CENTRE FOR WRITERS
UNIVERSITY OF ALBERTA

ANNUAL REPORT
2014/2015

Prepared by
Dr. Anna Chilewska, Interim Director, Centre for Writers
with additional help from Dr. Lucie Moussu
June 2015
# ANNUAL REPORT
## 2014/2015

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>THE CENTRE FOR WRITERS (C4W) AT A GLANCE</td>
<td>5</td>
</tr>
<tr>
<td>Notable Numbers</td>
<td>5</td>
</tr>
<tr>
<td>STAFF</td>
<td>6</td>
</tr>
<tr>
<td>A. DIRECTOR</td>
<td>6</td>
</tr>
<tr>
<td>B. INTERIM DIRECTOR</td>
<td>6</td>
</tr>
<tr>
<td>C. ADMINISTRATIVE ASSISTANT</td>
<td>6</td>
</tr>
<tr>
<td>D. C4W TUTORS</td>
<td>6</td>
</tr>
<tr>
<td>Tutor Recruitment</td>
<td>6</td>
</tr>
<tr>
<td>Writing Studies 301/603 Tutor Training Course</td>
<td>7</td>
</tr>
<tr>
<td>Salaries and Contracts</td>
<td>8</td>
</tr>
<tr>
<td>Tutor Demographics and Academic Programs</td>
<td>8</td>
</tr>
<tr>
<td>The Tutors’ Experience</td>
<td>9</td>
</tr>
<tr>
<td>E. THE C4W WORK ENVIRONMENT</td>
<td>10</td>
</tr>
<tr>
<td>F. TUTOR ACADEMIC ACTIVITIES</td>
<td>11</td>
</tr>
<tr>
<td>G. BRIDGING PROGRAM TUTORING</td>
<td>13</td>
</tr>
<tr>
<td>H. FEEDBACK FROM CURRENT TUTORS</td>
<td>14</td>
</tr>
<tr>
<td>I. TUTOR ALUMNI DATA</td>
<td>17</td>
</tr>
<tr>
<td>CENTRE FOR WRITERS SERVICES AND USE</td>
<td>18</td>
</tr>
<tr>
<td>A. CLIENT RESERVATION DETAILS</td>
<td>18</td>
</tr>
<tr>
<td>B. USERS</td>
<td>19</td>
</tr>
<tr>
<td>Reservations by Standing</td>
<td>19</td>
</tr>
<tr>
<td>Reservations by Faculty</td>
<td>21</td>
</tr>
<tr>
<td>Reservations by First Language</td>
<td>22</td>
</tr>
<tr>
<td>C. EXPRESS TUTORING</td>
<td>24</td>
</tr>
<tr>
<td>D. CLIENT SATISFACTION</td>
<td>25</td>
</tr>
<tr>
<td>E. WORKSHOPS</td>
<td>29</td>
</tr>
<tr>
<td>Workshops Descriptions and Attendance</td>
<td>29</td>
</tr>
<tr>
<td>Feedback</td>
<td>31</td>
</tr>
<tr>
<td>F. CLASS VISITS AND CAMPUS EVENTS</td>
<td>32</td>
</tr>
<tr>
<td>Class Visits</td>
<td>32</td>
</tr>
<tr>
<td>Feedback from Instructors</td>
<td>33</td>
</tr>
<tr>
<td>Campus Visits</td>
<td>34</td>
</tr>
<tr>
<td>G. BRIDGING PROGRAM (BP)</td>
<td>34</td>
</tr>
<tr>
<td>H. ONLINE TUTORING</td>
<td>35</td>
</tr>
<tr>
<td>Online Courses</td>
<td>35</td>
</tr>
<tr>
<td>Selected Feedback from Online Students</td>
<td>36</td>
</tr>
<tr>
<td>PROMOTION AND ADVERTISING</td>
<td>37</td>
</tr>
<tr>
<td>A. TUTORING RECRUITMENT PAMPHLET</td>
<td>37</td>
</tr>
</tbody>
</table>
B. WEBSITE AND SOCIAL MEDIA ................................................................. 37
C. STUDENTS’ UNION .................................................................................. 38
D. POSTERS, SIGNS, AND BROCHURES .................................................... 38
E. COMMUNICATIONS TO PROFESSORS AND INSTRUCTORS .................. 38
F. HOW DID YOU HEAR ABOUT THE C4W? ............................................ 39

CHANGES ................................................................................................. 40
A. SOCIAL MEDIA STRATEGY ................................................................. 40
B. TUTORING AT THE UNIVERSITY OF ALBERTA INTERNATIONAL (UAI) CENTRE 40
C. WORKSHOPS ......................................................................................... 41
D. NEW HANDOUTS ................................................................................. 41
E. POSTER FOR C4W CREATED BY ALES STUDENTS ............................... 41
F. LONG NIGHT AGAINST PROCRASTINATION (LNAP) REPORT ............... 42

CHALLENGES .......................................................................................... 43
A. NEW BP TUTORS AND INSTRUCTORS ............................................... 43
B. CROWDED AND NOISY QUARTERS .................................................... 43

COLLABORATION AND ENGAGEMENT WITH OTHER UNITS .............................. 44
A. WRS 101 AND BRIDGING PROGRAM ....................................................... 44
B. U OF A INTERNATIONAL AND UOF A+ ............................................... 44

C4W DIRECTOR’S COLLABORATION AND ENGAGEMENT ................................... 45
A. DR. MOUSSU’S WORK WITH THE UNIVERSITY .................................... 45
B. DR. MOUSSU’S WORK WITH OTHER UNITS ....................................... 46

DIRECTORS’ RESEARCH, SERVICE, AND PROFESSIONAL DEVELOPMENT ........... 47
A. DR. MOUSSU ......................................................................................... 47
B. DR. CHILEWSKA .................................................................................. 48

FUTURE GOALS FOR THE C4W .................................................................. 49

APPENDICES .............................................................................................. 50
APPENDIX A - Recruitment Pamphlet ......................................................... 50
APPENDIX B - Guiding Principles for the Centre for Writers ....................... 52
APPENDIX C - WRS 101 BP (Bridging Program) Tutoring Job Description .......... 53
APPENDIX D - One-on-One Tutoring Evaluation Form ................................... 56
APPENDIX E - ALES Poster for C4W .......................................................... 57
APPENDIX F - Long Night Against Procrastination Poster and Report .............. 59
APPENDIX G - UofA+ Feedback, August 2014 ............................................ 98
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) for the reporting period May 1, 2014 to April 30, 2015.

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 over 30,000 tutoring appointments since 2009 (appointment details were not available for the first two years).

Notable Numbers

- The C4W had a total of 4641 reservations for the Fall 2014/Winter 2015 terms – 40% of those reservations were made by clients who listed English as their first language.
- Seven tutors presented papers at North American and international conferences.
- Two tutors won awards related to writing and writing centres: Silvia, was awarded two grants from the International Writing Centres Association (IWCA) in the Fall 2014 and received the President’s Leadership Award from the IWCA at the Orlando, Florida, November 1, 2014 conference; Alex won the 24th Annual Goff Penny Memorial Prize for Young Journalists.
- The C4W was the lead organizer of the University of Alberta’s inaugural Long Night Against Procrastination event, which was attended by over 600 participants.
- In the Fall and Winter terms, 49% of the C4W’s workshop attendees were MA or PhD students.
- In the Fall 2014 term, the C4W employed 23 paid tutors and 24 practicum tutors. In the Winter 2015 term, the C4W employed 35 paid tutors.
- In the Fall 2014 term, four tutors worked with four WRS 101 Bridging Program (BP) sections. In the Winter 2015 term, six tutors worked with six BP sections.
- The Faculty of Science is consistently the C4W’s second largest client with 1156 visits in the Fall/Winter terms, after the Faculty of Arts with 1209 visits.
- This year, capacity was 84% for both Spring/Summer terms and 93% for the Fall/Winter terms.
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). She is also an Adjunct Associate Professor in the Department of Educational Psychology (Faculty of Education) and in the Faculty of Extension. She teaches WRS 301/603 (“Writing Centre Theory and Pedagogy”) and WRS 605 (“Issues in Second Language Writing”). Dr. Moussu was on special leave from January 1, 2015 to June 30, 2015.

B. INTERIM DIRECTOR

Dr. Chilewska was the Interim Director for the second time from January 1, 2015 to June 30, 2015. She was a contract instructor with the Office of the Interdisciplinary Studies and also taught Writing Studies 101, Exploring Writing, in the Winter term. In addition, she was the lead instructor for the Bridging Program sections of WRS 101 in the Winter term.

C. ADMINISTRATIVE ASSISTANT

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 (as well as schedules, contracts, finances, etc). To 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.

D. C4W TUTORS

Tutor Recruitment

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

The C4W continues with the process initiated in 2010 for the recruitment of potential tutors:
- All applicants who have not taken WRS 301/603 are required to take two tests and come for an interview.
- If the applicants successfully pass both the tests and interview and have previous writing centre/tutoring experience, they are hired.
- If the applicants pass the tests but do not have sufficient writing centre/tutoring experience, they are asked to take or audit WRS 301/603. While taking or auditing the course, they may be allowed to start working as paid tutors.
- 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, which is why a number of graduate students officially audit the course instead of taking it for credit.

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

Writing Studies 301/603 Tutor Training Course

WRS 301/603 is a combined 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 subsequently 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>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRS 301 students: Hired for the following term</td>
<td>13 : 8</td>
<td>8 : 4</td>
<td>19: 9</td>
<td>12: 6</td>
<td>17:10</td>
</tr>
<tr>
<td>WRS 603 students: Hired for the following term</td>
<td>3 : 1</td>
<td>8 : 4</td>
<td>9: 4</td>
<td>7: 6</td>
<td>7:4</td>
</tr>
</tbody>
</table>
**Salaries and 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 the Winter term, graduate student, Nancy Bray, who is also an instructor in the ALES Faculty, taught the writing workshops offered twice weekly by the C4W while Dr. Moussu was on leave.

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 8) 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. The number of undergraduate tutors hired is increasing each year. However, for reasons mentioned, it is more challenging to attract and hire graduate tutors because of their workload and the cost associated with the class.

<table>
<thead>
<tr>
<th>TABLE 2: Summary of Tutors and their Status per Term (Last Three Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Winter 2013</td>
</tr>
<tr>
<td>Spring Summer 2013</td>
</tr>
<tr>
<td>Fall 2013</td>
</tr>
<tr>
<td>Winter 2014</td>
</tr>
<tr>
<td>Spring Summer 2014</td>
</tr>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Winter 2015</td>
</tr>
</tbody>
</table>

**Tutor Demographics and Academic Programs**

Table 3 describes the programs the tutors were enrolled in during the Fall and Winter terms. This reporting year, recruiting tutors from specific educational backgrounds – most notably, science—was a priority. In the Fall 2014 WRS 301/603 class, six students in a science or engineering field of study enrolled. While the tutors are trained to assist clients from all faculties and departments, clients find working with tutors who are familiar with their subject of study is an added benefit.
TABLE 3: Summary of Tutors’ Programs of Study

<table>
<thead>
<tr>
<th>Fall 2014 – Total of 47 tutors</th>
<th>Paid Tutors</th>
<th>WRS 301/603 Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 undergraduate tutors</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>14 graduate tutors</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Tutor Programs – Fall term

*Undergraduates*  
Arts (21)  
Arts – Psychology  
Arts – Film Studies  
Arts – Women & Gender Studies  
Arts – Philosophy  
Arts – Sociology (2)  
Science (5)  
Business  
Education (6)

*Graduates*  
PhD Resource Economics  
PhD Political Science (2)  
Masters, Science  
PhD Comparative Literature (2)  
PhD Mechanical Engineering  
PhD Education/Writing Studies  
PhD Physical Education  
PhD Modern Languages (2)  
PhD Slavic Languages  
PhD Sociology  
PhD History

<table>
<thead>
<tr>
<th>Winter 2015 – Total of 35 tutors</th>
<th>Paid Tutors</th>
<th>WRS 301/603 Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 undergraduate tutors</td>
<td>24</td>
<td>N/A</td>
</tr>
<tr>
<td>11 graduate tutors</td>
<td>11</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Tutor Programs – Winter term

*Undergraduates*  
Arts (16)  
Arts – English (13)  
Arts – Psychology  
Arts – Film Studies  
Arts – Sociology  
Science (5)  
Education (2)

*Graduates*  
Masters, Computing Science  
Masters, Anthropology  
PhD Political Science  
Masters, Science  
PhD Comparative Literature (2)  
PhD Mechanical Engineering  
PhD Education/Writing Studies  
PhD Physical Education  
PhD Modern Languages (2)

*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 C4W 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.
The C4W is thus a place where clients receive writing support *and also* a place where tutors are provided opportunities to grow as tutors, students, and future professionals.

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

**E. 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 and problem solving. There were seven staff meetings in the Fall term and ten staff meetings in the Winter term.

In a new initiative this year, the C4W invited various members of the university community to come visit during scheduled staff meetings. The purpose of this initiative was to increase the visitors’ familiarity with the C4W, remind them of our services, inquire how we can serve their student groups better, and allow the tutors to talk about their work. We were rewarded with excellent engagement with many of our visitors and interesting discussions about the challenges faced by various faculties and the changing needs of their students.

Our staff meeting visitors for the year included:

- Hailey Crump, Office of the Registrar
- Lesley Cormack, Dean of the Faculty of Arts
- Jonathan Schaeffer, Dean of the Faculty of Science
- Bob Luth, Associate Vice-Provost
- Bill Connor, Interim Dean, Faculty of Extension
- Carolyn Ross, Associate Dean of the Faculty of Nursing
- Gerald Beasley, Associate Provost (Head of Libraries)
- Nathalie Kermoal, Associate Dean of the Faculty of Native Studies
- Parker Leflar, Manager of *The Landing*

It is important for the tutors to enjoy an upbeat, collegial work atmosphere and good morale. This year the C4W made an extra effort to improve camaraderie amongst the tutors. We started a tutor photo album and took group shots of the tutors each term to highlight them and their achievements on our social media. We enjoyed some fun activities such as pajama day, and celebrated tutor birthdays. We added a C4W Instagram account so that tutors would have
opportunity to share fun photos and show the University of Alberta community that, as a campus service, we are friendly and approachable. At the end of each term, the C4W hosts a potluck supper for tutors and staff. These events provide an opportunity for tutors and staff to debrief and socialize with each other.

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 specific tutoring done according to professors’ individual requests. The C4W also makes customer service a priority. The students that use the C4W are viewed as important clients and are treated with 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. 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.

F. TUTOR ACADEMIC ACTIVITIES

Throughout the years, Dr. Moussu has always encouraged her WRS 301/603 students and tutors to conduct research projects in the C4W and to read writing centre literature (the C4W receives regular copies of The Writing Lab Newsletter and The Writing Center Journal). In the past few years, she has also encouraged her tutors to send proposals to writing centre conferences such as the Canadian Writing Centres’ Association (CWCA), the International Writing Centers’ Association (IWCA), and the National Conference on Peer Tutoring in Writing (NCPTW).

