CENTRE FOR WRITERS
UNIVERSITY OF ALBERTA

ANNUAL REPORT
2013/2014

Prepared by
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& Nicola DiNicola, Administrative Assistant
May 2014
## ANNUAL REPORT

2013/2014

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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 “nearly 38,000 in more than 200 undergraduate and 170 graduate programs and a growing body of international students from more than 142 countries” (AUCC.ca). The mandate of the C4W is to offer writing support in any subject, discipline, program, or faculty, and at all levels of study. The C4W 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 in between) from May 1, 2013 to April 30, 2014.

Note: the word “clients” is used in this report to encompass all the students, staff, faculty, and alumni 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 just over 25,000 tutoring appointments since 2009 (appointment details were not available for the first two years). As the vision of the C4W broadens to encompass new opportunities each term, the potential and impact of the C4W on the university community and beyond grows.

Notable Numbers:

- The C4W had a total of 4216 reservations for the Fall 2013/Winter 2014 terms – 26% of those reservations were made by clients who listed Chinese as their first language.
- Five tutors have presented papers at North American and international writing centre conferences.
- Four of these tutors were the only tutors presenting at one of these conferences.
- Three distinct first languages belong to 76% of the clients that visit the C4W.
- 69% of the C4W’s winter 2014 workshop attendees were Masters or PhD students.
- Of the workshops offered by the C4W in winter 2014, the one with the highest attendance level (50 attendees) was “Writing Tips for ESL Students and Muffins.”
- In the Fall 2013 term, the C4W employed 15 tutors, and there were 17 practicum tutors. In the Winter 2014 term, the C4W employed 27 paid tutors.
- In the Fall 2013 term, three tutors worked with three WR101 Bridging Program (BP) sections. In Winter 2014 term, six tutors worked with six BP sections.
- The Faculty of Science is consistently the C4W’s second largest client (with 944 visits in the Fall/Winter terms) after the Faculty of Arts (with 971 visits).
- This year, capacity was higher than ever before, with 88% in Spring/Summer terms and 85% in Fall/Winter terms.

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INTRODUCTION
STAFF

A) Director

Dr. Lucie Moussu has been the Director of the Centre for Writers (C4W) since July 2009. Dr. Moussu is a tenured Associate Professor in the Department of English & Film Studies (Faculty of Arts) and an Adjunct Associate 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.

B) Acting Director

Dr. Anna Chilewska was 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 was also a contract instructor with the Office of the Interdisciplinary Studies and also taught Writing Studies 101, Exploring Writing, that Winter term.

C) Administrative Assistant

There were three other staff members in this position on a temporary basis during the reporting year. Mrs. Nicola DiNicola is the current full-time Administrative Assistant for the C4W. She started her position on November 1, 2013. She has Bachelor of Arts from University of Saskatchewan and a diploma in Applied Communications – Professional Writing from MacEwan University, as well as extensive customer service and administrative support experience. She has been working at the University of Alberta since May 2010.

Reporting to the C4W Director and 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 C4W (a well as schedules, contracts, finances, etc).

D) Other Administrative Assistance

Currently there is no other formal administrative assistance for the C4W. To provide some assistance and relieve the full-time administrative assistant during breaks, training, and meetings, the tutors are trained to work at the main desk answering the phone, assisting clients, and assisting with walk-in appointments, along with any other administrative tasks requested of them. This is considered part of the tutors’ work at the C4W.
E) C4W Tutors

Tutor Recruitment:

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

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

- All applicants who have not taken WRS 301/603 are required to take two tests and come for an interview. The tests are not graded but used as conversation starters.

- If the applicants successfully pass both the tests and interview and have previous writing C4W/tutoring experience, they are hired (pending budget approval).

- If the applicants pass the tests but do not have sufficient writing C4W/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.

- If the applicants do not pass the tests, they are advised to take WRS 301/603.

Complex individual circumstances force the C4W to be extremely flexible and creative in its hiring practices. For example, WRS 603 does not count towards graduate students’ respective degrees, and advisors are often reluctant to allow 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.

Dr. Moussu has, therefore, allowed a few graduate and/or international students to officially audit WRS 603.
Writing Studies 301/603: Training Course:

WRS 301/603 is a graduate/undergraduate course that students must take to become tutors at the C4W. 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 writing centres. 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 have taken the WRS 301/603 classes compared to the number who have been hired as tutors since the Fall 2009 Term. A number of factors influence these numbers: students may graduate, not perform well in the course, or go to study abroad, for example.

<table>
<thead>
<tr>
<th>TABLE 1: Students Taking Course vs. Students Hired as Tutors after the Course</th>
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<tr>
<td>WRS301 students: Hired for the following term</td>
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<tr>
<td>Fall 2009</td>
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<td>8 : 7</td>
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<tr>
<td>WRS603 students: Hired for the following term</td>
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<tr>
<td>No class</td>
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Salaries / Contracts:

The C4W continues with past policies regarding graduate students, who are hired under Teaching Assistant (TA) contracts. These contracts are three months in duration. In Winter 2014 term, two graduate students, along with Dr. Moussu, taught the writing workshops offered twice weekly by the C4W, in addition to their tutoring schedules.

Undergraduate tutors are paid bi-weekly, on an hourly basis. Based on their class schedules and work preferences, they are assigned a certain number of hours (between 4 and 15) at the beginning of the term, but can increase or decrease their hours as needed throughout the term.

Table 2 below compares the status and number of C4W tutors for each term for the past three report years. As can be observed, the number of tutors hired is increasing each year. Some grad tutors are paid while auditing WRS 603.

<table>
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<th>TABLE 2: Summary of Tutors and their Status per Term (Last Three Years)</th>
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<td>Undergraduate (paid)</td>
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<td>BP tutors (paid)</td>
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<td>Graduate (paid)</td>
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<td>WRS 301 students</td>
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<td>WRS 603 students</td>
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<tr>
<td>WRS 603 (paid)</td>
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Tutor Demographics – Academic programs:

Table 3 describes the programs the tutors were enrolled in during the Fall 2013 and Winter 2014 terms. 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 started to attract and hire tutors of increasingly diverse backgrounds.

**TABLE 3: Summary of Tutors’ Programs of Study**

<table>
<thead>
<tr>
<th>Fall 2013 - total of 36 tutors</th>
<th>Paid</th>
<th>301/603 Students</th>
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<tbody>
<tr>
<td>27 undergraduate tutors</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>9 graduate tutors</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Undergrad tutor programs, Fall term
- Arts (15)
- Arts/English (8)
- Arts/Hon. (2)
- Arts/Philosophy
- Arts/Anthropology & Sociology
- Arts/Political Science
- Arts/Sociology
- Science/Hon. Mathematics
- Science/Bioscience
- Education (2)
- Science (3)

Grad tutor programs, Fall term
- PhD Mechanical Engineering
- PhD Comparative Literature
- PhD English & Film Studies
- PhD Modern Languages
- PhD Music
- PhD Phys. Ed and Recreation
- PhD Political Science
- PhD ALES
- Masters of Science

Winter 2014 - total of 27 tutors

<table>
<thead>
<tr>
<th>Winter 2014 - total of 27 tutors</th>
<th>Paid</th>
<th>301/603 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 undergraduate tutors</td>
<td>20</td>
<td>N/A</td>
</tr>
<tr>
<td>7 graduate tutors</td>
<td>7</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Undergrad tutor programs, Winter term
- Arts (12)
- Arts (Hon.) 2
- Arts/Philosophy
- Arts/Anthropology & Sociology
- Arts/Political Science
- Arts/Sociology
- Open Studies
- Education

Grad tutor programs, Winter term
- PhD Mechanical Engineering
- PhD Comparative Literature
- PhD English & Film Studies
- PhD Modern Languages
- PhD Music
- PhD Phys. Ed and Recreation
- PhD Political Science
THE TUTORS’ EXPERIENCE

Writing centres clearly benefit clients in general. However, it is important to remember that writing centres can also benefit tutors. While tutoring has academic benefits and relevance for these tutors, the C4W working environment also provides them with a practical opportunity to develop and demonstrate professional skills related to customer service and to work in a team-oriented, office environment.

In the past, many C4W tutors perceived their work at the C4W as “just a job.” The first time this perception seemed to change was in 2012, when two students in WRS 301/603 (one undergraduate student and one graduate student) told Dr. Moussu that they had changed majors so that they could learn more about writing and rhetoric and continue helping people with communication. The C4W is thus a place where clients receive writing support and also a place where tutors are provided opportunities to grow as tutors and students through great professional development opportunities.

The C4W continues to follow the practices set out in the Guiding Principles of the C4W for Writers, published in 2011 (see Appendix B) to maintain the expectations and standards of the C4W. The guide is a useful reference for the tutors when they run into situations with clients that they are not sure how to deal with.

A) The C4W Work Environment

The tutors are not only assessed on their tutoring abilities, but also on their reliability, professionalism, and attendance for shifts and staff meetings. Past minutes of staff meetings, which include reflective comments about specific tutoring experiences, are also kept on hand for the tutors’ reference.

Staff meetings are held regularly, and each tutor must attend at least three per term. Staff meetings are a good opportunity to share information and engage in collaborative discussions about such topics as tutoring strategies, problem solving, advertising, events, and promotional materials design.

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

B) Tutor Academic Activities

Throughout the years, Dr. Moussu has always encouraged her WRS 301/603 students and tutors to conduct research projects in the C4W and to read writing centre literature (The Writing Lab Newsletter, The Writing Center Journal, etc.). Recently, she has also encouraged her tutors to send proposals to writing centre conferences such as the
Canadian Writing Centres’ Association (CWCA), the International Writing Centers’ Association (IWCA), and the National Conference for Peer Tutors in Writing (NCPTW). To remove some of the anxiety associated with doing research, writing proposals, and writing for publications, Dr. Moussu has always shared her own research, publications, and conference presentations with the tutors. She strongly believes that her tutors can find links between their fields of study and writing, and that any experience with research and conference presentations will greatly increase her tutors’ academic skills and enhance their résumés.

For the first time in the C4W’s history, an undergraduate tutor, Marysia Wojcik and the BP instructor with whom she was working, Christina Grant, submitted a proposal to the 2013 CWCA. The proposal was accepted and the tutor and instructor went to Victoria, BC, in May 2013, to present their research and experience at the very first CWCA conference. All the presenters were writing centre directors and Marysia was the only tutor who presented at that conference.

Then, three students sent a proposal to the NCPTW and got accepted to present at the November 2013 conference. Marysia Wojcik received a travel grant from NCPTW and Ravanne Lawday received a Green and Gold conference grant from the UofA.

In the Fall 2013 term, the C4W tutors submitted three proposals to the CWCA conference (which took place in May 2014 at Brock University, in Saint Catharines, ON) and two proposals were accepted (one of the presentations was co-presented by two undergraduate tutors). One graduate tutor received the José R. Varela Memorial Travel Grant from the Department of Modern Language and Cultural Studies and a Professional Development award. One undergraduate tutor was awarded a CBAS (the Collective Body for Arts Students) conference grant. Also, the C4W paid the tutors’ conference registration fees ($90 each) and Dr. Moussu paid for the tutors’ pre- and post-conference dinners.

The CWCA does not offer any funding or grants, yet, as it held its very first conference in May 2013. However, Dr. Moussu is on the Executive Committee of the CWCA (as past Francophone Representative and now current Vice-Chair of the association) and is strongly advocating for the creation of this type of support for tutor participants.

Dr. Moussu helped with her tutors’ conference proposals and grant applications and is extremely proud of them! The undergraduate tutors in particular were very shy and have never done anything like this, but they were willing to overcome their fears and learn as much as possible from the experience. They also attended as many presentations as possible and will be reporting on what they learned to the other C4W tutors during future staff meetings.

It is extremely important to realize that these three UofA tutors were the only presenting tutors at the conference. And except for four tutors from OCAD University (a
local university in Toronto), these three tutors were the only writing centre tutors who had travelled to attend this Canadian conference. Finally, the UofA graduate tutor who was voted “Western Representative” of the association at the conference is the first and only tutor ever on the Executive Board of the CWCA.

Five tutors sent conference proposals and grant applications for the joint IWCA/NCPTW conference in October 2014, and the C4W is looking for ways to support these tutors financially.

C) Bridging Program Tutoring

Since 2011, select undergraduate tutors have had the opportunity to become Bridging Program (BP) tutors. These tutors are dedicated to one specific ESL-only section of WRS 101 (during the Fall, Winter, and Spring terms). They attend class with the students, read the assigned readings, and help students in groups and individually with their class work for an average of 8 hours per week (16 hours/week during the Spring term) (see Appendix C for the detailed job description).

This program has provided the dedicated BP tutors with additional tutoring and leadership experience. Instead of meeting with the C4W’s usual clients for only one tutoring session, tutors work with the same students throughout the term. This allows them to see students’ progress, to address challenges in depth, and to provide long-term support to these students. It also allows the tutors to work closely with a WRS 101 instructor and to participate in classroom instruction. At the same time, the instructors also provide mentorship to the tutors, giving them teaching and administrative responsibilities, inspiring them to excel, and coaching them to develop new skills.

One tutor, Marysia Wojcik, got the additional opportunity to become the “Lead Bridging Program Tutor” after having successfully tutored two of the first BP sections. She is responsible for the training and supervision of all the other BP tutors each term. She meets with the BP tutors every week, helps them with questions and challenges they face with their BP students, regularly meets with the WRS 101 instructors to ensure that their assigned tutors are doing their work well, and writes regular reports to Dr. Moussu, the WRS 101 Director, all the BP instructors.

Given the success of this program and the additional skills BP tutors develop, the position of BP tutor is becoming quite prestigious, and numerous C4W tutors apply for the position every term.

D) Feedback from Current Tutors

At the end of every Winter term, all the tutors have an opportunity through an 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 from the reporting period. The responses address both the positive aspects of working at the C4W and the on-going challenges.

Overall, has your tutoring experience been positive?

- Very positive. Many things to learn and a great working environment.
- My tutoring experience has been very positive. The exposure I gained about various intellectual subjects has really enriched my learning experience at university.
- Absolutely. I have had the opportunity to work with some very amazing tutors this year, as well as Nicola and Lucie. I feel that working at the C4W gives me leadership opportunities and allows me to be more involved in my campus community. It has also opened doors to various opportunities outside of school, like summer jobs.
- Yes. Atmosphere for Winter term was cozy and welcoming.
- Yes, overall, my tutoring experience has been positive. The C4W is staffed by wonderful people with whom it is a pleasure to work. The clients, as well, have been positive, overall, in their approach, and it has been good to work with them in improving their writing.
- The tutoring experience has been critically important, not only financially but also enabling me to enjoy a much deeper understanding of the university community.
- Yes. Tutoring has been a rewarding experience. My clients have given me positive feedback and I've learned a lot about writing in the process. There's a very positive atmosphere in the C4W.
- Yes! The C4W is a great community.
- Yes, it definitely has been. I have thoroughly enjoyed helping others with their writing, and feel like I've improved, too.
- Yes. It's a great feeling to be able to help others with their writing and to be a part of the writing community at the U of A.

Have you learned anything during your time as a tutor? If so, what?

- I have learned many things, both humanly and academically. Humanly, I have learned how to deal with students in distress, while academically, I have had the chance to read papers about topics that are far from my field of interest.
- I have learned time management and prioritization.
- I learned how to identify areas of priority in a very short time frame. My tutoring experience has also fine-tuned my communication and interpersonal skills.
- I have learned patience - not everyone is a skilled writer coming into the C4W, and no one will improve drastically after just one session. I do the best I can in each session and have come to realize that in the long term, it's up to the client to keep working to improve.
- Yes, I've learned a lot about a variety of graduate projects in disciplines other than my own. Example: sea slugs!
- I have learned various means to communicate with the clients, to better explain concepts and strategies for improving their writing. This approach to communication includes attention to body language and the need to develop diverse means to explain concepts.
- I've become a much better writer. By this I mean that I exhibit greater clarity and purpose. As a person, the experience has taught me to be more understanding of the concerns of other people.
- I've learned so much about essay writing that it's impossible to list it all. The most valuable has probably been how to write an effective thesis and develop a coherent argument.
- My own writing has improved. Additionally, I think that tutoring is a great way to work on interpersonal skills.
- Yes. I've learned to better manage my time, how to properly and efficiently outline ideas, how to improve my thesis statement, how to do a reverse outline, and how to avoid certain writing fallacies that I myself am prone to, like comma splices.
- Yes, I definitely learn things. For example, working with ESL students always gives me insight into how English works in ways I had never considered before.

Has your experience as a tutor helped you in other non-tutoring situations?

- It helped me improve as a writer.
- Surely. It has improved my writing skills.
- My intellectual discourse both verbal and written have been greatly enhanced my tutoring experience. This has helped me in my own academic/non-academic writing and presentations. I have also learned to engage with individuals from all four corners of the world, which I think makes me well-rounded.
- Working as a tutor has taught me to be more aware of my own writing process. I am able to see my papers like the paper of a client at the C4W, which allows me to be more objective and more aware of mistakes I am making.
- Yes. Perhaps when helping friends with resumes and editing but that is also a 'tutoring' type of situation. Also, when grading papers as a TA. Other tutors have also helped me on writing projects.
- Tutoring has improved communication with my students. In particular, I feel I am much better at identifying problems with someone's writing and indicating how they best can improve.
- Further to the above, my ability to relate to others has been developed more fully. I find that I am listening to what others have to say to a much greater extent, thereby enhancing my communicative skills.
- Absolutely. I feel like I've gained a new perspective of ESL students and the challenges they face. I've also gained more confidence in public speaking and addressing my peers.
- Along with helping me improve my writing, tutoring has also made me more comfortable speaking in front of others. I've always had bouts of shyness when it comes to presenting or speaking to large groups, but tutoring has definitely helped me improve and feel less nervous when faced with public speaking.
- I think it gives me more confidence in my ability to explain concepts. I think I sound more articulate when I speak.

Would you recommend working as a C4W tutor to others?

- Yes. I actually convinced my girlfriend to enroll in the WRS course for next fall because of how helpful I found it in my own writing.
- I would definitely recommend this job, as it is a great opportunity to work and learn at the same time.
- Yes. Only if I see (s)he is capable enough in writing and likes to improve other skills.
- Yes I would recommend working at the C4W as a tutor. The tutoring experience provides a platform for intellectual and personal growth, along with being a healthy and rewarding extracurricular activity outside the confines of one's academic discipline.
- YES! Tutoring has been my most rewarding experience on campus. I work with amazing people from all walks of life, I get to help people, and I learn so much by doing it. As well, it's a very convenient job - it pays very well, is super flexible, and it's on campus, so it's very easy to fit into my class schedule each term.
- Yes, its a very challenging job but the pay is worthwhile and the work atmosphere is fun. Its a great job for university students. Also, looks great on CV.
- Yes, as I think it is a valuable and rewarding experience. Tutoring helps to solidify one's own knowledge of and approach to writing and the ability to communicate this knowledge to students and clients.
- Yes, I would recommend the experience to colleagues and others because I believe they will become better writers and feel more connected to the university community.
- I would - it's a great position to have on campus.
- Yes, it is a great job for a student since you can work during your breaks! (among many other reasons).

What did you like about working at the C4W?

- The job itself is very interesting and the environment is friendly (Nicola and Lucie are awesome!)
- Its atmosphere, which is both cool and professional!
- I liked the welcoming and comfortable atmosphere. There was a very profound sense of team work and collective responsibility. I also liked the opportunity to learn and engage with my peers and students.
As a Bridging Program tutor, I find it so rewarding to see students progress over the course of an entire term. Building relationships with these students and knowing that I am making a difference in their lives even beyond academics is amazing.

I like the interaction with students from diverse backgrounds and fields of study. It also is rewarding when one's tutoring has a tangible effect on another's writing.

The sense of shared experience among tutors and staff was very powerful. The Director played a significant role in establishing a fun and professional atmosphere.

The hours were flexible, the work was enjoyable and the time went by very fast. The other tutors were very friendly (and Nicola was awesome).

The people, the director, the environment, and the students.

The people - clients and coworkers. It's great to get to know others who care about writing or want to continually improve their own writing.

Is there anything you dislike about working at the C4W?

- No.
- Not really. The only thing that saddens me is to think that Nicola or Lucie might quit their positions some day! :( 
- Nothing that I really dislike. The only thing I can think of is that the job doesn't offer the best job security (operates somewhat like temporary employment). But that's just the nature of it.
- I think the stress while taking the initial orientation course was hard to deal with but a fair amount of that was self-induced.
- Sometimes the space was just too cramped and chaotic. There were several instances where I could barely hear what my client was saying or concentrate on the text because there was so much noise around me.
- It can be a little high pressure sometimes. Lots to do, limited time.

Are there any changes you would recommend that the C4W make?

