CENTRE FOR WRITERS
UNIVERSITY OF ALBERTA

ANNUAL REPORT
2012/2013

Prepared by

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(with the help of Ms. Pamela Sewers, former Administrative Assistant and
Dr. Lucie Moussu, Director, Centre for Writers)

May 2013
# CENTRE FOR WRITERS ANNUAL REPORT

Spring/Summer 2012 - Fall 2012 - Winter 2013

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INTRODUCTION

The Centre for Writers (C4W) is a free service provided to all students, staff and faculty of the University of Alberta (which has a student population of over 38,000). The mandate of the Centre 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, 2012 and April 30, 2013.

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

THE CENTRE FOR WRITERS (C4W) AT A GLANCE

Established in 2007, the C4W has had close to 20,000 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 4,194 reservations for Fall 2012/Winter 2013 – 22% of those reservations were made by clients who listed Chinese as their first language.
- 81% of the Centre’s budget goes toward tutor salaries.
- 3 distinct native languages belong to 76% of the clients that visit the Centre (see Table on p. 11).
- 87% of the clients find their tutoring session ‘Very Useful.’
- In the Fall 2012 term, the C4W employed 13 tutors, and there were 20 practicum tutors. In the Winter 2013 term, the C4W employed 20 tutors.
- In the Spring 2012 term, two tutors worked exclusively with students from 2 Writing Studies (WRS) 101 sections. In the Fall 2012 term, three tutors worked exclusively with students from 3 WRS 101 sections, and in Winter 2013 term, six tutors worked exclusively with students from 6 WRS 101 sections.
- The Faculty of Science is consistently the C4W’s second largest client.
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 and WRS 605. Dr. Moussu was on Sabbatical leave from January 1, 2013 until June 30, 2013.

A1) Acting Director

Dr. Anna Chilewska is the Acting Director of the Center for Writers (from January 1, 2013 to June 30, 2013), with a limited, 8 hours per week contract.

Dr. Chilewska is a contract instructor with the Office of the Interdisciplinary Studies where she teaches Writing Studies 101, Exploring Writing. She also teaches English Literature at Grant MacEwan College and Writing Studies and English Literature at Maskwacis Cultural College in Hobbema.

B) Administrative Assistant

Ms. Laurel Szabo-Sorochan was the temporary full-time Administrative Assistant for the C4W. Ms. Szabo-Sorochan was employed by the C4W from December 15, 2012 to May 27, 2013.

B1) Ms. Pamela Sewers was the full time Administrative Assistant from January 30, 2012 to December 31, 2012.

Reporting to the Senior Administrator in the Office of Interdisciplinary Studies (OIS), the Administrative Assistant position is responsible for providing administrative support for the day-to-day functions of the University Writing Initiatives, which includes the Centre for Writers (C4W), Writing Across the Curriculum (WAC) (until April 30, 2013) 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 Ms. Szabo-Sorochan, 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 task requested of them. This is considered part of the tutors’ training and work at the C4W.

D) Tutors

Recruiting

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

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

1. All applicants who have not taken WRS 301/603 are required to take two tests and come for an interview. The tests are not graded but 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 not pass the tests, 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 course work.

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 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 also provides insights into the students’ own writing processes and helps to establish their own tutoring philosophy.

Table 1 below shows how many students from the WRS 301/603 classes have been hired as a tutor compared to the number of students that have taken the class since the Fall of 2009.

**TABLE 1: Comparison of Students Taking Course vs. Students Hired as Tutors After the Course**

<table>
<thead>
<tr>
<th>WRS301 Students : Hired for the following semester</th>
<th>Fall 2009</th>
<th>Winter 2010</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRS603 Students : Hired for the following semester</td>
<td>No class</td>
<td>0: 2</td>
<td>3 : 1</td>
<td>8 : 4</td>
<td>9: 4</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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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</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>
<td>1</td>
</tr>
<tr>
<td>(paid)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</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>
<td>2</td>
</tr>
<tr>
<td>(paid) students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<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>
<td>0</td>
</tr>
<tr>
<td>WRS 101 tutors</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>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(paid)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></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>
<td>3</td>
</tr>
</tbody>
</table>

**Tutor Demographics – Academic programs**

Table 3 describes the programs the tutors were enrolled in the Fall 2012 and Winter 2013 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. Happily, over the years the C4W has been able to attract and hire tutors of increasingly diverse backgrounds.

### TABLE 3: Summary of Tutors per Semester and their Programs

#### Fall 2012 - total of 29 tutors

<table>
<thead>
<tr>
<th></th>
<th>Paid</th>
<th>301/603 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 undergraduate tutors</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>9 graduate tutors</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

**Undergraduate tutor programs, Fall semester**
- Arts (5)
- Arts (Hon.)
- Science & English
- B. Commerce
- Anthropology & Sociology
- EFS / Arts (Hon.)
- Biological Science
- English & Philosophy
- BSc (Hon.)
- Education

#### Winter 2013 - total of 20 tutors

<table>
<thead>
<tr>
<th></th>
<th>Paid</th>
<th>301/603 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 undergraduate tutors</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>11 graduate tutors</td>
<td>11</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Graduate tutor programs, Fall semester**
- MSc Rehab Medicine (Speech Pathology)
- Masters in Library & Information Studies
- Masters in TESL (Teaching English as a Second Language)
- Masters in Political Science
- Masters in Counseling Psychology
- Masters in Science (Pharmacy)
- PhD in Physical Education & Recreation
- PhD in Mechanical Engineering
- PhD REES (Resource Economics and Environmental Sociology)

**Undergraduate tutor programs, Fall semester**
- Arts (4)
- Arts (Hon.)
- Science & English
- Anthropology & Sociology
- EFS / Arts (Hon.)
- English & Philosophy
- BSc (Hon.)
- Education

#### Graduate tutor programs, Fall semester
- MSc Rehab Medicine (Speech Pathology)
- Masters in Library & Information Studies
- Masters in TESL (Teaching English as a Second Language)
- Masters in Political Science
- Masters in Counseling Psychology
- Masters in Science (Pharmacy)
- PhD in Physical Education & Recreation
- PhD in Mechanical Engineering
- PhD REES (Resource Economics and Environmental Sociology)
**Tutor Feedback**

At the end of every semester, the tutors have an opportunity through a paper or on-line survey to provide anonymous feedback about their work in the C4W, the way it is run, and how tutoring has affected their own university experience. The following are selected samples of tutors’ responses. The responses address both the positive aspects of working at the C4W and the on-going challenges.

**Overall, has your tutoring experience been positive?**
- Yes, I have really enjoyed the atmosphere at the Centre for Writers.
- Yeah. I’ve had a few regular clients this semester, and it’s been fun watching them grow as writers and become better. The other appointments have also been fun, and have exposed me to some interesting subjects and writing styles.
- Very much so!
- Yes. I love my time tutoring. It's so rewarding to help someone with their writing.
- Yes. I generally feel really good about my sessions and enjoy myself while I am here.