To remove some of the anxiety associated with doing research, writing proposals, and writing for publications, Dr. Moussu tries to share 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.

Until January 2015, the CWCA did not offer any funding or grants. However, Dr. Moussu is on the Executive Committee of the CWCA (as past Vice-Chair and now current Chair of the association) and strongly advocated for the creation of this type of support for tutor participants. Some funds have been successfully collected this year, and the first CWCA tutor travel grants will be awarded for next year’s conference.

Dr. Moussu, and the Interim Director Dr. Chilewska, helped some of the tutors with their conference proposals and grant applications throughout the academic year. The period between May 2014 and April 2015 was rich in academic activities for the tutors. Below are selected highlights:
November 2014
- Silvia presented a paper titled “A New Door to the World: Multilingual Writing Centres” at the IWCA/NCPTW conference in Orlando, Florida.
- Silvia was awarded two grants from the International Writing Centres Association (IWCA) in the Fall 2014 and received the President’s Leadership Award from the IWCA at the Orlando, Florida conference.
- Erica and Felix presented a paper titled “Undergraduate Writing Centre Research and its Effects on Academic and Professional Development of Tutors” at the IWCA conference in Orlando, Florida.
- Silvia became the Canadian Writing Centres’ Association’s Western Representative.

January 2015
- Rasoul presented a paper titled “Critical Transverism: A Creative Approach to Comparative Literature ‘in Crisis’” at the Tribune des étudiant(e)s en Littérature Comparée/Comparative Literature Students’ Tribune, University of Montreal.

February 2015
- Rasoul presented a paper titled “Toward Re-Historicizing Discursive Nation-Building and Othering through the Print Culture of the Arabian Nights” at the MLCS Graduate Conference: Connections through Discourse, at the University of Alberta.
- Rasoul presented a paper titled “Re-casting Historical Nation-building and Re-appropriation of the Arabian Nights Print Culture” at the Re-Casting the Past: From Pericles to Putin conference, organized by the University of Alberta Department of History and Classics.
- Silvia presented a paper titled “Berlin Wall” at the MLCS Graduate Student Conference, University of Alberta.
- Kristina published a creative writing piece, “Test Drives Vehicles for Edmonton” in Glass Buffalo.

March 2015
- Natasha presented a paper at the 4th Annual Interdisciplinary Undergraduate Conference in Feminist, Gender, and Sexuality Studies in Edmonton, in March 2015.

April 2015
- Rasoul presented a paper titled “Sheherzade Re-Dressed as Persianate: Critical Regionalism and Iranian and Afghan Literary Print Cultures” at the Unsettling Colonial Modernity: Islamicate Contexts in Focus conference, organized by the University of Alberta.
May 2015


- Silvia presented a paper (with Dr. Lucie Moussu) titled "Long Night Against Procrastination (LNAP): The Organizers’ Experience" at the CWCA/ACCR annual conference in Ottawa.

- In addition, three C4W tutors submitted conference proposals to the CWCA/ACCR conference but were unable to attend the conference even though their proposals were accepted.

G. 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), which typically consists of 16 students. 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.

Since the implementation of the program, there have been Lead Bridging Program Tutors: Marysia Wojcik and Erica Osko. Marysia Wojcik was the Lead BP Tutor from September 2012 to December 2014, and Erica Osko from January 2015 to April 2015. The Lead BP Tutor is responsible for additional training and supervision of all the other BP tutors each term. This includes weekly meeting with the lead BP instructor and BP tutors, helping them with questions and challenges they face when tutoring BP students, meeting with WRS 101 instructors to ensure that their assigned tutors are doing their work well, and writing regular reports to Dr. Moussu (or the Interim Director when applicable), the WRS 101 Director, and 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. This year, the registrar’s office recognized the excellence of the BP sections in the Writing Studies classes and assumed the full cost of paying the C4W BP tutors. In the past, only 75% of the salary was paid by the registrar and the C4W supplemented with the additional 25%.

In March 2015, the Writing Studies Program was awarded the prestigious CCCC Writing Program Certificate of Excellence. The selection committee recognized the impressive and successful collaboration of the Writing Studies program, the Bridging Program, and the C4W and its tutors for international student support.

H. FEEDBACK FROM CURRENT TUTORS

At the end of every Winter term, all the tutors have an opportunity to provide anonymous feedback about their work in the C4W through an on-line survey. The following are selected samples of tutors’ responses from the reporting period. The responses address both the negative and positive aspects of working at the C4W.

Overall, has your tutoring experience been positive?

- Yes. The experiences are invaluable professionally and personally insofar as they develop interpersonal skills, and the environment is fun and challenging.
- Very positive. I like the atmosphere and the chance to learn about different disciplines.
- Tutoring has been a very positive experience for me. It has helped me deepen my skills in writing and communicating, as well as dismantling how an essay is constructed. It is also enjoyable to connect with other students on campus in different disciplines.
- Overall, my tutoring experience over the semester was very positive. However, it was largely contingent on my own attitude as well as that of the client. Although sometimes, I found 4, 30-minute appointments in a row very tiring, most of the time the appointments were successful and satisfying (to both me and the client).
- Yes! I really valued the feedback about my work, in that sense I could improve and recognize my areas of opportunity. Working at the center offers a new experience every day. Moreover, being a tutor helped me improve my writing skills.
- %1000 positive. It was so positive that I have already decided to go down this path for my future career.
- Very positive. I learned so much as a tutor.
- My tutoring experience has enabled me to put my past teaching experiences and new learning into practice and feel useful and a lot more confident in what I am doing.

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

- Well...Yeah. How to tutor people effectively, plus all those interpersonal skills from above (patience, listening, controlling/motivating conversation etc.)
- I am more aware of the challenges that ESL students have to face.
- My major learning was to utilize various tutoring strategies effectively and be flexible from client to client.
- Yes, I have learned odd details about different disciplines, different writing styles, and professor expectations.
- I learned a lot about the writing process along with the client, as effective strategies tend to differ among individuals. I also learned how to effectively communicate about ideas and concepts and to make the abstract easier to comprehend. In addition to these, I learned something new with almost every appointment, as clients came from a variety of diverse academic backgrounds.
- Yes, I’ve learnt about different topics, how to write in different areas, and above all I’ve learnt how to work in a multicultural environment.
- A lot of things! The most important one was how to exactly address students' problems and how to teach them to fix the problems on their own.
- Yes. The variety of student assignments on campus. How ineffective some assignments are. How scared students are of writing. How difficult it is to write something without an example.
- I have learnt to be more patient and understanding of other people's conditions. It has also made me appreciate different types of writing, and has made me more attentive to improving my own writing skills.

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

- Sure. Obviously any situation where the application of said interpersonal skills is called for has been affected.
- It helps me with my own writing and in my job.
- Tutoring has improved my interpersonal communication skills.
- Yes, in tutoring friends and family and in my own writing, interacting with people in different situations, and teaching ESL classes as a volunteer.
- I have definitely been able to improve my active listening skills and to better reserve judgment about general situations and issues before learning more. I think always trying to see things from the client's perspective has changed the way I take on everyday challenges, and I have also become more patient and am better at tempering my emotions in frustrating situations.
- Yes, it has helped me to be more confident when I’ve appointments with my supervisor.
- Yes. For example, in my own writings; in helping my friends in their writings; how to become more concentrated in reading and writing; how to identify and fix the problems in my papers; how to find the answers to my questions regarding different types of writing, etc.
- Yes, it has helped me be a better teacher.
- My experience as a tutor has made me a better writer personally, and has made me regain my passion for teaching.
Would you recommend working as a C4W tutor to others?

- Yes. For aforementioned benefits. Granted, it's not for everyone; I think a certain passion for writing and learning about writing is also called for.
- Yes, but only to people who can manage time effectively and are already proficient writers and English speakers.
- Yes I would, if they enjoy one-on-one contact with other students, enjoy writing and want to get better at it, and if they can push through the WRS 301 class, which I personally found very challenging at first.
- I would only recommend it to people who actually want to do it to help people with writing (as opposed to just boosting a résumé). Some days can be very frustrating and would be much more difficult without that motivation. But although there are hurdles, being able to overcome them definitely makes you grow as a person.
- Yes. It’s a job where you not only help others to become better writers but also your clients teach you about whatever subject comes to your mind, such as history, psychology, nursing, biology, etc.
- It is a great experience. Teaching other students how to write and seeing their problems recurrently, I, myself, learned how to write. Now, I can edit my papers easily. I know how and where to look for the information I need regarding writing. Plus the staff and tutors at the center are all great. I love working there.
- Absolutely. I learned so much about writing and the problems of writing. It made me a better writer!
- I would absolutely recommend this to anyone who has a passion for teaching and has an interest in writing.

What did you like about working at the C4W?

- The variety of clients, topics, and styles of writing we’re exposed to. It ensures that there is always a possibility of learning something new each day.
- Personable staff and trusting administration.
- The work atmosphere is positive and friendly, and I felt my confidence in writing grow. I also like working with people and using my writing skills to assist them.
- Mostly, I liked meeting all kinds of interesting people and learning about their areas of study, as there was always something new with every shift, and no two appointments were ever the same. I also liked the atmosphere and my fellow tutors.
- I loved being surrounded by happy people. They are willing to help all the time and they make you feel at home.
- The most important one is the feeling that I have when I can help others. I had a lot of problems when I came to Canada. The fact that I can help someone else not to suffer the way I did is very satisfying, enjoyable, and great. The center is like a second home for me. I like working there, and whenever there is an opportunity to work more hours, I take it. I learn a lot of things, and it is fun to work there.
The great atmosphere and the sense that we are helping students.
I loved interacting with other tutors and everyone present at the centre who create a wonderful environment for learning. I also thoroughly enjoyed being able to help others with their writings.

Is there anything you dislike about working at the C4W?

That staff meetings are mandatory. I found them hard to fit in my schedule.
I did not enjoy the group tutoring when there is more than 1 client, and I also found it difficult to grow from the negative comments [on clients’ feedback forms] since I couldn't relate them to a specific situation [since the feedback is anonymous]. It would be more helpful to know which situation the comments are referring to in order to actually make positive changes to our practice.
Nothing that is particularly inherent to working at the C4W, but I have come to terms with the fact that there will always be difficult clients and extremely busy days.
I didn’t like when my appointments were cancelled at last minute.
The only thing is that when all tutors are working, it gets somehow noisy, and it's sometimes hard to work, especially if tutors or students talk very loud. I wish we could have a bigger place. However, I know you are already aware of this problem!

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

Nothing specific but it would be cool if we could do more with creative writing (workshops and maybe do a "how to tutor creative writing" seminar for those interested).
Somehow adapt the feedback system so we can know directly after a session what was bad and what was good, like a 1-min debrief with the client before they go.
I think maybe better desk training would be something to consider for new tutors. We were never told much in the way of a formal training session about how to run the desk, which can become difficult very fast when it becomes busy.
Would it be possible for the tutors to give feedback on the workshops that are given? Perhaps have the workshops presented at the staff meetings?
It would be great if the centre could be given more space to make this experience even more accessible to all students.

I. TUTOR ALUMNI DATA

Since 2014, the C4W issues a voluntary survey to tutors leaving the C4W and leaving the university at the end of each Winter term for the purpose of maintaining contact with them. We have an interest in our alumni and we would like to know what career paths they pursue. We would like to have the ability to share future news with them. Also, maintaining a C4W database of former tutors may be very useful in future research done by the writing centre.
CENTRE FOR WRITERS SERVICES AND USE

A. CLIENT RESERVATION DETAILS

During the Spring and Summer 2014 terms, the C4W was open 20 operational hours per week, Monday through Thursday. There was an average of 27 available tutoring appointments per week; an average of 84% of the appointments were used.

During the subsequent Fall and Winter terms, the C4W was open 40 operational hours per week, Monday through Friday. In the fall, there was an average of 280 available tutoring appointments each week with 95% of the appointments booked. 12% of the booked appointments were placeholders, when tutors were occupied with other duties related to the C4W such as class visits and working the admin desk, and 8% of the appointments booked were no-shows. In the Winter term, there was an average of 257 appointments available per week, and 91% of the appointments were booked with 17% as placeholders and 10% no-shows.

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.

Table 4 summarizes client reservation details for the past three years. These numbers do not take into account the approximate 200 Bridging Program students who are helped by C4W tutors every term.
**TABLE 4: Client Reservation Details for the Past 3 Years**

<table>
<thead>
<tr>
<th>Highest Percentages</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>
<th>Spr/Sum 2014</th>
<th>Fall 2014</th>
<th>Winter 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td># of unique clients who came in for appointments</td>
<td>124</td>
<td>1758</td>
<td>173</td>
<td>930</td>
<td>883</td>
<td>120</td>
<td>1061</td>
<td>825</td>
</tr>
<tr>
<td># of reservations (30-min appt.)</td>
<td>324</td>
<td>4194</td>
<td>355</td>
<td>1955</td>
<td>2261</td>
<td>455</td>
<td>2435</td>
<td>2206</td>
</tr>
<tr>
<td># of walk-in appointments</td>
<td>42</td>
<td>513</td>
<td>27</td>
<td>228</td>
<td>228</td>
<td>41</td>
<td>314</td>
<td>292</td>
</tr>
<tr>
<td># of express tutoring sessions</td>
<td>0</td>
<td>32</td>
<td>0</td>
<td>45</td>
<td>38</td>
<td>5</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td># of no-shows</td>
<td>15</td>
<td>584</td>
<td>34</td>
<td>300</td>
<td>246</td>
<td>65</td>
<td>269</td>
<td>296</td>
</tr>
<tr>
<td>Average Total Capacity</td>
<td>82%</td>
<td>85%</td>
<td>88%</td>
<td>83%</td>
<td>87%</td>
<td>87%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td># of clients who attended once</td>
<td>55</td>
<td>580</td>
<td>82</td>
<td>453</td>
<td>412</td>
<td>72</td>
<td>497</td>
<td>462</td>
</tr>
<tr>
<td># of clients who attended between 2 and 9 times</td>
<td>67</td>
<td>478</td>
<td>68</td>
<td>374</td>
<td>380</td>
<td>94</td>
<td>469</td>
<td>395</td>
</tr>
<tr>
<td># of clients who attended 10 or more times</td>
<td>1</td>
<td>30</td>
<td>4</td>
<td>13</td>
<td>19</td>
<td>5</td>
<td>25</td>
<td>23</td>
</tr>
</tbody>
</table>

**Note:** In earlier reporting periods, some terms’ data was combined; Fall and Winter term data is now reported separately. Increased capacity percentages for Fall 2014 and Winter 2015 reflect a software improvement in the scheduling system, which now captures all tutor hours for all activities (e.g., class visits) more accurately.