- Space! We do need a larger space, so that there is less sound distraction. Some of my clients would easily get distracted by adjacent tutoring sessions.
- I think the recent moves to have a larger presence on social media have been great, and should definitely continue. I would also love to see the C4W move into a new space, which would allow more tutors to work at once and reduce noise levels because of the larger space. These are two of the most common complaints from clients at the C4W - it's clear that the potential of the C4W to help students is much greater than what is currently possible due to restrictions like our space.
- Keep up the great work. The C4W is an entity I am very proud to be associated with. In my opinion, it enables the pursuit of scholarship in a very compelling and
contagious manner for both students and tutors. Lastly, a quality that I think is often underappreciated about the C4W is that, it is often a place where students come to de-stress and talk candidly about the challenges they face at university.

- Keep up the great work! Lucie and Nicola, you're the best!
- Not really. I think the policies and practices have been established over quite a few years and are finely-tuned at this juncture.
- I found it odd that tutors who had three-hour shifts would often serve only clients, while tutors who had a one-hour shift would be put on the desk. Those desk shifts are very valuable, as they give you to wind down and take a bit of a break. I think it makes most sense to assign tutors with longer shifts a 30-minute slot at the desk so that they can clear their head and recharge for the next client.
- Just an overall statement of gratitude. The experience has added to the quality of my life.
- Making it so that when you have an hour long appointment, you only need to fill out one report, or have an option that could be checked that said something like "hour-long appointment, see previous report" right at the top. That way you wouldn't have to go and fill everything out again because I'd always forget what I filled out in the first one by the time I got to the second one.
- I think that the C4W is a fantastic place to work, and I wholeheartedly recommend it!

Tutor feedback emphasizes the strengths of the C4W 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 and to constantly think on their feet are skills that will serve tutors personally as well as throughout their working careers.

E) Tutor Alumni Survey

While it seems that the effects of peer writing centres on clients have been well documented, little has been done to examine the effects of these experiences on the tutors themselves. Modeled after the Peer Writing Tutor Alumni Research Project (PWTARP), which was designed by writing centre directors at three different institutions – Paula Gillespie, at Marquette University, Bradley Hughes at the University of Wisconsin-Madison, and Harvey Kail at the University of Maine – research was conducted to look at the short and long-term effects of peer tutoring on tutors. This survey is the only one of its kind in Canada. It was sent to 79 alumni tutors using their past una alberta email addresses, their last contact information known to us. Five emails were returned as undeliverable, and 23 alumni tutors (31% of those contacted) filled out our survey questionnaire.

Two types of questions were asked: questions to collect demographic information, and questions that ask for reflections and judgments on the tutors’ experiences. Emphasis was placed on the latter type with the intention of discovering what the tutors learned
from their experiences at the Centre for Writers and carried into their post-university lives.

The response from alumni tutors was overwhelmingly positive (see Appendix D for detailed answers). All of the respondents expressed that their experiences at the C4W had a constructive influence on their development as university students. The two most significant benefits that peer tutors recognized were an improvement of their own critical reading, writing, and thinking abilities, and an improvement of interpersonal skills. Nearly 80% of the alumni tutors who responded reported an increase in the quality and conciseness of their writing, while nearly 70% wrote about the improvement of their communication, coaching, and leadership capabilities. Most importantly, all graduated and employed alumni tutors wrote that they regularly use the skills and abilities they developed at the C4W in their current occupations.

These findings are important because they illustrate the hidden benefits of peer tutoring and describe the transformative experience that will leave tutors better readers, writers, listeners, and communicators. The personal growth and academic improvement that many tutor alumni reported regarding their time at the C4W can be used for recruitment purposes; the knowledge that peer tutoring is beneficial to tutors as well as clients can encourage students to apply for tutoring positions and motivate them to remain engaged.

Below is a summary of their responses:

**Question 1:** How did C4W training influence your development as a university student?
- Over half of the tutors (14) stated an improvement of overall writing skills (critical thinking/organizing ideas/identifying specific problems/implement newly learned techniques/increased precision).
- Many (9) mentioned beneficial social components of C4W involvement (increased patience, making friends/meeting faculty members and students from diverse backgrounds, forming personal connections with clients, learning how to teach ideas).
- All tutors (except one) showed that the time they spent at C4W had a positive influence their development as university students.
- Examples: “When I think of my experience at the writing center, I don’t necessarily think of how helpful it was for my academic career, but rather how much it enhanced my entire university experience.” “It improved my writing enormously, in ways I hadn't anticipated and that I'm grateful for to this day.”

**Question 2:** Most significant abilities, values, or skills that you developed?
- Many (9) stated improved technical writing abilities via increased knowledge of semantics/syntax/structure (including speed and concision).
- Most tutors (17) stated improved interpersonal skills (improved one-on-one coaching/leadership skills, learned how to effectively give feedback, appreciate
and understand the diversity of clients, learned about mentorship/teamwork/honesty/diligence, knowing what to ask and how, providing individual support.

- Examples: “I bring to every professional conversation the idea that I can change people for the better, maintaining honour and integrity, by focusing on a hierarchy of priorities which accommodate their specific goals because I worked at the Centre for Writers.” “I would say the value of being a writing tutor is beyond what most students can imagine, it is a great skill that many people in the real world working environment are lacking.”

**Question 3**: Were the abilities, values or skills that you developed as a peer tutor a factor in your choice of job or graduate work? Why or Why not?

- No: 11 (Had already chosen career path before starting at C4W; Job necessitated tutoring experience).
- Yes: 8 (Realizing the changes that needed to be made in our education system (like teaching critical thinking and how to write a paper) prompted client to go into Education; Working in C4W helped discover passion for writing; Increased confidence in demeanour and discernment influence career choice).
- Example: “I realized something was broken in the K-12 system and students were coming to University completely unprepared. I want to help change this.”

**Question 4**: Did these qualities assist you in getting a job/being accepted into grad school?

- No: 4 (C4W experience didn’t play a role in getting a job/getting into grad school).
- Yes: 17 (Writing experience strengthened applications/resumes; C4W experience provided skills that made tutors stand out to employers; Shock value – international student who tutors English; Skills from C4W gave them a competitive edge; C4W experience was proof of communication skills/other qualities).
- Examples: “My experience as a tutor in the Centre for Writers was instrumental in obtaining my current position.” “I got my first job with the Government of Alberta largely because of the experience and skills I gained as a peer tutor.” “I am one of the youngest to retain my current position within my company. I attribute this to my time at the writing centre because the skills I honed there have given me a competitive edge.”

**Question 5**: Have you used the qualities you developed as a writing tutor in your occupation(s)?

- No: 4 (Unemployed; Still in school).
- Yes: 20 (Many (8) said they are constantly using interpersonal skills developed at C4W (in interviews, meetings, while teaching own students, during constant oral/written communication, by finding coherent discussion points to lead conversation); Proofreading co-worker/peer writing; Better understanding of
writing difficulties others might face; Improved adaptability/organization; Improved concision and quality of own work (writing grants/articles/reports/emails/papers etc).

- Examples: “I write all the time as a librarian. Being able to express myself clearly to my peers is very important, and I have been praised for my skill with both the spoken and written word since I started.” “The tight timelines and constant change I experience in my current work absolutely benefit from the adaptability and organizational skills I practiced as a tutor.” “Yes, I use them every day.” “I use my strong writing skills every day in my job, and am seen as the staff "expert" on text.”

**Question 6:** Rank the usefulness of the skills, qualities, or values you developed as a tutor to your occupation(s).
- Many (8) noted improved interpersonal communication skills (increased empathy, improved communication, teaching, listening, and leadership skills, learned how to provide advice).
- Many (10) noted improved writing skills applicable to all types of writing (e.g. writing grants, emails, reports, and proposals, classroom teachings, proofreading peer work).
- Examples: “My opportunity to tutor and teach others, which I had at the writing centre, means that I have most importantly developed personal, social, relational, and professional skills as a life-long learner.” “This position was foundational to my professional career.” “The skills I gained as a writing tutor have been useful in acquiring my current occupation and progressing within my company.”

**Question 7:** To what extent has your own writing been influenced by your experience as a C4W tutor?
- Almost all tutors (19) noted an increased quality and/or concision of writing (due to increased organization and/or confidence, increased knowledge of grammar, structure, syntax, and/or punctuation, etc.).
- Examples: “My own writing improved tremendously from my experience as a writing tutor.” “My exposure to different levels of writing and my collaborations with other tutors helped me set higher standards for myself.” “In my current work I still use the techniques I learned in WRS 301.” “In one word, my experience “rationalized” my writing.”

**Question 8:** On a scale from 1 (not at all) to 5 (very much), to what extent has your writing been influenced by your training as a tutor?
- Average: 4.4
**Question 9:** Where there any downsides to your experiences as a tutor?

- No: 13
- Yes: 9 (Picking up bad habits from other students; disappointed with restrictive policy of C4W; wanted more hours; challenging clients (4) (manipulative clients who tried to have their essay written for them, not realizing they were tutors and not editors, clients not accepting the parameters within which the tutor worked); disappointing Lucie).

  Examples: “There were no downsides, not one. I have to add that working with the other staff at the Centre for Writers was educational and inspirational. I learned a great deal from listening to and watching others and every time I worked at the C4W I left feeling truly blessed.” “No, it was my favourite job to date!” “The entire tutoring experience was edifying, satisfying, uplifting, and encouraging.” “Overall, the experience of being a tutor was exceptionally positive!” “No downsides. I value the experience and hold it in very high regard.”

**Question 10:** Please rate the impact of your Writing Center training & experience on your professional life.

- 10 tutors noted benefits from interpersonal relationships (enjoyed meeting other tutors/students, more well-rounded as a result of exposure to various disciplines, increased empathy, became a better/more patient listener, improved communication/collaboration skills); Working at C4W resulted in benefits to professional life; Improved practical writing skills (increased concision and speed) and life skills; Learned to combine theory and practice in professional life.

  Examples: “Overall, I am very proud to have tutored at the Center for Writers. It is an experience that has defined me.” “My writing center experience has helped he become a better writer, a good listener and an empathetic teacher. I am very grateful to the Center for this.” “The combination of theory and practice that was so central to my work as a tutor continues to influence my work and it is one of the main reasons why I want to pursue a masters in library and information studies.” “As I said, my writing centre training & experience was foundational for me.”
CENTRE FOR WRITERS SERVICES AND USE

A) Client Reservation Details

During the Spring 2013 and Summer 2013 terms, the C4W was open 18 operational hours per week, Tuesday through Thursday. There was an average of 34 available tutoring appointments per week; an average of 88% of the appointments were used.

During the Fall 2013 and Winter 2014 terms, the C4W was open 45 operational hours per week, Monday through Friday. There was an average of 177 available tutoring appointments each week; an average of 85% of the appointments were used.

Walk-in appointments are clients who did not book a specific appointment ahead of time but came directly to the C4W hoping for an open appointment; they often got one.

Express tutoring appointments are the unscheduled appointments held at the front desk by the designated tutor looking after Reception. Typically, these appointments are brief and address only one or two specific questions. (See section C on page 23 for more information about Express tutoring clients.)

Table 4 summarizes client reservation details for the past three years. These numbers do not take into account the numerous Bridging Program students who are helped by C4W tutors every term.
<table>
<thead>
<tr>
<th></th>
<th>Spr / Sum 2011</th>
<th>Fall 2011 &amp; Winter 2012</th>
<th>Spr / Sum 2012</th>
<th>Fall 2012 &amp; Winter 2013</th>
<th>Spr / Sum 2013</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td># of unique clients who came in for appointments</td>
<td>129</td>
<td>1677</td>
<td>124</td>
<td>1758</td>
<td>173</td>
<td>930</td>
<td>883</td>
</tr>
<tr>
<td># of reservations (30-min appt.)</td>
<td>293</td>
<td>4907</td>
<td>324</td>
<td>4194</td>
<td>355</td>
<td>1955</td>
<td>2261</td>
</tr>
<tr>
<td># of walk-in appointments</td>
<td>27</td>
<td>583</td>
<td>42</td>
<td>513</td>
<td>27</td>
<td>228</td>
<td>228</td>
</tr>
<tr>
<td># of express tutoring sessions</td>
<td>0</td>
<td>48</td>
<td>0</td>
<td>32</td>
<td>0</td>
<td>45</td>
<td>38</td>
</tr>
<tr>
<td># of no-shows</td>
<td>n/a</td>
<td>298</td>
<td>15</td>
<td>584</td>
<td>34</td>
<td>300</td>
<td>246</td>
</tr>
<tr>
<td>Average Total Capacity</td>
<td>83%</td>
<td>83%</td>
<td>82%</td>
<td>85%</td>
<td>88%</td>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td># of clients who attended once</td>
<td>59</td>
<td>816</td>
<td>55</td>
<td>580</td>
<td>82</td>
<td>453</td>
<td>412</td>
</tr>
<tr>
<td># of clients who attended between 2 and 9 times</td>
<td>69</td>
<td>816</td>
<td>67</td>
<td>478</td>
<td>68</td>
<td>374</td>
<td>380</td>
</tr>
<tr>
<td># of clients who attended 10 or more times</td>
<td>1</td>
<td>45</td>
<td>1</td>
<td>30</td>
<td>4</td>
<td>13</td>
<td>19</td>
</tr>
</tbody>
</table>

**Note:** Before the academic year 2013/2014, the C4W was combining data from Fall and Winter terms when calculating statistics. However, starting this year, Fall and Winter term numbers are shown as separate entities.

**B) Users**

Tables 5 – 10 highlight three of the areas of information the C4W tracks about its users: Reservations by Standing, Reservations by Faculty, and Reservations by First Language.

**Reservations by Standing:**

Throughout the previous Fall/Winter terms, the higher percentage of users was undergraduate students, whereas in the Spring/Summer terms, the ratio was usually more even between the two groups. However, the last three years data shows that the numbers of undergraduate clients in the Spring/Summer terms is increasing. Tables 5 and 6 show these changes.
### TABLE 5: Client Reservations by Standing for the Last Three Reporting Periods

<table>
<thead>
<tr>
<th>Top 3 Standings</th>
<th>Spr / Sum 2011</th>
<th>Fall 2011/ Winter 2012</th>
<th>Spr / Sum 2012</th>
<th>Fall 2012 / Winter 2013</th>
<th>Spr / Sum 2013</th>
<th>Fall 2013 / Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Yr UG</td>
<td>70</td>
<td>1528</td>
<td>40</td>
<td>1506</td>
<td>105</td>
<td>1573</td>
</tr>
<tr>
<td>2nd Yr UG</td>
<td>36</td>
<td>625</td>
<td>45</td>
<td>537</td>
<td>19</td>
<td>554</td>
</tr>
<tr>
<td>3rd Yr UG</td>
<td>13</td>
<td>457</td>
<td>35</td>
<td>556</td>
<td>34</td>
<td>399</td>
</tr>
<tr>
<td>4th Yr UG</td>
<td>5</td>
<td>309</td>
<td>18</td>
<td>259</td>
<td>15</td>
<td>281</td>
</tr>
<tr>
<td>5th Yr UG</td>
<td>4</td>
<td>103</td>
<td>6</td>
<td>77</td>
<td>11</td>
<td>63</td>
</tr>
<tr>
<td>Extension</td>
<td>0</td>
<td>46</td>
<td>4</td>
<td>47</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td>UG TOTAL:</td>
<td>128</td>
<td>3122</td>
<td>148</td>
<td>2982</td>
<td>184</td>
<td>2870</td>
</tr>
<tr>
<td>After Degree</td>
<td>19</td>
<td>140</td>
<td>6</td>
<td>85</td>
<td>1</td>
<td>66</td>
</tr>
<tr>
<td>Masters</td>
<td>59</td>
<td>392</td>
<td>50</td>
<td>258</td>
<td>60</td>
<td>281</td>
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<tr>
<td>PhD Student</td>
<td>74</td>
<td>366</td>
<td>51</td>
<td>343</td>
<td>68</td>
<td>323</td>
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<tr>
<td>Faculty</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Post doc</td>
<td>5</td>
<td>15</td>
<td>1</td>
<td>64</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>Emeritus</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Contract Instr.</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other</td>
<td>5</td>
<td>858</td>
<td>10</td>
<td>449</td>
<td>13</td>
<td>574</td>
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<tr>
<td>GRAD TOTAL:</td>
<td>165</td>
<td>1785</td>
<td>119</td>
<td>1212</td>
<td>171</td>
<td>1346</td>
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<tr>
<td>TOTAL:</td>
<td><strong>293</strong></td>
<td><strong>4907</strong></td>
<td><strong>267</strong></td>
<td><strong>4194</strong></td>
<td><strong>355</strong></td>
<td><strong>4216</strong></td>
</tr>
</tbody>
</table>

Note: “other” refers to 1) tutors at the front desk; 2) tutors booking appointments for themselves; and 3) non-academic university staff.

### TABLE 6: Detailed Client Reservations by Standing for Current Reporting Period

<table>
<thead>
<tr>
<th>Top 3 Standings</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Yr UG</td>
<td>58</td>
<td>47</td>
<td>785</td>
<td>788</td>
</tr>
<tr>
<td>2nd Yr UG</td>
<td>8</td>
<td>11</td>
<td>261</td>
<td>293</td>
</tr>
<tr>
<td>3rd Yr UG</td>
<td>17</td>
<td>17</td>
<td>177</td>
<td>222</td>
</tr>
<tr>
<td>4th Yr UG</td>
<td>9</td>
<td>6</td>
<td>131</td>
<td>150</td>
</tr>
<tr>
<td>5th Yr UG</td>
<td>2</td>
<td>9</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>Extension</td>
<td>4</td>
<td>9</td>
<td>23</td>
<td>38</td>
</tr>
<tr>
<td>After Degree</td>
<td>1</td>
<td>0</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>Masters</td>
<td>30</td>
<td>30</td>
<td>136</td>
<td>145</td>
</tr>
<tr>
<td>PhD Student</td>
<td>33</td>
<td>35</td>
<td>131</td>
<td>192</td>
</tr>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>11</td>
<td>113</td>
<td>361</td>
</tr>
<tr>
<td>Post doc</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Contract Instr.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL:</td>
<td><strong>162</strong> UG</td>
<td><strong>164</strong> UG</td>
<td><strong>1714</strong></td>
<td><strong>1887</strong> UG</td>
</tr>
</tbody>
</table>

60% UG 60% UG 82% UG 80% UG
Reservations by Faculty:

Table 7 below shows that the ALES, Arts and Science, and Engineering faculties comprise the highest number of users of the C4W.

**TABLE 7: Client Reservations by Faculty for the Last Three Reporting Periods**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>51</td>
<td>335</td>
<td>94</td>
<td>598</td>
<td>52</td>
<td>452</td>
</tr>
<tr>
<td>Arts</td>
<td>47</td>
<td>1215</td>
<td>30</td>
<td>1039</td>
<td>74</td>
<td>971</td>
</tr>
<tr>
<td>Augustana Campus</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>81</td>
<td>0</td>
<td>124</td>
<td>20</td>
<td>156</td>
</tr>
<tr>
<td>Campus St. Jean (Francophone)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>12</td>
<td>178</td>
<td>45</td>
<td>240</td>
<td>24</td>
<td>173</td>
</tr>
<tr>
<td>Engineering</td>
<td>74</td>
<td>405</td>
<td>110</td>
<td>259</td>
<td>40</td>
<td>303</td>
</tr>
<tr>
<td>Extension (distance education)</td>
<td>1</td>
<td>43</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>29</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Left Blank</td>
<td>1</td>
<td>125</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library &amp; Information Studies</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Medicine &amp; Dentistry</td>
<td>2</td>
<td>60</td>
<td>2</td>
<td>45</td>
<td>6</td>
<td>66</td>
</tr>
<tr>
<td>Native Studies</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>40</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>Nursing</td>
<td>22</td>
<td>393</td>
<td>17</td>
<td>227</td>
<td>18</td>
<td>214</td>
</tr>
<tr>
<td>Open Studies</td>
<td>0</td>
<td>25</td>
<td>2</td>
<td>42</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>758</td>
<td>15</td>
<td>76</td>
<td>19</td>
<td>621</td>
</tr>
<tr>
<td>Pharmacy &amp; Pharmaceutical Sciences</td>
<td>2</td>
<td>23</td>
<td>3</td>
<td>58</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education &amp; Recreation</td>
<td>2</td>
<td>121</td>
<td>1</td>
<td>128</td>
<td>1</td>
<td>101</td>
</tr>
<tr>
<td>Public Health</td>
<td>1</td>
<td>49</td>
<td>1</td>
<td>52</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>Rehabilitation Medicine</td>
<td>15</td>
<td>31</td>
<td>9</td>
<td>35</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Science</td>
<td>58</td>
<td>1026</td>
<td>82</td>
<td>1180</td>
<td>65</td>
<td>944</td>
</tr>
<tr>
<td>St. Stephen’s College</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Reservations by First Language:

Throughout the Fall/Winter terms, non-native English speakers composed 55% of the C4W clients. In the Spring/Summer terms, this number increased dramatically to approximately 87% of the C4W’s appointments. These numbers do not take into account the numerous Bridging Program (international) students who are helped by the C4W every term.
In Table 8 below, it is apparent that English, Chinese (Mandarin, Cantonese), and Korean are consistently the top three native languages spoken by clients of the C4W. The number of Arabic speakers increased this year.