**Have you learned anything during your time as a tutor? If so, what?**
- I have learned to quickly understand what a student needs help with when they themselves do not know why they are dissatisfied with their writing. This has partly involved learning to ask them the right questions about their work.
- Yes. I’ve learned about alternative forms of essay writing, I’ve re-learned the importance of proofreading, I’ve discovered, through explaining to students, exactly what analysis is and how to most effectively carry it out, all of which have helped me in my writing. I’ve also learned how to enunciate more, and I rarely mumble any longer, while I used to a lot.
- More about grammar and how to analyze a paper and break down the flow of it.
- Yes, every aspect of writing process. But mainly, it's the subtle things that usually people don't recognize, like flow, transition, tone, voice, etc.

**Has your experience as a tutor helped you in other non-tutoring situations?**
- Certainly. I now have better judgment of where the trainees in my lab need the most help, and my explanations in general are clearer.
- Yes. I work with ESL students in another job, and my time at the centre has tremendously helped in dealing with that, both in terms of understanding them and helping them with improving their writing. Plus, it's helped me make my own essays stronger, and helped when talking to friends or family about their writing, since I'm able to help them out without plagiarizing anything.
- Looks good on a resume. It also helps moneywise.
- Definitely, writing a grant, preparing dissertation, getting a job.

**Would you recommend working at a C4W tutor to others?**
- Yes, the skills learned here while interacting with both the clients and the other tutors are invaluable.
- Of course, this is one of the greatest places to work.
- Yes!

**What did you like about working at the C4W?**
- I like the friendly and helpful atmosphere, which has a lot to do with the positive attitude of the other tutors. I feel that it is because of this that the clients are able to feel comfortable enough to discuss their work and ideas here.
- I like the conversationalist aspect of appointments, since it's really about human connection, a change from past jobs. I like the moments in which people get it and understand or learn something they didn't know before, but will help in the future. And I love the environment and the people, who make the job really fun to come to all the time.
- The independence.
Interactive atmosphere, friendly peer tutors, always being supported by the administrative person and the director.

**Is there anything you dislike about working at the C4W?**
- Occasionally, some students do annoy us like asking us to do the homework for them, etc.
- The location is far from where I usually am on campus.
- We are stuck in a basement all day. We definitely need more space.
- The place is too noisy.
- Sometimes the office gets very crowded.
- It is freezing in the winter because we are in the basement of an old building.

**Are there any changes you would recommend that the C4W make?**
- One change the centre could possibly implement that would be helpful would be to incorporate drop-in appointments. What I mean by this is specific slots that are for drop-ins only, so instead of booking in advance, the clients would show up at the time of the drop-in appointment, and if they are the first to arrive, they get the 30-minute slot.
- Add in breaks for longer shifts. Even just 5-10 minutes. Sometimes on a 3 hour shift I get hungry or need to use the washroom and don't have a chance too since the appointment times are short already and I don't want to take out of the student's appointment times.
- Continue the good work, hire a long-term administrative staff, train more graduate level tutors.

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 Centre and to their own working contexts. The ability to adapt to the different clients 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 Centre published last academic year is the Guiding Principles of the Centre for Writers (see Appendix C). These Guiding Principles provide the tutors with proven 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.

**Events**

The C4W hosted a Holiday potluck in December of 2012 for tutors and staff, as well as a year-end potluck in April 2013. 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**

During the Spring & Summer 2012 semesters the Centre was open 3 days each week of the semesters with 3 tutors working Tuesday through Thursday and operated at a capacity rate of 82%.

The Fall 2012 and Winter 2013 semesters the Centre operated Monday through Friday during each semester and operated with an average of 85% capacity rate.

**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 often the client got 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 on the next page summarizes client reservation details.
TABLE 4: Client reservation details

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of unique clients who came in for appointments</td>
<td>1747</td>
<td>n/a</td>
<td>1877</td>
<td>129</td>
<td>1677</td>
<td>124</td>
<td>1758</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>
<td>324</td>
<td>4194</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>
<td>42</td>
<td>513</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>
<td>0</td>
<td>32</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>
<td>15</td>
<td>584</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>
<td>82%</td>
<td>85%</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

As can be seen the numbers are slightly lower than the previous academic year. This is a result of budget constraints, as each year the C4W is able to employ fewer tutors. There is also an increase in the number of ‘no-shows.’

B) Users

Tables 5 & 6 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 of 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 number 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

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

### TABLE 6: Reservations by Faculty/department

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

** Agriculture, Life & Environmental Sciences
In Table 7 below (Reservations by Language), it is apparent that English, Chinese and Korean are consistently the top 3 native languages spoken by clients of the Centre.

**TABLE 7: Reservations by Language**

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TOTAL: 0 4652 305 5726 293 4907 266 4421

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

C) Client Satisfaction

After each tutoring session, clients are asked to complete an anonymous feedback form – One-on-One Tutoring Session Evaluation (Appendix B). 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, as well as provides a measurement tool for the individual tutors’ performances.

**TABLE 8: One-on-one Tutoring Session Evaluation**

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<td>83%</td>
<td>76%</td>
<td>84%</td>
<td>78%</td>
<td>85%</td>
<td>79%</td>
<td>87%</td>
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<tr>
<td>Tutor explained concepts clearly</td>
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<td>86%</td>
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<td>87%</td>
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<td>89%</td>
<td>86%</td>
<td>90%</td>
<td>87%</td>
<td>91%</td>
<td>88%</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>
<td>1716</td>
<td>1314</td>
</tr>
</tbody>
</table>

**Note:** Client satisfaction increases in the Winter semesters, although no reasons have been found as to why that is.

**Note:** Overall, client satisfaction is rising!

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:**

- Thanks so much for having this wonderful service.
- Really put my anxieties to rest because I feel like my thoughts are organized.
- I will recommend my peers to contact this Centre! ☺
- If I [was] Bill Gates, I’d give Evelyn 1 Million dollars!
- I recommend C4W to my own students!
- It’s really good for improving my writing. I heard it’s so good that even a student who’s good at writing would find lots of advice as well.
- Very open/different perspectives I’ve never thought about. Awesome!
- A very good first time experience.
- Keep doing what you’re doing! Really helped when you used techniques on how to think about editing.
- They helped me figure out how to improve by myself, and let my thoughts be mine.
- Awesome service – everyone should take advantage.
- I had a few epiphanies! Great feedback on my essay!
- I was very pleased. Even though I wasn’t registered, they accommodated me [we registered him] and the session was very helpful.
- The best place for writing!
- The tutor wasn’t very familiar with my topic (medical) but she still helped me.
Comments that identified areas needing improvement were as follows:

- I didn’t know exactly what to write about before I came and left not knowing what to write about.
- I think the Centre for Writers needs more tutors.
- 30 minutes is not enough! Could the time for each appointment be longer?
- Every tutor needs an independent space because there is a little noise.
- More appointment times would be very helpful.
- Very crowded and noisy.
- Not likely to come back because there was not adequate time required to answer questions.
- More scientific writing tutors.
- More tutors, get bigger like math help room.
- Possibly have handouts on “how to”, for example – passive tense and split off names.
- Did not explain concepts clearly – does not know APA.
- Not enough room. I could hear what other tutors were saying and this was disruptive to my own appointment time.
- More people available to create more appointments would be nice!
- It is good apart from the short time slot allocated for each session.

