financial changes, made for quite a challenging and chaotic Fall 2011 and Winter 2012 semesters.

B) Dedicated Tutors for 3 WRS 101 Sections

For the first time ever and thanks to some funding from the Provost’s Office, the C4W sent 3 ‘writing fellows’ to 3 sections of Writing Studies 101 (Exploring Writing) created specifically for ESL clients. See p. 16 for more details on the ‘Bridging Program’.

C) Weekly Workshops

In an effort to expand the client base for the Centre as well as provide necessary tools for writers to improve their writing, the Centre established ‘Weekly Workshops’ covering a variety of topics. Over the Fall & Winter semesters, 14 workshops were completed. Please see the Weekly Workshop section under Writing Centre Services & Use (page 18) for more detail.

D) ‘Dear Mickey’ Notes

Bonnie Devet, in the 36th volume (number 5-6) of the Writing Lab Newsletter, discussed the importance of interpersonal relationships in the writing centre and “Dear Abby” letters (which she calls “Dear Labby”) that her tutors write and share in her writing centre, with questions, comments, and stories about different aspects of their tutoring experiences. Dr. Moussu decided to try this idea and called it a “Dear Mickey” letter instead, in honour of Mickey Harris, renowned past Director of the Purdue University’s Writing Lab and editor of the Writing Lab Newsletter, as well as Mickey Adolphson, Associate Dean (Teaching and Learning) in the Faculty of Arts, responsible for overseeing the academic aspects of the Centre for Writers, Writing Across the Curriculum, and Writing Initiatives. Tutors seemed to like the idea and have written some interesting comments/questions/complaints/stories regarding their work in the C4W. These Dear Mickey comments are then shared and discussed during the bi-weekly staff education meetings.

E) Recruitment Pamphlet

As described in the ‘Recruiting’ section (page 5), a pamphlet was created to summarize the duties of C4W tutors and the requirements and application process to become a peer tutor at the C4W (Appendix A).

F) Reading Week

For the first time ever, tutoring hours were offered during Reading Week (spring break). Since graduate student tutors are paid monthly, the C4W took advantage of the fact that the Centre pays them anyway and asked these tutors to dedicate 2 tutoring hours for the week.

There was an occupancy rate of 78% of a total 46 appointments in the 3 days that the C4W was open. The clients who came were very appreciative. As the Centre only decided to open a few days before Reading Week, attendance could be much better with proper promotion. The C4W may also consider running some workshops at that time, as there were some inquiries.
G) **Emails to Dean’s Offices throughout the University**

At the beginning of the Winter term, an email was written and sent to the Executive Assistants (EA) of each of UofA’s 18 Faculties. The email described the services available at the C4W and requested that the EA’s distribute the email to all of their faculty members. Although this did result in a few phone calls from professors looking for more information, this type of promotion is very hard to measure and assess.

H) **Standardized Handouts**

The idea of having a standardized look for the Centre’s handouts has been a goal for some time. The Weekly Workshops helped move this idea along as there was a need for the participants to be able to take away something explaining the concepts that were covered in the workshop. It was also very helpful in the online tutoring situation, as the tutor could distribute these handouts to the classes he is working with. These resources became a form of promotion for the online services.

Although many topics have been addressed in new handouts, a number of others still need to be created. Posting these handouts on the Centre’s website and having them available in the Centre itself will also become a form of advertising for the Centre.

I) **Incorporating ‘Conversation’ Appointments**

In February 2012, Dr. Moussu took a research trip to Simon Fraser University and observed a variety of different services that the UofA Centre for Writers does not offer. One aspect Dr. Moussu decided to try to implement as an experiment (towards the end of the Winter semester) is the ‘conversation’ appointment that can be booked by clients who want to improve their conversation and reading skills.

The concept was explained on the website and it was verbally explained by tutors and staff to anyone who asked directly, but the demand for writing support took over most of the opportunities for conversation. The C4W did have a few non-native English-speaking clients specifically book these appointments for their intended use and enjoyed the opportunity to practice their conversation skills. Should the C4W continue with this idea, there needs to be a separate schedule created for these appointments and they should be advertised specifically. There also needs to be training for the tutors interested in participating in these particular appointments. A review of these appointments will be done closer to the Fall 2012 semester. ‘Reading comprehension sessions’ is an alternative that Dr. Moussu is considering for the next academic year.

J) **Updating the Look of the Annual Report**

In review of previous annual reports, it was noted that although informative, the reports themselves were cumbersome and did not truly compare year-over-year statistics for the C4W. The ability to compare different attendance statistics allows the Centre to identify trends along with potential opportunities for expanding its services.