**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*

Undergraduates form the highest percentage of users of the C4W during the Fall/Winter terms, while usage of the C4W in the Spring/Summer terms is generally split evenly between undergraduate and graduate students. Usage of the C4W in the Spring/Summer terms is increasing.
### TABLE 5: Client Reservations by Standing 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>1st Yr UG</td>
<td>40</td>
<td>1506</td>
<td>105</td>
<td>1573</td>
<td>77</td>
<td>1705</td>
</tr>
<tr>
<td>2nd Yr UG</td>
<td>45</td>
<td>537</td>
<td>19</td>
<td>554</td>
<td>26</td>
<td>716</td>
</tr>
<tr>
<td>3rd Yr UG</td>
<td>35</td>
<td>556</td>
<td>34</td>
<td>399</td>
<td>44</td>
<td>655</td>
</tr>
<tr>
<td>4th Yr UG</td>
<td>18</td>
<td>259</td>
<td>15</td>
<td>281</td>
<td>37</td>
<td>376</td>
</tr>
<tr>
<td>5th Yr UG</td>
<td>6</td>
<td>77</td>
<td>11</td>
<td>63</td>
<td>4</td>
<td>108</td>
</tr>
<tr>
<td>Extension</td>
<td>4</td>
<td>47</td>
<td>0</td>
<td>61</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td><strong>UG TOTAL:</strong></td>
<td><strong>148</strong></td>
<td><strong>2982</strong></td>
<td><strong>184</strong></td>
<td><strong>2870</strong></td>
<td><strong>209</strong></td>
<td><strong>3593</strong></td>
</tr>
<tr>
<td>After Degree</td>
<td>6</td>
<td>85</td>
<td>1</td>
<td>66</td>
<td>4</td>
<td>123</td>
</tr>
<tr>
<td>MA’s</td>
<td>50</td>
<td>258</td>
<td>60</td>
<td>281</td>
<td>54</td>
<td>420</td>
</tr>
<tr>
<td>PhD’s</td>
<td>51</td>
<td>343</td>
<td>68</td>
<td>323</td>
<td>142</td>
<td>374</td>
</tr>
<tr>
<td>Faculty</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>15</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Post doc</td>
<td>1</td>
<td>64</td>
<td>16</td>
<td>26</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Emeritus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contract Instr.</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>449</td>
<td>13</td>
<td>574</td>
<td>1</td>
<td>69</td>
</tr>
<tr>
<td><strong>GRAD TOTAL:</strong></td>
<td><strong>119</strong></td>
<td><strong>1212</strong></td>
<td><strong>171</strong></td>
<td><strong>1346</strong></td>
<td><strong>216</strong></td>
<td><strong>1025</strong></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>267</strong></td>
<td><strong>4194</strong></td>
<td><strong>355</strong></td>
<td><strong>4216</strong></td>
<td><strong>425</strong></td>
<td><strong>4618</strong></td>
</tr>
<tr>
<td></td>
<td>54% UG</td>
<td>70% UG</td>
<td>60% UG</td>
<td>81% UG</td>
<td>49% UG</td>
<td>78% UG</td>
</tr>
</tbody>
</table>

**Note:** “Other” refers to tutors’ own appointments with other tutors, and 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 2014</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Winter 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Yr UG</td>
<td>44</td>
<td>33</td>
<td>922</td>
<td>783</td>
</tr>
<tr>
<td>2nd Yr UG</td>
<td>16</td>
<td>10</td>
<td>346</td>
<td>370</td>
</tr>
<tr>
<td>3rd Yr UG</td>
<td>16</td>
<td>28</td>
<td>352</td>
<td>303</td>
</tr>
<tr>
<td>4th Yr UG</td>
<td>12</td>
<td>25</td>
<td>187</td>
<td>189</td>
</tr>
<tr>
<td>5th Yr UG</td>
<td>0</td>
<td>4</td>
<td>64</td>
<td>44</td>
</tr>
<tr>
<td>Extension</td>
<td>2</td>
<td>19</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>After Degree</td>
<td>0</td>
<td>4</td>
<td>75</td>
<td>48</td>
</tr>
<tr>
<td>Masters</td>
<td>34</td>
<td>20</td>
<td>193</td>
<td>227</td>
</tr>
<tr>
<td>PhD Student</td>
<td>50</td>
<td>92</td>
<td>218</td>
<td>156</td>
</tr>
<tr>
<td>Faculty</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td>Post doc</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Contract Instr.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL:</td>
<td><strong>181</strong></td>
<td><strong>244</strong></td>
<td><strong>2419</strong></td>
<td><strong>2199</strong></td>
</tr>
</tbody>
</table>

Note: “Other” refers to C4W tutors and non-academic staff.

Reservations by Faculty:

Table 7 below shows that the ALES, Arts and Science, and Engineering faculties consistently 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>Top 3 Faculties per term</th>
<th>Spring Summer 2012</th>
<th>Fall 2012 Winter 2013</th>
<th>Spring Summer 2013</th>
<th>Fall 2013 Winter 2014</th>
<th>Spring Summer 2014</th>
<th>Fall 2014 Winter 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>94</td>
<td>598</td>
<td>52</td>
<td>452</td>
<td>69</td>
<td>626</td>
</tr>
<tr>
<td>Arts</td>
<td>30</td>
<td>1039</td>
<td>74</td>
<td>971</td>
<td>76</td>
<td>1209</td>
</tr>
<tr>
<td>Augustana Campus</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>124</td>
<td>20</td>
<td>156</td>
<td>26</td>
<td>124</td>
</tr>
<tr>
<td>Campus St. Jean (Francophone)</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>45</td>
<td>240</td>
<td>24</td>
<td>173</td>
<td>26</td>
<td>331</td>
</tr>
<tr>
<td>Engineering</td>
<td>110</td>
<td>259</td>
<td>40</td>
<td>303</td>
<td>82</td>
<td>421</td>
</tr>
<tr>
<td>Extension (distance education)</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>21</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Left Blank</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Library & Information Studies | 0 | 24 | 0 | 12 | 2 | 10

Medicine & Dentistry | 2 | 45 | 6 | 66 | 6 | 53

Native Studies | 1 | 40 | 0 | 43 | 0 | 58

Nursing | 17 | 227 | 18 | 214 | 19 | 287

Open Studies | 2 | 42 | 2 | 32 | 28 | 99

Other | 15 | 76 | 19 | 621 | 0 | 1

Pharmacy & Pharmaceutical Sciences | 3 | 58 | 4 | 15 | 2 | 21

Physical Education & Recreation | 1 | 128 | 1 | 101 | 6 | 116

Public Health | 1 | 52 | 15 | 38 | 0 | 22

Rehabilitation Medicine | 9 | 35 | 8 | 38 | 8 | 82

Science | 82 | 1180 | 65 | 944 | 97 | 1156

St. Stephen’s College | 6 | 2 | 0 | 0 | 0 | 0

**Reservations by First Language:**

In the Fall/Winter terms, non-native English speakers usually compose about half of the C4W clients, while in the Spring/Summer terms, this number increases substantially. For this reporting period, non-native speakers were 60% of the appointments in the Fall/Winter terms and 83% in the Spring/Summer. These numbers do not include 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 numbers of Arabic, Russian and Portuguese speakers are increasing.

**TABLE 8: Client Reservations by First Language**

<table>
<thead>
<tr>
<th>Top 3 Languages</th>
<th>Spring Summer 2012</th>
<th>Fall 2012 Winter 2013</th>
<th>Spring Summer 2013</th>
<th>Fall 2013 Winter 2014</th>
<th>Spring Summer 2014</th>
<th>Fall 2014 Winter 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>74</td>
<td>14</td>
<td>116</td>
<td>8</td>
<td>133</td>
</tr>
<tr>
<td>Assamese</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Bengali</td>
<td>6</td>
<td>15</td>
<td>4</td>
<td>11</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Cantonese</td>
<td>4</td>
<td>91</td>
<td>7</td>
<td>63</td>
<td>9</td>
<td>164</td>
</tr>
<tr>
<td>Chinese</td>
<td>111</td>
<td>973</td>
<td>155</td>
<td>1107</td>
<td>198</td>
<td>1185</td>
</tr>
<tr>
<td>Language</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>-------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Chinyanja</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Creole</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Dinga</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>55</td>
<td>2036</td>
<td>48</td>
<td>1890</td>
<td>78</td>
<td>1863</td>
</tr>
<tr>
<td>Farsi</td>
<td>5</td>
<td>123</td>
<td>9</td>
<td>53</td>
<td>8</td>
<td>55</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>11</td>
<td>4</td>
<td>35</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>29</td>
<td>9</td>
<td>46</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Gujarati</td>
<td>0</td>
<td>28</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Hebrew</td>
<td>0</td>
<td>17</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Hindi</td>
<td>0</td>
<td>48</td>
<td>0</td>
<td>43</td>
<td>4</td>
<td>53</td>
</tr>
<tr>
<td>Hungarian</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indonesian</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Japanese</td>
<td>2</td>
<td>28</td>
<td>11</td>
<td>75</td>
<td>14</td>
<td>51</td>
</tr>
<tr>
<td>Kazakh</td>
<td>2</td>
<td>1</td>
<td>0</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>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kinyarwanda</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Korean</td>
<td>10</td>
<td>168</td>
<td>9</td>
<td>154</td>
<td>5</td>
<td>215</td>
</tr>
<tr>
<td>Kurdish</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Malay</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Malayam</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Mandarin</td>
<td>3</td>
<td>108</td>
<td>1</td>
<td>90</td>
<td>7</td>
<td>142</td>
</tr>
<tr>
<td>Nepali</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Norwegian</td>
<td>0</td>
<td>1</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>
<td>14</td>
<td>102</td>
</tr>
<tr>
<td>Pashto</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Persian</td>
<td>2</td>
<td>22</td>
<td>0</td>
<td>15</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>Polish</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>13</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
<td>27</td>
<td>5</td>
<td>21</td>
<td>7</td>
<td>63</td>
</tr>
<tr>
<td>Punjabi</td>
<td>11</td>
<td>17</td>
<td>2</td>
<td>32</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Romanian</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Russian</td>
<td>17</td>
<td>54</td>
<td>25</td>
<td>85</td>
<td>26</td>
<td>156</td>
</tr>
<tr>
<td>Serbian</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Sinhalese</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Somali</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>8</td>
<td>53</td>
<td>1</td>
<td>66</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td>Swahili</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Swedish</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tagalog</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Tamil</td>
<td>0</td>
<td>21</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Telugu</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Thai</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Tigrinya</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Turkish</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>
Note “Other” was chosen by clients when their first language is not on our list of languages, or when they do not want to disclose their first language.

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 during the Fall and Winter terms.

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></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></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>
<td>83%</td>
<td>60%</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 2014</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Winter 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>English first language</td>
<td>49</td>
<td>29</td>
<td>1029</td>
<td>834</td>
</tr>
<tr>
<td>Non-native English</td>
<td>158</td>
<td>219</td>
<td>1406</td>
<td>1372</td>
</tr>
<tr>
<td>Total Clients</td>
<td>207</td>
<td>248</td>
<td>2435</td>
<td>2206</td>
</tr>
<tr>
<td>% Non-native English</td>
<td>76%</td>
<td>88%</td>
<td>58%</td>
<td>62%</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 eight express tutoring sessions recorded for the Spring/Summer 2014 terms. In the Fall 2014 term, there were 21 express tutoring sessions, and in the Winter 2015 term there were 30.

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 D). 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></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session was very useful</td>
<td>87%</td>
<td>85%</td>
<td>81%</td>
<td>87%</td>
<td>88%</td>
<td>90%</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>Tutor explained concepts clearly</td>
<td>85%</td>
<td>89%</td>
<td>82%</td>
<td>90%</td>
<td>90%</td>
<td>83%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>Very likely to return</td>
<td>83%</td>
<td>92%</td>
<td>88%</td>
<td>90%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>89%</td>
</tr>
<tr>
<td>Very likely to recommend</td>
<td>85%</td>
<td>93%</td>
<td>88%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>90%</td>
</tr>
<tr>
<td>TOTAL # of Feedback Forms:</td>
<td>119</td>
<td>117</td>
<td>1256</td>
<td>1504</td>
<td>128</td>
<td>181</td>
<td>1794</td>
<td>1673</td>
</tr>
</tbody>
</table>

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

- Came in confused-left enlightened! Thank you.
- Overall, the tutor really helped me to improve my quality of writing even though it is free, the job the tutor has done is amazing and very professional. I am very glad that I came here for writing advice, and I will definitely come back in the future.
- Very accommodating. I walked in without an appointment and they were kind enough to let me in.
- The volunteer is very professional friendly patient. I'm really appreciated that.
- Honestly, it was so helpful. The tutor likes what he does, and he was really willing to offer as much help as he could. I couldn't be happier. Thank you so much Zubayr.
- I was initially hesitant to the idea of coming here b/c in the past I didn't find the sessions very helpful. But he was very helpful and my impression of C4W changed b/c of him. He was just so amazing at teaching and understanding the concept of papers and explaining.
- I have been using C4W service since I was a freshman, and saw how it has been getting better. Good job! Better if more sessions would be opened.
- I was here to ask about the GRE exam, not help in courses. Really helpful Thanks!
- Thank you so much! Asif helps me to correct my assignment. He gave me extra hour to help me to correct it. C4W is so kind! Thank you!
- Regan was very clear and was able to give me feedback on what I had already written. She also helped me develop my ideas for future writing. Would definitely recommend her.
- I had no idea that we had a useful centre like this. So I recommend send emails to students and inform them about this centre.
- Give me a lot of ideas. Thank you! P.S. Drop in and the tutor in International Centre are very helpful. Thank you!
- I enjoyed very much to work with Shahnaz. She was very helpful in her comment in general, and in places I learn to improve my writing in particular. Altogether, she did a very dedicated job with lots of caring which is very important for my learning process.
- Silvia is an incredible tutor who helped me a lot with my thesis and résumé. Thanks to her feedback my writing has improved immensely this year. Thanks heaps for being there for me when I needed it.
- The Centre for Writers and the free workshops really helped me through my semester abroad at the U of A!! Thanks a lot.
- This is my first time visiting the Centre for Writers because my friend recommended Rasoul to me. I had really helpful session with him, and I am really happy that I came here. I will strongly recommend the Centre for Writers to my friends for sure.
- Specific and tangible improvements, very helpful in organizing ideas
- Maria was very helpful in providing input to improve my curriculum vitae. I feel much more able to do a better job with my CV. I will compose some improved drafts of the CV and then return to U of A C4W if necessary.
- C4W is a great place b/c you know how well someone who has not read the novel views your essay.
- Very productive session of going through a grant proposal application
  - It is great, helping with editing and learning different techniques to start writing.
  - Helped me take a step back and look at what it is I am to do in my assignment
  - Nancy was a great listener. She had a lot of good suggestions and offered a number of useful resources and examples. Thanks. The meeting was very encouraging.
  - Thank you so much for offering this free service. It makes writing a lot less scary. P.S. having me read my material was helpful.
- Thank you for the online punctuation resources
- Kate was very elaborate with her explanations and took the time to explain each concept. I like that she didn't just write my essay for me, but gave concrete ideas on how to improve it. Yay keep on going!
- I am becoming a better student every time I attend/come for tutoring here. I get the best service than I could ever ask for all the tutors are so great and they do understand what they are doing.
- It's an incredible opportunity for people to improve writing, especially international students.
- Great job explaining concepts and ideas. Tutor ok saying when she didn't know something.
- Amazing. Brought my first paper from a C+ to an A (smiley face). Recommended it to all of my friends!
- I like how you helped us reach a point where we could detect what was wrong. I like how you included both partners in the interview.
- A great session of transferring some of the ideas into good paragraphs and always link to the main thesis.
- Good practice on writing paragraphs
- Needed to discuss topic options-super helpful in narrowing it down.
- Great input-now I can finally write my last paper.
- He really helped me understand not only how to make my paper better and stronger but why. I think the skills I learned today will help me in the future.
- Steven was great, and helped me to transform my essay from a high school format into a university level essay.
- It was very helpful to get my mind thinking of new ideas! Thank you!
- Very helpful, took time to look at my essay very closely. Made sure I targeted everything the professor was looking for. Told me to add things to make argument stronger which made sense to me.
- Thank you for being very time efficient and being open to ideas.
- Have been recommending this place to peers because it has been improving my writing so much
- Helped organize my thoughts and brought new ideas to mind.
- Stephanie was really good. She was enthusiastic about helping me out.
- Centre for writers cleared up all the questions and concerns I had for my first essay. They got rid of my frustration and confusion. You guys were amazing!!
- Very concise but strong feedback! Thank you for pointing out what was lacking in my composition.
- I think it may have been a little more useful to come a bit earlier in the writing process to focus more on an outline and organizing my central ideas beforehand.
- Hire more tutor other than English major.
- I liked his use of diagrams to explain concepts, super helpful
- It helps students further develop their ideas and understand what they need to work on more.
- This is a nice atmosphere here
- In one hour session we were able to organize the structure and concept for grant application. I appreciate the understanding and clarity of the tutor