The comments providing constructive criticism are consistent with previous years. Overall, the majority of clients indicated that they wanted more tutors and more time available for each session. Concerns involving space and time cannot be dealt with until the Centre is able to relocate to a more fitting location, such as Cameron Library. 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. The Centre does review these comments regularly and addresses what it can change.

D) Visits and presentations

Class Visits – the Centre had requests for 9 class visits during the Fall 2012 semester and 6 class visits for the Winter 2013 semester. Most visits consist of a 10-15 minute session of the services provided by the Centre presented by a tutor. These visits are by request from various professors or library staff.

E) Weekly workshops

In the Fall 2012 semester, there were 146 attendees and each topic, as in previous years, was accompanied by food. In Winter 2013, the Workshops were held at Cameron Library where food was not allowed and the registrants for the 5 workshops was 57. The highest attendance was the March 20 workshops where there were 11 students from the Faculty of Extension, and 23 students overall.

Below is a list of workshop topics that were offered in the Fall 2012 by Dr. Moussu:
1) Tips for Writing in English as a Second Language and Lots of Chocolates
2) Quoting, Paraphrasing, Summarizing and Brownie Eating
3) Writing Concisely and Apple Pie
4) Articles, Prepositions and Cookies
5) Tenses and Pizza
6) Writing Survival Camp and Granola Bars
7) How to Write In-Class Essays, Short Answer Exam Questions and Cupcakes

Below is a list of workshop topics that were offered in the Fall 2012 by Dr. Chilewska
1) Prepositions
2) Tenses and Shifts in Tenses
3) Rhetorical Punctuation
4) Strategies for Revising Your Own Work and Chocolates
5) Writing In-Class/in-exam Essays and Cookies
Workshop attendees from both semesters who answered the demographic questions fell into the following academic year categories:

**TABLE 9: Workshop attendee breakdown**

<table>
<thead>
<tr>
<th></th>
<th>FALL 2011 &amp; WINTER 2012</th>
<th>FALL 2012 &amp; WINTER 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing</td>
<td># of attendees</td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>22</td>
<td>1st year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>2nd year</td>
<td>5</td>
<td>2nd year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>3rd year</td>
<td>12</td>
<td>3rd year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>4th year</td>
<td>6</td>
<td>4th year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Masters</td>
<td>20</td>
<td>Masters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>PhD</td>
<td>33</td>
<td>PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Staff</td>
<td>7</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Faculty</td>
<td>15</td>
<td>Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Extension</td>
<td>n/a</td>
<td>Extension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120</strong></td>
<td><strong>203</strong></td>
</tr>
</tbody>
</table>

And feedback collected from the workshops indicated the following:

**TABLE 10: Workshop feedback**

<table>
<thead>
<tr>
<th>How useful did you find the workshop today?</th>
<th>Fall 2011 &amp; Winter 2012</th>
<th>Fall 2012 &amp; Winter 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not very useful</td>
<td>0 responses</td>
<td>2 responses</td>
</tr>
<tr>
<td>Somewhat useful</td>
<td>5 responses</td>
<td>31 responses</td>
</tr>
<tr>
<td>Learned a few things</td>
<td>39 responses</td>
<td>69 responses</td>
</tr>
<tr>
<td>Surprised at the things I learned!</td>
<td>26 responses</td>
<td>49 responses</td>
</tr>
<tr>
<td>Very useful</td>
<td>56 responses</td>
<td>67 responses</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>126 responses</strong></td>
<td><strong>218 responses</strong></td>
</tr>
</tbody>
</table>

Comments and future topic suggestions were also solicited. Some of the more popular suggested topics were: How to prepare for time restrictive writing (in-class essays) / Scientific writing / Effective paraphrasing / Writing research proposals for scholarships / Prepositions / Tenses / Writing effective thesis / More workshops!

**F) Express tutoring**

While the tutors are attending to the front desk, there have opportunities to help clients who walk in and do not have a booked appointment. These sessions are referred to as ‘Express Tutoring’.

There were 21 recorded instances of Express Tutoring for the Fall 2012 semester and 21 for the Winter 2013 semester. The sessions are typically shorter and do have some interruptions, as the tutor is responsible for the desk (phone, greeting students, etc.) at the same time.

**G) Online tutoring**

After a somewhat unsuccessful pilot with online tutoring offered to distance education students in the Faculty of Extension, in September 2011 the C4W decided to send the dedicated online tutor to a teacher conference organized by the Faculty of Extension for its instructors. The online tutor was able to present the C4W’s services and to discuss with individual instructors. The online tutor was then invited as “class member” into individual online classes (through Elluminate). 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.
Online courses

The following classes received individual online support:

Fall 2012 courses (15):
Applied Land Use Program (ALUP) – 1 fully online/ Information Access and Protection of Privacy (IAAP) – 5 fully online/ National Advanced Certificate in Local Authority Administration (NACLAA) – 5 fully online/ Occupation Health and Safety (OH&S) – 3 fully online/ Community University Partnership (CUP) – 1 blended graduate course

Winter 2013 courses (14):
Faculty of Extension: EXIAPP 8171, EXIAPP 8174, EXIAPP 8175, EXIAPP 8176, EXLGP 8201, EXLGP 8203, EXLGP 8204, EXLGP 8208, EXLGP 8210, EXLGP 8212, EXLUP 8216, EXLUP 8210, EXOS 4624, EXOS 4625, for a total of 32 hours of online tutoring.

Feedback from students:

Student feedback was done online, and it consisted of a few questions. Students were also invited to provide comments.

80% of students found the online tutor’s comments and suggestions very useful. 12% found them reasonably useful. 8% found them not at all useful.

72% of students said that they are very likely to use the online tutoring again. 16% said that they are somewhat likely to use the online tutoring again. And 8% said that they will not use the online tutoring again.

Below are selected comments that address areas of strength as well as areas that need improvement:

- I am so happy with this service. The tutor provided me excellent feedback which I learned and took for further papers. I understand and I agree with the protocol for the online service and I think it is very convenient to users. Thank you!!!
- I was grateful to get a tutor who was older, well, not as old as I am, but old enough to understand that the computers pose a big barrier for me. Most of our consultation was spent discussing ways to cope with these technical barriers so that I can have access to the service. I know it is not the tutor’s job to do this, but no one else seems available to do it and, unless someone does, I am excluded from participating in seminars. The tutor understood and dealt with the problem at hand rather than passing the buck to someone who would not be there. The tutor’s editorial advice was helpful. I have definitely have things to learn about style guides and structuring an essay.
- It is nice to have this tutoring especially for people who have been out of the schooling for years. Many of the formats have changed on what is required in certain writing assignments.
- Thank you to [the tutor] for his timely, positive feedbacks and corrections on all three of my reflection pieces. I wished I had used his tutoring service from the very beginning. Thank you again.
- The writing tips provided throughout the course as well as the personal assistance that I received were excellent and very helpful in completing my course assignments. Thank you for the great service.
- With the understanding that there are hundreds of students utilizing this service and the staff are so busy, it still would be nice if there was a faster turnaround time, just because of trying to meet deadlines and not waiting until the last minute for editing. I do however love the service because it helps to understand what is expected out of the writings.
- I was not aware that tutors were not allowed to help with midterms or finals. It would be good to have clarification about what defines midterm or final.
H) The Bridging Program (BP)

The Bridging Program (BP), by request from the Provost’s Office, was specifically set up in the Winter 2012 term for ESL students who recently graduated from the English for Academic Purpose program in the Faculty of Extension. Each tutor was dedicated to one ESL section of WRS 101, and they attended class, read the assigned readings and became the designated tutor for the students in their section. The tutors also set up a schedule for group and individual sessions outside of class, which took place in the C4W Room 1-23. There were some challenges which became apparent over the course of the semester, not only between students and tutors, but also between instructors and tutors. These challenges were addressed effectively and provided enough positive feedback for the project to continue.