By using the previous reports, tables have been created to compare attendance numbers, identify Faculties that consistently use the C4W and ones that don’t, determine whether graduate or undergraduate clients visit the C4W the most during the different times of the year, along with the concentration of different languages within the Centre’s clientele. (See Tables 5, 6 & 7 in Writing Centre Services & Use for more information). This information will drive future marketing campaigns and help determine where to concentrate future resources. We hope that this new look provides readers a concise, comprehensive comparison over the past 3 years. This information is necessary when creating a business plan or soliciting funds. The inclusion of financial information is also something new. This particular information is very important when evaluating resources.

The C4W thanks Pamela Sewers for all her hard work in gathering past information and creating these tables!
CHALLENGES

A) Hiring a Diverse Group of Tutors

A number of factors discourage different groups of students from applying as a peer tutor. For instance, for graduate students, it is the fact that the course does not count toward their respective degrees and their timetable is tight. For graduate international students, the cost of the course is quite expensive in both dollars and in time for a course that does not count towards their degree. For nursing students, their semester is different than that of regular undergrad students so they cannot fit the course in to their timetable. These are just a few examples of the obstacles the C4W faces when trying to recruit students from a variety of educational and cultural backgrounds.

B) Issues with the Scheduling System

In order to ensure that all clients have the opportunity to schedule sessions with the C4W’s tutors, the C4W’s guidebook and online rules clearly state that clients can schedule only two 30-minute appointments per week. However, the C4W noticed that some clients who have scheduled their two weekly appointments will cancel these appointments after their sessions with the tutors so that the system will allow them to book additional appointments that same week. Other clients have created fake accounts and booked additional appointments under these fake names. While some of these offenders are caught, it is impossible to know how many were not caught, which creates some problems regarding the C4W’s usage statistics—some appointments are cancelled after the fact and therefore not counted in the total number of appointments, and fake clients are counted as real clients in the total number of users. Discussions with the online scheduling system helpdesk on how to prevent this kind of problem are currently taking place.

Another problem with the schedule is the number of clients who cancel their appointments at the last minute or simply do not show up for their scheduled appointments. To counterbalance this issue, clients who are unable to make appointments because of the very full schedule are encouraged to drop in at any time and take advantage of these cancelled appointments. While this drop-in system has been very successful, much time is wasted during the first few minutes of the appointments when tutors are waiting for their scheduled clients before deciding to help a drop-in client. Repeat no-show offenders are banned from the C4W for the remainder of the semester but there is nothing yet that can be done against the many clients who cancel their appointments at the very last minute. And in spite of the many drop-in clients taking advantage of the cancelled appointments, there are still times when tutors have no clients even though there are more than 40 students on the waiting list every day.

An updated version of the online scheduling system may solve a few of the issues stated above. Further investigation of what the newer version offers is underway.

C) Crowded / Noisy Quarters

Many clients have complained, this year, about the noise level at the C4W and the lack of privacy. This is unfortunately not a new problem and the C4W staff can’t do anything about it until the Centre is given a more appropriate space for the tutoring sessions to take place.

D) Clients Wanting Longer Appointments / More Appointments per Week

As usual, a significant number of clients complained about the limited number of appointments they are allowed to make every week, the limited time available during each appointment, and the fact that the schedule is often so busy that they can’t book any appointments at all. In addition to decreasing the number of hired tutors, the C4W also had to limit the number of hours these tutors could work per week/semester. In the Fall 2011 semester, for example, the C4W was open Monday-Thursday from 10am until 7pm and on Friday
until 5pm. In the Winter 2012 semester, these hours were reduced to Monday/Tuesday/Thursday from 10am until 6:30, Wednesday from 10am until 5pm, and Friday from 10am until 3pm.

E) **C4W Marketing**

There is a fine balance that needs to be reached when marketing for the C4W. The challenge is making sure the capacity rate is as high as possible, while keeping it relatively easy for clients to book appointments on a timely basis. While expanding awareness of its services at every opportunity, the Centre does have to be aware of its limited resources of tutors and space. The pool of clients is constantly changing so the Centre does have to be diligent in keeping its exposure consistent for both the recruitment of clients and tutors.

F) **Use of C4W Space**

The Centre has two rooms available for its use. The main tutoring room has 6 cubicles with a small waiting area and reception desk. The second room has a flexible layout that can accommodate tutoring sessions, workshops, and meetings, with a maximum of approximately 20 people. During Fall semester, due to the larger number of tutors, the second room was used as an overflow tutoring area, along with the Weekly Workshops and staff meetings. During Winter semester, the C4W used the second room mainly for the Weekly Workshops and the individual and group tutoring sessions of the Bridging Program. There was an increase in demand for this space with the WAC (Writing Across the Curriculum) workshops as well, and the semester was a very busy one for that second room. The Fall of 2012 will provide a larger challenge as there will be 4 tutors (vs. 3 from Winter 2012) for the Bridging Program along with the student tutoring sessions required for the WRS 301/603 class. Available space will be a serious issue.

G) **Funding**

In regards to available space, the moment the Centre has 5 million dollars at its disposal there is space available in a major campus library (Cameron Library) ready to be redesigned to house the Centre for Writers, along with other writing resources. The funding for this project remains a challenge.