<table>
<thead>
<tr>
<th>Top 3 Languages</th>
<th>SPR / SUM 2012</th>
<th>Fall 2012 / Winter 2013</th>
<th>SPR / SUM 2013</th>
<th>Fall 2013 / Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>74</td>
<td>14</td>
<td>116</td>
</tr>
<tr>
<td>Assamese</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Bengali</td>
<td>6</td>
<td>15</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Cantonese</td>
<td>4</td>
<td>91</td>
<td>7</td>
<td>63</td>
</tr>
<tr>
<td>Chinese</td>
<td>111</td>
<td>973</td>
<td>155</td>
<td>1107</td>
</tr>
<tr>
<td>Chinyanja</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Creole</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>55</td>
<td>2036</td>
<td>48</td>
<td>1890</td>
</tr>
<tr>
<td>Farsi</td>
<td>5</td>
<td>123</td>
<td>9</td>
<td>53</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>11</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>29</td>
<td>9</td>
<td>46</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Gujarati</td>
<td>0</td>
<td>28</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Hebrew</td>
<td>0</td>
<td>17</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Hindi</td>
<td>0</td>
<td>48</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>Hungarian</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Indonesian</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Japanese</td>
<td>2</td>
<td>28</td>
<td>11</td>
<td>75</td>
</tr>
<tr>
<td>Kazakh</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Kikuyu</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kinyarwanda</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Korean</td>
<td>10</td>
<td>168</td>
<td>9</td>
<td>154</td>
</tr>
<tr>
<td>Kurdish</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Malay</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Mandarin</td>
<td>3</td>
<td>108</td>
<td>1</td>
<td>90</td>
</tr>
<tr>
<td>Nepali</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Norwegian</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>66</td>
<td>19</td>
<td>72</td>
</tr>
<tr>
<td>Pashto</td>
<td>0</td>
<td>16</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Persian</td>
<td>2</td>
<td>22</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Polish</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
<td>27</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Punjabi</td>
<td>11</td>
<td>17</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Romanian</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Russian</td>
<td>17</td>
<td>54</td>
<td>25</td>
<td>85</td>
</tr>
<tr>
<td>Serbian</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Sinhalese  0  4  1  0
Somali  0  2  0  3
Spanish  8  53  1  66
Swahili  4  0  0  9
Swedish  0  4  0  0
Tagalog  0  7  0  6
Tamil  0  21  1  0
Telugu  0  3  0  5
Thai  0  5  0  18
Tigrinya  0  1  1  1
Turkish  0  12  0  2
Twi  1  0  0  17
Ukrainian  0  3  2  17
Urdu  6  56  25  27
Yoruba  0  2  1  17

Table 9 and 10 show that clients who do not speak English as their first language consistently use the C4W and comprise the highest percentage of users of the C4W, especially in the Spring/Summer terms. One way to use this information is for the C4W to consider catering specific programs or workshops to the ESL students. Again, these numbers do not take into account the many international students who are helped every week by the C4W’s BP tutors.

The percentage of non-native speakers using the C4W yearlong is increasing.

### TABLE 9: Usage by ESL Clients for the Last Three Reporting Periods

<table>
<thead>
<tr>
<th></th>
<th>SPR / SUM 2012</th>
<th>Fall 2012/ Winter 2013</th>
<th>SPR / SUM 2013</th>
<th>Fall 2013/ Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Clients as % of Total Clients</td>
<td>79%</td>
<td>52%</td>
<td>87%</td>
<td>55%</td>
</tr>
</tbody>
</table>

### TABLE 10: Detailed Usage by Native English Speaking Clients vs. Non-native English-Speaking Clients for the Current Reporting Period

<table>
<thead>
<tr>
<th></th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>English first language</td>
<td>21</td>
<td>25</td>
<td>898</td>
<td>992</td>
</tr>
<tr>
<td>Non-native English</td>
<td>149</td>
<td>160</td>
<td>1057</td>
<td>1269</td>
</tr>
<tr>
<td>Total Clients</td>
<td>170</td>
<td>185</td>
<td>1955</td>
<td>2261</td>
</tr>
<tr>
<td>% Non-native English</td>
<td>88%</td>
<td>86%</td>
<td>54%</td>
<td>56%</td>
</tr>
</tbody>
</table>

**C) Express Tutoring**

C4W tutors often conduct “express tutoring” sessions, which are unscheduled appointments they conduct while covering the C4W reception desk or else when a client comes to the centre without an appointment and just wants a few short questions.
answered. The tutors are instructed to track these interactions, if possible, even if they are very brief, using the “express tutoring report form.” Often, express tutoring sessions are good opportunities to give clients reference handouts or refer them to other sources on campus or online, to help them progress with their projects.

There were no express tutoring sessions recorded for the Spring/Summer 2013 terms. In Fall 2013 term, there were 48 express tutoring sessions, and in Winter 2014 term there were 35.

D) Client Satisfaction

After each tutoring session, clients are asked to complete an anonymous feedback form – the one-on-one tutoring session evaluation form (see Appendix E). 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 11 below gives the detailed responses of this student feedback.

**TABLE 11: One-on-One Tutoring Session Evaluation**

<table>
<thead>
<tr>
<th>Top 3 Highest Evaluations</th>
<th>Fall 2012</th>
<th>Winter 2013</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session was very useful</td>
<td>79%</td>
<td>87%</td>
<td>87%</td>
<td>85%</td>
<td>81%</td>
<td>87%</td>
</tr>
<tr>
<td>Tutor explained concepts clearly</td>
<td>83%</td>
<td>87%</td>
<td>85%</td>
<td>89%</td>
<td>82%</td>
<td>90%</td>
</tr>
<tr>
<td>Very likely to return</td>
<td>89%</td>
<td>91%</td>
<td>83%</td>
<td>92%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Very likely to recommend</td>
<td>88%</td>
<td>91%</td>
<td>85%</td>
<td>93%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>TOTAL # of Feedback Forms:</td>
<td>1716</td>
<td>1314</td>
<td>119</td>
<td>117</td>
<td>1256</td>
<td>1504</td>
</tr>
</tbody>
</table>

Client satisfaction increases in the Winter terms, very likely because, in the Fall, the WRS 301/603 class tutors are in training and becoming accustomed to tutoring. In the Winter term, the tutors who did not do well in the class or did not like tutoring do not apply or are not hired at the C4W.

**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. Here are some of these comments.

Positive Comments from Clients:

- An awesome resource
- Thank you so much you have always help me throughout my education, I wish I could tip!
- Awe-inspiring!
- The tutor is tremendously helpful! Crystal clear explanations.
- Really well done. Giving students resources are really helpful, thanks!
- Excellent service and solutions for writing issues
- Reading out loud is a very good tool!
- Very interactive and helpful - definitely will make writing easier
- Friendly and very willing to help. Noticed things I did not notice and helped me fix them.
- The tutor was very calm & reassuring. Loved her patience and how she didn't make you feel dumb.
- The tutors never make me feel like I have a bad idea; instead they help me investigate other options.
- The tutor is very professional in every aspect of writing; every time I come to the C4W I gain new knowledge.
- She helped me with grammar and sentence structure, very helpful especially for international students.
- The C4W has a huge influence on international student writing.
- Excellent knowledge about the best ways to organize essays and have effective writing.
- I was a bit intimidated before I came here, but the session was very helpful!
- I am impressed with the level of conceptual feedback I received.
- I really liked how my tutor stimulated my thinking and encouraged me to think about things in a different way. He helped me to do the work myself instead of doing it for me.
- No matter how I feel going in, I feel better coming out.
- This was much more useful than I anticipated; I'm learning more about how I need to improve if I want to teach ESL.
- My thoughts make sense now!

Comments that Identified Areas Needing Improvement:

- I've got a lot of inspiration from my tutor; I just hope C4W can open more time for us. The schedule of C4W is too busy and it's hard to book a time.
- Need more resources.
- I think the tutors are sometimes off topic of what the student actually needs.
- Need extra space please, it is so hot!
- I am a first year student so some words used were difficult to understand.
- Would like to be able to come more than twice a week.
- It would be useful to have an editing service.
- Too loud.
- More tutors are needed to cater to more people.
- Please provide more help on graduate theses writing, like PhD/Master proposal.
- It might be helpful if tutors with engineering & scientific backgrounds were available.
Helpful tips, only tricky because tutors don't always know the literature.
- Overall, it was really useful to get another opinion. But half hour is too short to really go into details about the paper.
- It could be helpful to hold some scientific writing workshops (manuscripts etc.).
- It might be helpful if we could send our papers in beforehand so they're pre-read to maximize time use.
- Please have tutors with nursing/medical science backgrounds to help facilitate specific. Requirements (for essay writing). Overall well done!
- Include more tutors, it's really helpful.

The comments providing constructive criticism are consistent with previous years. Overall, the majority of clients indicated that they wanted more tutors, especially more tutors with a science background, and more time available for each session. Concerns involving space and time cannot be dealt with until the C4W is able to relocate to a more fitting location.

The C4W does review these comments regularly and addresses what it can change. Comments directed towards a specific tutor are addressed with the tutor and often integrated into the tutors’ training.

To resolve the other persistent challenge of providing tutors with more diverse educational backgrounds, we have made efforts to reach out to the science, engineering, and medical faculties to recruit tutors. Ultimately, we rely on whoever takes the WRS 301/603 course and word of mouth to achieve diversity in our available tutors.

E) Workshops

Workshops Descriptions and Attendance:

In the Fall 2013 term, there were 107 attendees. The workshops were held in the Student Union Building. In Winter 2014 term, the workshops were held in Assiniboia Hall. There were 374 attendees, a significant increase over the 107 who attended in Fall 2013 term, which can be attributed to the more convenient location and increased number of times the workshops were offered.

Each session, as in previous years, was accompanied by food. A total of $634.65 was spent on food for these workshops during the fall and winter.

Below is a list of workshop topics that were taught in the fall 2013 by Dr. Moussu, followed by the number of attendees in parentheses:

- The Passive Voice and Pizza (16)
- Citing, Quoting, Paraphrasing, and Summarizing (offered twice) (40)
Below is a list of workshop topics that were taught in the winter 2014 by Dr. Moussu and graduate tutors Allen and Shumaila, and the number of attendees per workshop topic in parentheses. Winter term workshops were taught twice a week each. The workshop with the highest attendance level (50 attendees) in Winter 2014 term was “Writing Tips for ESL Students and Muffins.”

- Tips for Writing in English as a Second Language and Lots of Chocolates (17)
- Punctuation and Cookies (4)
- Writing Concisely and Chocolate Cake (13)
- How to Write In-Class Essays, Short Answer Exam Questions, and Cupcakes (17)
- Passive and Active Voice and Lots of Chocolates (43)
- Inaccurate and Informal Word Choice and Cake Pops (20)
- Cohesion and Coherence Between and Within Paragraphs and Cookies (43)
- Writing Concisely and Fritters (25)
- Writing Tips for ESL Students and Muffins (50)
- Developing Academic Language and Style and Cookies (29)
- Quoting, Paraphrasing, Summarizing and Brownie Eating (40)
- Strategies for Self-editing and Cinnamon Rolls (39)
- Grammar Power and Twinkies (19)
- In-Class Essays, Short Answer Exam Questions and Cupcakes (21)
- Advanced Writing Tips for ESL Students and Candy (30)
- Punctuation Power and Snickerdoodles (19)

Note: Fewer than 2% of the attendees of workshop in the workshop on Punctuation Power were familiar with the word snickerdoodles.

Workshop attendees completed an evaluation of the workshop after at the end of the workshops. On the evaluation form, attendees are asked to declare their standing. Table 13 below shows workshop attendees from both terms who answered the demographic questions by categories. It shows a strong increase in MA/PhD participants (69%). Future workshops might be created to cater specifically to the needs of graduate students.

A recurring suggestion on the workshop evaluation forms is for more advanced and complex content, a suggestion that will inform the C4W workshop scheduling in the future.

Table 12 shows the increase in attendance and the number of participants by standing. It is exciting to see the number of faculty members and staff attending these workshops.
### TABLE 12: Workshop Attendance by Standing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>22</td>
<td>44</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year</td>
<td>12</td>
<td>15</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Masters</td>
<td>20</td>
<td>32</td>
<td>9</td>
<td>115 (30%)</td>
</tr>
<tr>
<td>PhD</td>
<td>33</td>
<td>32</td>
<td>6</td>
<td>147 (39%)</td>
</tr>
<tr>
<td>Staff</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Faculty</td>
<td>15</td>
<td>26</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Extension</td>
<td>0</td>
<td>33</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120</strong></td>
<td><strong>203</strong></td>
<td><strong>107</strong></td>
<td><strong>378</strong></td>
</tr>
</tbody>
</table>

**Feedback:**

Feedback collected from the workshops’ evaluation forms also indicated the following information, as summarized in Tables 13 and 14:

### TABLE 13: Workshop Feedback: How Useful did You Find The Workshop Today?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not very useful</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Somewhat useful</td>
<td>5</td>
<td>31</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>Learned a few things</td>
<td>39 (31%)</td>
<td>69 (31%)</td>
<td>21 (20%)</td>
<td>123 (33%)</td>
</tr>
<tr>
<td>Surprised at the things I learned!</td>
<td>26 (20%)</td>
<td>49 (22%)</td>
<td>15 (14%)</td>
<td>52 (14%)</td>
</tr>
<tr>
<td>Very useful</td>
<td>56 (44%)</td>
<td>67 (30%)</td>
<td>69 (64%)</td>
<td>145 (39%)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>126</strong></td>
<td><strong>218</strong></td>
<td><strong>107</strong></td>
<td><strong>372</strong></td>
</tr>
</tbody>
</table>

**Note:** Differences in attendee numbers and evaluation responses indicates participants who may not have filled out evaluations or answered all questions.

### TABLE 14: Workshop Feedback: Will You Look for Future Workshops?

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No or Maybe</td>
<td>Yes</td>
</tr>
<tr>
<td>106</td>
<td>1</td>
<td>370</td>
</tr>
</tbody>
</table>

Comments were also solicited. Attendees showed a preference for workshops that were interactive rather than lecture only. Some sample comments from the evaluations are below:
Positive Comments:

- It was very useful and helpful for me.
- Thanks Dr. Moussu! Please come frequently.
- The practice is really good. By using examples, we learned the knowledge better.
- I think this class is very useful for new students.
- Good workshop, good balance of theory and practice.
- Synonyms choice is a huge problem for international students.
- I liked how it was simple. It was an easy takeaway and digestible for a day when I’m jam-packed with work. Thanks!
- ESL contents are very useful. Hope to have more workshops like this.
- Thank you C4W!
- Awesome!
- That’s good for the way of learning English.
- The teacher is very helpful in explaining the concepts.
- I appreciated hearing the instructor’s own experience with exams and helpful tips.
- I had a mid-term exam that could have benefited from this session; maybe this session could be scheduled earlier in the term.
- I didn’t know this topic, so it was useful for me.
- Exercise at the end very useful. Put theory to practice.

Comments that Identified Areas Needing Improvements:

- The room should be larger, and I would like to see a more detailed workshop.
- If workshop emphasize more on scientific writing, it is even better.
- Good program, but it is better to have fewer students in the class.
- Space is very small; I could not see the screen.
- More interactive, more examples.
- The session should be longer than one hour.
- Almost exclusively geared toward writing in the humanities; many suggestions don’t apply to writing in sciences. Also, many examples too basic, geared for undergrad level.
- The time is too short and a Q&A period is needed.
- Could you include some hands-on sessions any time?
- Good program, but it is better to have fewer students in the class.
- Need a bigger room.
- More time for practice.
- More chairs!
F) Class Visits and Campus Events

Class Visits:

As part of its services, the C4W extends an offer to professors and TAs to make presentations about its services to their classes. There are two types of presentations the C4W offers: a short 15-20 minute informational talk about services and how to book appointments, or a longer presentation lasting an hour or even longer, which focuses on a specific assignment for the class.

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

In-class presentations are conducted by the tutors or Dr. Moussu. Graduate level tutors are often selected to do presentations that are longer and more specific, and they prepare their presentation under Dr. Moussu’s guidance. Certain tutors are also chosen to do in-class presentations for certain departments if it is within their areas of study.

In Fall 2013 and Winter 2014 terms, the C4W conducted 29 in-class visits, reaching approximately 2580 students. Some highlights of these visits are below:

- In January 2014, graduate tutor Tunde presented to three sections of first-year engineering students (approximately 1200 students) on the C4W services, essay writing basics, and the most common problems with first-year engineering papers. As Tunde is an engineering student himself, his presentation was especially well-received and subsequently, a large number of engineering students visited the C4W to seek help with their first assignment. Andrea Wong, a technical writer for The Hole School of Construction Engineering, requested ongoing information about our service and workshops to post in her department’s public spaces.

- In February, graduate tutor Allen did two workshops for a Psychology 223 class of approximately 200 students. In the first workshop, Allen presented a lecture on editing and peer reviewing. In the second workshop, as a follow-up to the first, he guided the students on how to do a peer review of a fellow student’s draft as part of a major class assignment.

- In February, graduate tutor Silvia presented a workshop on brainstorming, writing an abstract, and writing an annotated bibliography to a Comparative Literature 102 class of approximately 20 students.
- In April, graduate tutor Allen delivered our first online workshop for distance education students in the Centre for Health Promotion Studies in the School of Public Health (SPH). Through the use of the Adobe Illuminate software, participants were able to see the tutor on screen along with digital reference materials he used, and to ask questions by voice or chat. Despite some limitations with the software, the presentation was so successful that the instructor, Gene Krupa, asked the C4W to create a long-term support program for all incoming SPH students in the Fall 2014 term. This program will include an online and face-to-face general orientation about writing before the beginning of the term; a collection of writing handouts that would be available on the students’ eclass pages; a face-to-face or online evaluation of each students’ writing strengths and weaknesses; a follow-up workshop on the most common writing challenges these students encounter; and ongoing face-to-face or online tutoring throughout the Fall term.

- In February, undergraduate tutor Zubayr created and delivered a workshop, at the request of the Environmental Conservationist Student Association student group, on how to strategize for an important assignment. The group consisted of 12, junior- and senior-year ALES students, all of whom evaluated the workshop as “useful” or “very useful.”

- In February and March, graduate tutors Tunde and Rasoul conducted in-class visits to two classes (approximately 150 students) of 3rd year nursing students on how to strategize for important assignments. The presentations were well received.

Feedback from Instructors:

At the end of term, a survey form was emailed to instructors who had class visits from the C4W. Here are some of the comments they provided (Note: starting next year, the C4W will systematically ask for teacher feedback after the delivery of these presentations. See section K, page 41 for more information):

- I know the presentations help draw the students’ attention more effectively to the services the C4W offers.
- They were happy to find out about the services available directly from Lucie.
- The helpful hints about being a better writer were great along with the advice about time management.
- Thank you very much for the services that you provide. They are very important to the ESL students.
- Well done- thank you!
Campus Visits:

- **University Wellness Services, Unwind Your Mind Wisdom Corners**: In December and April, the C4W participated in an initiative designed to provide supportive services and advice for students during exam time. Tutors were available at Wisdom Corner stations in campus library locations to speak to students about our services and to provide express tutoring. In December, the C4W provided tutors for a total of eight hours and engaged an average of 18 students per hour. In April, the C4W sent tutors for a total of 12 hours and engaged an average of 15 students per hour. The C4W intends to continue to partner with the organizers. We anticipate the student engagement to increase consistently as the continued successful promotional campaign helps this event become a regular part of exam time programming.

- **Discover Science Resource Fair**: In February, tutors from the C4W were available at a display table at this event in CCIS for 7 hours to talk about C4W services and also, more importantly, to try to recruit science students for WRS 301/603 and employment at the C4W.

- **Student Advisors Conference (SAC)**: In March, an undergraduate tutor was present at this conference in Lister Centre to talk to delegates about C4W services and raise awareness of the student support we provide.

**G) Bridging Program (BP)**

In the Spring 2013 term, three tutors worked exclusively with students from three Writing Studies (WRS) 101 BP sections. In the Fall 2013 term, three tutors worked exclusively with students from three WRS 101 BP sections. In Winter 2013 term, six tutors worked exclusively with students from six WRS 101 Bridging Program sections.