Comments that Identified Areas Needing Improvement:

- It would be great to have more tutors on spring term
- To prepare a little better by reading the little description we put by our appointment online to be familiar what class and what type of writing it is.
- I would advise that tutor should first read the whole essay with students to check grammar mistakes which would hardly take "15 min" then should start with organization of structure or whatever student prefers because sometimes while focusing only on organization grammar left behind
- I thought it was helpful! It definitely made me go more in-depth with my essay with each sentence. However, I found it very distracting to have another group in the room. I couldn't focus as well on my essay and to what my tutor was saying.
- Hoping there will be more TA and not just work in basement but in SUB CCIS some open space
- I hope you guys can grow more in the future so appointments can be longer and more room in the schedule
- Please be more efficient
- Having suggestions for how to prepare for your session would be helpful (what is the focus, structure, syntax, refining thoughts)
- Thank you for the service! Maybe provide more notifications other than email?
- I am a little concerned with the professionalism of the tutors. I had to help my tutor in some cases.
- We need more tutors, particularly during the final term weeks. It's very hard to book an appointment
- Add some tutors that are expert in some fields such as economics and science. I wish the tutors had examples of strong texts to show us what ours should be like.

The C4W reviews these comments regularly and addresses what it can change. For example, in efforts to be responsive to comments about tutor efficiency and use of time, we reviewed strategies with the tutors and posted visual prompts in the tutoring cubicles, designed to help tutors quickly focus their dialogue with their client. Additionally, we posted an information card on the desk that tells clients what to expect from their appointment. We make an effort to identify and approach clients who are visiting the centre for the first time. We have them read the card so they are prepared when they sit down with the tutor. This eliminates the extra time it sometimes takes at the beginning of a tutoring appointment to be ready (e.g. booting up a laptop, finding assignment description, etc.).

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. Ultimately, complaints about
space and time cannot be satisfactorily resolved until a time when the C4W relocates in the event that appropriate space becomes available.

The C4W continues to try to provide tutors with more diverse educational backgrounds by reaching out to the Science and Engineering faculties. The current tutors also approach clients who may be interested in tutoring, making a special effort to talk to students from non-humanities faculties. Ultimately, we rely on whoever takes the WRS 301/603 course and on word of mouth to achieve diversity in our available tutors.

E. WORKSHOPS

Workshops Descriptions and Attendance:

In the Fall 2014 term, there were 12 different workshops, each one offered twice a week, with 412 attendees in total. The workshops were held in Assiniboia Hall. The C4W contracted CAPS, the University of Alberta Career Centre, to share its expertise on résumé writing as a guest workshop provider during the term.

In the Winter 2015 term, there were 11 different workshops and all were held in Assiniboia Hall, with the exception of one that was held in Rutherford South. There were 164 attendees. In the Fall 2014 term, all workshops were offered in the morning, where as in the Winter 2015 term, workshops were offered in the morning and in the afternoon. Each workshop, both in the Fall and Winter term, was offered twice to accommodate as many students as possible.

Each session, as in previous years, was accompanied by food. A total of $818 was spent on expenses associated with these workshops during fall and winter.

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

- Passive and Active Voice, and Lots of Chocolates (40)
- Writing Concisely and Apple Fritters (58)
- Science Writing and Twinkies (43)
- In-Class Essays and Short Answer Exam Questions and Cupcakes (42)
- Cover Letters, Résumés, CVs, and Cake Pops (By CAPS: Your U of A Career Centre) (31)
- Developing Academic Language and Style, and Cookies (33)
- Cohesion and Coherence between and within Paragraphs, and Granola Bars (34)
- Writing Tips for ESL Students, and Candy (29)
- Advanced Writing Tips for ESL Students, and Muffins (30)
- Quoting, Paraphrasing, Summarizing, and Brownie Eating (26)
- Self-Editing Strategies and Cinnamon Rolls (27)
- Punctuation Power and Snickerdoodles (19)
Below is a list of workshop topics that were taught in the Winter 2015 by a graduate tutor Nancy Bray (some were taught by Dr. Chilewska), and the number of attendees per workshop topic in parentheses.

- Brainstorming Strategies (6)
- Finding and Reading Academic Sources, and Muffins (16)
- Effective and Meaningful Quoting, Paraphrasing and Summarizing, and Cookies (23)
- In-Class Essays and Short Answer Exam Questions, and Brownies (19)
- Concision, Coherence, Clarity, and Lunar New Year’s Treats (14)
- Understanding Verb Tense and Yogurt Tubes (15)
- Articles and Prepositions for ESL Students, and Bananas (19)
- Creating Strong Academic Posters: Principles of Visual Communication (12)
- Referencing Your Paper: Understanding Citation Styles, and Chocolates (5)
- How to Revise Your Own Work and Cheese Strings (16)
- Punctuation Power and Pretzels (6)
- How to Proofread Your Work Effectively, and Granola Bars (13)

Table 12 shows that the number of attendees fluctuates from term to term. The C4W does its best to provide as many relevant workshops as possible, and often contacts members from different faculties to find out what types of workshops are needed. However, this does not always guarantee student participation. The C4W will continue to do its best to offer relevant workshops as often as time and resources allow for them. However, in the future the C4W will need more support from faculties across campuses to advertise these workshops, so that they reach more students.

**TABLE 12: Workshop Attendance by Standing**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>22</td>
<td>44</td>
<td>29</td>
<td>26</td>
<td>51</td>
<td>32 (17%)</td>
</tr>
<tr>
<td>2nd year</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>3rd year</td>
<td>12</td>
<td>15</td>
<td>3</td>
<td>20</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>4th year</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>16</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Masters</td>
<td>20</td>
<td>32</td>
<td>9</td>
<td>115 (30%)</td>
<td>97 (23%)</td>
<td>29</td>
</tr>
<tr>
<td>PhD</td>
<td>33</td>
<td>32</td>
<td>6</td>
<td>147 (39%)</td>
<td>116 (28%)</td>
<td>51 (28%)</td>
</tr>
<tr>
<td>Staff</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td>17</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Faculty</td>
<td>15</td>
<td>26</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>TA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Visiting Speaker</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>44</td>
<td>5</td>
</tr>
<tr>
<td>Post Doc</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Extension</td>
<td>0</td>
<td>33</td>
<td>26</td>
<td>21</td>
<td>16</td>
<td>2</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>
<td><strong>419</strong></td>
<td><strong>181</strong></td>
</tr>
</tbody>
</table>
**Feedback:**

The workshop evaluation form was redesigned in Fall 2014. Feedback collected from the workshops’ evaluation forms is a measure of the attendees’ satisfaction; results are summarized in Tables 13 and 14 by number of responses:

**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>
<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>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Somewhat useful</td>
<td>5</td>
<td>31</td>
<td>2</td>
<td>45</td>
<td>67</td>
<td>29</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>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>Very useful</td>
<td>56 (44%)</td>
<td>67 (30%)</td>
<td>69 (64%)</td>
<td>145 (39%)</td>
<td>291 (73%)</td>
<td>134 (82%)</td>
</tr>
<tr>
<td>Total:</td>
<td>126</td>
<td>218</td>
<td>107</td>
<td>372</td>
<td>400</td>
<td>164</td>
</tr>
</tbody>
</table>

**Note:** Differences in attendee numbers and evaluation responses indicates participants who may not have not have filled out evaluations or answered all questions. The greyed areas indicate a field no longer appearing on the workshop evaluation form.

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Winter 2014</th>
<th>Fall 2014</th>
<th>Winter 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>106</td>
<td>370</td>
<td>367</td>
<td>154</td>
</tr>
<tr>
<td>No or Maybe</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**Positive Comments:**

- Very informative, I found the organizing part most interesting. Thank you for the template.
- I like the worksheets.
- A lot of the suggestions I had to use with the Editor program (on U of A computers); some strategies I've used before.
- Instructor was very friendly, clear, engaging with asking questions and smart.
- I think today's workshop help me understand some points which I am confused. And it makes me more interested in this kind of workshop.
- The workshop highlights important aspects of poster making.
Very helpful. Thank you! Relating to the bigger picture rather than just focusing on plagiarism is great.

Very helpful. Especially tools and online sources. Also, updates on new citation rules were helpful too.

It's rather useful because it covers small details of citations.

To the point, very focused and organized.

New ideas to try! Also, I was able to think of connections between the suggestions/symptoms and my own writing or examples of writing I have read in my field. I was encouraged to make these connections.

A lot of useful strategies to use in my future paper. I think in my future study, some strategies will help me improve and develop my paper.

To the point, professional and inspiring. Thank you.

Thank you for the workshop. Clear and well designed.

Comments that Identified Areas Needing Improvements:

- I prefer to do some exercise in these workshops to learn the idea better.
- The handout should contain more details.
- I was hoping for less fixing mistakes and more new techniques beyond what is conventionally known.
- I think we need more times to practice in class.
- It is a good summary on how to write concisely but the cohesion part is not very clear.

F. CLASS VISITS AND CAMPUSS EVENTS

Class Visits:

As part of its services, the C4W extends an offer to all professors and TAs to make presentations about its services to their classes. There are two types of presentations the C4W offers: a short, 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 Spring/Summer 2014 the C4W conducted four class visits reaching 100 students. 

June/July 2014:

- Dr. Moussu and Silvia presented “How to Give Engaging Presentations” at the Faculty of Engineering Graduate Research Symposium.
- Silvia conducted a workshop on peer review for an English 384 class on Popular Culture.
- Zubayr visited a Faculty of Extension class, English for Academic Purposes, to talk about the C4W services and expectations for academic writing.
- Rasoul delivered a presentation on ESL writing tips and academic writing expectations to a group of visiting nursing students from Korea studying global public health for the Faculty of Nursing.

In the Fall and Winter terms, the C4W conducted in-class visits, reaching approximately 1800 students. Some highlights of these visits are below:

Fall 2014
- Tutors visited 48 First Year Biology 107 labs to talk about C4W services and give out postcards reaching 550+ students.
- Silvia delivered a presentation called “Successful Academic and Professional Writing” to 20 students for the School of Public Health orientation.
- Silvia delivered a presentation to 120 Occupational Therapy students on the transition from undergraduate to graduate academic writing.
- Silvia and Olya directed two workshops in Rasoul’s Comparative Literature 101 class on the basics of essay writing and concision, thesis, and organization.

Winter 2015
- In January, Rasoul visited Engineering 101 classes, where he talked about C4W services and how to write a thesis statement to over 1100 students.
- In January, Nadia and Regan visited a Physical Education Ethics class of 120 students; a large number of the students from this class subsequently came to visit the C4W to get feedback on the major collaborative writing assignment for their class.
- In February, Pony and JeeSu visited a Psychology 239 class with over 200 students; the class instructor made visiting the C4W part of the requirement for the term paper assignment, introducing many new clients to the C4W.

Feedback from Instructors

At the end of term, a survey form is emailed to instructors who had class visits from the C4W. Here are some of the comments they provided:

- Many of our students commented that they had no idea that there were these supports at the University. They will definitely use the service. Many students said that the
presentation relieved a lot of the fears they had about having to face University on their own and having no supports.

- I think my students will visit the C4W because it was good for them to see that the tutor was friendly and not intimidating. He was very enthusiastic about helping the students.
- I don’t think my students were aware that the resource was available to them. And I constantly plug your services in my lectures, particularly drawing attention to how the C4W can help where I cannot, as the presentation outlined.
- The peer review session was very helpful for my students.
- The Students found the content provided by the presenter 'helpful' and 'informative'
- 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.
- Thank you for your help. I am very glad to have a resource like this one on campus.
- As my class was a second language class, I found the speech speed was a bit quick for the students to get all the information. It was a good experience for them to see how a typical university student would speak.
- Thank you for working with us at the Faculty of Nursing. It was a wonderful opportunity for the students.
- The presentation on academic writing was effective, helpful and covered quite a lot of material and strategies. - 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 sent seven tutors for a total of 9 hours and engaged an average of 5 students per hour. In April, the C4W sent four tutors for a total of 8 hours and engaged an average of 6 students per hour.

- **Orientation Events:** In Fall 2014, the C4W had an information booth and tutor available at the Graduate students orientation, Nursing After Degree Program orientation, International orientation, and the Education Graduate Students orientation.

**G. BRIDGING PROGRAM (BP)**

In the Spring 2014 term, two tutors worked exclusively with students from two Writing Studies (WRS) 101 BP sections. In the Fall 2014 term, four tutors worked exclusively with students from four WRS 101 BP sections. In Winter 2015 term, six tutors worked exclusively with students from six WRS 101 Bridging Program sections. Approximately 200 BP students receive the support of BP tutors.
At the end of the Winter term, Dr. Chilewska invited all instructors of WRS 101 BP to complete a short tutor evaluation form. Below are selected comments:

- The tutor’s presence in the classroom was extremely effective, especially during writing exercises. The tutor had a good rapport with the students and did a great job of keeping them on-task.
- Tutors play an invaluable role in the successful delivery of WRS 101 BP. Tutors reinforce the intellectual content of the course with students. They alert instructors to potential areas of challenge and play an important role during classroom activities.
- The tutor is able to increase significantly the amount of one-on-one attention each student receives beyond what an instructor alone could possibly provide. This one-on-one attention, which gives students a real sense of audience is, in my opinion, what makes the biggest difference in students’ progress as writers.
- Though this was my class tutor’s first time tutoring [as a paid tutor after her practicum], she took charge of her responsibilities from the beginning and managed the demands of the job extremely well.