**COLLABORATION AND ENGAGEMENT WITH OTHER DEPARTMENTS AND FACULTIES**

A) **Writing Studies 101 - Winter 2012**

With the support of the Provost’s Office, 3 sections of Writing Studies 101 (Exploring Writing) were created specifically for ESL students coming from the University’s Faculty of Extension’s Bridging Program. The C4W sent 3 tutors (one graduate tutor getting an MA degree in TESL and two undergraduate tutors) to these sections. For more information, please see section Writing Centre Services and Use, page 16.

B) **ESL Support**

In the spring and summer terms 2011, Melissa Casey, International Student Advisor for the Faculty of Arts funded a graduate C4W tutor to create and deliver individualized tutorials throughout the two terms for the international students in one section of Engl. 123 and one section of Engl. 122. The graduate tutor worked closely with the two instructors, too, helping with the development of syllabi, the creation of assignment descriptions and marking rubrics, and providing ongoing feedback about students’ successes and challenges. The project proved to be very successful with the class whose students had to write several small projects throughout the term. Students in the class that required only two large writing projects did not take advantage of the tutorials regularly.
One of the instructors (Dana Wight) sent us this note: “Thank you so much for such diligent and encouraging tutorials! I know the students who have attended your sessions have really benefitted from your instruction. The average for The Jade Peony essay was a C+, and as you can see the students whom you tutored all achieved a higher than average grade. I found those students to have more coherent theses and fully developed arguments, and the overall structure and flow of their essays superseded that of students who did not attend the sessions.”

In spite of this success, Melissa Casey was unable to fund other dedicated tutors during the subsequent fall semester.

C) UofA+

In August 2011, Kmarie Achabar-Morrison, Associate Director of UofA’s International Student Services (ISS), asked the C4W if it would participate in a pilot program for the academic success of new international undergraduate students called UofA+. The Centre was asked to teach two 3-hour long workshops to 30 incoming international students “to prepare them on how to write more effectively for university, including, strategies for producing academic writing, and, discussion of how argumentation functions in different academic cultures.” ISS funded 36 hours of preparation and delivery time for these workshops. Two graduate C4W tutors and two undergraduate tutors successfully delivered these workshops. Student feedback showed that they greatly valued their learning experience in these workshops.

Some of the challenges were that students were jetlagged; they had just arrived in Canada and had to find a place to live at the same time; and the workshops took place during the religious holiday of Ramadan, which meant some students were fasting. But the direct contact with these students provided an opportunity to give them a quick overview of academic writing requirements at the UofA and promote the C4W as a tangible resource for them.

The C4W received a great range of feedback. Some of the most positive comments from students were:
- I learned where students can get information when they have problem with writing an essay.
- The C4W website provides a free way to increase marks for us.
- Different types of writing styles.
- I was given some tips which is useful.
- The resources, the services, the process to start writing.

While some of the more constructive feedback shared follows:
- Time seems too tight, not enough class activities.
- I hope that they could let me know more about citation.
- The session is so long and it’s better to spend time to write a complete paper.

Given the success of this initial attempt to support incoming international students, the C4W has been asked to provide a total of 48 hours of workshops over 4 days to 100 of the 2012-2013 academic year’s incoming ESL students.

D) Online Support

After a few semesters of piloting online support to distance education (Extension) students with limited success, a new system was put into place with the Faculty of Extension. The online tutor was directly integrated as a participant into the individual online courses (14 in the fall and 11 in the winter) through eClass. See the section Writing Centre Services and Use (page 14) for more information about this project.
E) Aboriginal Students, Fall 2011

Thanks to two WRS 301/603 students who were working on other individual projects involving Aboriginal students during the Fall 2011 semester, the C4W was approached by the Aboriginal Student Services Centre (ASSC) to pilot a few hours of dedicated tutoring specifically for UofA’s Aboriginal students, at the Aboriginal Student Services Centre. The C4W was offered two desks and computers there. For two weeks, two C4W tutors spent two hours each at the ASSC, introducing the C4W to individual students, showing them how to create accounts and book appointments at the C4W, and helping them with their written assignments.

Results were disappointing as tutors assisted only 4 students total. This could be attributed to the lack of promotion and to the fact that the scheduled sessions were during the student’s lunch hour.

The idea is a good one and the C4W needs to initiate a better execution of promoting the C4W in the ASSC. Suggestions from the participating tutors are valid and should be reviewed before attempting this again:
- Attend students’ specific classes to promote the C4W,
- Stress that it is NOT a ‘remedial’ service,
- Incorporate a regular one or two hour drop-in session period into the C4W weekly schedule. One tutor could spend this two-hour block in the ASSC rather than in the C4W location.