**Bridging Program Student Feedback**:

At the end of the Winter 2014 term, ESL students in the six BP sections of WRS 101 were offered the opportunity to share their thoughts about the tutoring support they received from the C4W tutors. A total of 67 students responded. Here are some of their answers.
TABLE 15: Please Rate Your Experience With Your Tutor So Far:
(SA= Strongly Agree; A= Agree; D = Disagree; SD = Strongly Disagree)

<table>
<thead>
<tr>
<th>Statements:</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My tutor is respectful and easy to talk to.</td>
<td>88.1%</td>
<td>11.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>My tutor is easy to understand.</td>
<td>80.6%</td>
<td>19.4%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>My tutor helps me understand class material.</td>
<td>74.2%</td>
<td>25.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>I find it easy to tell my tutor what I need help with</td>
<td>77.6%</td>
<td>20.9%</td>
<td>1.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>I feel that my tutor understands the specific needs of ESL students.</td>
<td>61.2%</td>
<td>32.8%</td>
<td>6.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>My tutor helps me improve as a writer.</td>
<td>56.7%</td>
<td>40.3%</td>
<td>3.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Overall, I am satisfied with tutoring sessions.</td>
<td>76.9%</td>
<td>23.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

What do you like most about tutoring?

- I can get extra one-to-one help on my course.
- Tutor always be patient to hear my poor English and give me the answer what I want.
- The thing I like most about the tutoring is that I can ask the tutor what I do not understand about the class lesson, and tutor also helps me to figure out the problem when I can not keep writing.
- I like the fact even the tutoring time is short (only half an hour) but efficient. Marysia always knows and well prepared for the tutoring, also she let us know what we need to be prepared and to be expect for the next tutoring session.
- During this time, I can always share some of my experiences with my tutor coz talking with my tutor is not as nervous as talking with my proof. Due to my tutor is only several years older than I am, so I can ask whatever I want to ask when I meet any difficulties in writing. She is really a nice tutor.
- I can ask any questions I want about this course during the tutoring. My tutor tried her best to answer my questions. I think she is very responsible.
- My tutor is very warm-hearted and helpful. She made huge contribution to the assistance of my writing process. Sincerely thanks.
- I really enjoy to participate in to the tutoring sessions so far. My tutor Emily is a very nice person and easy to talk with. She will not make me feel nervous when I was taking with her because she will always respect my ideas. Also, she is really good at giving comments to our papers. She can find the key shortcoming of our essay just like our instructor.
- I think my tutor is friendly. He helped me to improve my paper patiently.
- During the tutoring session, I am not fear to speak.
- Tutoring for WRS 101 has been really helpful for me. I guess I like everything about my tutor, the way she helps and listens to all our problems. She even explains us the homework and what is required of it even if we do not understand it in class.
What should the tutor improve? Is there anything you dislike about tutoring sessions?

- Sometimes we come to the tutoring without purpose, which means we have nothing to talk about during that one session, so I think this problem should be solved.
- I think the time can be longer.
- The tutor may give us more inspiration or examples from others to help us with our start of essay.
- I think individual tutoring will help student the most.
- It would be better if tutor can open more free appointment to help us in writing paper.
- There is nothing I dislike.
- All I want to say in this part is that the tutoring sessions are too short for me. Time runs so quickly! I hope in the future the school can make the tutoring sessions longer, approximately 45 minutes at least.
- Straightly tell students the important point in class instead of asking if there is any confusing point because I do not know what to ask if I miss some points in class.
- The only thing I do not like is the time of the tutor session is always having conflicts with my own classes.
- I hope my tutor can help me to open my mind, to think deeply.
- More about surface problems like grammar and structure.

H) Online Tutoring

In Fall 2013 and Winter 2014 terms, the C4W continued to provide a graduate tutor, Chris, to support distance education students in the Faculty of Extension. In the Fall term, 23 students accessed the service for a total of 29 tutoring hours; in the Winter term, 31 students were tutored for a total of 36 hours. A total of 30 different classes and sections used our online tutoring services.

Online Courses:

The following classes received individual online support in the Fall 2013/Winter 2014 terms:
- EXGL 5001 Global Org & Cultural Perspectives
- EXMGT 5587 Organizational Behaviour
- EXOS 4621 Mgt of Health & Safety Systems
- EXOS 4620 Intro Health & Safety Systems
- EXLUP 8215 Municipal Planning I
- EXIAPP 8177 Health Info Access & Privacy
- EXIAPP 8174 Privacy: Issues & Practices
- EXIAPP 8173 Privacy in a Liberal Democracy
- EXIAPP 8171 IAPP Foundations
- EXLGP 8209 Citizen Engagement & Consult
- EXLGP 8206 Local Government Accounting
- EXLGP 8205 Org Design and Management
- EXLGP 8202 Municipal Law I
- EXLGP 8200 Local Government

Feedback from Students:

- Thank you for the excellent feedback. I am reviewing the areas you suggest and by doing so will strengthen the product.
- Awesome Awesome
- Thank you once again for your time and expertise!
- Yours is really the best advice I have had about an essay. I can now slog away in peace collecting the data knowing that I have a structure in mind both for the essay and for the body of the text.
- Chris thank you for the help. The extra effort in the quick turn-around time is really appreciated.
- Will you be tutoring next term? I would be very pleased if you are available to students in the EXIAPP program next term.
- You are a fabulous asset for students - glad to have you helping.
- Thank you very much for your insightful criticisms, they have helped to point out where I can improve.
- I really appreciate the time you have spent to read my assignment and provide comments, you sound like you're really good at your job!

In winter 2014, Dr. Moussu made the decision to expand the online tutoring to all U of A’s online classes. All students in online courses can request the C4W services via the website providing class instructors communicate with the C4W and verify the clients’ enrollment.
PROMOTION AND ADVERTISING

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

A) Tutoring Recruitment Pamphlet

The C4W continues to use this pamphlet created to describe what peer tutoring is, why students should become peer tutors, what exactly peer tutors help with, and how to apply. This pamphlet answers many questions people have about becoming a tutor (see Appendix A). Copies are available in various locations around campus and in the C4W too. In March, undergraduate tutor Zubayr, who is in the Faculty of Science, initiated a meeting with a TA supervising a large number of biological sciences students. This TA graciously communicated to his students via email about the C4W’s interest in recruiting science students and passed along our recruitment pamphlet. To date, we have had several students contact the C4W to ask for more information and 7 science students (out of a total of 14) have registered to take the Fall 2014 term WRS 301 tutoring course.

B) Website and Social Media

The C4W uses its website to clearly communicate its services and target three main users: students, instructors, and potential tutors. As well, we use Facebook, Twitter, and Instagram to cultivate our digital presence using these popular tools.

C) Students’ Union

The C4W will continue to run printed ads in the general Students Union Handbook. Over 4000 copies of the handbook are distributed at the beginning of the Fall term. The C4W also works closely with the Students’ Union Infolink service to ensure they have correct and up-to-date information about the C4W and plenty of our promotional materials to distribute in their booths around campus.

D) Posters, Signs, and Brochures

To communicate information about the C4W, we often print posters on brightly coloured paper and post them on communication boards around campus. These posters can be about our workshops, the C4W hours, and any other information that could be interesting and attract attention of passersby. When tutors do not have an appointment, they go out to put up posters in campus buildings and distribute C4W post cards attached to candy bars to students in common areas near Assiniboia Hall. We also have two professionally made, wooden sandwich board signs that we put outside our
building during business hours as a constant, visual reminder for those walking by that we are close by and open for business.

E) Communications to Professors and Instructors

Although our website contains information about in-class visits, it is our experience that instructors are often more impacted by a more direct, personal method of communication. In December 2013, the C4W administrative assistant personally visited every Faculty of Science departments’ main office and distributed copies of a letter outlining the services the C4W provides into the mailboxes of each department faculty member.

F) How Did You Hear About the C4W?

One of the questions asked on the one-on-one Tutoring Session Evaluation form (see Appendix E) is “How did you hear about the Centre for Writers?” Table 16 below gives a summary of the clients’ responses.

<table>
<thead>
<tr>
<th>TABLE 16: Summary of Marketing Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Percentages</td>
</tr>
<tr>
<td>Professor/TA</td>
</tr>
<tr>
<td>Have been here before</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>

Note: Before winter 2014, repeat customers were recorded under “other.”

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

A)  New Admin Assistants

In December 2012, Pamela Sewers left her position as C4W Administrative Assistant and was replaced by Laurel Szabo-Sorochan (on a temporary contract). Then, Gabriele Matschulla was hired on a permanent contract starting June 1st. At the end of August, Gabriele resigned and Pearl Raglon stepped in immediately (on a temporary contract). Finally, Nicola DiNicola was hired on November 1st with a permanent operating contract.

B)  Alumni Tutor Survey

While the positive effects of peer writing centres on clients have been well documented, little has been done to examine the effects of tutoring experiences on the tutors themselves. Modeled after the Peer Writing Tutor Alumni Research Project used in the United States, this survey was sent to 79 alumni tutors. Twenty-three alumni tutors filled out our survey questionnaire. See section E on page 13 for significant findings and Appendix D for detailed results.

C)  New Website

Since 2008, Melania Ru’Aini had been maintaining a website for the C4W and would update information based on periodic emails sent from Dr. Moussu or the administrative assistants. This process went smoothly even after Melania’s position changed and her office was relocated during the summer 2013. During the same time period, the University of Alberta’s Information Services and Technology were finalizing the migration of university websites to newer servers and converting all websites to a new platform to streamline the appearance and maintenance of university hosted sites. As a result, the C4W was told that its website needed to be moved and that Dr. Moussu now needed to be in charge of the creation and maintenance of the new website.

In January and February, Nicola and Dr. Moussu attended 10.5 hours of Sitecore training with the Technology Training Centre and learned how to create and administer their new website. With tutors and clients’ feedback, they then decided on a format and on the content of this new website and spent countless hours applying their new knowledge to the creation of the website.

On April 1, 2014, the old website was retired officially and the new website went live! The old URL (http://c4w.arts.ualberta.ca) started redirecting visitors to the new URL (http://c4w.ualberta.ca). Two additional URLs (http://centreforwriters.ualberta.ca and http://centerforwriters.ualberta.ca) were also allowed to redirect visitors to the new website.
Dr. Moussu and Nicola are very grateful for Melania’s help for all these years and for the Sitecore staff’s generous support they provided during these times of change. The new website platform allows for easy updating, scheduled publishing of web pages, and flexibility with design and content management within the parameters of the university’s visual identity guidelines. It is a great enhancement to the C4W’s online presence. It will also allow the C4W to implement new evaluation and reporting tools and to store results on the Sitecore database for easy access.

D) Social Media Strategy

The C4W’s social media strategy focuses on social tools that are widely used on campus such as Facebook and Twitter, as well as common hashtags such as #ualberta. The tutors have helped develop a weekly schedule for the types of posts on the C4W accounts ranging from author quotes to grammar tips with corresponding hashtags. In March, the C4W added an Instagram account to add a fun visual component to the C4W strategy in an effort to showcase the friendliness and approachability of the tutors and the C4W. Our goal is to post relevant, timely communication for students and to also be a recognizable presence on campus and a complementary partner of all the other campus groups such as the libraries, the University Wellness Centre, CAPS, the Graduate Students’ Association, etc.

E) Workshops

In the past, the C4W offered one workshop every two weeks. Starting in January 2014, the C4W started offering one new workshop twice per week (see Appendixes F and G for a list of workshops in the fall and winter, as well as section E on page 26 for the number of attendees).

Rooms in the Cameron Library and the Student Union Building were previously used but didn’t work well due to their distance from the C4W. In the winter 2014, Dr. Moussu was able to book times in Assiniboia Hall (rooms 1-30 and 1-26) for the bi-weekly workshops.

In the past and until December 2013, also, Dr. Moussu had been delivering the workshops herself. However, this was no longer feasible for her so two graduate tutors were offered the opportunity to teach some of the workshops.

F) New Handouts

The idea of having a standardized format and content for the C4W’s handouts has been a goal for some time. The fact that we started having workshops every single week (twice per week on the same subject) helped move this idea along as there was a need for the participants to find consistency and quality in the content covered in the workshop and the materials distributed at these workshops, too.
Fortunately, a new grammar book by Dr. Dana R. Ferris (writing professor at the University of California, Berkeley) came out at the beginning of the Winter term (“Language Power: Tutorials for Writers”). Dr. Moussu decided (with Dr. Ferris’ permission) to use this book to rewrite a number of previously used handouts and to create new ones for the new workshops, using some of the chapters from Dr. Ferris’ book. Taking the content from one main source helped standardize the look and content of the new handouts (see Appendix H for three examples of these new handouts).

Although many topics have been addressed in new handouts, a number of other topics still need to be addressed. Posting these handouts on the C4W’s new website, distributing them at different workshops and events, and having them available in the C4W itself for the tutors to use will become a form of advertising for the C4W. The handouts are also used in the C4W and given to clients by tutors as an “added value” item and a convenient take-away from their tutoring sessions.

G) New Offices

As in the previous years, the space used by the C4W (Assiniboia Hall rooms 1-42 and 1-23) is not large enough to accommodate all clients and staff (see Sectuib C in Challenges for more information). In February 2014, Dr. Moussu invited Laura Boisvert, Space & Facilities’ Coordinator for the Faculty of Arts, to attend a staff meeting and to assess the space usage concerns first hand. Mrs. Boisvert attended the meeting and officially gave the C4W access to two small offices across the hall (rooms 1-34 and 1-36), where one-on-one tutoring can take place.

H) Online Tutoring for All Online Courses

While the C4W used to offer online tutoring services to Faculty of Extension online courses only, it was decided in the winter 2014 that all online students at the UofA should be able to benefit from tutor support. The new website thus promotes this online support to all students and instructors/professors. The only requirement is that professors/instructors teaching the online course must confirm with the C4W that their students are registered in their online courses.

I) New Design for Postcards/Website

In the fall, Dr. Moussu ordered new pens and sticky notes for the C4W. She also met with a designer (Andrea Van Der Ree) to give the C4W’s website and marketing materials a facelift. Postcards, for example, were created in 2008; the information on them is no longer current and their look is a little dated. New website banners and postcards will be designed and used in the near future. (See Appendix I for an example of a proposed new design.)
J) Visits to Individual Departments

At the beginning of Fall term, Dr. Moussu decided to visit individual departments in the Faculty of Science to promote the C4W and inspire faculty members to encourage their students to take WRS 301/603. (During the 2012-2013 academic year, she had visited several departments in the Faculty of Arts for the same purpose.) She was able to visit the department of Biological Sciences and the Psychology Sciences Council Meeting.

K) Instructor Survey

With the new website came the opportunity to create numerous online surveys for a number of situations (e.g. online tutoring, alumni tutor survey). One survey was created to assess class visits and presentations. Since this survey was created only towards the end of the Winter 2014 term, it was sent en masse to all the instructors/professors who had requested in-class visits and presentations during the 2013-2014 academic year. Only four responses were received. However, in the future, this survey will be sent out immediately after all in-class visits and presentations with expedient follow-up. See section F, page 30 for the feedback that was collected this year.
**CHALLENGES**

**A) New Admin Assistants**

At the end of December 2012, Pamela Sewers left her position as C4W Administrative Assistant and was replaced immediately by Laurel Szabo-Sorochan (on a temporary position). Dr. Moussu was on sabbatical leave from January until July 2013 but had to assist her Interim Director, Anna Chlewska, and her new Admin Assistant, throughout the Winter and Spring terms. Also, in March and April, Dr. Moussu took part in a search to find a permanent Admin Assistant for the C4W.

Gabriele Matschulla was then hired and started June 1st. Dr. Moussu, while still on sabbatical, had to help train her at a busy time of the year for the C4W. Ultimately, however, the transition proved unsatisfactory for all parties and, after a very stressful three months, Gabriele resigned at the end of August.

Pearl Raglon stepped in immediately (on a temporary position) just as Fall term was starting and worked at the C4W for two months. After another search, Nicola DiNicola was then hired on November 1st on a permanent position and has been working with the C4W since then. The tutors, Dr. Moussu, and Nicola have been working together happily and very successfully so far.

It must be noted that Pamela Sewers, who had left in December to join the Office of Interdisciplinary Studies (OIS), provided constant support in administrative matters during the various staff transitions. As well, Barb Heagle, Senior Administrator in OIS, was very helpful and supportive during the various searches and other complicated administrative processes that went on during 2013.

**B) Consequences of Dr. Moussu’s Sabbatical**

The multiple changes of Administrative Assistants outlined above, in addition to the fact that Dr. Moussu was on leave during the winter and the Interim Director was paid to work only ¼ time in the C4W, had several negative effects on the C4W: important relationships were not nurtured, events were not attended, consistent support to students and faculty members was not offered, new projects were not started, new ideas not developed, and both C4W clients and tutors felt a bit abandoned and confused. At the same time, because Dr. Moussu had to step in often during these uncertain times, she was not able to conduct the research project she had planned to conduct during her sabbatical leave.

It took six months after Dr. Moussu’s return from sabbatical leave before the overall morale and organization of the C4W stabilized and it was possible to reconnect with contacts in the C4W’s wider network of stakeholders. Slowly, also, it was possible to rebuild a confident and strong presence and start moving forward again with cohesive leadership and purpose. Dr. Moussu’s research project was resumed after a six-month
delay which, in turn, delayed the analysis of the data collected and publication of the results.

The University acknowledged that contingency plans for the C4W during Dr. Moussu’s six-month sabbatical were not adequate and is currently trying to find ways to plan things better for Dr. Moussu’s future sabbatical leaves.

C) Crowded and Noisy Quarters

As in the past years, the space used by the C4W (Assiniboia Hall rooms 1-42 and 1-23) is not large enough to accommodate all clients and staff. The Bridging Student groups meet with their tutors in room 1-23, which means that regular tutoring can only take place in 1-42. At times, there were more tutors than desks for them, and a small office across the hall was used. In February 2014, Dr. Moussu invited Laura Boisvert, Space & Facilities Coordinator for the Faculty of Arts, to attend a staff meeting in room 1-42 and to assess the space usage concerns first hand. Mrs. Boisvert gave the C4W access to two small offices across the hall, where one-on-one tutoring can take place. Although this new space is far from enough to accommodate the C4W’s needs, it will provide some relief to the C4W’s space concerns until a permanent solution is found.

D) Demand for Workshops

In the past, the C4W offered one workshop every two weeks. Starting in January 2014, the C4W offered one new workshop twice per week. (See Appendix G for a list of these.)

Workshops are a valuable added service to the C4W’s resources for students since they have the potential to help a large group of students at a time with a variety of common issues in writing. It has been on ongoing challenge to find appropriate space in which to deliver the workshops. Rooms in the Cameron Library were used in the past, but not many students attended these workshops (partly because free food could not be offered in these library rooms). Stephen Kuntz, Associate Director of Writing Resources in the Student Success Centre (Dean of Students Office) generously offered some space in the Student Union Building during the Fall 2013 term; this space didn’t work well either due to its distance from the C4W. In the end, Dr. Moussu asked the Departments of Women’s Studies, Philosophy, and Linguistics, to share their rooms in Assiniboia Hall. Because these rooms are heavily utilized, she was able to book times that were not ideal in rooms 3-30 and 1-26 for the bi-weekly workshops. These rooms are small and many clients complained about the lack of space.

Another challenge presented by these bi-weekly workshops is that Dr. Moussu could not deliver all the workshops herself. Two graduate tutors were offered the opportunity to teach the workshops (with the tutor delivering the second weekly workshop having to observe the tutor delivering the first weekly workshop, for consistency’s sake). While this arrangement provided some useful (and welcome) teaching experience for two
graduate tutors, the quality of the workshops was inconsistent and clients complained. Ultimately, Dr. Moussu ended up delivering the largest percentage of the workshops herself in spite of her busy schedule. In the future, it would be good to hire an Assistant Director who could help maintain consistency in the schedule and quality of the workshops.

E) Number of No-Shows

The C4W online schedule allows C4W clients to book, change, and cancel tutoring appointments from any computer/tablet/smart phone. The C4W allows clients to change/cancel their appointment until the very last minute before their appointment, but some clients simply don’t show up. As per the policy, the tutor/admin assistant waits five minutes for the client to show up before giving the remainder of the missed appointment to a walk-in client, if there is one. There are not always walk-in clients waiting in the C4W to take advantage of no-shows. An average of 13 students per day are on the waiting list, but they are not physically in the C4W when the no-show appointments open up and can, therefore, not benefit from these last minute openings.

This scenario conveys a false impression that the C4W is always fully booked. Clients then get discouraged and decide not go to the C4W anymore, and tutors are paid (between $15 and $50/hour) for nothing. In the Fall term, for example, 300 clients did not show up for their appointments, which is a loss of between $4,500 and $15,000. Some of this loss is recovered with walk-in students, but approximately 15% of the tutoring time is still unused because of no-shows and last-minute cancellations.

After consultation with other Canadian and US writing centre directors, Dr. Moussu learned that some writing centres (e.g. at Queens University) charge no-show fees. She contacted Mr. Tom Hidson, in the Office of the Registrar, and is in the process of finding out a way to discourage clients with recurring no-shows from unnecessarily taking away time that other clients could use. The UofA Library and other UofA departments have instituted systems that prevent students from getting copies or their transcripts, registering for classes, and even graduating if they do not pay their fines.
COLLABORATION AND ENGAGEMENT WITH OTHER UNITS

A) WRS 101 and Bridging Program

With the support of the Provost’s Office, 12 sections of Writing Studies 101 (Exploring Writing) were reserved specifically for ESL students coming from the University’s Faculty of Extension (Bridging Program). The C4W sent twelve 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 G, page 31.