H. ONLINE TUTORING

In the Fall and Winter terms, the C4W continued to provide tutors, Chris, Ravanne and Regan, to support any University of Alberta online course. This service is mainly used by distance education students in the Faculty of Extension. In the Fall term, online tutoring comprised 59 hours; in the Winter term, there were 32.5 online tutoring hours.

**Online Courses:**

The following Faculty of Extension classes received individual online support in the Fall 2014/Winter 2015 terms:

- EXLG 8200, Local Government
- EXIAPP 8174, Privacy Application: Issues and Practices
- EXLG 8203, Organizational Behaviour and Leadership
- EXPIAPP 8175, Information Access in a Liberal Democracy
- EXOS 4575, Fundamentals of Auditing
- EXOS 4620, Management of Health and Safety Systems
- EXPIAPP 8175, Information Access in a Liberal Democracy
- EXLUP 8215, Municipal Planning I
- EXIAPP 8173, Privacy in a Liberal Democracy
Selected Feedback from Online Students

- I received some excellent insight into my document and good advice on the best way to improve it.
- All my questions were answered clearly providing suggestions and explanations that made sense and resources that were helpful.
- I have very little experience writing papers and am grateful for the program to get the insight of a second party.
- I now understand how important it is to have a second set of eyes on my writing to give guidance and suggestions which only builds a better paper.
- I would give a personal statement as to the virtues of using the writing centre. I have used it twice now and could never say enough how helpful it has been.
- The comments I get back are very helpful in finalizing my papers.
- This is the most amazing support to have available to students. I hope that there is a reciprocal aspect to the tutors.
- Very grateful for the guidance and feedback. I also appreciated being referred to helpful resources regarding APA.
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 employ.

A. TUTORING RECRUITMENT PAMPHLET

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

Dr. Carla Starchuk, Biology 107 Lab Coordinator in the Department of Biological Sciences, forwarded the pamphlet to all graduate and undergraduate science TAs in the Spring term.

Between January and March, Dr. Chilewska met with representatives from the faculties of Science, Nursing, Native Studies, and Graduate Studies to discuss tutoring at the Centre for Writers and to pass along our recruitment pamphlet. To date, we have had several students from Native Studies, Psychology, FGSR, and Nursing contact us to ask for more information, and three students who have officially applied to be a tutor in the Fall 2015.

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.

The most important online tool for the C4W is the schedule, accessible through our website. The schedule software is developed and supported by WC Online and is used by many writing centres in North America. WC Online not only constantly improves the software, but offers training and support for new users. In this reporting period, an enhancement to the software included a new colour-coding system for appointments, making it easier to track placeholder appointments—tutors’ time used for work other than face-to-face tutoring—and drop-in appointments. The schedule interface also allows for the integration of the class visits schedule on the main tutoring schedule. This makes it easier to see the C4W tutors’ activities at a glance each day. We also reviewed the registration form requirements and added additional fields to make the form more accurate and easier to complete. This eliminated several fields that were often left blank by clients and, therefore, left some numbers unreported.
For this reporting period, we also took full advantage of the Sitecore forms functionality on the new C4W website platform to create surveys and gather important information that can be archived conveniently online for future use. For instance, instead of relying on time-consuming email conversations, the admin sends a survey to request specific information, and the responses can be imported into a spreadsheet. Additionally, the form function is used to solicit instructors, students, and tutors for feedback on the semester’s activities.

Our Facebook page has over 330 followers and the number of average page likes has increased from 192 to 278 this reporting period over last period. The highest engagement on Facebook happens during the Fall term, encouraged by interest in the Long Night Against Procrastination event.

The C4W Twitter account has 936 followers and is now integrated with the online schedule and the website. The online schedule automatically tweets available appointments in the C4W, and the live Twitter feed is embedded in the website’s home page.

The Instagram account has 60 followers and provides a visually interesting way to feature the C4W, the friendliness and approachability of the tutors, and the fun, easygoing nature of the C4W tutors and staff.

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 are 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 postcards 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. An
informational letter about the services C4W offers is circulated to faculties via the Deans’ mailserv at the beginning of the Fall term.

F. HOW DID YOU HEAR ABOUT THE C4W?

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

TABLE 16: Summary of Marketing Responses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor/TA</td>
<td>31%</td>
<td>29%</td>
<td>26.5%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Have been here before</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Word of mouth (peers)</td>
<td>22.50%</td>
<td>25%</td>
<td>22.5%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>In-class presentations</td>
<td>14%</td>
<td>13%</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Website/Internet</td>
<td>13.50%</td>
<td>12%</td>
<td>15%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Outside signage/posters</td>
<td>7%</td>
<td>11%</td>
<td>11%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Orientation</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
<td>5%</td>
<td>9%</td>
<td>15%</td>
<td>6%</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. 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.

B. TUTORING AT THE UNIVERSITY OF ALBERTA INTERNATIONAL (UAI) CENTRE

In February, the C4W began sending some of its tutors to the UAI Centre for 30-minute tutoring sessions on a drop-in basis. This was a pilot project initiated by Dr. Moussu and put into practice by Dr. Chilewska, with the cooperation of Ms. Nora Lambracht, who is an International Student Specialist and a Regulated Canadian Immigration Consultant. The goal was to place tutors at the International Centre where there is a high demand for help with writing, and also to increase the C4W’s visibility across campus. It is important to point out that the tutors participating in this initiative were employed by the C4W and simply tutored at a different physical location.

Between February and April, five tutors tutored in small cubicles in the main hall of the International Centre at various times. There were 44 drop-in sessions available, and out of those, 40 sessions were used. This pilot project was a great success, at a 91% capacity, and has received many positive comments from students who used the C4W’s services at the UAI Centre.

Below are selected comments from international students:
- very useful
- thank you very much. This helped a lot!
- great service, great teacher!
- thank you very much C4W. You are so great!
- I learned how to edit my paper by myself. Thank you C4W!
- [the session was] very, very helpful
- great feedback on organizing themes

Many students commented that they would have liked to have more drop-in sessions and longer appointments at the UAI. This is something that the C4W is considering for future terms.
C. WORKSHOPS

The C4W has continued offering one new workshop twice per week. As can be seen in section E, page 29, in the fall, these workshops were extremely well attended, and in the winter, fewer people attended them. Workshop attendance numbers are difficult to predict, and can vary depending on the time of the semester, the weather, and the topic of the workshops. During this reporting period, we made efforts to broaden the reach of our workshop promotion by using all three of our social media platforms to advertise. We also embedded the workshop calendar in our website for easy access. We directly emailed the information to all our clients registered on our schedule, posted an ad in the Arts and International Centre listservs, posted and sent copies of the workshop poster to instructors to post, promoted the workshops during in-class visits, and put up directional signage around the building the day of the workshops. We also offered free food and drew for prizes—writing books donated by publishers—during the workshops.

One of the recurring suggestions on the workshop evaluation forms is for more specific content. In August 2014, Dr. Moussu worked with Dr. Carla Starchuck, Lab Coordinator, to create a Science Writing workshop, which proved very successful. The C4W hopes to keep working with other professors and instructors to respond to this specific type of request.

Another suggestion on the workshop evaluation form is that the C4W needs to define the audience for the workshops more clearly, so that graduate or undergraduate students could attend those workshops that are designed specifically for them.

And finally, a recurring requests made by workshop attendees is for more advanced and complex content, a suggestion that will also inform the C4W workshop scheduling in the future.

D. NEW HANDOUTS

The C4W strives to standardize the format and content for the handouts used in the workshops and in class visits. These handouts are featured on the “Resources” page of the website and are an added value item for workshop attendees and clients in the C4W. Keeping the handouts current with consistent formatting, and presenting them in an organized fashion on the website and for clients in the C4W, is an ongoing project. Additionally, new topics are suggested each term, creating a consistent demand for new handouts.

E. POSTER FOR C4W CREATED BY ALES STUDENTS

During the Fall 2014 semester, Dr. Moussu worked with Nancy Bray, an instructor in the Faculty of ALES, and with the Office of Community Services. ALES 204 is a required, second-year course for all of the undergraduate students in the Faculty of Agriculture, Life, and Environmental Sciences. It is a large class with over 150 students. In the Fall 2014 term, the class was divided into four group, and each group was assigned a community partner. Each group was then
divided up again into six smaller pods (5-7 students). These smaller pods worked in competition against the other pods in their groups to create the best communication tools for their assigned community partner. The C4W was selected as one of the community partners. This collaborative work included Dr. Moussu meeting with the students from the four different pods in the group working on C4W communication tools, explaining the work and philosophy of the C4W, giving a tour of the C4W and answering student questions, reading/viewing every pod’s communication proposal (posters, videos, etc.), giving feedback to the pods, attending a presentation where students presented their projects, and choosing the strongest project. The students in the pod who created two posters for the C4W (one in English and one in Chinese) were selected (by a committee that included the Dean of ALES, Dr. Stanford Blade), not only as the best C4W project of all four C4W-assigned pods but also as the best of all ALES 204 projects that term! See Appendix E for the two posters.

**F. LONG NIGHT AGAINST PROCRASTINATION (LNAP) REPORT**

Started in 2010 in Germany, at the Writing Center of the European University, Viadrina, the Long Night Against Procrastination (LNAP) is an event inspired by needs of students who procrastinate and need to get support in completing assignments, especially writing assignments. The LNAP aims at providing help from peer tutors during the writing process, fostering collaboration, emphasizing the importance of academic writing, creating a supportive community on campus, promoting healthy studying habits, and sharing ideas with fellow students both locally, nationally, and internationally using social media tools.

Since the first LNAP in 2010, the idea has spread to other countries including Canada at these universities, among others: University of Manitoba, University of Saskatchewan, Sir Wilfred Laurier University, University of Prince Edward Island, Emily Carr University, Trent University, Brandon University, Nipissing University, and St. Mary’s University.

For the first time ever, the C4W decided to participate in the Canada-wide 2014 LNAP event taking place in 15 other writing centres at the same time and on the same day (November 6, 2014). With strong support from the Provost’s Office and a number of generous sponsors, Dr. Moussu, with the help of Stephen Kuntz (Writing Resources – Student Success Centre), organized a night-long event that proved successful beyond all expectations. See Appendix F for a detailed report of the event.
CHALLENGES

A. NEW BP TUTORS AND INSTRUCTORS

In the Winter term, there were six BP tutors, four of whom were new (they had just completed WRS 301, had never tutored as regular C4W tutors, and had never worked as BP tutors). Out of the four new tutors, two were paired up with experienced instructors, and two were paired up with instructors who were new to BP sections too. In the past, the Lead BP Tutor held weekly meetings with all other BP tutors; however, this particular situation created a need for a more formal, structured meetings. Therefore, Dr. Chilewska held two weekly meetings with BP tutors in order to help them with anything related to WRS 101 tutoring. These meetings were also open to any WRS 101 BP instructor. Several instructors regularly attended these meetings and found them helpful. Although both the tutors and the instructors found these meetings beneficial, they did put some pressure on Dr. Chilewska, who needed to spend a significant amount of time on preparing for and leading these meetings.

B. CROWDED AND NOISY QUARTERS

The space used by the C4W (Assiniboia Hall rooms 1-42 and 1-23) is not large enough to accommodate all clients and staff. Ideally, the Bridging Program students meet with their tutors in room 1-23; however, they can also use the smaller offices across the hall (1-34 and 1-36) when 1-23 must be used as an overflow room for the regular C4W tutors, especially in the Fall term, when the WRS 301/603 class is doing its practicum tutoring. When the tutoring areas are near or at capacity, noise levels can rise and become an unwanted disruption.
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) are reserved specifically for ESL students coming from the University’s Faculty of Extension (Bridging Program) every year. 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 11 and page 34.

B. U OF A INTERNATIONAL AND UOFA+

Following the success of the UofA+ program in 2011, 2012, and 2013, the C4W was again asked to offer workshops to international students during the 2014 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 discussions 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, and ISS has asked the C4W to work with them again in August 2015.

Participants to the August 2014 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 (see Appendix G for a summary of this feedback).

Since students had made the same comments the previous years, ISS had divided up students by faculties, and C4W tutors had tailored their workshops specifically for students from these faculties. Even within faculties, however, individual departments and programs can be quite different, which creates a challenge for C4W tutors.
C4W DIRECTOR’S COLLABORATION AND ENGAGEMENT

A. DR. MOUSSU’S WORK WITH THE UNIVERSITY

– Created and delivered three 2-hour long workshops on graduate writing to approximately 50 incoming Masters students in the School of Public Health, September 3, 2014.

– Presented “Encountering the Unexpected in Marking” (“From thinking about how to mark ESL student work, to considering the ways in which our marking can match our pedagogical commitments”) at the Sociology Teaching Symposium, September 3, 2014.

– Worked as liaison officer as ESL/EAL faculty (with EFS; Student Services; Extension; Faculty of Arts).

– Was a member of the SLARG group (Second Language Research Group, with faculty members from different departments and Faculties), discussing relevant research findings and recent articles.

– Met regularly with other UofA writing centre directors: Stephen Kuntz (Student Services, North Campus), Craig Peterson (Augustana Campus), and Sheena Wilson (Campus St. Jean).

– Is an ex-officio member of the University Writing Committee. Meetings took place once a month. (Attended all meetings in the Fall term and the May meeting in the Winter term).

– Is a member of the Academic Integrity Council (since September 2012). Meetings take place once or twice a semester. Dr. Moussu attended the Academic Integrity Symposium co-organized by the UofA and MacEwan University, the 17th and 18th of October, 2014.

– Has been a member (since July 1, 2013) of GFC’s Undergraduate Awards and Scholarship Committee (UASC) (attended monthly meetings from September 2014 until April 2015).

– Served as member of the examining committee for a PhD final defence exam in the UofA’s Department of Secondary Education (Faculty of Education). The defense took place on December 11, 2014. Dr. Moussu was asked to become a member of this examining committee on November 9, 2014, because of a last minute emergency.

– Served as "arm's length" member of the examining committee for a PhD final defense exam in the UofA’s TESL Program (Faculty of Education). The exam took place on January 26, 2015.

– Served as member of the examining committee for a PhD candidacy exam in the Department of Secondary Education (Faculty of Education). The exam took place on March 30, 2015.

– Was invited to be a member of the Advisory Selection Committee, Faculty of Extension, to recruit a full time, tenure-track position in the English Language School, with Drs. Bill Connor, Mimi Hui, and Martin Guardado.

– Has been an Associate Adjunct Professor in the Department of Educational Psychology (Faculty of Education) since June 1, 2011.
Has been an Associate Adjunct Professor in the Faculty of Extension since June 1, 2015.