F) Metis Resume Building Workshop—March 2012

At the request of the Aboriginal Student Services Centre (ASSC), the C4W sent 2 tutors to help with a workshop specifically designed to assist Metis youth in constructing their resumes. The workshop was directed by 2 representatives from the ASSC, and the C4W tutors were there to work one-on-one with the students. Approximately 15 students attended, and the ASSC, tutors, and students considered it a success. The representatives from ASSC found the tutors very helpful and quick to adapt to a change in the program. The tutors found the students energetic, engaged and welcoming. Perhaps future workshops would benefit from a more structured agenda and also specific time slots for the tutors to work with each student.

G) Goodwill

It is the intention of the C4W to create, maintain, and promote a sense of goodwill within the university community and beyond. This is accomplished on several levels: everything from the free candy, tea, snacks and pens that the C4W offers clients when they come for their appointment, to the specialized tutoring done at a professors’ request. The Centre has used the clients’ suggestions for new workshops, and created the necessary handouts to accompany those workshops. Integrating better with the Faculty of Extension in general and its ESL students in particular is also a high priority for the Centre.

RESEARCH AND PROFESSIONAL DEVELOPMENT

Summary of Dr. Moussu’s activities for the 2011/2012 Academic Year:

Since July 2011, Dr. Moussu has been an Adjunct Professor in the Teaching English as a Second Language (TESL) Program, Department of Educational Psychology (Faculty of Education).

As a result, Writing Studies 301/603 (Introduction to Writing Centre Theory and Practice) and Writing Studies 605 (Issues in Second Language Writing) were included in the TESL program’s schedule of approved TESL courses. During the Winter 2012 semester, 5 TESL graduate students registered in Dr. Moussu’s Writing Studies 605 course.
In the Summer 2011, Liv Marken, Writing Help Coordinator in the University of Saskatchewan’s Learning Centre asked Dr. Moussu for help with finding strong arguments to include in a proposal to request a full-time ESL coordinator. The proposal was finally accepted in October 2011.

Between July and October 2011, Dr. Moussu was invited by Dr. Stephen Slemon to be a second reader for an MA capping project essay related to second language writing and speaking. Dr. Moussu read and responded to the first draft and then read and approved the revised draft.

Between August and October 2011, Dr. Moussu helped Dr. Céline Beaudet, (Professeur, Université de Sherbrooke, Quebec) and Dr. Véronique Rey, (Professeur, Université de Provence, France), translate Dr. M. Elizabeth Sargent’s “Writing Strategies Inventory” questionnaire into French so that it could be used in Quebec and France.

The questionnaire consists of 50 questions that ask students in writing courses “to consider their writing processes, to reflect on their attitudes toward writing, and to assess both their procedural and declarative knowledge about writing” (Christianson, Winter 2012 edition of Writing Matters, the Writing Initiative Newsletter). This extremely complex task took at least 40 hours of work.

In November 2011, Dr. Moussu was elected as Francophone Representative of the Canadian Writing Centres’ Association.

During the fall 2011 semester, Dr. Moussu, together with Writing Initiatives’ Interim Director Dr. M. Elizabeth Sargent, created and delivered three extensive workshops on ESL writing issues. These workshops were open to all TAs, faculty, and staff at the UofA and were well attended by approx. 60 people in total.

Participant feedback included “I thought it was great that we got to practice on actual student writing. That is always very helpful.” “I appreciate the efforts of the organizers; this was a truly enjoyable and useful experience. There should be more.” “Thanks to your workshop, I will bone up more on my own knowledge of grammar terms; I’m pretty good, but I want to be better and Lucie’s comments reminded me how important this is... to at least try to reach a certain standard of knowledge and be confident about it.” “I will remember the “less is more” strategy: the idea that it is unnecessary, perhaps even unhelpful, to correct almost all errors in all essays (regardless of the assignment parameters) is very liberating for me. In future, I will specify the types of issues that will be corrected or commented on and will leave the rest. This will save me an incredible amount of time.” “Please keep doing these kinds of workshops. It would be great to see workshops on teaching writing for more advanced levels. I think we would all benefit from workshops that teach us about how to teach writing by developing reader oriented group activities. Thank you so much. It was a great experience.” “I enjoyed meeting the people at my table, and it’s good to know we are not alone in this challenge. I’d also like to know how to engage ESL students in class discussion. I use small groups for this purpose, but then they cluster and speak in their native language. Thank you also for the links and webpage info provided.”

In January 2012, a doctoral student in the Interdisciplinary PhD program at Memorial University of Newfoundland, interested in doing research on how to set up writing centres in her local high schools, (successfully) asked Dr. Moussu to be on her dissertation committee. (She had seen Dr. Moussu’s newly published article in the Writing Lab Newsletter and was also encouraged to contact Dr. Moussu by Dr. Wendy Shilton, Associate Professor and Coordinator of the University Writing Council at the University of Prince Edward Island.)
In February 2012, Dr. Moussu was invited by Dr. Leila Ranta to serve on the Examining Committee for a PhD student’s proposal defense in the Department of Educational Psychology (TESL). The defense took place on February 15th, 2012.