In the Spring 2012 term, 2 tutors participated in 2 BP sections of WRS 101. In the Fall 2012 term, 3 tutors participated in 3 BP sections of WRS 101. Because of the demand for the BP, in the Winter 2013 term C4W required 6 tutors to participate in 6 BP sections of WRS 101. This program continues to be successful and feedback received from students, instructors and tutors attests to the further need of such programs at the University of Alberta.

WRS 101 BP Tutor satisfaction survey

This survey was done in March 2013. It included 81 students from 6 WRS 101 sections. The responses indicate that BP students have an overwhelmingly positive attitude towards their assigned tutors.

Feedback from students:

Below are selected comments that address areas of strength as well as areas that need improvement. The feedback is reproduced below in an unaltered format. But because it comes from students whose English is an additional language, it may contain some surface errors.

- I like the most about tutoring is my tutor is easy-going and s/he organizes our tutoring content well. Like s/he is going to ask me whether I have problem in understanding class materials and before the end of tutoring, s/he always makes sure I do not have more questions about coming homework.
- I appreciate that the tutor solves me not only some questions that I have in my WRS course but also some extra questions in my daily life for me. The tutor talked to me friendly and s/he is easy to understand.
- The atmosphere of the tutoring is comfortable and relaxed. We can discuss with the class materials without pressure.
- My favourite part of my tutor is his/her positive and respect attitude to my work. So I am confident in writing.
- The tutor should emphasize the key point of the class materials that we learned to lead us to a deep understand. Because sometimes we do not quite sure what we should ask. We need the tutor to guide us more about the courses.
- We need more private space, even though it is in a small group.
- It might be better if our tutoring sessions can be held in a relatively private space. No, not at all.

Feedback from the dedicated tutors:

- It was very different from regular tutoring. I found myself dealing a lot more with things like reading and assignment comprehension than in my usual tutoring sessions, and ultimately I began to feel a more emotional investment in my students’ successes than usual. This was difficult because some students did not do their best work, and it was frustrating when they returned to tutoring sessions without having worked on ideas we’d discussed in previous sessions. Overall, I enjoyed the experience because of the potential to play a bigger role in the
development of writers, but I also think that this steep learning curve was discouraging at times for both me and my students.

- The class presented many demands for the students in general, and it became particularly difficult to continue helping those that weren't very invested in the course themselves. More generally, found it challenging to contain my own opinions from the course material and attended lectures, and build healthy editing habits when a lot of mistakes were initially difficult for the students to catch without help. Beyond this, the simple logistics of scheduling appointments and trying to keep students, roughly, "on the same page" became unnecessarily difficult at times.
- There were many rewards. The course pushed me to think on my toes and also to facilitate dialogue between other students. I enjoyed seeing the students develop their own ideas and express them creatively. Some students improved their writing dramatically during the duration of the course and this is something I'm hoping to see again this Spring.
- I think that some students regret the mandatory nature of the sessions. I do not think there is an easy solution to this (and nor should there be!), but I remember at least one circumstance in which I wished there were a bit more flexibility when it came to students who couldn't make their sessions. One specific suggestion might be to work on building the tutoring sessions into the contract more clearly, perhaps having a student agree, in writing, to the specific times they plan to meet the tutor.

Feedback from instructors:

All WRS 101 instructors were asked to provide their thoughts on the role of BP tutors in WRS classes. Below are a few selected responses.

- I had a tutor for the BP section I taught last Spring term (2012) and her work was instrumental to the success of the class. She was wonderfully professional – organized, clear, focused – and helpful to the students and me. There is no question in my mind but that she made the students better writers.
- I am very impressed by the work done by the two writing tutors who supported the learning of students in my WRS 101 classes. The tutors showed pressure and composure under stress, and seemed adept at maintaining professional boundaries with the students. They were, without exception, punctual, organized, and courteous, and they modeled an outstanding work ethic for the students in the class.
- The advice which the BP tutors gave to students was well reasoned and within the scope of what I perceive their job responsibilities to be. Several of the students expressed appreciation for their tutor in the cover letters which accompany student portfolios. One student emailed me independently to praise her tutor.
- The tutors were superb organizers: they seemed very capable when it came to coordinating their term work around their job duties. I was impressed by this, particularly given that both tutors were completing advanced coursework in their respective programs.
- The students clearly depended on the tutors for a good deal more than basic writing instruction: it is my understanding that tutors often helped to explain key concepts and terms as they were being raised during class. They also provided emotional support to students who were homesick, stressed, or overwhelmed by course demands.
- The tutors are instrumental in the success of BP students. They provide guidance in a safe and comfortable environment to those students who might not be comfortable speaking English in public.
- I was thankful to have two very capable tutors this term (Winter 2013), who did a superb job at helping my BP students with their assignments, papers and final portfolios.

I) Other Activities

Unwind Your Mind

In December, Dr. Moussu was asked to take part in the Health and Wellness Services project called “Unwind Your Mind.” She sat for 4 hours in the Rutherford Library and answered questions about short essay questions and in-class essays. In the winter, three tutors participated by offering writing advice in the Cameron Library’s “Wisdom Corner.”
Alberta Writes 2

In the Winter term, tutors were asked to take part in Alberta Writes 2 Conference. Five tutors participated by working as bloggers. Each tutor was seated at a four to six-person table and recorded conversations about writing that took place. These blogs were later made public on Alberta Writes 2 website.

FINANCIAL INFORMATION

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

TABLE 11: Summary of expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of Total Budget</th>
<th>2011 – 2012</th>
<th>2012 – 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor Salaries</td>
<td></td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td>Support Staff Salaries (hourly)</td>
<td></td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Supplies, Services &amp; Sundries</td>
<td></td>
<td>5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Rentals &amp; Leases</td>
<td></td>
<td>1%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

The budget is assigned to the C4W from the Provost, through the Faculty of Arts. Since 2010/2011 academic year, the Centre has had to reduce the number of tutors due to budget restrictions.

As the tutoring is a free service offered to the UofA’s students, faculty and staff, other funding options may need to be considered. One option could be the funded more “C4W writing fellow” positions for specific faculties/departments/courses. See the Goals for 2012/2013 section (Table 13, page 24) for more information. This option; however, would not provide money for more one-on-one tutoring sessions. External funding has also been envisaged.