**B. DR. MOUSSU’S WORK WITH OTHER UNITS**

- Served as member of the Executive Committee (April 2014 to April 2015) of the Campus Alberta Writing Studies group. Co-organized (with Betsy Sargent and Jon Gordon) the September 2014 Colloquium at the UofA. A KIAS Dialogue grant was secured to invite a special guest speaker Elizabeth Wardle, co-author/editor of *Writing About Writing* and Chair of the Department of Writing and Rhetoric, University of Central Florida (second largest public university in the USA).

- Was invited by the International Writing Centers' Association to mentor two new writing centre directors, since January 2014 (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).

- Dr. Richard Clément, Director of the University of Ottawa's Official Languages and Bilingualism Institute, and Associate Dean, selected Dr. Moussu as one of the two potential evaluators of their Second Language Teaching program (this evaluation is required every seven years).
DIRECTORS’ RESEARCH, SERVICE, AND PROFESSIONAL DEVELOPMENT

A. DR. MOUSSU

– Served as Vice-Chair of the Canadian Writing Centres’ Association (CWCA) from May 23, 2014 until May 29, 2015 (duties, among other: organizing the May 2015 conference with the Chair, serving as Program Chair, and being in charge of recruiting future/potential executive board members).

– Has been serving as Chair of the CWCA since May 29, 2015 (duties, among others: organizing the May 2016 conference, revitalizing the association, joining the International Writing Centers’ Association as a national affiliate, writing a CWCA handbook, etc.).


– Presented “Writing Center Research: A Portal for Professionalizing Undergraduate Staff” (with Carol Mohrbacher, Tim Fountaine, and Julia Combs) at the International Writing Centers' Association (IWCA) conference in Orlando, FL, October 31, 2014.

– Presented “Long-term Effects of Writing Center Tutoring Sessions on Student Revisions” at the IWCA conference in Orlando, FL, October 30, 2014.

– Organized and co-presented “Long Night Against Procrastination: The Organizers’ Experience,” (with Silvia Sgaramella) at the CWCA Conference in Ottawa, ON, May 2015.

– Has been a member of the TESOL Journal Editorial Advisory Board since March 2012 (the TESOL Journal is a refereed, international, practitioner-oriented electronic journal based on current theory and research in the field of Teaching English to Speakers of Other Languages).

– Has been a guest reviewer since 2008 for TESOL Quarterly (TESOL Quarterly is the #1 journal in the field of Teaching English to Speakers of Other Languages), as well as for the International Journal of Applied Linguistics, The Canadian Modern Language Review, and the GIST Language Education and Research Journal.

– Was invited to review a State of the Art article proposal for Language Teaching: Surveys and Studies (Cambridge University Press). (State of the Art papers summarize the state of knowledge on a specific subject. They demarcate research frontiers and identify promising areas of future research. They also are excellent reading material for teaching.)

B. DR. CHILEWSKA

- Presented a talk titled “Spaces of Possibilities: Computer Technology and Student Writing” at the 11th Campus Alberta Writing Studies Colloquium on September 28, 2014.
- Was invited by Dr. Moussu to deliver a workshop during LNAP. Her workshop, titled “Stand Up and Shout: Blasting Away Writer’s Block with Metal Music” and delivered on November 7, 2014, was well-attended and received many positive comments.
- Attended several writing workshops with several Canadian authors including Richard Wagamese and Patrick DeWitt.
- Attended a round-table discussion on L2 writers at the University of Alberta, on February 27, 2015; was invited to lead part of the discussion on Standard Written English.
- Attended the Writing in the STEAM Fields conference at the University of Alberta, on April 17, 2015.
- Organized and led a Writing Lab for Students of WRS 101 at the end of the Fall and Winter terms. This Writing Lab was attended by 80 students: 38 attended the Fall term lab, and 42 attended the Winter term lab.
- Presented part of her research on digital writing at the Canadian Association for the Study of Discourse and Writing (CASDW) annual conference, and part of research on tutoring at the CWCA annual conference, both in Ottawa in May.
- During the Winter term, began working on creating an on-line handbook for BP tutors. The goal of this handbook is to have a list of guidelines for new and future tutors interested in becoming BP tutors. Among other things, this handbook will outline tasks and responsibilities of a BP tutor, will include samples of tutoring session schedules and tutor reports, will list common problems and concerns that arise in BP sections of WRS 101 courses, and will include a list of resources for tutors and BP students. Dr. Chilewska hopes to work on this handbook after her term as the Interim Director is over, and to have it completed by September 2015.
FUTURE GOALS FOR THE C4W

- To provide “express tutoring” to clients in the library. The library has expressed interest in this type of tutoring a number of times, as well as creating some form of Learning Commons.

- To make operational and service improvements that support the campus “Safe Spaces” mandate to respect gender diversity in the workplace. The C4W has taken some steps already to accomplish this by meeting with the representative from The Landing. We will provide more training to tutors with regards to gender diversity and update our written documents, signage, and registration forms to reflect the “Safe Spaces” mandate.

- To expand tutoring support to international students that the C4W started in the Winter term at the International Student Services.

- To start writing groups for international students with boxed lunches or snacks provided. It is the goal of the C4W to have a couple of undergraduate writing groups and a couple of graduate writing groups lead by dedicated tutors. Such a goal might be a possibility if the C4W could collaborate with other departments who could help fund this type of endeavor.

- To continue to diversify the academic backgrounds of tutors to reflect the C4W’s clients’ fields of study. By using different marketing strategies, we need to recruit more science students and nursing students. These strategies include talking directly to student advisors and faculty members in those departments and faculties, organizing events aimed at attracting potential tutors, and becoming more involved in different orientation events.

- To hold a C4W Open House each September for students and faculty. An open house event could be used as a method for attracting new students who might otherwise be unaware of our services.

- To network with more high schools in Edmonton and surrounding areas. Meeting with high school teachers and talking to high school students has been a valuable experience for the C4W. Therefore, we would like to continue to visit different high schools and discuss the demands of university life and the support that the C4W offers with potential students. It would be helpful to partner with the Faculty of Education or Community Service Learning if they are doing similar outreach.
THE CENTRE FOR WRITERS

WHAT IS PEER TUTORING?

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

WHY SHOULD YOU BECOME A PEER TUTOR?

- To improve your own writing and communication skills
- To earn good money without leaving the campus
- To improve your teaching, presentation, and public speaking skills
- To gain professional experience in a student-focused environment
- To add a very important line in your résumé
- To learn about different styles of writing
- To work with clients from various disciplines, cultures and linguistic backgrounds
- To work in a relaxed environment with a fun team
- To make a real difference in other people’s lives
- To learn all kinds of random facts about a multitude of interesting topics
- To gain experience in coaching and active listening
- To belong to an exciting and growing academic field
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, 2015 and JULY 1, 2015 (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 2015. 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!!

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
### University of Alberta Centre for Writers

#### ONE-ON-ONE TUTORING SESSION EVALUATION

*Please fill out this form following the session with your Tutor*

<table>
<thead>
<tr>
<th>What Department / School are you in?</th>
<th>Tutor’s Name:</th>
<th>Date:</th>
</tr>
</thead>
</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
APPENDIX E - ALES Poster for C4W

亲! 你想要提高你的英文写作嘛？

( Hey! Do you want to improve your English writing? )

We went to the Centre for Writers and improved our...

FREE workshops and 30-minute one-on-one help sessions. Come and develop your writing skills!

UNIVERSITY OF ALBERTA

Sign up online: c4w.ualberta.ca

CENTRE FOR WRITERS

You can write. We can help.
I GOT 99 PROBLEMS
AND WRITING
IS NOT AIN'T ONE

We went to the Centre for Writers and improved our...

FREE workshops and 30-minute one-on-one help sessions. Come and develop your writing skills!

UNIVERSITY OF
ALBERTA

Sign up online: c4w.ualberta.ca
APPENDIX F - Long Night Against Procrastination Poster and Report

LONG NIGHT AGAINST PROCRASTINATION
LONGUE NUIT ANTI-PROCRATINATION

November 6-7, 2014
8:00 pm to 8:00 am

RUTHERFORD SOUTH LIBRARY

all night writing sessions
one-on-one tutoring
brainstorming
feedback
creative workshops
fun activities
free food

hosted by:
The Centre for Writers
Writing Resources (Student Success Centre)
Campus Saint Jean’s Centre d’écriture bilingue

www.c4w.ualberta.ca/LNAP
#UofA_LNAP
LNAP 2014 report
Lucie Moussu
November 19, 2014
A QUICK WORD ABOUT PROCRASTINATION:

- Research shows that procrastination comes from (self-)expectations that are too high, self-doubts, fear of failure, evaluation threat, etc.
- Procrastination affects grades, self-esteem, mental health, and general well-being, and produces more stress and illnesses.
- According to research, 70-95% of students procrastinate (depending on the study).
- **Active** procrastinators prefer time pressure, are able to complete tasks well, and have adaptive coping styles.
- **Passive** procrastinators postpone tasks, are rarely able to do well, use time in an unproductive manner, and are unable to act in a timely/effective manner.

WHAT IS THE LONG NIGHT AGAINST PROCRASTINATION?

The LNAP is like one big writing group, where students will help students with their writing, share effective learning tips and strategies, and encourage healthy studying habits. Staff and faculty members from across the university will support these students by providing writing-related workshops and other activities such as yoga, discussions with a psychologist, library tips, time management strategies, etc.

- In 2010, in Germany, some students went to a writing centre and complained that it was never open at the only time when they were able to work on their papers.
- Today, a number of writing centres in Canada, the United States, Germany, but also several other countries in the world, hold “LNAPs” every year.
- This year, the Canadian Writing Centres’ Association coordinated a Canada-wide event, and a number of Canadian universities held an LNAP event on the 6th of November, such as the University of Ottawa, Trent University, Saint Mary’s University, Wilfrid Laurier University (Brantford and Waterloo campuses), Western University (Huron and Brescia campuses), Ryerson University, University of Ontario Institute of Technology, University of Waterloo, Nipissing University, and University of Saskatchewan.
- We do not want to encourage procrastination, but we know that some students will procrastinate; procrastination is human nature, so our goal is to show these students how to do it in a more effective and healthy manner.
- For example, we want to show them that it’s smart to work in group, to get regular feedback on their work, to eat healthy food, to take regular breaks, to think about something else for a short period of time to give some rest to their brain, to move, to be with supportive friends, etc.
- Writing is too often associated with lonely suffering. We provide a supportive environment.
- There’s something for everyone!
- Also, we know that some people work better at night, and that some people have no choice but to work at night (students who work and go to school at the same time, students who have families, etc.).
- In our university contexts, the “fun” and collaborative aspect of writing too often gets lost under the burden of assignments, exams, deadlines, and the pressure of grades.

**OUR GOALS:**

- To help students whose schedules (family, work, classes) do not permit them to visit writing support centres during the day.
To send the message to NOT procrastinate with final papers until the end of the semester but to take this opportunity, the LNAP, to start thinking about these final papers early, to start brainstorming with a tutor, to start writing, and to get some more feedback from a tutor a couple of hours later.

To decrease the stress students will most likely feel at the end of the semester when all their papers are due at the same time.

To teach and promote healthy habits and tips and strategies to study more effectively, as well as new skills through fun and educational activities and workshops.

To provide a supportive, creative, innovative and relaxed teaching/learning environment.

To offer an international dinner especially for native and non-native speakers of English so that international students see that native speakers also use writing centres and also struggle with their writing.

To schedule a survivors’ breakfast just for fun, because we spend too many long days in front of our computer and we want to talk to students and get to know them and laugh with them.

To give tutors/staff from different campuses and units the opportunity to meet and work together.

To allow writing centre directors to come together and bring a common vision to life.

To find sponsors who support writing centre work and can be future allies and collaborators.

To create an image that makes writing centers attractive to students and desirable for universities.

To raise awareness of the important work of writing centres.

To foster a community of writers (collaboration, support, exchange of tips and strategies, raises confidence and self-esteem, better understanding of academic writing, etc.).

In short: to help participants become better writers and see that it’s more fun to write when they can do it with great support, delicious food, and friends, whatever time of the day or night it might be.
OUR SCHEDULE OF WORKSHOPS AND ACTIVITIES:

**schedule**

All events/activities/workshops/tutoring will take place in **Rutherford South Library**.

**NOVEMBER 6, 2014**

8:00pm: welcome by **Dr. Robin Everall**, Dean of Students and **Dr. Christine Brown** (atrium, Rutherford Library)

8:00pm: **Steve Knish** and **Maggie Brennan**: self-care drop-in of chair yoga/breathing/meditation (until 9:30 pm) (room 205B)

8:30pm: **Mebbie Bell**: "Dealing with distractions" (room 205)

8:30pm: **Shelley & Shakiba** from CAPS: rapid résumé reviews for undergraduate students (until 11pm) (tutoring area)

9pm: **Katherine Koch**: "Strategies for research - library techniques to make you succeed" (room 205)

9pm: **Richard Dietrich** from Counselling & Clinical Services: mental health "tutoring" (until 11pm) (tutoring area)

9:00pm: **Michael Lahey** and **Debby Waldman**: editing support for graduate theses and dissertations (until midnight) (tutoring area)

10pm: **Rob Desjardins**: "Avoiding procrastination in writing your thesis" (room 205)

10:30pm: **Shanna Mumm**: "Relax, sit down, and focus: Awakening the sub-conscious with Pranayama and Meditation" (yoga session, room 205B)

11pm: **Shanna Mumm**: "Turn that brain upside down!" (yoga session, room 205B)

11:30pm: **Laura Schechter**: First-year English "office hours" (until 1:30am) (tutoring area)

0:00pm: **INTERNATIONAL DINNER** (on the menu: Vietnamese, Chinese, and Pakistani/Indian food) (room 209)

**NOVEMBER 7, 2014**

0:00am: **Sonya Widen and Caroline Cheng**: science writing pyjama party and "office hours" (until 2am) (pyjamas are encouraged (but not mandatory) and will be rewarded with high fives) (tutoring area)

0:00am: **Laura Schechter**: First-year English "office hours" (until 1:30am) (tutoring area)
1:00am: **Bart Lambrecht**: "Are you sure this is English? An entertaining look at what you think you know about English" (room 205)

2am: **Allison Sivak**: "Spending too much time lost in Google?- search for quality information in your library" (room 205)

3am: **Stephen Kuntz**: "Staying on track: five errors to avoid when preparing your thesis/dissertation" (room 205)

4am: **Anna Chilewska**: "Stand up and shout: Blasting away writer's block with metal music" (room 205)

5am: **Ted Bishop**: "Sex and the Semicolon: how to spice up your syntax" (room 205B)

5:30am: **Wendy Doughty**: "Dealing with the stress of public speaking" (room 205B)

6am: **Kristen Flath**: "If you're in a hole, stop digging – time to manage your time" (room 205)

6am: **Michael Bodnar** from CAPS: rapid CV/résumé review for graduate students (until 8am) (tutoring area)

6:30am: **SURVIVORS’ BREAKFAST** (room 209)

8am: the end

**Who are all these great people?**

**Allison Sivak** is a librarian and current graduate student, well-versed in procrastination techniques. She wants you to know you can find quality scholarly resources, even at 2am.