In March 2012, Dr. Moussu was invited again by Dr. Katherine Binhammer to teach a 90-minute course on ESL/EAL writing to the students in the Graduate Pro-Seminar taught in the English and Film Studies Department. Dr. Moussu taught the course on March 15th, 2012.

In March 2012, after years of reviewing manuscript as guest reviewer for the TESOL Journal and TESOL Quarterly, two international, refereed publications based on current theory and research in the field of TESOL, Dr. Moussu was invited to become a member of the TESOL Journal’s Editorial Advisory Board. Dr. Moussu accepted the invitation and the appointment lasts for 5 years.

LONGTERM GOALS FOR THE CENTRE FOR WRITERS

A) TABLE 13: Goals for 2011/2012 and Results

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<td>At the beginning of the winter semester, an email was sent to the Executive Assistants’ of each Dean, in each Faculty. The email explained the Centre’s services and asked them to distribute it to all their faculty members.</td>
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<td>To invite more professors and instructors from a variety of Faculties and departments to staff education meetings</td>
<td>This was not addressed during the 2011/2012 academic year.</td>
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<td>To continue diversifying the academic backgrounds of tutors to reflect our clients’ fields of study</td>
<td>More advertising in a variety of locations was done, and new recruiting/information pamphlets were created and distributed widely. See Appendix A</td>
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<td>To expand the types of services and resources (writing groups, workshops, discussion groups, etc.)</td>
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**To communicate clearly the Centre’s purposes and goals to the University of Alberta community**

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<th>Goals for 2012/2013</th>
<th>Possible Methods</th>
<th>Measurements</th>
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<td>To continue increasing the number of services offered and also increase the diversity of the C4W’s clients.</td>
<td>To continue working with the Faculty of Extension’s Bridging Program; to continue working with the International Student Office and the UofA+ project; to increase and diversify the support provided to ESL students (workshops, etc.).</td>
<td>Next year’s annual report should reflect these changes. Details should be noted in the Reservation details.</td>
</tr>
<tr>
<td>To continue to diversify the academic backgrounds of tutors to reflect the C4W’s clients’ fields of study.</td>
<td>Along with the recruitment pamphlet, creative marketing suggestions have been made by the C4W staff (see Appendix F); may look into targeted recruiting.</td>
<td>Next year’s annual report should reflect these changes and the academic background of the students taking WRS 201/603, too.</td>
</tr>
<tr>
<td>To continue increasing the number of students from Faculties that are not well represented in the client list.</td>
<td>Send information packages to profs around the university, specifically in Faculties that may not be aware of our services.</td>
<td>Record recipients and monitor the numbers between this year and next year.</td>
</tr>
<tr>
<td>To continue working closely with individual courses and instructors.</td>
<td>Individual Faculties will be contacted and creative solutions offered, first as free pilot programs and then potentially as funded “C4W writing fellow” positions.</td>
<td>The number of dedicated tutors and individualized support systems should increase.</td>
</tr>
<tr>
<td>To provide “express tutoring” to clients in the Library.</td>
<td>Contact the Head of Libraries again and move from “potential ideas” to concrete numbers of tutoring hours in the Library. Also, continue working collaboratively with Stephen Kuntz on this project.</td>
<td>Next year’s annual report should include a section on campus outreach.</td>
</tr>
<tr>
<td>Create a formal strategic plan for the entire academic year.</td>
<td>Creative marketing suggestions have been made by the C4W staff (see Appendix F) and many will be discussed and potentially implemented.</td>
<td>The C4W usage statistics should reflect increased number of clients and a greater diversity of clients and projects.</td>
</tr>
<tr>
<td>To review the C4W website and create more of a comprehensive writing resource for the UofA community.</td>
<td>Discuss options with Centre’s Tech consultant.</td>
<td>The number and quality of online resources should have increased.</td>
</tr>
<tr>
<td>To take at least two tutors</td>
<td>Discuss funding opportunities with Michael</td>
<td>The next International</td>
</tr>
</tbody>
</table>
To an international writing centre conference.

Meldrum (Director, Development & Alumni Affairs); a conference proposal has been submitted.

Writing Centers’ Association conference is held in October 2012 in San Diego, CA. A presentation including the 2 tutors should be done there.

To acknowledge individually the top 10 instructors noted to promote the Centre to their students.

This will be calculated from the online scheduling system. Send individualized thank you letters to instructors.

Compile list, compose communication and send.

**CONCLUSION**

The 2011-2012 academic year was a bit chaotic at times but it was also productive and exciting. Although the number of appointments with clients went down from previous years, the number of services offered increased in number and variety and client satisfaction rose overall. On a personal note, Dr. Moussu would like to mention that this year has been the most enjoyable and invigorating year of the past three years she has spent as Director of the C4W.