B) Faculty of Extension

During the Fall 2013 and Winter 2014 terms, Dr. Moussu delivered 12 workshops to ESL students in the English for Academic Purposes program in the Faculty of Extension. Nine different instructors asked for these workshops (basic essay structure, concision, citing and paraphrasing, etc.) for their approximately 350 students.

C) UofA+

Following the success of the UofA+ program in 2011 and 2012, the C4W was again asked to offer workshops to international students during the 2013 summer orientation.

The C4W provided 8 hours of instruction to 8 sections that consisted of 16 international students each. 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. International Student Services (ISS) funded 160.5 hours of preparation and delivery time for these workshops. Graduate and undergraduate C4W tutors successfully delivered these workshops. Student feedback surveys showed that the participating students greatly valued their learning experience in these workshops (see Appendix J for a summary of this feedback), and ISS has asked the C4W to work with them again in August 2014.

Participants to the August 2013 U of A+ sessions strongly agreed that the courses offered by the C4W were a helpful introduction to Canadian academic writing. They valued the tips, guidelines, strategies, and techniques they were taught. Participants also said the activities were not engaging or interactive enough and that they wanted writing examples that would be more closely related to their majors.
D) Other Faculties and Departments

- **Law School**: In May, Dr. Moussu was asked to create and deliver a 3-hour workshop on law writing to three law students working for the Centre for Constitutional Studies.

- **Teaching Symposium**: In September, Dr. Moussu was invited to participate in the Graduate Teaching Symposium organized by the Department of Sociology. Her presentation was called “Encountering the Unexpected in Marking.”

- **TESL Program**: In September, Dr. Moussu served as member of the examining committee for a PhD candidacy exam in the UofA’s TESL Program (Faculty of Education).

- **School of Public Health**: In September, Dr. Moussu was invited to deliver three 2-hour workshops on graduate writing to incoming Masters students in the School of Public Health.

- **English and Film Department**: In October, Dr. Moussu was invited to participate in a 2-hour SSHRC workshop with English and Film Studies graduate students. She read and gave feedback on several draft proposals.

- **Nursing Curriculum Committee**: In October, Dr. Moussu was invited to attend a meeting of the Nursing Curriculum Committee to discuss potential partnerships between students in the Faculty of Nursing and the C4W as well as writing/ESL support for their faculty members.

- **Computer Engineering**: In October, Dr. Moussu delivered a 3-hour writing workshop to Dr. Paul Lu’s students in his CMPUT 400 class (“A graded post-placement seminar course in which students report upon their internship experiences”).

E) Campus Alberta Writing Studies (CAWS)

“The Campus Alberta Writing Studies group was formed in August 2009 to facilitate collaboration through the sharing of work in Writing Studies research, teaching, and administration across the province.” In April, Dr. Moussu became a member of the CAWS Steering Committee as she and Dr. Betsy Sargent agreed to organize and host the fall CAWS Colloquium (which usually happens twice per year in different post-secondary institutions across Alberta). A KIAS Dialogue grant was secured to invite Elizabeth Wasdle (from the University of Central Florida) to deliver a workshop at the event.
F) TEC Edmonton

In October 2012, Lan Tan, Manager of the Business Development Group at TEC Edmonton, contacted the C4W 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 wrote 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. Dr. Moussu offered the first workshop on the 25th of February, 2013 (during her sabbatical leave). The next workshops took place on July 10, September 5, November 8, and March 10, 2014.

G) Edmonton Public School Board

In April 2014, the Chief Librarian at Edmonton Public School Board’s Centre High School, Karen Belter, invited the C4W to do a presentation to approximately 100 of their students about university writing and university life in general. Dr. Moussu and two tutors did a very successful 1.5-hour presentation. Some of Central High’s teachers were present, too, and asked numerous interesting questions. In her evaluation survey after the visit, Karen said “I loved the willingness of the Centre for Writers to come to Centre High Campus and create a bridge between what happens in High School and the assignments and work load at the University. My experience working with everyone involved was extremely positive and I can't wait to grow our relationship.”

H) NAIT

In August 2013, Dr. Moussu met with three people from NAIT to discuss their creation of a new writing centre. Mike Meldrum, previously Director of Development & Alumni Affairs for the Faculty of Arts at the UofA, and now Associate Vice President for Advancement Services at NAIT, had encouraged Terri Flanagain, Director of Student Life at NAIT, to contact her. Terri, Kristen Flath, Manager of Student Engagement and Academic Supports, Wendy Marusin, Manger of Services for Students with Disabilities, together with Dr. Moussu, discussed tutor training, writing centre pedagogy, and other writing-centre related issues. NAIT opened their writing centre in the fall.

I) OCAD University

In August, Rebecca Smollett, ESL Specialist for the Writing & Learning Centre at OCAD University (in Toronto) asked Dr. Moussu a number of questions about ESL students in writing centres, tutor training, etc.

J) DePaul University Graduate Students

Two graduate students from DePaul University (in Chicago, Illinois), taking an International Writing Centers and Programs class, separately emailed Dr. Moussu about
a research project they were conducting on international writing centres. They had both chosen to study the C4W and asked questions about tutor education, salaries, policies and tutoring principles, the type of clients who come to the C4W, workshops, ESL student support, etc.

K) **IWCA Mentorship**

In the winter 2014, Dr. Moussu was asked by the International Writing Centers’ Association (IWCA) to serve as mentor to two newly appointed writing centre directors: Dr. Liliana M. Naydan, Director of the Peer Writing Center, University of Michigan, Ann Arbor, Michigan, and Dr. Kim Garwood, Director of Writing Services, University of Guelph, Ontario.

L) **Simon Fraser University**

Through a research associate with the Education Advisory Board (based in Washington, DC), Simon Fraser’s Academic Integrity Coordinator interviewed Dr. Moussu for her insights regarding the tutoring and academic support services offered at the University of Alberta, and more specifically at the C4W.

M) **Campus Citizenship**

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, sticky notes and pens that the C4W offers clients when they come for their appointment, to the specialized tutoring done at a professors’ request. The C4W also makes customer service a priority. The students that use the C4W are viewed as important clients and are treated with a high level of respect and professionalism. It is the intention of the C4W staff to ensure clients’ needs are the highest priority and, therefore, they are treated in a warm, welcoming, courteous manner to make them feel served to the absolute best of our abilities. If we are unable to help clients, we do our best to provide information or redirect them to other appropriate services on or off campus.
RESEARCH, SERVICE, AND PROFESSIONAL DEVELOPMENT

A) Research Project

During the summer 2013, Dr. Moussu started a new research project and invited two Graduate Research Assistants to help her. Together, they created several forms and questionnaires, rating rubrics, and other materials for the project. The pilot study took place in August.

The larger study then took place during the Fall term, and the analysis of the results started in the winter. So far, three graduate RAs and five undergraduate RAs have been helping with recruitment, rating, coding, participant management, transcriptions, etc.

This study compared 60 graduate and undergraduate students’ initial and final drafts to investigate:

1) whether tutor suggestions made a (positive or negative) impact on students’ revisions;
2) whether the revised draft was "better" than the initial draft;
3) in which areas the revised draft "improved" (or not);
4) whether the instructors’ grades and comments matched (positively or negatively) the areas discussed during tutoring sessions;
5) whether the participants’ first language influenced what was discussed during the tutoring sessions and students’ revision process (42% of the participants were ESL students).

In addition, during two interviews, the 60 participants were asked to evaluate the support they received at the C4W and to discuss the revisions they made to their drafts, as well as the comments and grades they received on their papers, in light of the suggestions they received from the C4W tutors.

B) University Writing Committee (UWC)

Since 2009, Dr. Moussu has been an ad-hoc member of the UWC. According to the terms of reference, “the UWC develops longer term university-wide writing policy recommendations for the university. It identifies intermediate and longer-term strategies for improving writing support and instruction. It discusses and identifies opportunities for instituting good practices in teaching and supporting writing across all or significant parts of the University.”

C) Academic Integrity Council

Dr. Moussu has been a member of the University’s Academic Integrity Council since September 2012. The Committee meets once or twice a term and reviews research
projects done on the topic of plagiarism and discusses issues such as the use of plagiarism detection softwares (e.g. Turnitin, Ithenticate).

D) Tutor Conferences and Grants

Dr. Moussu presented her research at the Conference on College Communication and Composition (CCCC) and the Teachers of English to Speakers of Other Languages Conference (TESOL) in March 2014.

In the spring and summer 2013, Dr. Moussu encouraged her C4W tutors to conduct research projects in the C4W and to send proposals to writing centre conferences. In the fall, she also encouraged her tutors to submit conference proposals based on the research they were doing for the WRS 301/603 course.

A number of tutors sent conference proposals and grant applications. See section B, page 6 for more information.

E) GFC Undergraduate Awards and Scholarship Committee (UASC)

Starting July 1, 2013 (and until June 30, 2016), Dr. Moussu has been a member of the GFC Undergraduate Awards and Scholarship Committee (UASC). (The Committee’s purpose is "to make rules and regulations respecting academic awards.") The committee meets once a month from September until June.

F) Representative of the UASC on the Scholarship Selection Committee

As representative of the UASC, in March and May 2014, Dr. Moussu was asked to review and rank 60 applications in a two-week period.

G) TESL Program Adjunct

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). Her term was renewed in August 2013.

H) IWCA Research Grant

In August 2013, the International Writing Centers’ Association (IWCA) awarded a research grant to Dr. Moussu for her research project, “Long-term Impact of Writing Centre Tutoring Sessions.” According to the reviewer’s notes, “Committee members noted [Dr. Moussu’s] project’s inclusion of writers as informants and experts on their own processes and felt that [her] own research experiences would help [her] to manage this project effectively.”
I) **IWCA International Leader Task Force**

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.

J) **CWCA Executive**

Until May 23, 2014, Dr. Moussu was a member (Francophone representative) 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) and also helped organize the second conference (which took place on May 22, 2014, in Saint Catharines, Ontario). Dr. Moussu is now the new Vice-Chair of the CWCA.

K) **TESOL Journal Editorial Advisory Board**

Dr. Moussu is a member of the TESOL Journal’s Editorial Advisory Board (until March 2016) for the Teachers of English to Speakers of Other Languages (TESOL) international organization. She attended the one-week long international conference (in Portland, Oregon) in March. She reviews two to three articles per month for this journal.

L) **Peer Reviewer, GIST Language Education and Research Journal**

In June 2013, Dr. Moussu was invited to become a regular peer reviewer for GIST Language Education and Research Journal, the academic publication of the Institución Universitaria Colombo Americana (UNICA) in Bogotá, Colombia.

M) **Articles and Reviews**

Dr. Moussu wrote an article about the intersection of writing centre pedagogy and the needs and challenges of ESL students called “Let’s Talk! ESL Students and Writing Centre Pedagogy.” The article was published in The TESL Canada Journal in the fall 2013.

Together with Nicolas David, Dr. Moussu wrote a chapter on ESL students in writing centres for “ESL Readers and Writers in Higher Education: Understanding Challenges, Providing Support,” edited by Norman Evans and Neil Anderson, a volume that will be published by Routledge.
Dr. Moussu also wrote a review of “From form to meaning: Freshman Composition and the Long Sixties, 1957-1974,” by David Fleming, that was published in ESC: *English Studies in Canada* in the fall 2013.

In 2013, the article written by Dr. Moussu and Dr. Enric Llurda called “Non-native English-speaking English language teachers: History and research” in 2008 (volume 31 issue 3, pp. 315-348) was the most downloaded and cited article of the *Language Teaching Journal* (published by Cambridge University Press). It was cited 85 times in other publications in 2013 only.
## TABLE 17: Long-Term Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>To deal with too many no-shows</td>
<td>Talk with Tom Hidson in the Registrar’s Office and try to create a system of fines to discourage no-show clients.</td>
</tr>
<tr>
<td>To provide “express tutoring” to clients in the Library.</td>
<td>The Library has expressed interest in this type of tutoring a number of times.</td>
</tr>
<tr>
<td>To open after the end of classes to allow clients writing their final term papers to get tutoring help.</td>
<td>Ask undergraduate tutors if they want to do extra hours during exam times. This would be done strictly on a voluntary basis.</td>
</tr>
<tr>
<td>To continue to diversify the academic backgrounds of tutors to reflect the C4W's clients’ fields of study.</td>
<td>Using different marketing strategies, we need recruit more science students as well as nursing students. These strategies include talking directly with student advisors and faculty members in those departments and faculties, organizing strategic events throughout the year, and becoming more involved in different orientation events.</td>
</tr>
<tr>
<td>To continue increasing the number of clients using the C4W from different Faculties.</td>
<td>Make contact with targeted faculties and send them notices and lists of workshops etc. to post in their department, distribute to their staff and add to their faculty list-servs.</td>
</tr>
<tr>
<td>To continue working closely with individual instructors to encourage usage of the C4W</td>
<td>Send personalized letters to professors and instructors.</td>
</tr>
<tr>
<td>To ask for feedback from all instructors right after in-class presentations.</td>
<td>Our new website allows us to create online feedback forms. We can now easily send an email with the URL to these forms after every in-class presentation.</td>
</tr>
<tr>
<td>To create and deliver new workshops based on student feedback.</td>
<td>At the end of our workshops, students can share their ideas for other workshops that they would find useful.</td>
</tr>
<tr>
<td>To revise and standardize all the old workshop handouts.</td>
<td>There are approximately 20 old handouts created between 2009 and 2013 that need to be improved and standardized. This process usually takes place during the summer months.</td>
</tr>
<tr>
<td>To review the new C4W website and create more of a comprehensive writing resource for the UofA community.</td>
<td>As of April, we have only copied the old website on the new URL and made small changes to improve the design of the new website. We have yet to work on improving the content of the website. This will happen during the summer months.</td>
</tr>
<tr>
<td><strong>To redo our marketing material (postcards, pens, etc.) with a new logo, a nice slogan, and new website URL.</strong></td>
<td>A designer has been contacted and is working on finding a logo and slogan for the C4W. She will then help us create postcards and posters.</td>
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<td>---</td>
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</tr>
<tr>
<td><strong>To increase our visibility and participate in more university-wide events such as Week of Welcome, orientation, etc.</strong></td>
<td>We need to create an official “student group” for the C4W tutors, as recognized by the Student Union and the university as a whole. One of the C4W undergraduate tutors is currently in charge of investigating our options.</td>
</tr>
<tr>
<td><strong>Network with more high schools</strong></td>
<td>The C4W had one valuable experience presenting to a high school this year, and the high school would like to continue to host us. It would be helpful to partner with the Faculty of Education if they are doing similar outreach.</td>
</tr>
<tr>
<td><strong>To take more tutors to Canadian and international writing centre conferences.</strong></td>
<td>Dr. Moussu relies on university grants and other outside financial resources to take her tutors to conferences. She is now encouraging the Canadian Writing Centres’ Association to create travel grants for tutors presenting at their conferences. Some day, Dr. Moussu hopes that there will be a C4W conference grant available to her tutors, too.</td>
</tr>
</tbody>
</table>
APPENDIXES

APPENDIX A
Recruitment Pamphlet

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 between APRIL 1, 2014 and JULY 1, 2014 (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 2014. Upon successful completion of the course (including a practicum in the Centre for Writers), you may be hired (and paid!) the following semester.
- **STUDENTS OF ALL ACADEMIC AND LINGUISTIC BACKGROUNDS ARE ENCOURAGED TO APPLY!**
APPENDIX B
Guiding Principles for the Centre for Writers

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.
APPENDIX C
WRS 101 BP (Bridging Program) Tutoring Job Description

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 (instructor & 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.)
- Designated ‘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 min 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
APPENDIX D
Tutor Alumni Survey

QUESTION 1: Would you please rate the influence your writing center training and experience had on your development as a university student? (1-5)

(4) I thought that the writing center taught me how to be patient and help other students with their writing. It taught me how to organize my own ideas for my own papers.
(5) I went back to university to learn how to teach English and took WRS 603 so that I could learn how to teach the skill of writing to English as a second language students. Tutoring at the Centre for Writers helped me tremendously. I learned how to connect with and encourage clients, rather than merely correct errors. As I got better at tutoring, my clients developed more self-confidence. They would look at their papers and say "Wow! I did that! I have that in me!"
(5) I found my experience to helpful in learning how to explain writing to people but also for my own writing.
(5) One thing is sufficient: it only took my supervisory committee (3 professor) one time to give me the approval for defense. This tutoring experience has trained me to be a much better writer.
(5) Most of my writing centre training took place at UBCO, and it was a major factor in making me feel part of the University community. I made friends, got involved on campus, and got to know faculty members because of this experience.

(5) I learned how to write really strong papers, as well as to think more critically.

(4) I took WRS 301 in my last year of university, so I was only able to use it for the final semester of my final year, but I think it helped tremendously. I became better at articulating problems with other peoples' writing whereas before I could only tell them that something was wrong and how to fix it, but not really explain why it was wrong and it really helped my own writing, too. I did better on papers I had in that final semester, and even now, a couple of years after I stopped tutoring, I can still look at friends' writing and point out problems with organization, a missing thesis, etc. I'm really glad I decided to enroll for that course and tutor.
(5) I am an Arts student earning his degree in English so this experience was greatly influential and beneficial to me.

(4) It improved my own writing by constantly reminding me how diverse the writing process can be.
(3) Only had a chance to work briefly before starting medical school, but had a positive experience.
(4) Helped me learn to interact one on one with other students and how to educate them.

(5) It improved my writing enormously, in ways I hadn't anticipated and that I'm grateful for to this day.
(5) My experience has enriched my academic career as I gained more exposure to different disciplines and graduate programs. Most importantly, being an English major, I already had much experience with writing and the writing process, but my writing quality definitely improved when I became a tutor. My grades will reflect this achievement.
(4) As a university student, I think my academic career would have been about the same whether I had worked at the C4W or not. But, my university experience would have been sadly lacking; if not for tutoring, I would have probably holed up in the library all day. But because of the writing center, I had the chance to meet with all kinds of people from different backgrounds and different faculties. I made new friends with the other tutors. I had to step out of my comfort zone and interact with people I would have never met otherwise. When I think of my experience at the writing center, I don't necessarily think of how helpful it was for my academic career, but rather how much it enhanced my entire university experience.
(5) As a tutor at the Writing Center, I honed my skills in organizing my writing as I was tutoring and it has been very helpful for my development as a teacher and researcher.
(5) Working as a peer tutor had a very positive influence on my development as a university student during my Master's. Reading students' work from many different disciplines helped me to think about my
own writing from different perspectives and helped me to implement new techniques while writing my Master's thesis. I also found that after working as a peer tutor, I was able to be more effective when I helped students as a Teaching Assistant and when I helped junior members of my research group with their writing.

(5) I joke sometimes that my major is really writing studies, because after I took my first writing studies course everything I was doing became more interdisciplinary and tied to that interest in writing. I think working as a writing tutor really made me conscious of how and why I was writing and helped me see the bigger picture of where my studies “fit” at the university. As a bonus, my grades and confidence in writing significantly improved after taking WR S 101 and I even won writing awards on work I shared with tutors (not to mention my grad school applications!). In short, it changed my life :)

(5) Actually, the influence is not so much on being as student, as being influential on my teaching, and understanding student/academic writing.

(4) It was interesting to explore the writing process from the point of view of other people. It has given me perspective on it.

(4) Working as a tutor at the C4W enriched my graduate studies in three ways. First, it made me appreciate the different writing conventions that exist, made me more aware of my own writing process, and it undoubtedly improved my writing skills. Second, the one-on-one interactions I had with students from all over the world are invaluable. The diversity of the Centre’s clients, and the fact that the clients came from different academic departments made every tutoring session almost always unique. This called for patience and flexibility on my part as a tutor. Third, having to balance my own academic work with the research assistantship I held and tutoring at the C4W taught me how to efficiently use my time.

(4) Actually, I was already a published author of several articles and a co-author of a freshmen English textbook. So, my language skills were already quite good. But, when I dealt with problems that students were having with their writing when I was a Tutor, I began to see how I could improve my own writing. My structure was always good, but my training and experience helped me write more succinctly.

(4) My own writing improved exponentially! I became a clearer and faster writer.

(5) I enjoyed working as a tutor primarily because it was a job at which I learned something every day. After working at the C4W for two years I knew that whatever I job I had upon graduating had to have that same continuous learning component.