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.

1) 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 graduate students and faculty members
   - Hold training sessions for MA and PhD supervisors who might want to run their own research/writing groups.
   - Create an “editing centre” specifically for PhD students and faculty members.

2) Potential research projects:
   - Collaboration with the other UofA writing centres or with writing centres in Alberta and Canada
   - Creation of online materials
   - Collaboration with First-Year English courses and instructors
   - Locate a more suitable place for the C4W – in the Cameron Library, for example
   - Collaboration with Aboriginal Colleges in order to include Aboriginal writing and research methods in the C4W
PROMOTION & ADVERTISING

A) Tutoring Recruitment pamphlet

A handout 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 are available in various locations around campus. The C4W website has a page that describes the recruitment process as well.

B) Student Handbook Advertisement

For the past three 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.

C) How did You Hear about the Centre for Writers?

One of the questions asked on the One-on-one Tutoring Session Evaluation form (see Appendix B) is “How did you hear about the Centre for Writers?” Table 12 gives a summary of the clients’ responses.

<table>
<thead>
<tr>
<th>TABLE 12: Summary of marketing responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall ’09/Winter ’10</td>
</tr>
<tr>
<td>Professor/TA</td>
</tr>
<tr>
<td>Word of Mouth (peers)</td>
</tr>
<tr>
<td>In-class presentations</td>
</tr>
<tr>
<td>Website/Internet</td>
</tr>
<tr>
<td>Outside signage/posters</td>
</tr>
<tr>
<td>Orientation</td>
</tr>
<tr>
<td>Other*</td>
</tr>
</tbody>
</table>

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

CHANGES

(A) Acting Director for the Centre for Writers

On 1 January 2013, Dr. Anna Chilewska replaced Dr. Lucie Moussu, who is on a sabbatical leave from 1 January to 30 June 2013. Dr. Chilewska’s contract is limited, with only 8 hours per week, and it will end June 30, 2013. An alternative and more suitable solution should be found for Dr. Moussu’s future leaves of absence.

B) Administrative Changes

For the whole of 2012, Pamela Sewers was the full time administrative assistant for the C4W. Throughout the year, there continued to be clarification of the duties to be divided between the Office of Interdisciplinary Studies (OIS) and C4W. The Faculty of Arts itself was continuing its own reorganization which directly affected the moral and operation of the OIS office, and subsequently those involved in C4W. As administrative transitions occurred within OIS, an opportunity became open that was of interest to Ms. Sewers. In December 2012, Ms. Sewers applied and eventually accepted the new position at OIS. As of January 1, 2013, Ms. Sewers is now employed at OIS.

Because the new position took Ms. Sewers to OIS, she is still involved in a number of areas of the C4W and will continue to be so involved. Temporary coverage was found immediately so the Centre did not go unmanned. The temporary administrative assistant (Laurel Szabo-Sorochan) proved to be a good fit for the position and she has embraced the opportunity. Due to delays in finding a permanent solution, Ms. Szabo-Sorochan was employed by the C4W until May 27, 2013. The C4W
is in need of a permanent solution as soon as possible. In order to establish an extended feeling of continuity for the director, tutors and students involved, the right candidate would view the C4W as a long term commitment.

C) Reading week

This academic year, 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 they were asked to dedicate 2 tutoring hours for the week.

There was an occupancy rate of 82% of a total 18 appointments in the 3 days that the C4W was open. The clients that came were very appreciative. As the Centre only decided to remain open during Reading Week a few days before Reading Week, attendance should be much better with proper promotion. The C4W may also consider running some workshops as there were some inquiries.

D) Workshop Materials on C4W Website

Dr. Chilewska held five workshops in the Winter term. After each workshop, her materials became available on the C4W website. These materials include information from Dr. Chilewska’s power point presentations, exercises, tips and references.

CHALLENGES

A) Limited Contract for Dr. Anna Chilewska

Running the Centre for Writers is a full-time commitment. However, Dr. Chilewska’s limited contract did not allow for more than 8 hours per week. This resulted in the following problems:

- Dr. Chilewska was able to have only 2 regular office hours per week, instead of the normally-held 6 hours per week by Dr. Moussu.
- Dr. Chilewska was able to observe and evaluate only a limited number of tutors during the Winter term
- Dr. Chilewska had to decline numerous requests for class visitations and conference participation, including one by Aboriginal Education Advisor.
- Dr. Chilewska was unable to meet on a weekly basis with BP tutors. Instead, she met with the tutors once a month.
- Dr. Chilewska was unable to send request to instructors asking for feedback on tutoring
- Dr. Chilewska was unable to hold the regular 7 workshops per term. Instead, she had to reduce the number of workshops to 5 per term.

As a result, the C4W became less visible and less connected with various U of A departments in the Winter term. In the future, should the need arise for an acting director, the issue of a limited contract needs to be addressed and re-evaluated. 8 hours per week is not enough to successfully run the C4W.

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 meetings 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. Repeated no-show offenders are banned from the C4W for the remainder of the semester but there is yet nothing 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.

C) Crowded and noisy quarters and the use of C4W space

Many clients have complained, this year, about the noise level at the C4W and the lack for 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.

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 25 people. For the 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. For the Winter semester, the C4W used the second room mainly for the individual and group tutoring sessions of the Bridging Program, again with the Weekly Workshops. 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 2013 will provide a larger challenge as there will be more tutors for the Bridging Program along with the student tutoring sessions required for the WRS 301/603 class. Available space will be, once again, an issue.

It is important that the issue of noise, lack of privacy and small space is addressed. The C4W needs to find and relocate to a more suitable space. The Cameron Library appears to be the best option at this moment, and it is the C4W’s hope that the relocation will happen in the near future.

D) Clients wanting longer appointments / more appointments per week

As usual, a 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. Because of budget and space constraints, the C4W had to decrease the number of tutors that could be hired and to limit the number of hours these tutors could work per week/semester. In the Fall 2012 semester, for example, the C4W was open Mondays, Tuesdays and Thursdays from 10:00 am to 6:30 pm, Wednesdays from 1:00 pm to 5:00 pm and Fridays from 11:00 am until 4:00 pm. In the Winter 2013 semester, the C4W was closed Monday through Thursday from Noon to 1:00 pm (2:00 pm on Mondays) and open every morning at 10:00 am. The closing hours were 7:00 pm on Mondays and Tuesdays, 5:00 pm on Wednesdays, 4:30 pm on Thursdays and 4:00 pm on Fridays.

E) C4W marketing

There is a fine balance that needs to be reached when marketing for the Centre for Writers. 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 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) Funding

In regards to available space, there is space available in a major 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 – Spring 2012, Fall 2012 and Winter 2013

With the support of the Provost's Office, 11 sections of Writing Studies 101 (Exploring Writing) were created specifically for ESL students coming from the University’s Faculty of Extension (Bridging Program). The C4W sent seven tutors in total to these sections. The tutors attended class, read the assigned readings, and helped students in groups and individually with their class work for an average of 8 hours per week of additional support per section. For more information, please see section Writing Centre Services and Use, page 8.