The C4W’s hope is to continue to provide a valuable and unique service to a wide range of writers. The English language establishes a number of stumbling blocks for native and non-native speakers alike. No one is a ‘born’ writer; you may be good at telling a story, but putting it down in writing is an entirely different matter. Between university level expectations and a lack of preparedness by the students, opportunities to feel useful abound for the Centre.

Thank you for reading this report. Much effort was put into the compilation, organization and presentation of this information and we hope you have enjoyed reading it.
THE CENTRE FOR WRITERS

WHAT IS PEER TUTORING?

- Working one-on-one with students on writing and reading skills
- Talking about academic writing and other kinds of writings, too
- 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
- Teaching and practicing effective writing strategies so students can learn to do it for themselves

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 and types of writing
- To work with students from all faculties, departments, cultures, ages, and languages
- 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 and participate in an exciting and growing academic field
THE CENTRE FOR WRITERS

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
- Discussing brainstorming and drafting strategies
- Organizing ideas and developing arguments
- Creating effective theses statements
- Exploring and explaining research strategies and integrating primary and secondary sources
- Helping students with revising, formatting, spelling, grammar, style, usage, mechanics and more!
- Encouraging students to become 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 teaching, tutoring, or writing centre experience, please send us a letter of application and a CV by JULY 1, 2012 (to start working in the fall semester)
- If you do NOT have teaching, tutoring, or writing centre experience, please register for WRS 301 or WRS 603 for Fall 2012. Upon successful completion of the course (including a practicum in the Centre for Writers), you may be hired (and paid!) the following semester
- STUDENTS FROM ALL DEPARTMENTS AND LANGUAGE BACKGROUNDS ARE ENCOURAGED TO APPLY!
- For more information, please visit our website
This student had to write a “language autobiography” for a first-year writing course. You have received this paper in an email. Please respond to this student by explaining how to improve his paper (as if you were going to send your respond back to the student, by email). You have 30 minutes. Save your response ON THE DESKTOP as a document named with your last name (like moussu.doc). You can also write on this hard copy.

English or Chinese

I have been raised in a place where everyone knew at least 3 different languages and several dialects. To master one language in writing, one has to focus and try to never get mixed up between different languages.

I remember vaguely when I was about 5 years old; I was taught the fundamental of English, which is the ABC. I still remember the song that we sang in kindergarten—“ABCDEFG HIJKLMNOP… Now I know my ABC who would like to play with me.” From that song, I learned all the alphabets of English. After that, we used the alphabets to form words into different group, for example words into colors, vegetables, fruits and etc. After mastering the spelling, we proceeded to form sentences. In addition, we learned the basics of grammar, the present, the future and past tenses. From forming a simple sentence like “My name is Hansheung, my favorite food is potato-made dishes and I was studying yesterday”; I managed to construct my first essay which was my own autobiography. The first essay that I wrote was a simple one, using simple sentences that I learned. This became my starting point in writing in English, at least properly.

At the age of five, I had to learn two other languages. One of it was Chinese and the other was Malay language. The Malay language has somewhat huge similarity with English language. On the contrary, Chinese language is a totally different from English. Firstly, we learned to write instead of pronouncing the words. As I recalled, we learned to write more than we sang. I still remember that time when we had to learn the proper writing style of each Chinese character. Every stroke of a Chinese character has to be written correctly. The teachers were very strict about our writing. If we would make any mistake, we would be punished to write our names. Twenty to thirty strokes for each character multiplied by 50 isn’t a joke especially for a 5 years old kid. Moreover, we have like 3 characters per Chinese name. I remember once I was punished to write my name for hundred times and my hand went numb after finishing the task. Coming back on how we learnt to write, we learned the meaning of each characters. Well, Chinese is again a totally different from English whereby each character has multiple meaning depending on where you put it in a sentence. Every character in a Chinese word has its’ own origin. There are no alphabets for us to remember and no song for us to sing. We have to learn its’ origin and why it is being used in a certain manner. For example, the letter “One” in Chinese is just a horizontal stroke. The character is written in this way because it represents only a stroke of something, which is one. Furthermore, two in Chinese is an additional stroke to one, which represents two things. We had to memorize most of the characters. I would say my learning in Chinese was rather boring and tedious. Like every other language, upon learning simple words, we proceeded into forming sentences. We make simple sentences and then we proceeded to write our very first simple essay.
which is also our own autobiography. In my opinion, to learn Chinese was much harder task than learning English.

The writing process continued from my elementary school till my high school. English is considered as a second language in my country. Knowing that English is an important language, my parents hired 3 tutors to make me master the language. The teachers were very strict towards me. I was a rascal when I was being told to write.