**Question 1 Answer Themes:** How did C4W training influence your development as a university student?

- Improved patience
- Improved organization of own ideas
- Learned to personally connect with and encourage clients (6)
- Increased campus involvement (new friends etc)
- Improved critical thinking
- Improved articulation of specific problems
- Became aware of writing process diversity/implementing new techniques in own writing
- Improved grades/confidence
- Improved time management skills

**Main ideas:**

- Over half of the tutors (14) stated an improvement of overall writing skills (critical thinking/organizing ideas/identifying specific problems/implement newly learned techniques/increased precision)
- Many (9) mentioned beneficial social components of C4W involvement (increased patience, making friends/meeting faculty members and students from diverse backgrounds, forming personal connections with clients, learning how to teach ideas)
All tutors (except one) showed that the time they spent at C4W had a positive influence their development as university students.

“When I think of my experience at the writing center, I don’t necessarily think of how helpful it was for my academic career, but rather how much it enhanced my entire university experience.”

“It improved my writing enormously, in ways I hadn’t anticipated and that I’m grateful for to this day.”

**QUESTION 2: What are the most significant abilities, values, or skills that you developed as a peer-writing tutor? Please list them and explain with examples.**

Learning about proper grammar and punctuation, the value of thesis statements, different ways to brainstorm and prepare for writing. I also learned how to engage students and make the experience worthwhile for them. I also developed interpersonal skills while learning how to handle different clients, and their feelings about their writing.

I learned what constitutes a well-written paper, how to quickly evaluate a paper, how to ask questions, how to give effective choices, how to connect with students at all levels and how to explain grammatical as well as stylistic elements in writing. I learned when to speak and when to shut up (okay, I’m still working on the shutting up part, but I’m on the path). I learned the value of listening to clients, taking notes when they were talking about their writing, and then reflecting the client's responses back to them: "Just now you said that the yellow wallpaper was a symbol for repression. Did you want to include that point in the third paragraph?"

Being able to help 'coach' people to write/empower them to improve their writing> I often felt like a cheerleader and it felt great to give students positive affirmation and encouragement - I learned how to explain grammar better (as a native English speaker it wasn't something I ever knew how to explain) - I felt more confident in my ability to pick up on common writing errors. I felt it has helped me in my job as I often edit written materials and do a great deal of writing myself

Transferable writing skills: e.g., resume, academic paper, grant writing, press release, abstract. In my current work place, I have successfully received three grants from the federal, provincial and municipal levels. I would say the value of being a writing tutor is beyond most student can imagine, it is a great skill that many people in the real world working environment are lacking.

As a speech-language pathologist I work one-on-one with clients to develop their speech and language skills, similar to working one-on-one with clients to develop their writing skills. Working at the writing centre provided me with skills and experience in working one-on-one with individuals, building rapport with clients, and handling difficult clients in a professional manner.

In becoming more familiar with the writing process, and with the issues many students face when writing, I learned to identify where I struggle as a writer, as well as techniques to improve. This is all information I can share with my students. I also learned a great deal of patience, which has been an asset in my chosen career.

Articulating why something is wrong or something should be avoided, such as passive voice, and how to correct it. How to organize a paper better, such as breaking the 5-paragraph "rule" that most students learn in high school but doesn't really apply to university; how to be concise so that words aren't wasted and the writing is to the point.

The expertise I bring to work every day stem from my experience as a writing tutor at the University of Alberta, from which I attained a transferable frame-work for helping writers through the peculiar logic of conversation. I think the most significant ability, value, or skill that I developed through tutoring peers is that I now understood a narrative for sitting down with another person and coaching them through their specific writing concern. Practicing this narrative in WRS 301, and over the course of two semesters as a paid tutor under the guidance of Lucie Moussu distilled in me, as I said, a transferable frame-work for helping writers, but also invaluable wisdom analogous to the philosophy of "building better writers, not just better writing." I bring to every professional conversation the idea that I can change people for the
better, maintaining honor and integrity, by focusing on a hierarchy of priorities which accommodate their specific goals because I worked at the Centre for Writers.

High attention to detail in other people’s written communication; reading-out-loud strategies when writing and reviewing my own work

Relating to people from different fields, providing advice and reassurance to others

Leadership Teaching skills

Being a tutor helped me improve my own writing's grammar, punctuation and structure, since I was asked a lot of questions and required to know the answers. Tutoring and WRS 301 taught me common mistakes writers will make, and ways to remedy them, which helps me in my role as an editor now. Tutoring also gave me practice giving feedback to writers that helps them improve their text as well as their writing in general, and to see the value in giving lessons beyond those that will improve the text immediately in question.

My level of communication is clearer and more effective. Having my second major in Economics, I did not have very much experience with technical writing, but tutoring at the Center for Writers allowed for me to develop my technical writing abilities. My writing center experience has also greatly influenced my inter-personal skills on professional and personal levels.

Interpersonal skills. I was quite anti-social. Communicating comfortably with total strangers was not a skill I considered I had. I was terrified, when I first started, of the idea that I would have to meet and interact with a new person every half-hour. It sounds strange when I say it now, but I would worry over how to greet my clients--that's how terrible I was with social conventions. Luckily, all the other tutors did know how to invite their clients in, so I would copy them. Gradually, as I spent more time tutoring, I became more confident and comfortable. Diplomacy. Or tact. Many clients had problems in their writing that they didn't want to know about, or they were simply so stressed out that it was the last thing they wanted to hear. I learned be careful with how I gave comments and suggestions. I learned to understand their different situations and discern what it was I could do to help them.

One value I took from my experience at the C4W is to appreciate all the possibility in people and to never underestimate anyone. The older man with a beard and greying hair working on his PhD in electrical engineering could pull out, not a dissertation, not a lab report, but a short story that he'd been working on for the past two months. The girl who struggles to write a thesis statement for an English paper could have published three novels in her native language. Everyone has unique personalities, pardon the cliche, but in university that is often overlooked in favor of GPA and English proficiency. When I was the dedicated tutor for WRS 101 Bridging Program course, I noticed that when the students spoke to each other in their native language, parts of their personality came out that was otherwise cloaked in English--they joked, made up clever puns in their own language, they became more open and expressive. This is the part of my clients that I learned to appreciate and encourage and value.

Empathy - as I tutored those who had difficulty writing in English as it is not their first language. In terms of writing, I realized the importance of concision during my tutoring at the Center.

In my current engineering role at Talisman Energy, I've mentored several co-op students and I've found that I often use skills or techniques that I developed while working as a peer tutor. In particular, when working with students on their projects, I've found that asking lots of open ended questions and guiding them so that they come up with their own ideas has been very helpful. I've also referred the students to some of the writing resources on the Centre for Writers web site.

Attributes: confidence, creativity, curiosity, efficiency. Abilities: communication, collaboration, research (visualizing the process). Values: honesty, diligence, teamwork, mentorship. Skills: tutoring/teaching, writing, reading comprehension, time management, customer service. Examples: Prioritizing tasks in a limited amount of time; explaining difficult concepts in simple language; planning/concept mapping with writers on their long-term research projects; suggesting questions or new/interesting approaches to solving conceptual problems.
-Communication -Purpose/history of citation (Especially working with East Asian EAL students) -A stronger grasp of English grammar

Too detailed of a question to ask for an impromptu survey. Sorry. This would have been more helpful if you listed optional abilities, values, or skills (that we could tick) and then provided us with Other, so we could write more. I think the list would have helped trigger the value and skills that came from the experiences. So sorry.

1. Oral communication skills - working as a writing tutor requires one to be articulate and to be a good listener. 2. Patience - tutoring involves working with writers at different levels of English language proficiency and from different cultural backgrounds. So, patience was key to achieving the most out of every session and to getting the students to want to come back to the Centre. 3. Speed reading - most sessions were 30 minutes, a relatively short time to read a script, identify the important writing challenges of the student, and propose ways of overcoming the challenges. So, I needed to learn how to speed read.

1. I learned to search for answers using the internet. For example, students wanted to know whether to use "toward" or "towards." I found out that "toward" is the formal form.
2. I learned about different styles of writing. I actually did not know what a "five paragraph" essay was until I studied it in class.
3. My punctuation and grammar improved. I learned that a comma is necessary with "which" but not with "that."
4. I learned that there are many different ways to serve a client. Some only wanted conversation and some PhD students were given much more direct help than others.

As a tutor I developed the ability to analyze writing for effectiveness and clarity regardless of my familiarity with the subject matter. This skill was vitally important to me as a policy advisor with Alberta Treasury Board and Finance where I worked in Insurance Policy, an area about which I had no prior knowledge. As an Issues Analyst for the Office fo the Chief Strategy Office, Alberta Human Services I review material covering a considerable and diverse range topics. I believe that I am able to do this work, in part because of my exposure as a tutor to different types of writing. Two important and related skills I was able to further develop as a tutor were adaptability and organization. During the brief tutoring sessions I had to adapt quickly to meet the varied needs of clients, often without advance knowledge about clients' goals. Being organized, with resources and teaching ideas prepared in advance helped me conduct successful sessions. Perhaps most importantly, working as a tutor got me into the habit of asking "so what" whenever I looked at a piece of writing or sat down to write my own paper. 9 times out of 10 it helped a client to realize what their thesis was and it helped me to know how best to assist a client.

I gained a stronger grasp of grammar rules and how to write with concision. Through tutoring I also got better at expressing myself clearly and tactfully from a position of (relative) power. I also learned how to assess a piece of writing quickly and determine what to focus on.

Interacting with others from different disciplines; providing individual support to undergraduate students just starting their degrees

**Question 2 Answer Themes:** Most significant abilities, values, or skills that you developed?

- **Increased knowledge of grammar, punctuation, structure (7)**
- **Improved interpersonal skills (17)**
- **Increased confidence, creativity, efficiency**
- **Gained transferable writing skills (resume, grant writing etc)**
- **Increased awareness of own writing weaknesses**
- **Learned to organize own ideas and be concise**
- **Increased attention to detail**
- **Increased time management skills (including speed reading, efficiency)**
Main ideas:
- Many (9) stated improved technical writing abilities via increased knowledge of semantics/syntax/structure (including speed and concision)
- Most tutors (17) stated improved interpersonal skills (improved one on one coaching/leadership skills, learned how to effectively give feedback, appreciate and understand the diversity of clients, learned about mentorship/teamwork/honesty/diligence, knowing what to ask and how, providing individual support)

“I bring to every professional conversation the idea that I can change people for the better, maintaining honor and integrity, by focusing on a hierarchy of priorities which accommodate their specific goals because I worked at the Centre for Writers.”
“I would say the value of being a writing tutor is beyond most student can imagine, it is a great skill that many people in the real world working environment are lacking.”

QUESTION 3: Were the abilities, values or skills that you developed as a peer tutor a factor in your choice of job or graduate work? Why or why not?

Not really. I'm technically still in school, though I did decide to pursue an English minor just before working at the Centre.

For me, it was the other way around: the requirements of my job necessitated that I take WRS 603 and practice tutoring. I tried learning about teaching writing, but I was unsuccessful in applying the principles in the classroom and needed practical experience to complement my book knowledge.

They didn't impact the choice but I felt they've helped me to be successful in some of the tasks I've completed.

It is a bonus for my current job and that's one of the reasons why I got hired. Regarding my dissertation, for sure, it's crucial.

No, I had already chosen my career path when I became a writing tutor.

I decided to go into Education when I was working as a writing tutor at Carleton University, so definitely peer tutoring has affected my career decision. Students, especially those in 1st year, would come in for help, and it was evident that they had absolutely no idea how to write a paper, how to think critically, or how to do anything beyond a summary (and even that was terrible). I realized something was broken in the K-12 system and students were coming to University completely unprepared. I want to help change this.

No

They didn't really, but only because my career choice had been decided years before I went into university or tried my hand at tutoring. But they have certainly helped me with my current job.

While working at the Centre for Writers, I also gained valuable experience performing office duties, such as entering data, printing forms and making copies, as well as working as a receptionist. I went on to work for the federal government in the Federal Student Work Experience Program and my understanding of these office tasks was also an asset to me.

Not particularly

Too late in my education to affect choice

As a future dentist I will be working with patient and the clients coming to see me at the c4w allowed me to gain skills that will be applicable in the similar type situations.

Yes. I've always loved writing but being in an environment where I was surrounded by it and able to help other people with theirs made me realize I want to make a career working with text. So I opted to pursue editing, rather than social research, as a career (though I moved out of province right after graduation and had a difficult time finding work in my desired field).

Working with clients from a variety of disciplines, academic levels and backgrounds, I have become more adept at dealing with all clients and managing associates within my workplace. I have also become more
confident in my demeanour and in my discernment. This has motivated me to pursue a management position in my professional career.

I have considered pursuing a degree to teach English as a Second Language after my undergraduate. But, right now, I'm still undecided.

Yes, my experience has helped me become a better teacher and a much better writer.

No. I had been looking for a job similar to my current role prior to becoming a peer tutor.

Yes. I enjoyed the work and thought I might have the aptitude to do more of it!

No; I was already on the path towards medicine before I became interested in peer tutoring.

No. I embarked on my doctoral studies so as to succeed in a career (research) that I had already started pursuing.

I am presently helping my boss write papers at the Center for Green Economy, Peking University HSBC Business School in Shenzhen, China. I’m sure that my experience as a Tutor had an impact on his decision to hire me.

I had already chosen both my job and graduate work at that point. Before coming to the C4W I had been considering pursuing a Masters in English. Working as a tutor, I realized that I wanted to do graduate work and have a career that would involve practical problem solving, writing in a variety of areas and working with people.

Quick editing; understanding the expectations of discipline specific genres; patience; respect; empathy for those writing or communicating in a non-native language. Awareness of my own skills and weaknesses as a writer; best habits and practices that ensure you’re on track for a written assignment.

**Question 3 Answer Themes:** Were the abilities, values or skills that you developed as a peer tutor a factor in your choice of job or graduate work? Why or Why not?

**No:** 11
  - had already chosen career path before starting at C4W
  - job necessitated tutoring experience

**Yes:** 8
  - realizing the changes that needed to be made in our education system (like teaching critical thinking and how to write a paper) prompted client to go into Education
  - Working in C4W helped discover passion for writing
  - Increased confidence in demeanour and discernment influence career choice

**Unclear:** 5
  - C4W experience is beneficial in current job
  - C4W experience positively impacts employers

“I realized something was broken in the K-12 system and students were coming to University completely unprepared. I want to help change this.”

**QUESTION 4:** Did these qualities assist you in getting a job or being accepted to graduate school? How do you come to that conclusion?

I haven't started either of these yet, so I'm not too sure.

My experience as a tutor in the Centre for Writers was instrumental in obtaining my current position. I lacked experience teaching writing in an academic environment, and although tutoring in the C4W was one-on-one instead of classroom based, it still counted as academic experience.

Not necessarily but my co-workers have noted they found my experience with the Centre was a very good one. I am about to move to Germany though and my intention is work for the Writing Center at the Technialy University of Munich.

Yes, because I think most employers won't expect an international student to be able to tutor local people about their English writing. It's more like a shock value and that's important in job interviews.
Yes, I believe that these skills assisted me in being accepted into graduate school. I applied to a competitive program and my experience as a writing tutor provided me with skills and experiences that would have made me stand out from other employers. Also, the Director of the Writing Centre at UBCO acted as a reference for my grad school application.

With the focus on literacy in Alberta schools, having the specialized training that comes with being a writing tutor has been a huge asset for me because most teachers don't have a clue how to teach critical reading or writing skills but it is expected of us.

No comment

I think they must have because despite being fresh out of university, I was able to find a job within two weeks with a publishing/information services company, and it was those skills I learned that helped me keep my cover letter concise and to the point, and they helped me to communicate verbally during my interview.

See above. The framework I learned in the Writing Studies program is transferable to any conversation. People usually appreciate even the simplest rhetorical question aimed to help them with whatever concern happens to be at present.

Not applicable

My experience in the writing centre may have strengthened my application to medical school

No

Yes. I was able to draw on my experience as a writing tutor to obtain my current position. My employers liked that I’d organized tutoring sessions (would help with my current volunteer coordination), and that I had a strong and demonstrated command of the English language (helped secure my current position as editor of our organization's newsletter).

I am one of the youngest to retain my current position within my company. I attribute this to my time at the writing centre because the skills I honed there have given me a competitive edge. My performance reviews reflect this.

Unemployed and not in school right now.

Yes. I have mentioned my stint with the Center in my application documents and it was an important factor during the interview process.

Probably. I’m sure that improving my writing skills in general helped to improve my resume and my cover letters. I was also able to use my experience as a peer tutor when I needed to give examples of how I would explain concepts to people with different backgrounds.

I chose my graduate school based on their TA program. I expect they chose me at least in part for my potential to do teaching/tutoring/grading type work. My writing centre experience was a straightforward way of demonstrating my qualities.

I think so. It gives my resume depth, and shows my commitment to creative process.

I believe that working as a writing tutor provided evidence of my excellent communication skills and ability to work in a culturally diverse environment. These two qualities were some of the requirements for the position I have taken on.

To a small degree, they were a factor in my present job as a Research Fellow at the Center for Green Economy. My English language skills were already respected as I had taught ESL (Lucie would call it EFL) in South Korea for 12-and-a-half years. I also had published articles and co-authored a book. But, the fact that I was a Tutor is important to my present boss. He gives me manuscripts to edit so that he can get them published. He is a Full Professor, Assistant Dean, and my supervisor.

I don't think they explicitly helped me to get a job.

I got my first job with the Government of Alberta largely because of the experience and skills I gained as a peer tutor. During my interview for the position of policy advisor, I was asked a number of questions specifically about my job as a tutor. The interviewers were especially interested in the fact that I worked with writers from different faculties at both the undergraduate and graduate levels.
Yes - demonstrating a vested interest in cross-disciplinary activities as well as a proclivity for writing are essential to graduate school

**Question 4 Answer Themes: Did these qualities assist you in getting a job/being accepted into grad school?**

**No:** 4
- C4W experience didn’t play a role in getting a job/getting into grad school

**Yes:** 17
- Writing experience strengthened applications/resumes
- C4W experience provided skills that made tutors stand out to employers
- Shock value – international student who tutors English
- Skills from C4W gave them a competitive edge
- C4W experience was proof of communication skills/other qualities

**Unclear:** 3
- Currently unemployed
- No comment

“My experience as a tutor in the Centre for Writers was instrumental in obtaining my current position.”
“I got my first job with the Government of Alberta largely because of the experience and skills I gained as a peer tutor.”
“I am one of the youngest to retain my current position within my company. I attribute this to my time at the writing centre because the skills I honed there have given me a competitive edge.”

**Question 5: In your occupation(s), have you used the qualities you developed as a writing tutor? How? Give an example?**

I use the skills that I learned to help me with my current papers. Yes, I use them everyday. I teach international students in the English Language Program at the U of A, and every student needs help learning how to write in a way that is acceptable in a North American university setting. I meet with my students one on one and go over their writing with them individually. I teach them the elements that are important in North American writing, not only concepts and points that I learned in class, but also what I observed when tutoring. I teach what makes a good introduction, how to effectively transition from one paragraph to another, and what to incorporate in a good conclusion.

I have not necessarily used by 'tutor' skills but I apply information/tips from being a tutor to my own work.

As I mentioned above, it's a skill that I use every single day. For example, I need to prepare grant, come up with project proposals, report what I have done, interview people, etc.

Yes. The main thing that comes to mind is being comfortable working with clients and making them feel comfortable.

I have used them. Patience has been a big one (we all know how it is dealing with a difficult client--now imagine a classroom of "difficult clients").

Yes. I have done a bit of written work (as opposed to just copyediting and proofreading) over the course of the last two years at my current job. One of these tasks involved paring down 500-750-word company profiles into 50-100-word profiles, and another involved synthesizing information from a variety of sources and choosing which parts of the information was critical, and which parts were less critical, and then writing a few short paragraphs using all of this information.