B) UofA+ [Summer 2012]

Following the success of the UofA+ 2011 pilot program, the C4W was asked again in 2012 to offer workshops to international students during summer orientation period.

The Centre provided 8 hours of instruction to 6 sections that consisted of 15 international students. These workshops were aimed at preparing incoming international students to write more effectively for university, including, strategies for producing academic writing, and, discussion of how argumentation functions in different academic cultures. ISS funded 48 hours of preparation and delivery time for these workshops. C4W tutors successfully delivered these workshops. Student feedback showed that the participating students greatly valued their learning experience in these workshops and ISS has asked the C4W to work with them again in August 2013.

C) Other Collaboration

Something new for Spring 2012 was the introduction of the Centre itself to the actual library staff. Dr. Moussu presented two 30-minute sessions to the library staff in order for the staff to confidently refer students to the Centre for specific assistance.

Between August 8 and 27, 2012, Dr. Moussu trained and supervised 6 graduate students and 6 undergraduate students for the UofA+ program, offered by the International Student Office (ISS). ISS funded a total of 15 hours of training plus a total of 48 hours of supervision and delivery of the writing workshops themselves. Seventy-eight international students attended. The C4W will again provide writing workshops to ISS incoming students in August 2013, with an expected attendance of 130 international students.

On August 29, Dr. Moussu, together with Dr. Betsy Sargent, Dr. Roger Graves, and Dale Storie offered a workshop on Plagiarism to approximately 300 graduate students and instructors. The Faculty of Graduate Studies (FGSR) organized this event as part of its Teaching Development Week.

On September 4, Dr. Moussu attended a meeting with Faculty members and graduate students of the Department of Political Science, as requested by Melinda Smith (Graduate Chair). The 45-minute presentation discussed how the C4W can help new TAs, graduate TAs, and Faculty members.

On September 5, the Department of Sociology organized a symposium on teaching and learning for its graduate students. Dr. Moussu gave a 2-hour presentation on written corrective feedback.
On September 15, Dr. Moussu offered a 2-hour discussion about writing, ESL students, and the role of the C4W at the Faculty of Extension’s Teaching Symposium.

As part of the Graduate Student Professional Development program offered by FGSR and the Faculty of Arts, Dr. Moussu offered 10 hours of workshops to graduate students in the Faculty of Arts on ESL writing (see Appendix E).

In October 2012, Lan Tan, Manager of the Business Development Group at TEC Edmonton, contacted the Centre for Writers and asked if the C4W could provide some writing support. As a part of their continuous improvement strategy, she wanted her team to sharpen their business writing skills. Dr. Moussu then write a proposal that offered one free 2-hour pilot workshop and then a number of 2-hour workshops for $100/hour (plus 1 hour preparation) throughout the year (see Appendix F). The proposal was accepted and Dr. Moussu offered the first workshop on the 25th of February, 2013.

As part of the Teaching Tips Workshops Series offered by the Faculty of Extension on October 16, Dr. Moussu presented a 2-hour workshop called “Language differences in adult learning environment: Strategies of assessment design and corrective feedback with ESL learners.” Approximately 30 instructors attended.

In October and November, Dr. Moussu delivered two 3-hour workshops to future instructors of the Bridging Program courses (Engl. 124) offered by the Department of English and Film Studies. These 6 hours of workshops focused on assignment design, teacher feedback on writing, plagiarism, grammar instruction, and course design.

D) 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 professor’s 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 between April 2012 and April 2013:

From September 2012 until April 2013, Dr. Moussu was member of the Teaching, Learning and Technology Council (TLAT) (“The Council recommends long-term teaching, learning and technology strategies to University leaders.”) She attended all the meetings in spite of being on sabbatical leave.

Since February 2013, Dr. Moussu has been a member of the “International Leaders Task Force” for the International Writing Centers’ Association (IWCA). The goal of this task force is to explore how the IWCA can better attract and support international members who are not otherwise affiliated with a regional US-based association.

Dr. Moussu is a member of the TESOL Journal’s Editorial Advisory Board for the Teachers of English to Speakers of Other Languages (TESOL) international organization. She attended the 1-week long international conference (in Dallas, Texas) in March.

Dr. Moussu is also member of the Executive Board of the Canadian Writing Centres Association (CWCA). She helped organize the first ever conference of the organization (taking place on June 1, 2013, at the University of Victoria).
Summary of Dr. Chilewska’s activities for the term of employment, from January 2013 to April 2013:

During the Winter 2013 term, Dr. Chilewska taught two WRS 101 BP courses in addition to her responsibilities at the C4W. Given that Dr. Chilewska is a contract lecturer, her primary role is teaching.

In the Winter term, Dr. Chilewska attended Alberta Writes 2 conference on April 6, 2013. She also attended the Eighth Campus Alberta Writing Studies Colloquium in Red Deer on April 25, 2013.

Currently she is working with Lubna Ahmed on the up-coming UofA+ project.

She is also collaborating with Dr. Craig Peterson from Augustana Campus on a project that aims to increase the participation of Aboriginal students in UofA Writing Centres, both at the level of client and paid tutor. This project is in its initial stage at the present time.

LONGTERM GOALS FOR THE CENTRE FOR WRITERS

A) TABLE 13: Goals for 2012/2013 and results

Please note that due to Dr. Moussu’s sabbatical in Winter 2013, it was difficult to maintain momentum for the goals set for 2012/2013 as the acting director Dr. Anna Chilewska was required (because of her very limited hours) to spend the majority of her time on the day-to-day issues within the C4W.

The goals set for 2012/2013 will continue to be the same for 2013/2014. Dr. Moussu may identify other goals upon her return in July of 2013, and those will be noted in the next Annual Report.

<table>
<thead>
<tr>
<th>Goals for 2012/2013</th>
<th>Results/Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue increasing the number of ESL/EAL clients</td>
<td>The 7 tutors dedicated to the 11 sections of WRS 101 for Bridging Program students, as well as the UofA+ writing workshops (through the International Student Services office), brought a number of new ESL students to the C4W. See the section ‘Writing Centre Services and Use’ for more info.</td>
</tr>
<tr>
<td>To continue to diversify the academic backgrounds of tutors to reflect the C4W’s clients’ fields of study.</td>
<td>Recruitment pamphlets were distributed to all Undergrad and Graduate advisors, along with putting them in high traffic areas for students to grab if interested. The diversity was reflected in both Dr. Moussu’s 301/603 class and the hiring of the tutors for Winter 2013.</td>
</tr>
<tr>
<td>To continue increase the number of students from Faculties that are not well represented in the client list.</td>
<td>Advertisements were placed in Student Handbook and Science Student Handbook to make the C4W more visible to all students.</td>
</tr>
<tr>
<td>To continue working closely with individual courses and instructors.</td>
<td>For the Summer session, one English 124 instructor insisted her entire class spend one appointment at the C4W reviewing their paper, and she made the appointments to part of students’ paper grade. Although some students were initially hesitant or unconvinced of the benefits, the overall reaction was very positive. The logistics of finding enough tutoring time to accommodate all students in a limited time frame proved to be the challenging factor of this request.</td>
</tr>
<tr>
<td>To provide “express tutoring” to clients in the Library</td>
<td>This goal did not materialize – will revisit the idea for 2013/2014.</td>
</tr>
<tr>
<td>Create a formal marketing plan that lays out the strategy for the entire</td>
<td>This was touched upon, but not pursued with the transition of administrative assistants. Should be</td>
</tr>
</tbody>
</table>
### Table 14: Goals for 2013/2014