During those times, I never enjoyed writing or learned to enjoy it. The teachers that I had will always ask me to write on some topics that they might think will come out on in the exam. I was trained to write for a grade and not for what I liked. When the teachers say that this paper will be graded, I will be so reluctant in class that even the teacher felt guilty for giving us the homework. Furthermore, most of my teachers do not like to praise any student if one managed to write a beautiful essay. I think most of my teachers are sadistic; they enjoy punishing the students rather than rewarding them. As I recalled, if I were to make any mistake in my essays, marks will be deducted and I have to rewrite the whole essay again and again until the teacher felt that I will not repeat the same mistake again. I was cursing and swearing about the teacher when I had to rewrite the whole essay. Eventually, I lost touch with my writing.

Therefore, I switched to Chinese. Maybe it was because I had only one teacher to deal with. The Chinese teacher that I had was not so strict but too kind in fact. He does not give a lot of work to us. As a consequence, I wrote less in Chinese as well. Again, we were not thought to write freely in Chinese and all my essays were again written to be graded. As time goes by, I lost touch with my writing, even in Chinese! I became very lazy and reluctant in writing. I would only write if being asked by the teachers or required by my class. I had no longer interest in writing.

Then one day, I realized that I had a lot of ideas flowing through my brain. I thought of a way to write them down. I started to keep a journal. I started to write all the ideas and cool stuff that I encountered in a day. In the beginning, I will write non stop and let all the sentences flow freely in my journal. I remembered that there was one time I wrote till my pen ran dry. This situation could never happened in my previous days of writing. I began to fall in love with writing again.

Nowadays, I will write my journal before I retire. I will write in English as well as in Chinese. I am also trying to catch up on my writing skills. Not only I will write about my daily routine but I will also try to construct nice quotes, for example: abiding by the past will provide us nostalgic illusion; perception in life is usually the otherwise. My journal became an inspiration to me. Sometimes when I read my journals and found the things that I have written down, I felt very good about myself. Therefore, by keeping the journal I really felt in love with writing again.

Last but not least, I am lucky that I have the opportunity to learn three different types of languages. Given a chance I would say that everyday is still a learning day for me. I have learned so many things a long the way in becoming a better writer. Therefore, I cherish the moment that I have now and will try my very best to improve my writing skills—English or Chinese.
Grammar test: you have 30 minutes to find **ONE mistake in each of the following sentences**, write the correction, and explain the grammar/punctuation rule to the “student” who made these mistakes. You get 1 point for identifying the mistake, 1 point for giving the correct form, and 1 point for explaining the rule.

1. Martin, who hopes to sing professionally some day but can’t get beyond the do-re-mi level.
2. Post-modern architecture in North America and Europe have been changing urban skylines.
3. A true happiness is found within us and not in external objects, circumstances, or relationships.
4. Which member of the opposition party is the more ambitious of all?
5. She accepted neither the first or the second job offer.
6. The coach advised Anwar and I not to miss any more practices.
7. Everybody is free to express their opinion.
8. The dictator’s statue stood for almost thirty years however it was toppled in less than an hour.
9. **Life of Pi** written by Yann Martel is about a boy and a tiger in a lifeboat.
10. The ad offered six weeks old kittens for sale.
11. If it is to perform it’s functions properly, the committee’s agenda needs to undergo numerous changes.
12. A poll taken by the agencies seem to indicate the election results will be close.
13. Dr. Hasberger and me have been colleagues at this university for 20 years.
14. Unable to walk because of a stroke, the portable laptop computer helped the elderly man recover his will to live.
15. The Canadian Charter of Rights and Freedoms calls for freedom of expression, communication, and to assemble.
16. An author of two books, with a third coming out soon, his office was always full of printed material.
17. The things we took with us were: a tent, a camp stove, some food, and sleeping bags.
18. This book by Jane Austen is different than the other books she wrote.
19. We postponed to make any decision at the last meeting.
20. The immune system detects pathogens ranging from viruses to parasitic worms and distinguishes them of the organism’s normal cells and tissues.
University of Alberta Centre for Writers
ONE-ON-ONE TUTORING SESSION EVALUATION

Please fill out this form following the session with your tutor.

What Department / School are you in: ______________________________

Tutor’s name: __________________ Date: __________________

How useful was the tutoring session?

Very useful Somewhat useful Not useful (please explain)

Did your tutor explain concepts clearly?

Very clearly Somewhat clearly Not clearly (please explain)

How likely are you to come back to the Centre for Writers?

Very likely Somewhat likely Not likely (please explain)

How likely are you to recommend the Centre for Writers to other students?

Very likely Somewhat likely Not likely (please explain)

Do you have any other comments about the Centre for Writers?

How did you hear about the Centre for Writers?
The Centre for Writers is a free, one-on-one peer tutoring service available to all students, faculty members, 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 for 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 and 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 resources will become self-sufficient.
5. Native English-speakers as well as ESL/EAL/bilingual/multilingual writers can all benefit from help with their writing.
6. The diversity of writing contexts 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 writer; all writers can always improve.