Yes, for example, when someone at an office asks me how to use the copy machine I bust into tutoring mode and show them not only how to do it themselves, but how to show me that they know how to do it themselves so I know that they learned how to use it.
Yes. I am often asked to review coworkers' written work.
Absolutely. The skill of providing advice in the tutoring centre, in a confident, reassuring, empathetic manner is transferrable to developing a good bedside manner as a future physician.
Not as of yet, still in school.
I use my strong writing skills every day in my job, and am seen as the staff "expert" on text; thus, my colleagues come to me for proofreading, questions about grammar and phrasing, etc. I work for a social research organization that uses APA citation guidelines, and my familiarity with this system (strengthened through working at the Centre for Writers, as we were required to help students with their own citations) has been invaluable.
My profession relies on constantly communicating with others. The Center for Writers helped me develop my reading, writing and oral communication skills. As a tutor, you need to also independently assess your clients and develop an appropriate strategy to overcome their obstacles. This skill has proved to be quite helpful. I know my team works well and has developed a strong sense of mutual-respect because they value such individual attention.
Unemployed.
Yes. As a writer with a keen eye on concision, I have been able to write better papers, articles and I am currently in the process of publishing an article in an academic journal. Also, as a teacher in post-secondary sector, I have come to better understand difficulties faced by international students while completing writing assignments.
Yes - see response to question 2. (Q2 In my current engineering role at Talisman Energy, I've mentored several co-op students and I've found that I often use skills or techniques that I developed while working as a peer tutor. In particular, when working with students on their projects, I've found that asking lots of open ended questions and guiding them so that they come up with their own ideas has been very helpful. I've also referred the students to some of the writing resources on the Centre for Writers web site.) As mentioned above, my qualities are directly applicable to my current work as a TA. Although there is an obvious connection to explaining to my students what is required for their papers and how to succeed at them; I think hours of listening to papers has also made it easier for me to grade huge stacks of them efficiently and effectively (especially when it comes to giving students feedback in a format they can actually (I hope) use!).
Yes, I have used the qualities and training I received as a tutor in my present occupation of post-secondary instructor. One of the skill sets that is required of being a writing tutor is to read student writing. During the course, I was introduced to writing scholars, like One of the skill sets that is required of being a writing tutor is to read student writing. During the course, I was introduced to writing scholars, like David Bartholomae, Mike Rose, and Nancy Sommers, who explicitly taught me how to read student writing, and why it is important to remember that student's post-secondary assignment-based writing is itself a "genre" and I must be able to understand how students are trying to write that genre as a way to learn what is asked of them in their major field of study (or in any course for that matter). I use this knowledge everyday in my own classroom, and with colleagues who are not familiar with thinking this way about student writing. This unique skill set opens up the conversation with other students, and improves my relationship with them, because I can respond to their writing in a more empathetic way. Students are demanding more "real" responses to their writing, and because of my experience as a writing tutor at the University of Alberta, I am better equipped to respond to student writing as a full-time instructor and/or professor.
Yes. I use my ability to find coherent points in discussion to focus small group work, and team-based learning.
Not yet; I have not started work yet.
Yes. I often used the internet to answer questions on grammar and word usage when I was a Tutor. Now, I do the same when I am helping my boss at the Center for Green Economy. He wanted to know if his paper was about the green economy or sustainable business. I had no problem telling him it was the
latter. He wanted more information, so I went to google and searched "green economy vs. sustainable business." After reading one of the websites, he completely agreed with me and added that he thought I was being a little amateurish by going to the internet but he now was impressed at how I could answer his question.

I write all the time as a librarian. Being able to express myself clearly to my peers is very important, and I have been praised for my skill with both the spoken and written word since I started.

The ability to analyze writing for effectiveness and clarity regardless of my familiarity with the subject matter was vitally important to me as a policy advisor with Alberta Treasury Board and Finance where I worked in Insurance Policy, an area about which I had no prior knowledge. As an Issues Analyst for the Office of the Chief Strategy Office, Alberta Human Services I review material covering a considerable and diverse range topics. I believe that I am able to do this work, in part because of my exposure as a tutor to different types of writing. The tight timelines and constant change I experience in my current work absolutely benefit from the adaptability and organizational skills I practiced as a tutor. I can review and revise a briefing in half an hour because, as a tutor I worked with clients on much longer documents in less time. At work I ask the question "so what" all the time because answering it is essential to policy development and implementation.

(not really employed)

**Question 5 Answer Themes**: Have you used the qualities you developed as a writing tutor in your occupation(s)? How?

**No**: 4

- unemployed
- still in school

**Yes**: 20

- Many (8) said they are constantly using interpersonal skills developed at C4W (in interviews, meetings, while teaching own students, during constant oral/written communication, by finding coherent discussion points to lead conversation)
- Proofreading co-worker/peer writing
- Better understanding of writing difficulties others might face
- Improved adaptability/organization
- Improved concision and quality of own work (writing grants/articles/reports/emails/papers etc)

“I write all the time as a librarian. Being able to express myself clearly to my peers is very important, and I have been praised for my skill with both the spoken and written word since I started.”

“The tight timelines and constant change I experience in my current work absolutely benefit from the adaptability and organizational skills I practiced as a tutor.”

“Yes, I use them everyday.”

“I use my strong writing skills every day in my job, and am seen as the staff "expert" on text.”

**QUESTION 6**: Please rank the usefulness of the skills, qualities, or values you developed as a tutor to your occupation(s). 1(not useful)-5(very useful)

(4) I don’t do much writing right now. Since I’m in Italian, my essays aren’t in English anymore.

(5) I frequently use the texts and notes from WRS 603 when developing exercises and lesson plans. I think, however, that the greatest skill that I developed as a tutor was confidence in my students. I know that my students can improve their writing skills, I go forward in that faith, and they inevitably follow. It’s really quite amazing.

(4) Because I felt the Centre helped me to be a better writer that in turn has made me a better employee.

(5) As mentioned above. – (As I mentioned above, it’s a skill that I use very single day. For example, I need to prepare grant, come up with project proposals, report what I have done, interview people, etc.)
(4) I think that the skills that I developed are useful and relate to my field, but they are not necessarily specific skills that I use every day.
(1) I did not develop any qualities as a writing tutor that I had not already possessed before the course.
(5) I use the skills I developed as a writing tutor in the classroom everyday.
(5) I think it’s pretty much been explained in the previous questions. – (Yes. I have done a bit of written work (as opposed to just copyediting and proofreading) over the course of the last two years at my current job. One of these tasks involved paring down 500-750-word company profiles into 50-100-word profiles, and another involved synthesizing information from a variety of sources and choosing which parts of the information was critical, and which parts were less critical, and then writing a few short paragraphs using all of this information.)
(5) I am committed to writing fiction, and although I wouldn’t quit my day job after becoming such an expert at grammar through working at the Writing Centre, the expertise I gained as a writing tutor are useful to my prospects. This position was foundational to my professional career.
(4)
(3) See above – (Absolutely. The skill of providing advice in the tutoring centre, in a confident, reassuring, empathetic manner is transferrable to developing a good bedside manner as a future physician.)
(4) Learning to be a leader is invaluable and interacting with other students was a skill I can use throughout my life.
(5) See above- I use my strong writing skills every day in my job, and am seen as the staff "expert" on text; thus, my colleagues come to me for proofreading, questions about grammar and phrasing, etc. I work for a social research organization that uses APA citation guidelines, and my familiarity with this system (strengthened through working at the Centre for Writers, as we were required to help students with their own citations) has been invaluable.
(5) The skills I gained as a writing tutor have been useful in acquiring my current occupation and progressing within my company. I am in a position of management and I notice that most of the interpersonal skills we exercise within a tutoring session are highly applicable to workplace dynamics. My improved writing skills and have been a valuable asset as I do have much many reports I need to compose.
(5) I'm currently unemployed, but I imagine that everything I've learned as a writing center tutor will be helpful to whatever I do in the future. I feel that tutoring has helped me understand people better and the best ways to interact with different temperaments.
(5) Being empathetic to students and being a good writer are skills of pivotal importance for a teacher and researcher in a university setting.
(4) In addition to helping me with mentoring co-op students, I've found that improving my writing in general has been very useful in my current job. A large portion of my job includes writing (emails, proposals, memorandums, reports etc.) so excellent writing skills are very important.
(5) I think the above paragraph explains this. One thing to add is that as a philosophy student I try talking to people outside of my discipline, which I may not have done as much had I not learned the habit!
(5) Tutoring and writing tutoring fundamentally changes our relationship to whatever we are learning. The act of writing (anything), is itself a very personal process of discovery and meaning making. My opportunity to tutor and teach others, which I had at the writing centre, means that I have most importantly developed personal, social, relational, and professional skills as a life-long learner. I have developed good listening skills, as well as teaching skills. The two are inexorably linked. Additional values include a clear understanding of the writing process (for a multitude of genres, not just student writing), the role of drafting and revising to improve the final written product, responding in a direct and transparent way, being aware of the subjectivity of error and reading errors, how to ask good questions, and how to stay positive and collegial even in the face of disagreement or differences with writing, especially when sharing writing or co-writing anything.
(5) These skills are useful everywhere.
(5) The skills I developed are the skills that are important to being successful at any job that involves teamwork.

(4) In all honesty, I think that I might be overstating the case by giving a 4 rating. I already was a skilled writer and good teacher from previous experience. This helped me fine-tune my abilities. But, this is still a very good thing to have happen.

(5) I write all the time and I'm much better at it now.

(5) The ability to communicate clearly is essential to all types of work. The skills and values I developed as a tutor have made me a better communicator and as a result have been extremely important to me in my career thus far.

(4) no comment

**Question 6 answer themes:** Rank the usefulness of the skills, qualities, or values you developed as a tutor to your occupation(s).

- Confidence gained from C4W experience useful in all professions
- Interpersonal communication strengthened used on a daily basis
- Improved writing skills (understanding of grammar, syntax, etc.) useful in many ways (e.g. for writing reports, proposals, emails, peer proofreading, writing grants, etc.)
- Improved teaching and listening skills

**Main ideas:**

- **Many (8) noted improved interpersonal communication skills** (increased empathy, improved communication, teaching, listening, and leadership skills, learned how to provide advice)
- **Many (10) noted improved writing skills applicable to any/all types of writing** (e.g. writing grants, emails, reports, and proposals, classroom teachings, proofreading peer work)

"My opportunity to tutor and teach others, which I had at the writing centre, means that I have most importantly developed personal, social, relational, and professional skills as a life-long learner."

"This position was foundational to my professional career."

"The skills I gained as a writing tutor have been useful in acquiring my current occupation and progressing within my company."

**QUESTION 7: To what extent do you think your own writing has been influenced by your experience as a writing tutor? Please explain**

I find that it has helped me, but I sometimes pick up bad habits from papers that I've seen at the Centre. Hmmm. Well, I proofread everything I write, even emails to friends. Also, I am more concise than I was in the past and I sometimes find myself thinking "Tell them why that matters". My changes have not been dramatic, however; my past writing history is very powerful and my subconscious directs a lot of what I do.

My supervisor at the university told me that my first three chapters written two years ago were not even comparable to the two other chapters I wrote during the years when I was a tutor at C4W. My own writing improved tremendously from my experience as a writing tutor. My understanding of grammar and punctuation increased dramatically, and this is one area that has a direct result on my career, as I work on grammar with clients almost every day.

It's been heavily influenced. Because of the writing studies training, I understand how to approach a writing task, and what methods I can use to make the writing task easier.

None

I write much more concisely, and I find it easier to organize my own creative writing. I also learned how to not focus my writing on a particular idea (such as a sentence that I really, really like), but to try and integrate it naturally and, if I can't, to scrap it. It brought a lot of awareness to how I write, and when I go back over the things I have written, I find it much easier to objectively pull it apart.
I think my writing has been greatly influenced by my experience as a writing tutor. As a tutor, I developed inklings of a theory of language which would be based on what I now understand to be my own valuable ideas.

Difficult to say. Perhaps my experience in the writing centre was too brief to have a noticeable influence. Very little. I may be faster at writing but that is the area that improved the most.

See above. Additionally, working as a tutor helped solidify the knowledge I previously had about how to do good writing. (Being a tutor helped me improve my own writing's grammar, punctuation and structure, since I was asked a lot of questions and required to know the answers. Tutoring and WRS 301 taught me common mistakes writers will make, and ways to remedy them, which helps me in my role as an editor now. Tutoring also gave me practice giving feedback to writers that helps them improve their text as well as their writing in general, and to see the value in giving lessons beyond those that will improve the text immediately in question.)

As previously mentioned, my writing greatly improved. I became more conscious of my writing and my writing style. My exposure to different levels of writing and my collaborations with other tutors helped me set higher standards for myself.

I can edit and proofread my own work more effectively because of all my experience reading and helping others. I definitely have a better grasp of English grammar, and how to teach and explain it. But by far, writing studies theory has been the most significant influence on my writing. The way I think about writing and understand my writing process has improved how I write, and not just when I sit down and type out words, but also when I'm doing research or simply sketching an outline.

To a large extent. As explained earlier, organization of papers and articles, the pre-writing process, concision in particular are all important areas in which I have benefited.

Seeing writing from different disciplines while working as a peer tutor helped me to learn different ways to present arguments and make transitions, and also helped me to understand different ways that people could interpret my own writing.

To a large extent. I was exposed to a wide range of genres and writing styles so I think I started to try out different ways of writing papers once becoming a tutor. I also shared my work with other tutors and their feedback helped immensely.

I think my composition process is a lot more streamlined. It is much easier for me to produce non-fiction work.

I was quite proficient at writing before I started working as a writing tutor. However, I was not aware of the theories that underpin the art of writing. Now I know, thanks to my experience as a writing tutor, and I'm more confident with my writing process and style than ever before.

My experience did nothing to improve my structure because it was already quite good. However, I have become much succinct in my writing and recognize repetition much more quickly than in the past. In one word, my experience "rationalized" my writing.

My writing has been greatly influenced by my experience as a tutor. Early on, the research and writing techniques that I explained to clients found their way into my own work as a student. After one semester working as a tutor my writing became more concise and better focused. The overall organization of my essays and research papers improved; my professors noted as much in their feedback. In my current work I still use the techniques I learned in WRS 301.

I'm a much more efficient writer after working as a tutor; knowing the pitfalls and procrastination traps you can fall into as a student, I am much more concise when expressing my ideas and thoughts, as well as how to prioritize writing concerns ("do I know enough about this topic to expand it?" vs. "what is the appropriate word for this sentence?")

My own writing has been entirely influenced by my experience as a writing tutor. I feel that I am a better writer, in part because I am able to name the problems I find in my writing and then, having named them, I am able to remember the possible ways to fix them.
**Question 7 Answer Themes:** To what extent has your own writing been influenced by your experience as a C4W tutor?

- **Writing became more concise (5)**
- Proofreading more often
- Increased writing confidence
- Increased organization of own writing
- Increased knowledge of grammar, structure, and punctuation
- Increased understanding of how to approach a writing task (various steps in the writing process) and the methods that can be used to solve it
- Increased general awareness of own writing (and increased their own writing standards)
- Learned to name specific problems and how to fix them
- Learned multiple ways to present arguments and make transitions
- Increased understanding of how others might interpret writing

**Main ideas:**

- Almost all tutors (19) noted an increased quality and/or concision of writing (due to increased organization and/or confidence, increased knowledge of grammar, structure, syntax, and/or punctuation, etc.)

“My own writing improved tremendously from my experience as a writing tutor.”

“My exposure to different levels of writing and my collaborations with other tutors helped me set higher standards for myself.”

“In my current work I still use the techniques I learned in WRS 301.”

“In one word, my experience “rationalized” my writing.”

**QUESTION 8:** On a scale from 1 (not at all) to 5 (very much), to what extent has your own writing been influenced by your training as a tutor? Average = 4.4

**QUESTION 9:** Were there any downsides to your experience as a peer writing tutor? Please elaborate.

I've picked up some bad habits from reading other students' papers.

There were no downsides, not one. I have to add that working with the other staff at the Centre for Writers was educational and inspirational. I learned a great deal from listening to and watching others and I everytime I worked at the C4W I left feeling truly blessed.

Not really

No

There are downsides to everything. Some clients were very difficult to work with and didn't understand the parameters I worked within. They wanted an editor. They wanted me to do all the work. When I explained what I was and what I could do, some got upset that it wasn't what they wanted.

See above → I realized a distinct conflict between my ideals, teaching philosophy, and experience teaching ESL students when ESL students were left high and dry in their semester. When the teacher of the course scowled at me when I explained to an ESL student how to construct a sentence after viewing her paper, which made no sense, I decided to drop the course. I was extremely disappointed by not only the restrictive policy about how to deliver the service of tutoring but also by the teacher's negative attitude toward me.

No, I don't think so. I would have liked to continue doing it, but I was graduating that year and wasn't able to.

I was fired from the writing centre because my style of tutoring was unacceptable to some writers who complained to their professors. I was in the closet at the time, so I would say that having to face this
criticism in tandem with not knowing whether I had failed to impress them because of my own fears about being openly gay, was a downside.
None.
I could have used more hours, as I was only a part time student and was interested in making more money.
No, it was my favourite job to date!
The only downsides involved explaining to clients that we are a tutoring service, not editors for assignments.
Not that I can recall. Sometimes there were more challenging clients to deal with, but that’s to be expected.
No downsides. I value the experience and hold it in very high regard.
None that come to mind.
There were days it wasn't fun. University is demanding as it is, and those were definitely days when I had huge assignments to work on or was feeling under the weather etc. This is true of any job, though.
No. The entire tutoring experience was edifying, satisfying, uplifting, and encouraging.
Not particularly.
None.
Overall, the experience of being a Tutor was exceptionally positive. I know that Lucie was sometimes not happy with things I did and it was a little emotionally painful for me because I really like her. But, I think that most of the time Lucie was satisfied enough so I am quite happy. And, I am glad that we are still in touch.
Sometimes kids could be manipulative and try and get me to do their work and that felt gross. It didn't happen to often and I think I dealt with it well, but it was not nice to experience.
The downsides to being a tutor were relatively few and had more to do with challenging clients rather than the work itself.

**Question 9 Answer Themes:** Where there any downsides to your experiences as a tutor?

**Didn't answer:** 2

**No:** 13

**Yes:** 9

- picking up bad habits from other students
- Disappointed with restrictive policy of C4W
- Wanted more hours
- **Challenging clients (4)** (manipulative clients who tried to have their essay written for them, not realizing they were tutors and not editors, clients not accepting the parameters within which the tutor worked)
- Disappointing Lucie

“There were no downsides, not one. I have to add that working with the other staff at the Centre for Writers was educational and inspirational. I learned a great deal from listening to and watching others and everytime I worked at the C4W I left feeling truly blessed.”

“No, it was my favourite job to date!”

“The entire tutoring experience was edifying, satisfying, uplifting, and encouraging.”

“Overall, the experience of being a tutor was exceptionally positive.”

“No downsides. I value the experience and hold it in very high regard.”

**QUESTION 10:** On a scale from 1 (not at all) to 5 (very much), please rate the impact of your Writing Centre training & experience on your professional life.

(4) I've enjoyed my experience at the Centre. I've also enjoyed meeting other tutors and talking to them.
(5) See above. I came, I learned, I now teach it.
(4) No comment
(5) Tutoring experience was something I will use to boast myself all the time. And this experience has been benefiting my professional life and will continue to be like that, because if I want to become a professor in the future, my writing skills will definitely be the main asset.
(5) My experience as a writing centre tutor had a huge impact on my university experience, which in turn has affected my professional life.
(5) I'm essentially a peer tutor right now, just for a large group of students.
(4) I think it's helped develop skills that I had but didn't really realize I had, and it's made me a better writer. I can also help others more constructively with their writing when they ask me, rather than just straight up editing it, as I used to do. I even use it when I help friends with their creative writing.
(5) As I said, my writing centre training & experience was foundational for me.
(4)
(2)
(3) Writing is always a part of any profession but it was the personal interactions that helped me the most.
(5)
(5) My writing center experience has made me more capable and skilled. I value my past interactions with other students and tutors. The exposure I gained towards other disciplines and skill sets has made me more knowledgeable and well-rounded. Overall, I am very proud to have tutored at the Center for Writers. It is an experience that has defined me.
(5) My writing center experience and training is valuable to me and I won't easily forget it as I move on to my professional and career development. As corny as it sounds, I've learned life skills in addition to practical skills during my time at the writing center.
(5) My writing center experience has helped become a better writer, a good listener and an empathetic teacher. I am very grateful to the Center for this.
(4) Working at the writing centre helped me to make my Master's thesis clearer, more concise, and probably allowed me to write it faster. In addition to working at the writing centre, I went to see tutors at the writing centre to get feedback on my thesis, which was very useful. I think working at the centre also helped me to become more patient when I need to explain concepts to others, and I've become more effective as a mentor at work.
(5) I am hoping to work as a professional writer and editor, eventually. It just so happens that I am also taking more school and could end up having a career here instead. I think the impact on such goals is self-explanatory.
(5) No comment
(4) The CanMEDS roles of a medical professional are: Collaborator, Communicator, Scholar, Advocate, Manager, Professional, and Medical Expert. Working at the writing centre strengthened the first, second, and sixth of these core competencies
(3) I have just graduated and are yet to start working. Therefore I'm not able to provide a precise answer to this question at this time.
(4) It has helped me with my present job as Research Fellow, but I don't know how useful it will be in the future.
(5) I enjoyed working as a tutor primarily because it was a job at which I learned something every day. After working at the C4W for two years I knew that whatever I job I had upon graduating had to have that same continuous learning component. The combination of theory and practice that was so central to my work as a tutor continues to influence my work and it is one of the main reasons why I want to pursue a masters in library and information studies.
(3) Writing and clear communication are important to my job, but I've had lots of different training that is at least equally impactful on my professional life.
(4) It's opened a lot of opportunities for me in the academic world, as it demonstrates cross-disciplinary experience; an interest and engagement with students at the post-secondary level; as well as the ability to communicate ideas effectively and efficiently.