<table>
<thead>
<tr>
<th>Goals for 2013/2014</th>
<th>Possible Methods</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue increasing the number of ESL/EAL 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.</td>
</tr>
<tr>
<td>To continue to diversify the academic backgrounds of tutors to reflect the C4W’s clients’ fields of study.</td>
<td>Creative marketing suggestions have been made by the C4W staff and we will see what can be implemented.</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 increase the number of students from Faculties that are not well represented in the client list.</td>
<td>Send information packages to professors from various departments and faculties.</td>
<td>Record recipients and monitor the numbers between this year and next year.</td>
</tr>
<tr>
<td>To relocate the C4W to a more suitable place, such as the Cameron Library</td>
<td>At this point it is uncertain from where the funding for such a move could come. The C4W will continue to work on this problem.</td>
<td>Next year’s annual report should reflect these changes.</td>
</tr>
<tr>
<td>To find external funding for the C4W</td>
<td>Networking and Collaboration with other institutions or businesses might be a starting point in locating external funding.</td>
<td>Next year’s annual report should indicate whether external funding is a possibility.</td>
</tr>
<tr>
<td>To hire more tutors</td>
<td>The C4W will continue to work on finding solutions to hiring more tutors.</td>
<td>Next year’s annual report should reflect these changes.</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</td>
<td>Next year’s annual report should include a section on campus outreach.</td>
</tr>
</tbody>
</table>
Create a formal marketing plan that lays out the strategy for the entire academic year. Creative marketing suggestions have been made by the C4W staff and many will be discussed and potentially implemented. The C4W usage statistics should reflect increased number of clients and a greater diversity of clients.

To review the C4W website and create more of a resource for the UofA community. Discuss options with Centre’s Tech consultant. The number and quality of online resources should have increased.

To take two tutors to an international writing centre conference. Discuss funding opportunities with Michael Meldrum (Director, Development & Alumni Affairs). Additional potential funding has been identified through the Green & Gold Grant offered by CAPS. A list of conferences will be assembled to identify possible presentation opportunities.

To individually acknowledge the top 10 professors noted to promote the Centre to their students. To send individualized thank you letters to professors. Compile list, compose communication and send.

CONCLUSION

The 2012-2013 academic year was a bit chaotic but also productive. The lack of a stable, long-term administrative assistant continues to be a problem for the C4W. It is important that a suitable candidate is found as soon as possible who would be willing to stay at the C4W on a permanent basis.

The C4W continues to be a busy and much needed place for students who need help with writing. Although the space is quite small and noisy, and the conditions are not ideal, the C4W continues to provide valuable and unique services to the best of its abilities. On a personal note, Dr. Chilewska would like to mention how much she has enjoyed working at the C4W these last four months. Working with tutors, the administrative assistant and others involved has provided Dr. Chilewska with new knowledge and a greater appreciation for everything that the C4W does for the University of Alberta students and staff.

The Centre’s hope is to continue to provide all its service. 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.

Dr. Chilewska would like to thank Ms. Pamela Sewers and Ms. Laurel Szabo-Sorochan for their help preparing this annual report. She also would like to thank Dr. Moussu for this wonderful opportunity to work and learn at the Centre for Writers.
WHAT IS PEER TUTORING?

- Working one-on-one with other students on writing and reading skills
- Talking about academic writing
- Providing a second pair of eyes to anyone from amazing writers to struggling writers
- Discussing with international and multilingual students about Canadian writing conventions and expectations
- Visiting classrooms and promoting our services
- Creating teaching materials
- Delivering workshops on a variety of topics
- Working with a dedicated and creative group of people
- 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 resume
- To learn about different styles 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 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
- Brainstorming and drafting strategies
- Organizing ideas and developing arguments
- Creating effective thesis statements
- Exploring and explaining research strategies and integrating secondary sources
- Helping students with revising, formatting, spelling, grammar, style, usage, mechanics and more!
- Encouraging students to become more confident in their writing skills

HOW DO YOU APPLY?

- We are looking for graduate and undergraduate students who possess good writing and communication skills, work professionally and patiently with others, manage time effectively, are energetic and team-oriented, and are open to learning new and exciting tutoring and teaching techniques
- If you have previous writing centre experience, please send us a letter of application and a CV by JULY 1, 2013 (to start working in the fall semester). The positions will remain open until filled.
- If you do NOT have writing centre experience, please register for WRS 301 (undergrad course) or WRS 603 (graduate course) for Fall 2013. Upon successful completion of the course (including a practicum in the Centre for Writers), you may be hired (and paid!) the following semester
- **STUDENTS OF ALL ACADEMIC AND LINGUISTIC BACKGROUNDS ARE ENCOURAGED TO APPLY!**
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?
Guiding Principles for 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 writers; 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.
WRS 101 BP (Bridging Program) DEDICATED TUTORS

Are you interested in a rewarding and challenging tutoring experience that will take you beyond the regular C4W tutoring routine? Do you enjoy meeting new people, have a passion for writing, and have an interest in other cultures and languages? Have you been looking for a chance to further develop your leadership and tutoring skills through both a team-based and individual role?

If so, then you should consider becoming a dedicated tutor for WRS (Writing Studies) 101! This innovative and unique course introduces students to new ways of writing while developing their confidence and expertise. Special sections are designed for ESL students from the U of A’s Bridging Program (BP) to help prepare them for university studies in English. Not only will you learn new and interesting writing techniques yourself, but you will get the chance to work closely with a university instructor and further develop your tutoring skills. Passion for learning and dedication are important assets!

JOB DESCRIPTION

Time Commitment

- 8 hours/week x 13 weeks = 104 hours/term (14-week term has 1 week holidays)
- Weekly hours: ~3 in class, ~4 for tutoring, ~1 for meetings (instructors & tutors)
- Note the hours per week can vary so long as they add up to the final count (For example, you could work 9 hours one week and 7 hours the next)

Duties

- Attend WRS 101 classes (talk with your instructor if you must miss a class)
- Meet regularly with your WRS 101 instructor to plan your sessions
- Meet weekly with other BP section tutors to discuss challenges and successes
- Schedule tutoring sessions (recommended to tackle this as far in advance as possible and in a way that takes little or no class time to complete)
- Lead tutoring sessions (tutor every student for at least 30 minutes every week)
- Keep track of your hours and record them at the main office every week
- Encourage students to use the C4W (introduce them to the administrator, give a tour, etc.)
- Designed ‘Lead Tutor’ (to be determined by C4W Director) will be the first contact for BP tutor questions and prepare notes to be distributed from weekly tutor meetings to all BP tutors, instructors, WRS Director and C4W Director
- You may be asked to develop course material