As a result of these beliefs, we implement the following practices:

1. We enhance individual writing practices, not just individual pieces of writing.
2. We encourage all writers, in all faculties and at all levels (student, faculty, staff) to come or return at any stage of their writing to make use of the Centre for Writers’ resources.
3. Due to time limitations, we are usually unable to address every concern and we will typically address higher order concerns over lower-order concerns.
4. We promote client involvement and self-direction in the session, and incorporate resources to develop effective writing strategies.
5. We are trained to address the specific concerns of both native English and of ESL/EAL/bilingual/international writers with any concern and at any proficiency level.
6. We will help writers navigate a variety of writing contexts, including assignment analysis and disciplinary writing conventions. 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.
Bridging the Language Gap
By Maryssa Wojek and Emily Chow, Undergraduate Tutors, Centre for Writers

During winter term 2012, Writing Studies ran the first three sections of WRS 101 restricted to students in the Bridging Program (BP). As undergraduate tutors trained by the Centre for Writers, we have collaborated with Writing Studies to provide support for these students.

Although trained as writing tutors, we soon discovered that we needed to be working as reading tutors as well. Helping BP students stay on top of the readings in WRS 101 is crucial, especially when each assigned reading introduces new concepts and vocabulary. One particularly meticulous student informed us that he found himself looking up “2 to 3 words per paragraph.” Working in small groups, we acknowledge and facilitate this tedious process while motivating students to try a range of more active reading strategies.

Despite choosing the U of A and Canada precisely in order to interact with native speakers of English, BP students find that their university courses are the only opportunity most of them have to speak the language. One student commented, “All my roommates are Chinese and they don’t want to practice English. It’s frustrating.” Many of her peers share the same sentiments, revealing that the chance to converse in English is not easily found outside the classroom. Homesick and unaware of Edmonton’s recreational opportunities, they find it difficult to step out of their comfort zone to initiate conversations in English with native speakers. If the situation were reversed and a Canadian were studying in China, everyone would want to meet and talk with him or her; so it’s hard for international students here to understand why a native speaker doesn’t eagerly seek out conversation with them.

In one-on-one or small group tutoring sessions, students feel more at ease speaking up and expressing concerns they are apprehensive about raising in class. A major service we provide is patience as they find words to express their ideas. The truth is, while all of us—instructors, tutors, and WRS 101 BP students—realize the experience has been primarily positive, we also recognize that there is much room for improvement. We’re all trying to learn together how the Bridging Program sections of WRS 101 can work even better the next time around.
APPENDIX F

Marketing Suggestions (list created by the C4W tutors)

- Email English & History profs asking if they would like a visit from a tutor
- Posters in every building of the school
- Assignments where students have a portion their mark (or bonus marks) for coming in to the C4W, or post-mortems where the student brings in their assignment after it has been marked to review the teacher’s feedback, make changes, and resubmit
- Booth or table at all school events
- Pre-exam seminar on how to prepare for in-class essays & exams
- Putting a blurb in student organization newsletters
- Jazzing up the website / more credibility
- Trying to work with the libraries more
- Combine resources with other writing centres
- Tutoring class / chat tutoring / really cheap through the library resources?
- Posters in libraries particularly at research help desks
- Also posters in info booths and one card office
- Liaison with residence services – drop in evenings in HUB Vault or Lister (former to target ESL, latter to target first year students)
- Feature story on University home page
- Include information in residence welcome packages
- Literature festival
- Short story contest / sponsor
- LRT station (posters)
- Faculty newsletters / folio
- Contact FGSR – workshop
- Dean’s office for each faculty – send out email blurb about our services
- Recruitment handout
Writing@UofA

The University of Alberta offers a wide variety of resources to support all writers as they develop their writing skills throughout their academic careers. Workshops, one-on-one consultations, writing groups, writing courses—we do all of this and more!

Augustana Writing Centre
1-140 and 1-162 Augustana Library
- Free service for students, staff, and faculty
- Private consultations with trained tutors
- Workshops on all stages of the writing process

Writing Across the Curriculum
780.492.2149
- Works with professors to clarify assignments and grading rubrics
- Helps classes get started on writing assignments
- Provides workshops and web-based resources for students and professors

Writing Resources
Student Success Centre, 2-300 SUB
780.492.2882
- Professional staff serving undergraduate and graduate students
- Seminars on writing, plagiarism, grammar, and grad-focused issues
- Individual consultations and thesis reviews

The Centre for Writers
1-42 and 1-72 Assiniboia Hall
780.492.2639
- Free peer writing support for all students, faculty, staff, and instructors
- One-on-one and group tutoring
- Specialized help for ESL/EAL students

Centre d’écriture bilingue
La Cité, Pavillon MacEwan, Salle 2-52
780.492.8799
- Appui gratuit à la rédaction en anglais et français, toutes disciplines
- Rendez-vous individuels, ateliers divers (d’écriture, de lecture et d’apprentissage langagier, etc.)
- Appui spécifique en collaboration avec les cours disciplinaires et de langues (espagnol inclus)

APPENDIX G