**Anna Chilewska** is a Writing Studies instructor, who volunteers for animal rescue organizations in her spare time.

As Learning Strategies Advisor at the English Language Program, Faculty of Extension, **Bart Lambrecht** assists international students to navigate the channels and shoals of academic acculturation.

**Christine Brown** is the Head of the Humanities and Social Sciences Library & J.A. Weir Memorial Law Library.

**Debby Waldman** is an editor in Writing Resources and writes children and young adult books.

**Katherine Koch** is a Librarian at the H T Coutts Library specialized in guiding you carefully and strategically to the library and information resources you need now!

**Kristen Flath** is the Manager, Student Engagement and Academic Support Services, Department of Student Life, at NAIT.

**Laura Schechter** is a Contract Instructor in the Department of English and Film Studies. She’s a big fan of coffee, karaoke, and correct punctuation. *(Classes scheduled for 8:00am, not so much.)*

**Maggie Brennan** is a registered psychologist and certified yoga instructor RYT-200 with the Yoga Alliance and is presently completing her Ph.D. in counselling psychology through Educational Psychology here at the U of A.

**Mebbie Bell** is a Learning Resource Facilitator at the Student Success Centre and offers workshops and individual consultations on learning strategies.
Michael Bodnar is a Career Advisor at CAPS: Your U of A Career Centre, assisting graduate students with their career development and work search needs.

Michael Lahey is a veteran English instructor and edits for Writing Resources.

Richard Dietrich is a registered psychologist working out of Counselling and Clinical Services' Triffo Hall satellite office, with an emphasis on the graduate student population. He is also a trained teacher, and he was the informal "go to person" in his graduate program for questions about APA style.

Rob Desjardins is a Graduate Writing Advisor at the Student Success Centre and offers workshops and individual consultations on writing develop and skills.

Robin Everall is the University of Alberta’s Dean of Students.

Shanna Mumm is a fun and spontaneous yogi doing a PhD about intuition in Modern Languages and Cultural Studies; she wrote her 120 page MA thesis in less than a month and would love to share her strategies for efficient procrastination techniques with you!

Shelley and Shakiba are Career Peer Educators at CAPS: Your UofA Career Centre, and students at the University of Alberta. They assist undergraduate students with their career and work search needs, including providing advice with resumes/cover letters, interviews and career management.

Sonya Widen and Caroline Cheng are PhD students in Developmental Genetics. Sonya is a TA in Biology 107 and Caroline TAs Zoology 303, and is a past Biology 207 TA. They enjoy long walks on the beach and the correct usage of a semicolon.

Stephen Kuntz is Associate Director of the Student Success Centre and co-organizer of the LNAP event.

Steve Knish is a registered psychologist and RYT-200 yoga instructor who has developed two yoga programs that are offered through Clinical and Counselling Services.

Ted Bishop, author of Riding with Rilke: Reflections on Motorcycles and Books (which garnered a Governor General's Award nomination, a Globe and Mail "Best Book" designation, and eleven words of praise in Playboy magazine) has just published The Social Life of Ink.

Wendy Doughty is Director of the Student Success Centre and offers seminars and individual consultations on communication skills.
SOME IMPORTANT NUMBERS:

The numbers are not exact because some students (50 to 100) were already in the library when the event started and therefore did not register. Approximately half of these students fully participated in the event but are not counted in the stats.

In addition, the unexpectedly high number of participants at the beginning of the event created a bit of chaos and several students entered the event without checking in.

There were a total of:

- 22 C4W tutors
- 14 tutors/staff from Campus Saint Jean, CAPS: Your UofA Career Centre, English, Science, the Student Success Centre, ALES, Counselling and Clinical Services, and NAIT
- 13 presenters
- 33 Safewalk volunteers
- 27 volunteers
WHO PARTICIPATED IN THIS YEAR’S LNAP?

The numbers are not exact because some students (50 to 100) were already in the library when the event started and therefore did not register. Approximately half of these students fully participated in the event but are not counted in the stats.

In addition, the unexpectedly high number of participants at the beginning of the event created a bit of chaos and several students entered the event without checking in.

Exactly 529 check-in forms were filled out throughout the night. Of the 529 people who checked in:

- 454 were student participants
- 15 were volunteers
- 8 were tutors
- 43 were Safewalk volunteers, instructors, presenters, visitors, already in the library, or observers

- 452 were from the UofA’s North campus
- 50 were from Campus Saint Jean
- 17 were from the Faculty of Extension
• 2 were from MacEwan University
• 1 I was from Centre High School
• 1 was from NAIT

Participants who checked in were from the following Faculties:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>154</td>
</tr>
<tr>
<td>Science</td>
<td>121</td>
</tr>
<tr>
<td>Engineering</td>
<td>57</td>
</tr>
<tr>
<td>Business</td>
<td>35</td>
</tr>
<tr>
<td>ALES</td>
<td>28</td>
</tr>
<tr>
<td>Nursing</td>
<td>22</td>
</tr>
<tr>
<td>CSJ</td>
<td>22</td>
</tr>
<tr>
<td>Education</td>
<td>23</td>
</tr>
<tr>
<td>Extension</td>
<td>19</td>
</tr>
<tr>
<td>Phys Ed</td>
<td>7</td>
</tr>
<tr>
<td>Open Studies</td>
<td>7</td>
</tr>
<tr>
<td>Medicine</td>
<td>5</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
</tr>
<tr>
<td>Native Studies</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

• 455 participants were undergraduate students (86%)
• 59 were graduate students
• 15 were exchange, graduated, alumni, faculty, or staff

• 283 were non-native speakers of English (53.5%)
• 246 were native speakers of English

Exactly 388 feedback forms were filled out by students leaving the event.

To the question “would you come back to an LNAP event next year?” participants responded:

**Maybe: 40**  
**No: 4**  
**Yes: 335 (88.4%)**
Participants’ feedback indicates the following evaluation averages from 5 (excellent) to 1 (poor) in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion of the event</td>
<td>4.42</td>
</tr>
<tr>
<td>General organization of the event</td>
<td>4.24</td>
</tr>
<tr>
<td>Welcoming attitude of the organizers, tutors, and volunteers</td>
<td><strong>4.61</strong></td>
</tr>
<tr>
<td>One-on-one writing help</td>
<td>4.32</td>
</tr>
<tr>
<td>Workshops, activities, and other support</td>
<td>4.32</td>
</tr>
<tr>
<td>International dinner</td>
<td>4.06</td>
</tr>
<tr>
<td>Snacks</td>
<td>4.20</td>
</tr>
<tr>
<td>Survivors’ breakfast</td>
<td>4.32</td>
</tr>
<tr>
<td>Relevance to your writing needs</td>
<td>4.26</td>
</tr>
<tr>
<td>Usefulness of the event for undergraduate students</td>
<td>4.52</td>
</tr>
<tr>
<td>Usefulness of the event for graduate students</td>
<td>4.48</td>
</tr>
<tr>
<td>Usefulness of the event for multilingual/international students</td>
<td>4.46</td>
</tr>
<tr>
<td>Volunteer support</td>
<td>4.54</td>
</tr>
<tr>
<td>Item</td>
<td>Score</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Venue and amenities</td>
<td>4.49</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td><strong>4.70</strong></td>
</tr>
<tr>
<td>Timing of the event</td>
<td>4.43</td>
</tr>
<tr>
<td><strong>General atmosphere of the event</strong></td>
<td><strong>4.60</strong></td>
</tr>
<tr>
<td>Amount of work you accomplished tonight</td>
<td>4.23</td>
</tr>
<tr>
<td>Your overall satisfaction with the event</td>
<td>4.53</td>
</tr>
</tbody>
</table>

Up to 68% of the participants who filled out the feedback form responded that the general atmosphere of the event was EXCELLENT and 21% said it was VERY GOOD. In addition, 65.5% of the participants indicated that their overall satisfaction of the event was EXCELLENT and 24% said it was VERY GOOD.

It is extremely important to notice that the most positive feedback was on the general atmosphere of the event and the welcoming attitude of the organizers, tutors, and volunteers. The event seemed to build positive energy, a supportive atmosphere, and a welcoming community of writers.

**HOW LONG DID PARTICIPANTS (INTEND TO) STAY AT THE LNAP?**

The check-in questionnaire asked students the following question: “How many hours are you planning on staying with us tonight?” And the feedback form asked the following question: “How many hours did you stay with us tonight?”
### How many hours are you planning on staying with us tonight?

<table>
<thead>
<tr>
<th>Hours</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>41</td>
</tr>
<tr>
<td>2 hours</td>
<td>54</td>
</tr>
<tr>
<td>3 hours</td>
<td>62</td>
</tr>
<tr>
<td>4 hours</td>
<td>86</td>
</tr>
<tr>
<td>5 hours</td>
<td>34</td>
</tr>
<tr>
<td>6 hours</td>
<td>17</td>
</tr>
<tr>
<td>7 hours</td>
<td>6</td>
</tr>
<tr>
<td>8 hours</td>
<td>35</td>
</tr>
<tr>
<td>9 hours</td>
<td>3</td>
</tr>
<tr>
<td>10 hours</td>
<td>18</td>
</tr>
<tr>
<td>11 hours</td>
<td>7</td>
</tr>
<tr>
<td>12 hours</td>
<td>54</td>
</tr>
<tr>
<td>All night</td>
<td>37</td>
</tr>
<tr>
<td>Don’t know</td>
<td>28</td>
</tr>
<tr>
<td>Others</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total: 243 (58.2%)</th>
<th>How many hours did you stay with us tonight?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>51</td>
</tr>
<tr>
<td>2 hours</td>
<td>55</td>
</tr>
<tr>
<td>3 hours</td>
<td>44</td>
</tr>
<tr>
<td>4 hours</td>
<td>57</td>
</tr>
<tr>
<td>5 hours</td>
<td>35</td>
</tr>
<tr>
<td>6 hours</td>
<td>29</td>
</tr>
<tr>
<td>7 hours</td>
<td>18</td>
</tr>
<tr>
<td>8 hours</td>
<td>13</td>
</tr>
<tr>
<td>9 hours</td>
<td>5</td>
</tr>
<tr>
<td>10 hours</td>
<td>21</td>
</tr>
<tr>
<td>11 hours</td>
<td>18</td>
</tr>
<tr>
<td>12 hours</td>
<td>27</td>
</tr>
<tr>
<td>All night</td>
<td>71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total: 207 (55.6%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>51</td>
</tr>
<tr>
<td>2 hours</td>
<td>55</td>
</tr>
<tr>
<td>3 hours</td>
<td>44</td>
</tr>
<tr>
<td>4 hours</td>
<td>57</td>
</tr>
<tr>
<td>5 hours</td>
<td>35</td>
</tr>
<tr>
<td>6 hours</td>
<td>29</td>
</tr>
<tr>
<td>7 hours</td>
<td>18</td>
</tr>
<tr>
<td>8 hours</td>
<td>13</td>
</tr>
<tr>
<td>9 hours</td>
<td>5</td>
</tr>
<tr>
<td>10 hours</td>
<td>21</td>
</tr>
<tr>
<td>11 hours</td>
<td>18</td>
</tr>
<tr>
<td>12 hours</td>
<td>27</td>
</tr>
<tr>
<td>All night</td>
<td>71</td>
</tr>
</tbody>
</table>

### Table 2: How many students were in the library/event area every hour throughout the night?

<table>
<thead>
<tr>
<th>Time</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30pm</td>
<td>400</td>
</tr>
<tr>
<td>10:30pm</td>
<td>351</td>
</tr>
<tr>
<td>11:30pm</td>
<td>276</td>
</tr>
<tr>
<td>0:30am</td>
<td>287</td>
</tr>
<tr>
<td>1:30am</td>
<td>198</td>
</tr>
<tr>
<td>2:30am</td>
<td>184</td>
</tr>
<tr>
<td>3:30am</td>
<td>136</td>
</tr>
<tr>
<td>4:30am</td>
<td>128</td>
</tr>
</tbody>
</table>

*Others* include: many; rest of the night; till the last second; till I’m done; till we crash; whatever it takes; forever; all night baby!

The table above shows that most of the students (58.2%) intended to stay between 1 and 4 hours at the event, and most students (55.6%) did indeed stay at the event between 1 and 4 hours.

**How many students were in the library/event area every hour throughout the night?**

A peace officer started working in the library at 9pm and counted how many people were in every room in the library at every hour. However, she did NOT count people who were wearing official LNAP t-shirts. This means that the numbers below do not include volunteers, tutors, presenters, and organizers (an additional 30-50 people at any given time). This is significant because a number of volunteers and tutors were also participants at some point during the night.
5:30am  122
6:30am  141
7:30am  169

One volunteer also counted how many participants were attending the workshops and activities at the following times:

11pm, Shanna Mumm, "Relax, sit down, and focus: Awakening the sub-conscious with Pranayama and Meditation" (yoga session): 25 students.

1am, Bart Lembrecht, "Are you sure this is English? An entertaining look at what you think you know about English": 24 students.

2am, Allison Sivak, "Spending too much time lost in Google? Search for quality information in "Spending too much time lost in Google? search for quality information in your library": 21 students.

3am, Steven Kuntz, "Staying on track: five errors to avoid when preparing your thesis/dissertation": 20 students.

4am, Anna Chilewska, "Stand up and shout: Blasting away writer's block with metal music": 27 participants.

5am, Ted Bishop, "Sex and the Semicolon: how to spice up your syntax": 18 participants.

Michael Bodnar, Career Advisor at CAPS, was at the LNAP between 6am and 8am and worked with 4 students. He said he spent twice as much time with each of these students than he normally would in regular CAPS sessions.

Shelly and Shakiba, undergraduate students and Career Peer Educators at CAPS, were at the LNAP between 8pm and 11pm. They helped 6 students each and also spent more time with these students than they normally would.

Richard Dietrich, registered psychologist working out of Counselling and Clinical Services, was at the LNAP from 9pm until midnight (he stayed an extra hour because he saw the need) and helped 23 students with 5 to 10-minute conversations about stress, anxiety, time management, etc. He also brought a number of information flyers about services offered by his office and said that he got a number of student referrals thanks to this event.

Rob Desjardins, Graduate Writing Advisor at the Student Success Centre, said that even though his workshop was meant for graduate students, a number of undergraduate students attended it, which allowed for an unusual conversation with this nice mix of students.
HOW DID WE PROMOTE THE EVENT?

- C4W website
- Banners (large and small)
- Posters
- Facebook
- Twitter
- On 2 campuses
- Emails to profs (department of English and Film Studies)
- Campus Communication presentation
- Buttons
- T-shirts
- Arts Facebook
- Arts Communication Team
- Student Newsletters
- Contact student groups
- Student groups newsletters
- InfoLink
- Library TV monitors
- Science TV monitors
HOW DID PARTICIPANTS HEAR ABOUT THE LNAP?