Tutoring Sessions

- Occur in the C4W overflow room (1-23); book in advance on Google Calendar
- Can be a mix of individual, pair, and group tutoring sessions
- Recommended: At least one 30 minute individual session for paper 1 and paper 2
- Usually 16 students per class, so you will need to allot a full 8 hours of tutoring to the busy weeks before these papers are due; plan accordingly so you don’t go over hours
Recommended Tips

- Get to know your instructor as soon as possible and plan to meet on a regular basis.
- Instructors can tailor their class and tutor responsibilities as they see fit. For example, in class you may write inksheds with students, write key words on the board, or circulate and help students – it all depends on your instructor’s needs.
- Learn all the names of the students as quickly as possible as this will help facilitate a respectful and caring relationship.
- Show interest in the students’ lives (not just schoolwork) while maintaining appropriate student/tutor boundaries.
- Creating a friendship will help many ESL students overcome their initial shyness.
- Figure out a method of scheduling early on in the semester that does not take up precious class time.
- The WRS 101 BP students cannot book appointments with the BP tutors through the C4W website.
- WRS 101 students can, however, book additional appointments with regular C4W tutors for other/additional writing assistance.
- Suggested: paper sign-up in class, email, Google Calendar, etc.
- Recommended: tutors try to decide on fixed tutoring days/hours to alleviate scheduling stresses.
- Be supportive of the instructor in class and bring up any questions or concerns outside class time.

Challenges

- Time management
- Boundaries – students becoming too familiar with tutors
- Students requesting help with other class projects
- Knowing who is ‘in charge’ of what and whom and when
- Frustration with students who do not do the work
- Students not using the tutors fully OR counting so much on the tutor that they don’t pay attention in class
- Getting caught in the middle between instructor expectations and student complaints about the work load
- Keeping in mind that it is ultimately the students’ responsibility to achieve their grade in the course

Rewards

- Having a direct impact on students’ learning experience and seeing the students progress each time
- Participating in a course that discusses all concepts of writing – benefit future writing/tutoring positions
- Developing relationships with other students
- Gaining new insight into the ESL world
- Learning about new and exciting pedagogical tools and writing practices
- Working closely with an instructor throughout an entire semester
Developing and Evaluating ESL/EAL Student Writing Workshop

Dr. Lucie Moussu, the Director for the Centre for Writers, will be offering a workshop for faculty on Developing and Evaluating ESL/EAL student writing. Participants in this workshop will learn about the latest issues, research, and best practices in second language writing and ESL/EAL pedagogy. They will discuss and learn about various instructional practices and strategies, focusing on course and assignment design, the reading-writing connection, teacher and peer feedback, grammar instruction, classroom assessment, plagiarism, and negotiating language differences. During every session, workshop participants will practice responding to ESL/EAL student writing using different pedagogical strategies.

Topics covered:

- Issues, research, and best practices in teaching ESL/EAL students
- Characteristics, needs, and challenges of ESL/EAL students
- Approaches to second language writing development, instruction, and evaluation
- Approaches to assignment design and written corrective feedback
- Grammar instruction
- Plagiarism
- Individual beliefs and practices regarding second language writing and ESL/EAL students
- Individual and institutional contexts, needs, challenges, and goals
- Ideas, teaching materials, tips, and more!

This workshop will be offered across five 2-hour sessions in room 418 Arts & Convocation Hall on Tuesday on the following dates:

- September 18
- October 2
- October 16
- October 30
- November 20
Re: Workshop proposal for Lan Tan, TEC Edmonton

1. 2 pilot hours (during spring or summer terms?) on writing with concision: 30 minute presentation with handouts, 30 minute practice together, 1 hour work on own writing; free of charge.

2. 2-hour workshops, same model as above (2 hours) + 1 hour preparation; once a month during fall semester; fee: $100/hour. Possible topics:
   a. passive/active voice,
   b. cohesion and coherence,
   c. punctuation,
   d. organization,
   e. problematic spelling and grammar,
   f. understanding style,
   g. etc.

Sincerely,

[Signature]
C4W Standardized Handout/ Topic: Prepositions

Prepositions: Short Introduction
prepared by Anna Chilewska, University of Alberta (January 2013)

What is a preposition? It is a word that shows how a noun or a pronoun relates to another part of a sentence. It is a word that helps express a relationship in time or space between nouns or nouns and pronouns.

► My dog is sitting next to me.
► During the rainy season, I stayed inside the house.

What do prepositions do?
1. They describe relationships in space: at, by, in, on, to, onto, into, along, through, from, out of, over
   ► I arrived in Canada last year.
   ► The cat walked out of the jungle.
2. They describe relationships in time: at, in, on
   ► We will meet for dinner at 5:00 pm.
   ► She begins her job on Monday.
3. Many prepositions in the English language have more than one function. For example, the preposition at has numerous uses.
   ► I will be at the university tomorrow.
   ► What film is being shown at the cinema this week?
   ► At the time, he did not know about the company’s plan to expand.
   ► I am at the end of my rope.
   At the end of one’s rope = at the limit of one’s endurance
   ► At the end of the day, there is only so much we can do to help the homeless dogs.
   ► At this rate, we will never finish painting our house.
   At this rate = at this speed; if things continue to go the same way
4. Many prepositions are used with specific verbs
   ► I am afraid of snakes.
   ► He is angry with his sister.
   ► When did you arrive in Edmonton?
   ► My sister is bad at tennis.
   ► I am having difficulty with my travel plans to Toronto.
   ► My mother was disappointed with me because I did poorly on my test.
   ► The child listened to the song all day long.
   ► The loud noise outside my window prevented me from sleeping.
   ► The old woman reminded him of his grandmother.
   ► When I came to Edmonton, I was surprised by the cold weather. ► I was surprised at my sister when I saw the mess in her room.
5. Prepositions are often used in idiomatic expressions. An idiom is an expression in any language that does not fit the general rule for meaning or grammar.
   ► I need to turn up the volume on my radio. = I need to increase the volume on my radio.
   ► Look who just turned up at our door! = Look who just arrived at our door!
   ► I am sure that your ring will turn up somewhere. = I am sure that we will find your ring.
   ► I am feeling under the weather. = I am not feeling well.
   ► If you think that she will change her mind just because you gave her a bouquet of flowers, you are barking up the wrong tree.
   Barking up the wrong tree = to take a wrong approach
   ► I need to dig up this old tree.
   ► So what did you dig up in the old house? = What did you find in the old house?
6. Many prepositions are used with specific adjectives.
   ► I am addicted to coffee.
   ► She is angry with her brother for breaking her bicycle.
   ► Mary is engaged to Stanley.
   ► Are you familiar with this book?
   ► My sink is full of dirty water.
► Who is responsible for cleaning the kitchen in this house?
► This film is similar to the one I saw last week.

Hits for mastering prepositions in the English language
1. When reading newspaper articles, short stories, novels, poems, pay attention to prepositions. Underline them, and think about the role they play in each sentence.

2. If you are not a native speaker of English, do not translate every prepositions into your own language. Accept that some will not translate well, and learn them in English, using English-language explanations and English-language examples.

3. Work on those prepositions and those prepositional phrases that are frequently used. Make a list of expressions that you hear often, that are relevant to your life, and use them at least once a day.