**Question 10 Answer Themes:** Please rate the impact of your Writing Center training & experience on your professional life. Avg = 4.0

- **10 tutors noted benefits from interpersonal relationships** (enjoyed meeting other tutors/students, more well rounded as a result of exposure to various disciplines, increased empathy, became a better/more patient listener, improved communication/collaboration skills)
- Working at C4W resulted in benefits to professional life
- Improved practical writing skills (increased concision and speed) and life skills
- Learned to combine theory and practice which is put to use in professional life

“Overall, I am very proud to have tutored at the Center for Writers. It is an experience that has defined me.”

“My writing center experience has helped be become a better writer, a good listener and an empathetic teacher. I am very grateful to the Center for this.”

“The combination of theory and practice that was so central to my work as a tutor continues to influence my work and it is one of the main reasons why I want to pursue a masters in library and information studies.”

“As I said, my writing centre training & experience was foundational for me.”
APPENDIX E
ONE-ON-ONE TUTORING SESSION EVALUATION

Please fill out this form following the session with your Tutor

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<th>What Department / School are you in?</th>
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<th>Tutor's Name:</th>
<th>Date:</th>
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</table>

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 comments about the Centre for Writers?

- [ ]

How did you hear about the Centre for Writers?

- [ ] Professor / TA
- [ ] Word of Mouth (peers)
- [ ] In-Class Presentations
- [ ] Website/Internet
- [ ] Outside Signs / Posters
- [ ] Orientation
- [ ] UofA+ Program
- [ ] You Have Been Here Before
- [ ] Other
Centre for Writers FREE WORKSHOPS
On the English Language And *Free Food!* 

Tips for Writing in English as a Second Language and Lots of Chocolates
Wednesday, October 9  1:00pm - 2:00pm
Location: SUB 2-702

Quoting, Paraphrasing, Summarizing and Brownie Eating
Tuesday, October 22  11:00am - 12:00pm
Location: SUB 2-702

Punctuation and Cookies
Thursday, November 7  10:00am - 11:00am
Location: SUB 2-702

Writing Concisely and Chocolate Cake
Monday, November 18  3:00pm - 4:00pm
Location: SUB 2-702

How to Write In-Class Essays, Short Answer Exam Questions and Cupcakes
Monday, November 25  2:00pm - 3:00pm
Location: SUB 2-702

Open to ALL University of Alberta's students, faculty, staff, and C4W tutors.
No registration required!
Workshops will be led by Dr. Lucie Moussu, Director, Centre for Writers
## Centre for Writers

**FREE WORKSHOPS and *Free Food!***

**Winter Term 2014 Workshops:**

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Date</th>
<th>Time</th>
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Open to ALL University of Alberta students, faculty, staff, and alumni.
APPENDIX H
Handout Samples

Tips for Writing in English as a Second Language

1) General life strategies:
   - Learn new idiomatic expressions all the time (e.g. “a penny for your thoughts,” “back to square one,” “barking up the wrong tree,” “the ball is in your court,” “ballpark figure, etc.)
   - Learn new words, especially words used all the time in your field of study (e.g. in Applied Linguistics: contrastive rhetoric, lexicography, interlinguistics, pragmatics, discourse analysis, computer-mediated communication, generative linguistics, etc.)
   - Find out about specific differences between your first language and English.
     - E.g. English vs. Chinese: In English much information is carried by the use of auxiliaries and by verb inflections: is/are/were, eat/eats/ate/eaten, etc. Chinese, on the other hand, is an uninflected language and conveys meaning through word order, adverbials or shared understanding of the context. The concept of time in Chinese is not handled through the use of different tenses and verb forms, as it is in English. Here are some typical verb/tense mistakes:
       - What do you do? (i.e., What are you doing?) (wrong tense)
       - I will call you as soon as I will get there. (wrong tense)
       - She has got married last Saturday. (wrong tense)
       - She good teacher. (missing copula)
       - How much you pay for your car? (missing auxiliary)
       - I wish I am rich. (indicative instead of subjunctive)
     (copied from http://esl.fis.edu/grammar/langdiff/)
   - Search actively for opportunities to speak English:
     - Make friends with people who are native speakers of English and who can help you with your writing and your speaking skills.
     - Find a girlfriend of boyfriend or new friend whose first language is English.
     - Get active in a club or a sing in a choir.
     - Take a community class (pottery, cooking, etc.)
     - Volunteer somewhere.
     - Start a blog in English on a specific topic (swimming, food, etc.) and comment on other people’s blogs to create a community.
     - Visit fanfiction.net and join a community of writers.
   - Find magazines and websites that write IN ENGLISH about your hobbies (swimming, computers, etc.) and read them as often as you can (on the bus, between classes, etc.). Read for fun!
   - Read aloud in English, consciously (look at what prepositions are used, where articles are placed, what tenses are used, etc.) for FIVE minutes every day.
   - Watch movies in English (after you have read a summary of the movie in your first language or in English, first).
   - Watch TV in English with ENGLISH subtitles.
   - Look at friendship/international resources on and off campus.
2) **Specific strategies for your papers/theses/dissertations:**

- Find a good writers’ handbook!
- **Switch to the ENGLISH version of Microsoft Word on your computer!**
- Learn how to use Microsoft Word efficiently (e.g. do you know how to indent the references in your reference list? Or how to insert page breaks?)
- Learn what a good thesis statement is.
- **KNOW WHAT MISTAKES YOU ALWAYS MAKE!** Find patterns of mistakes (e.g. tenses, articles). Learn to self-edit your own mistakes.
- **Don’t focus on grammar/spelling/punctuation** when you start writing!
  - FOCUS ON IDEAS FIRST! (maybe in your first language)
- **Work on organizing your ideas:**
  - Brainstorm in your first language before you start writing in English,
  - Use detailed outlines to create your texts,
  - Read books and articles about the subject,
  - Create a database to keep track of ideas and articles, etc.
- Ask for help on how to do research in the library and online (http://www.library.ualberta.ca/)
- Make sure to learn how to cite, quote, and summarize other people’s ideas to avoid plagiarism (keep a database of quotations and important information you may want to use more than once, with a detailed description of the source of this information).
- Ask teachers/TAs to see examples of “good” writing in your specific field and ask your classmates to show you how they write things
- Read previously written papers/theses/dissertations in your field to learn more about the format.
- Read academic articles related to your field.
- **Make lists of expressions that “sound good”** in textbooks and articles (e.g. “It should be noted that...,” “According to...,” “As already stated...,” etc.) (no need to cite these!)
- Learn to find clues that will help you understand texts and assignment descriptions better:
  - Abstracts
  - Introductions and conclusions of articles
  - First and last sentences of each paragraph
  - Keywords (“data analysis,” etc.)
  - Transition words (“on the other hand,” “in addition,” “however,” etc.)
- Don’t be afraid to ask questions to your profs, TAs, friends, classmates, roommates, etc.
- **Start writing early,** not at the last minute, so you have time to make several revisions and to have someone else read your paper! Work on your TIME MANAGEMENT skills!
- Breathe and don’t panic!
- Go to the Centre for Writers 😊
Punctuation Power

**Big four comma rules:**

1. Insert a comma between an introductory element and the rest of the sentence. An introductory element can be a single word, a phrase, or an entire clause.

   - Therefore, the study of human society is a potentially valuable source of information about the causes of psychiatric disorder.
   - After World War II, the Nuremberg Code was established because of Nazi abuses of experimental subjects.
   - Because most longitudinal studies are observational, it has been argued that they may have less power to detect causal relationships than do experiments.
   - Drawing on knowledge from other fields to help explain and understand psychological phenomena, psychology tends to be eclectic.

2. Do NOT insert a comma after the subject of the sentence, even if it a long phrase.

   - Statistical surveys are used in psychology for measuring attitudes and traits.
   - Criticisms of psychological research often come from perceptions that it is a "soft" science.
   - A tool that is often used in mathematical psychology and cognitive psychology to simulate a particular behavior using a computer is computational modeling.

3. Insert a comma before a coordinating conjunction followed by an independent clause. A coordinating conjunction is a word that joins two grammatically equal elements (e.g. two verbs). They are the FANBOYS: *for, and, nor, but, or, yet, so.* Look for the subjects and verbs in each clause. If you have two subjects and two verbs, insert a comma.

   - Psychological knowledge is often applied to the treatment of mental health problems, and it is also directed towards understanding human activity.
   - The majority of psychologists are involved in some kind of therapeutic role, yet there has been increasing debate about the nature of therapeutic effectiveness.
   - Research in comparative psychology sometimes appears to shed light on human behavior, but some attempts to connect the two have been quite controversial.

4. Do NOT insert a comma before a coordinating conjunction when what follows is not an independent clause. If you have only one subject and two verbs, don’t insert a comma.

   - Skinner’s behaviorist interpretation was highly controversial but did not die.
   - Many psychologists do scientific research on a wide range of topics related to mental processes and behavior and typically work in university psychology departments or teach in other academic settings.
   - Experimental psychological research is conducted under controlled conditions and relies on the application of the scientific method to understand behavior.

**The Oxford Comma:**
The Oxford (serial) comma is a comma placed immediately before the coordinating conjunction (usually *and, or, or nor*) in a series of three or more terms.
To qualify for this job, you must have a master’s degree in international relations, at least three years of work experience, and the ability to speak both Spanish and Portuguese.

Opinions among writers and editors differ on whether to use the Oxford comma. Using or not using it consistently may likely result in ambiguity.

To my parents, Ayn and God (Teresa Nielsen Hayden)

Run-On Sentences and Comma Splices:

Failure to separate two independent clauses results in an error known as a run-on sentence. To fix run-on sentences, 1) divide the run-on into two separate sentences; or 2) change the run-on to a compound sentence with a coordinating conjunction, a conjunctive adverb, or a semicolon.

Cognitive psychology is the branch of psychology that studies problem solving, perception, memory, and learning, this branch of psychology is related to other disciplines including neuroscience and linguistics.

Failure to use enough punctuation results in a comma splice. To fix a comma splice, 1) divide the comma splice into two separate sentences; or 2) change the comma splice into a compound sentence with either a coordinating conjunction, conjunctive adverb, or a semicolon.

Psychology encompasses a vast domain it includes many different approaches to the study of mental processes and behavior

Parenthetical Expression, Appositives, and Restrictive Clauses:

If an expression is parenthetical, it can be removed from the sentence, and what remains will still be a complete sentence. Parenthetical expressions must be preceded and followed by a comma (or a period).

An appositive is a phrase that immediately follows a noun and provides more information about that noun. An appositive is not necessary and it can be removed from the sentence; what remains will still be a complete sentence. Appositives must be set off by commas.

Restrictive clauses are phrases that are necessary to establish the specific identity of a noun. They are not set off by commas. Non-restrictive clauses are set off by two commas like appositives.

- Some seafood, especially swordfish and tilefish, may contain harmful amounts of mercury. (PE)
- He won the election, I believe. (PE)
- I thought the plan was secret. Everyone, however, seems to know about it. (PE)
- July, the seventh month in our calendar, was named after Julius Caesar. (App.)
- The house that once occupied this lot was destroyed by fire. (Restr.)
- The National Museum of Civilization, Canada’s most popular cultural institution, is across from the Parliament Building. (Non-restr.)
Grammar power

Questions:
- Can you recognize the grammatical categories of different content (nouns, verbs, adjectives, adverbs) and function (prepositions, articles, determiners, etc.) words?
- How can grammatical choices influence meaning and effectiveness in the texts you write?

Parts of speech
- In many languages, it is easy to identify the function of individual words in a sentence because of the endings attached to them or the order in which the words appear in the sentence. In English, it is sometimes quite complicated. What part of speech do you think the word running is in the following sentences?
  o Running is good exercise for your heart.
  o The cabin in the woods has no running water.
  o The dog was running through the park.
- Content words (nouns, adjectives, verbs, adverbs) have actual meaning. You can look them up in the dictionary.
- Function words (pronouns, articles, determiners, auxiliaries, prepositions, conjunctions) are used in combination with other words within a sentence.

Subjects and verbs
- Knowing how to identify subjects and verbs is important for avoiding errors in subject-verb agreement, sentence structure, punctuation, noun plurals, and verb forms.
- Knowing how to create and vary subject-verb patterns can sharpen your writing style.
- A basic definition of subject is “what the sentence is about,” and a basic definition of verb is “what the sentence says about the subject.”
- The subject of a sentence always consists of a “nour phrase.” Noun phrases can take a variety of forms. For example (the subject noun phrases are in italics):
  o Sacramento is the capital of California.
  o This Central Valley town is known for its rivers and vineyards.
  o Cycling has become very popular in Sacramento because of its beautiful American River Parkway.
  o The city just keeps growing.
  o It competes with San Francisco for attention and respect.
  o Having a lower cost of living is more important than having tourist attractions or expensive restaurants.
  o A better quality of life and lower stress may be more important than glamorous city life.
- One tool for identifying the boundaries of a subject is the pronoun substitution test: if you can substitute a single pronoun for the words, then those words function as a subject unit. For example “Having a lower cost of living” can be replaced by it (“it is more important...”) but you could not say “It a lower cost of living,” or “It of living is more important...”
- Complex and compound sentences contain more than one subject noun phrase. For example: “So, in general, egg donation is the transfer of a donor’s eggs to the recipient’s uterus after they are fertilized with the sperm of the partner of the recipient.” “Toronto is the capital of Ontario, and it has been one of the fastest-growing cities in Canada over the past twenty years.”
In some sentences, the subject noun phrase may be implied or may follow the verb or an auxiliary. For example: “Leave me alone!” (the implied subject is “you”). “Below me were smashed oranges and bloody bags of meat.” “Don’t you want some lunch?”

**Verbs** can be marked for tense, number, person, or state of completion. For example: “He has tried broccoli but he just doesn’t like it” (singular, third person, present perfect/present, completed).

Remember that verbs often work in conjunction with **auxiliaries** and **modals**, to indicate time, completion, etc. For example (verb in italics, auxiliaries/modals in bold): “He did not try very hard.” “We really must try Vietnamese food.” “We have tried Japanese food but not Thai food.” “We were trying very hard to come to the party.”

### Phrases, clauses, and sentence types

- **A phrase** is a group of words that forms a **recognizable unit of meaning** within a sentence. Take the following example: “The little boy ran quickly though the park.”
  - Subject noun phrase: *the little boy*
  - Verb phrase: *ran quickly through the park*
  - Prepositional phrase: *through the park*
  - Noun phrase (object of the preposition): *the park*

- All phrases have the same general structure. The head of the phrase is simply the word whose part of speech names that phrase (for example: an adjective phrase starts with an adjective: “The teacher seemed tired and angry”).

- **A clause** is a group of related words that include a subject and a verb. A clause can be a single sentence, a **dependent clause** (which must be connected with another clause), or an independent clause (which can stand alone as a sentence).
  - Clause: *Mechanical engineering science emerged in the 19th century.*
  - Independent clause: *Computational fluid dynamics is a branch of fluid mechanics that uses numerical methods to solve problems.*
  - Dependent clause: Fatigue failure occurs because of imperfections in the object.
  - Dependent (relative) clause: CAE analysis programs can model complicated physical phenomena which cannot be solved by hand.
  - Dependent (adverb) clause: Biomechanics is closely related to engineering because it often uses traditional engineering sciences to analyze biological systems.

- **A sentence** can be a simple sentence (one independent clause), a compound sentence (two or more independent clauses linked with a coordinating conjunction), a complex sentence (at least one dependent clause and one independent clause), or a complex-compound sentence (at least three clauses).
  - Simple sentence: Biomechanics encompasses the fields of robotics and neuroscience.
  - Compound sentence: Biomechatronics is a rapidly growing field, but there are very few labs which conduct research.
  - Complex sentence: EMG decomposition is non-trivial, although many methods have been proposed.
  - Complex-compound sentence: After the melding event, the part shape is essentially set, although it can deform under certain process conditions.

### Rhetorical grammar: effective communication through stylistic choices

- To become a better writer, you need to analyze your own writing choices so that your style is clear, appropriate, interesting, and powerful. Remember that your choices can convey different messages.
- You can choose to provide a clear road map through your ideas and arguments (for example by adding prepositional phrases to add details: “In the Middle East, the average earning for a professional in the construction industry, across all job types, is £42,090.”)
- You can emphasize specific information (for example by using the passive or active voice: “The first huts and shelters were constructed by hand or with simple tools.”).
- You can keep your reader’s interest (for example by asking questions, alternating between long and short sentences, alternating between sentence types, and considering the placement of new and old information, etc.).
APPENDIX I
New Design Examples
Summary of student feedback

Feedback from fifty two (52) participants was reviewed. Overall, 65% of the surveyed students rated this session as ‘very helpful’ in helping them “write academic assignments and publications”, 33% deemed it ‘somewhat helpful’. Only 2% deemed it ‘very unhelpful’. The focus of written comments was on the usefulness and logical structure of the presentation, and to a lesser extent, the kind and amount of information delivered during the session.

Participants “strongly agreed” that the course was helpful and useful for writing academic works. In addition, students’ responses often valued the tips for writing structured statements and essays. Most of the surveyed students highlighted the following three aspects about the session:

- It showed various techniques and guidelines for writing thesis statements and essays efficiently
- It presented strategies for writings in assignments and exams
- It educated on finding and using citation and referencing styles in publications

On the other hand, a significant portion of the surveyed students suggested that the activities were not particularly engaging, the presentation portion could be more interactive, and additional discussions of good essay examples or a writing feedback activity would be desired.

Regarding instructors’ teaching style, most surveyed students praised the logical organization of the presented information and the attentiveness of instructors during the session. Overall, the style of instructors was considered informative, slow-paced, and organized.

General Comments:

- 12 respondents reiterated that the session “taught me new things about academic writing”
- The professor is very helpful, has a lot of knowledge
- Learning a lot about Centre for Writers which is very helpful. Learning some basic methods for academic writing including citations
- The specific contents are very useful
- Note taking was good
- Good structure
The session is specific and logical. She taught us step by step and introduced almost all things that we need to know.

The sessions were good refreshers. The most important point that was taught would probably be that ‘it depends on your professor’; A lot of tips on writing assignments and during exams.

The presenter was warm-hearted and considerate; answered all questions patiently.

It taught a lot, but was boring.

A lot of information in presentation, long and dull.

[include specific] information for engineering students.

The class is very helpful, but I think the content is not enough, I want to learn more.

Too fast.

What specifically did you learn or find useful as a result of this session?

- **38 respondents** reiterated that the general and specific information about Canadian academic writing was useful (essays and exams; what the process involves (how to start, essay structures: intros, conclusions, thesis statements); outlines; note taking; etc.)
- **9 respondents** found learning about the different writing resources available to help them with their writing on campus and online was useful including the Centre4Writers.
- **8 respondents** reiterated that what they learned about “citations” was useful.
- **4 respondents** listed learning about the different writing styles (APA versus MLA).
- **2 respondents** mentioned the “Need to pay attention” was one of the useful things they learned.
- **2 respondents** mentioned that “grammar” was one of the useful things they learned.
- **2 respondents** mentioned that “writing drafts” was one of the useful things they learned.
- **2 respondents** mentioned that “quoting” was another useful thing they learned.
- **2 respondents** specified that realizing that there are different kinds of assignments and that each kind of academic writing varies according to many factors.
- **Individual responses also included the following as being useful to learn:**
  - How to use databases in the library,
  - How to improve sentence structure
  - Summarizing

What were the two best things about the session?

- Many of the points mentioned here reflect what was already said in answer to the previous question; however, other feedback worth noting was in relation to the group instructors. The relevant comments were as follows:
  - In **Group A (Rockies 1)**: another comment about the instructor was: “We can feel that she really wants to help us anytime”.
  - In **Group C (Prairies 1)**: several positive comments were made about the instructor’s teaching style (organized, well explained, easy to follow).
- In **Group D (Prairies 2)**: one of the comments also referred to satisfaction with instructor; “Explained everything really well. Gave supportive answers and explanations to our questions”

- In **Group G (Grizzlies)**: comments include: “Good teaching style and pace; a Working in groups; Explanations; It was organized; The way she explained what she was teaching, her teaching methods were really good; Clear lecture; The lecture was interactive”

- In **Group F (Mounties)**: some of the comments about the instructor was: “Speaking is very clear; Anna helps a lot during our first days; Great dynamic; Very clear, encouraged involvement “

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### What two things about the session would you like to see improved?

- **30 respondents** reiterated that they felt the session was too “lecture style” and would have like to have more “interaction” where there would be more opportunities to practice speaking and writing and get actual feedback from instructor so that they can learn from their mistakes

- **3 respondents** mentioned that they would have liked to have more examples on essays; one added the following as well: “I hope she can give us an essay for model and help us figure out “why it is good”, that will help a lot for writing papers and essays”

- Other individual comments included:
  - More examples about thesis and so on
  - “Speaking louder” was mentioned twice in Group Grizzlies
  - “They kept repeating each other”; “Be more clear about content and details”
  - and “A little confusing to have 2 different instructors who were repeating each other” was also mentioned in Grizzlies

- Websites to get help with writing

- More discussion of specific topics