To the question “how have you heard about the LNAP?” participants responded the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ads/posters/banners/signs</td>
<td>162</td>
</tr>
<tr>
<td>Word of mouth/friends</td>
<td>121</td>
</tr>
<tr>
<td>Social media/email/newsletter</td>
<td>101</td>
</tr>
<tr>
<td>Prof/in class</td>
<td>97</td>
</tr>
<tr>
<td>Ualberta, C4W website, and UofA website</td>
<td>44</td>
</tr>
<tr>
<td>Centre for Writers</td>
<td>33</td>
</tr>
<tr>
<td>Campus Saint Jean</td>
<td>8</td>
</tr>
<tr>
<td>Other (advisors, workshops, Safewalk, FGSR, Greek life, individual people, librarians, etc.)</td>
<td>98</td>
</tr>
</tbody>
</table>
WHAT WORKED WELL:

- The number of participants was amazing!
- The relaxation station with massage chairs and tea was very appreciated
- Safewalk was very useful and helped 18 students to go back to their dorms safely.
- The space was absolutely beautiful and perfectly laid out for this type of event.
- The positive energy was great, even at 4 in the morning!

WHAT DIDN’T WORK SO WELL?

- The breakfast was too late and a number of students left before it finally arrived.
- There were typos on all banners/poster/program. Some presenters/staff/tutors were also missing from the program and the proof of attendance form.
- The space was too small.
- Because of the unexpectedly large number of participants, there was not enough food for dinner and snacks throughout the night.
- Unfortunately, the scheduled stress dog that was unable to come.
- Volunteers/tutors don’t read directions before they started their shifts.
- IKEA + Pier 1 import were asked to help with cushions and bean bags but did not. As a result, many students complained about uncomfortable chairs and the lack of space where they could comfortably work and rest.
- Finding enough poster boards was a bit complicated and we had to borrow from different offices (and figure out what belonged to whom after the event).
- The Augustana campus initially decided to participate in the event (and bring their students and tutors to the North campus, the same way Campus Saint Jean did) but then decided not to participate.
- MacEwan University was also initially interested in participating but then never followed up.
- Although initially planned, there was no contact with other Canadian writing centres.
- We used stamps to register people (so that they could leave the space and come again without having to fill out the check-in form again) but we had some problem with these stamps, which were too light on some people’s skin.
- We had a hard time keeping track of gifts for volunteers and presenters.
- There were no incentives for participants (e.g. people who stayed all night).
- We had no cleaning crew.
- There was no parking or directions for presenters.
- There was no decoration in the event space, and a serious lack of posters and postcards from the Centre for Writers.
- Because of the high number of participants, the check-in and check-out procedures were a mess.
- Because there was no place for students to register in advance (except on the Facebook event page), we had no idea how many students to expect. This created problems for presenters (who didn’t know how many handouts to bring, for example), among others.
- We had hired a security officer but had no knowledge of fire regulation or medical emergency procedures.
PARTICIPANTS’ POSITIVE COMMENTS:

Do this every semester; awesome; can’t believe volunteers stay up so late with such positive energy; hell yes I would come next year; come back soon; event was well organized; excellent, I got a lot done; great idea; surprised at the number of students, you’re building a sense of community; great; well organized; I had fun; great event; just loved it; my group got tons done and had a great time; good motivation to get shit done; great vibe; encouraged me to study; do it every exam season, hugs; delicious food and useful help; come back soon; so much fun, lots of great people; thanks organizers; the most awesome event with meaningful theme! Facebook was very useful; it was nice having healthy fruit; I felt supported and motivated; would like to see Rutherford open 24/7; you guys rock!

PARTICIPANTS’ LESS POSITIVE COMMENTS:

More food/snacks/coffee; more power bars/outlets to recharge computers; more comfortable chairs; the Harry Potter room was too loud! need larger space; tutoring schedule for each tutor on tables; different time; too late; no place to rest/sleep; seminar rooms too small; no prizes even though they were advertised; could not tell when/where activities/workshops were happening so maybe announcements/signs of some sort; no directions for volunteers/tutors/presenters; plan for a different
week! I don’t have any essays due soon and I had midterms in other classes; science tutors all night; stress dogs; poor organization for food distribution; not enough for grad students; more computers; more dinosaurs!

PARTICIPANTS’ SUGGESTIONS:

Detailed description of each activity/station; I’d stay longer if there’s no school tomorrow; more entertaining/physical activities; games; more course-specific tutors; French workshops; more swag; something in winter to combat the winter blues; silent zones; more yoga; give reference letters to volunteers.

FEEDBACK FROM ORGANIZERS, TUTORS, VOLUNTEERS, AND STAFF:

- Tutors/staff didn’t have enough time/space to have dinner/breakfast.
- Include tutoring on the proof of attendance form.
- Not enough space/tables/chairs for tutors.
- First presenter had to kick out students who were in the computer lab where she was presenting her workshop!
- Have a sign-up schedule on each tutoring table so students can book “appointments” (15 or 30 minutes) and can know when to come back for their “appointments.”
- Mebbie Bell, Learning Resource Facilitator at the Student Success Centre, explained that presenters needed to know how many participants they would have (so they could bring enough photocopies) and what type of classroom they would be presenting their workshops in (so they’d know if they’d have a computer and projector, for example). She was impressed by the number of people who attended her workshop but said that students kept coming in her classroom throughout the session, which was a bit disruptive.
- The C4W could create a page where all the handouts used during the event by all the presenters/staff/tutors could be downloaded, in case there was not enough copies of things.
- Richard Dietrich, “mental health tutor,” appreciated the “table at the back of the room” so that he could have some privacy and enough space to talk comfortably about personal issues with participants. He enjoyed the positive energy that he felt there, as well as the time he spent with students and would love to do it again next year.
- Shanna Mumm, who offered yoga sessions, said that she needed more space but that her participants were enthusiastic.
- Michael Bodnar, Career Advisor at CAPS, also enjoyed spending time helping students (early in the morning) and wished the check-in procedure for presenters/staff/tutors had been less chaotic. He noted that participants seemed to be happy to be “part of something significant.”
- Rob Desjardins loved the personal contact he had with students he helped. He noted that many students are nervous to ask for help and that the LNAP was a good opportunity to “put a face to our services.” Rob was also very impressed by the promotion of the event which was “off the chart!” He wished there could have been a nicer and more formal opening ceremony.
- “I think LNAP was a brilliant idea. I am not too sure how effective my own tutoring was given the area noise and the un-enrolled nature of client reception, but participants sounded
enthusiastic both about tutoring and the event on the whole. I also believe the LNAP was a brilliant way of advertising the Centre for Writers; I am confident that more people know about us now than they did prior to the LNAP. Ultimately, I liked the good coordination between our Centre and other resources across the U of A.” (C4W tutor).

One tutor, Olga Leshcheva, wrote the following about her experience as tutor at the LNAP, starting with her general experience as a C4W tutor:

The two last weeks of tutoring have truly confirmed my belief what an outstanding resource C4W is. I have seen students come to the center disoriented, lost, depressed, mad, and hopeless. And I have seen transformations - from not believing in oneself or one’s ability to write, hating the assignment, to writing to a point of hope, enlightenment, trust, and belief in oneself. Discovering joy in the process of writing wouldn’t have been possible for some of the students if not for C4W.

I think this realization dawned at me during the Long Night Against Procrastination Event. The very well organized event, the well thought through program, and the variety of activities definitely sent a very strong message to students, a message every student needs to be reminded of: assignments are hard but you’ve got support, and writing can be fun too. I have never been part of such an event. It was truly unforgettable and very emotionally rewarding.

My shift started with a session with a Chinese student who had gotten feedback from his instructor on his English essay and was trying to make sense of it. The essay had some interesting thoughts and ideas but did not follow the traditional structure of an essay in an English-speaking academic world, and therefore did not have a thesis stated upfront, nor were the arguments well-supported by evidence. The student was quite hesitant asking for help; it was obvious he had never asked for help or guidance before, which is not untypical for the Chinese culture. Following his instructor’s comments, we talked about how the structure can be changed to match the academic writing expectations. Ten minutes into the session a heavy weight seemed to have been lifted from the student’s shoulders - he relaxed and could communicate more effectively. We practiced formulating a thesis statement. When the session was over, the student commented that he started feeling a lot more confident about writing and generously thanked me for the time. I felt my session with student was reflective of a collaborative approach, but also of accommodationist nature. I did not overwhelm the student with too much feedback or corrections. I addressed high-order concerns and gave him guidance and directions in regards to comments the instructor made on his essay. To realize the collaborative stance, we worked together on his thesis statement and I was writing down his ideas, which resulted in a thesis statement.

Another student who came to see me turned out to be a UofA alumnus. He drove all the way from the South Side to have his resume and cover letter looked at. He graduated last year and recently started a process of applying for different managerial positions. This case also manifested collaboration. We discussed his resume, outlined what were the strong points he would like to focus on, what he saw as his relevant work experience and what could be omitted. The student thanked me for my time and for the wonderfully organized event.
SUGGESTIONS/THINGS TO REMEMBER FOR FUTURE LNAPS:

- Create a separate speedcode for the event to better keep track of all revenues and expenditures.
- Have a plan B in case more students than expected show up.
- Tutors and volunteers need to meet BEFORE the event to go over their duties and make sure everyone is on the same page.
- Different colour t-shirts for volunteers and tutors/staff.
- Have separate tables for volunteers/presenters/tutors check-ins.
- Get the Office of Sustainability involved and get certified by the office.
- Get the Community Service Learning office involved (to conduct some research about the event or help with the planning).
- Organize more LNAP plannings meetings with co-organizers.
- Prepare “packages” for all participants (which include a map of the space, room numbers, proof of attendance forms, etc.).
- Find a way to schedule tutor/staff appointments throughout the night so students know when they will be helped.
- Give prizes to participants who stay all night.
- Organize a real ending ceremony.
- Add “Extension/downtown campus” on the check-in form.
- Say “North” campus instead of main campus on check-in form.
- Check-in form: add “where do you live?”
Check-in and feedback form: add “what time is it?” (and use time/date stamps to make it easy to track).
Collect email addresses to send thank you and follow-up emails to participants.
Find a bigger space (SUB? Telus? Use the Rutherford North, too?)
Work on better signage (workshop rooms, food, etc.).
Include other UofA campuses better as well as NAIT and MacEwan universities.

**BUDGET INFORMATION:**

*Financial/in-kind support:*

- The Provost's Office
- University of Alberta International
- Writing Across the Curriculum
- The Student Success Centre
- Le Centre d'écriture bilingue, Campus Saint Jean
- University of Alberta Libraries (space)
- Faculty of Extension
- Faculty of Arts
- The Office of the Dean of Students
- Faculty of Native Studies
- Faculty of Science
- The Students' Union (SU)
- University Wellness Services
- The Graduate Students' Association (GSA)
- The School of Library and Information Studies (space)
- Faculty of Arts Events Coordinator (Cindy Welsh)
- The Vietnamese Students Union in Edmonton
- The Chinese Graduate Students Club
- The Pakistani Students Association
- Safewalk (all-night, free accompaniment service to and from campus residences)
- The Order of Omega
- Jordan Kardosh (volunteer coordinator)
- Silvia Sgaramella (tutor schedule coordinator)
- Health and Wellness Centre (snacks)
- LiveWell, Faculty of Physical Education and Recreation (water bottles)
### Expenditures:

<table>
<thead>
<tr>
<th>Item</th>
<th>Provider</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate tutors</td>
<td>47 hours x 1.5 x $20</td>
<td>1530</td>
<td></td>
</tr>
<tr>
<td>Graduate tutors</td>
<td>16 hours x $41.62</td>
<td>665.92</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>Culligan</td>
<td>9.23</td>
<td></td>
</tr>
<tr>
<td>Pakistani food</td>
<td>Punjab, Pakistani Students Association</td>
<td>352.50</td>
<td></td>
</tr>
<tr>
<td>Chinese food</td>
<td>Chinese Graduate Students Association</td>
<td>411</td>
<td>(+ 4 volunteers preparing and serving)</td>
</tr>
<tr>
<td>Vietnamese food</td>
<td>Vietnamese Students Union in Edmonton</td>
<td>480</td>
<td>(+5 volunteers preparing and serving)</td>
</tr>
<tr>
<td>Breakfast</td>
<td>L’Express</td>
<td>844.75</td>
<td>1128.75 minus SU: 284.00</td>
</tr>
<tr>
<td>Drinks/cereal bars</td>
<td>Cindy</td>
<td>335.99</td>
<td></td>
</tr>
<tr>
<td>Snacks (yogurt + fruits)</td>
<td>Health and Wellness Centre</td>
<td></td>
<td>gift</td>
</tr>
<tr>
<td>Plates etc.</td>
<td>Lucie, Wholesale</td>
<td>255.55</td>
<td></td>
</tr>
<tr>
<td>Plates etc.</td>
<td>Stephen, No Frills</td>
<td>41.44</td>
<td></td>
</tr>
<tr>
<td>Markers</td>
<td>Lucie, Shoppers</td>
<td>7.95</td>
<td></td>
</tr>
<tr>
<td>SUTV two weeks</td>
<td>paid by SU</td>
<td></td>
<td>$166</td>
</tr>
<tr>
<td>Gift cards for volunteers</td>
<td>33 x $5 Tim Horton’s cards</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>Gifts for presenters</td>
<td>Chapters</td>
<td>203.07</td>
<td></td>
</tr>
<tr>
<td>+ thank you cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stamps + ink</td>
<td>Nicola (Michaels, etc.)</td>
<td>185.92</td>
<td>35.93 + 43.00 + 37.77 + 69.22</td>
</tr>
<tr>
<td>Badge holders</td>
<td>Nicola</td>
<td>39.90</td>
<td></td>
</tr>
<tr>
<td>SUBPrint copies</td>
<td>Nicola</td>
<td>273.12</td>
<td>108.05 + 25.73 + 41.16 + 98.18</td>
</tr>
<tr>
<td>Designer work</td>
<td>IST, Stephanie Bell</td>
<td>330</td>
<td></td>
</tr>
<tr>
<td>Banners</td>
<td>IST, Stephanie Bell</td>
<td>1212.50</td>
<td>900 + 200 + 112.50</td>
</tr>
<tr>
<td>Programs</td>
<td>McCallum</td>
<td>277.08</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Protective Services</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Buttons</td>
<td>BayleafButtons x300 (2.25”)</td>
<td>258.00</td>
<td></td>
</tr>
<tr>
<td>T-shirts</td>
<td>Advertising Images</td>
<td>684.60</td>
<td></td>
</tr>
<tr>
<td>Fire retardant</td>
<td>Stephen, SU</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Pillows</td>
<td>IKEA, Lucie</td>
<td>104.57</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$9278.09</strong></td>
<td></td>
</tr>
</tbody>
</table>

- TOTAL revenues: $9300
- TOTAL expenditures: $9278.09
MENUS:

*From the Vietnamese Students Union in Edmonton:*
- Special Vietnamese sandwich (banh mi)
- Vegetarian (tofu) Vietnamese sandwich (banh mi)
- Spring rolls
- Deep fried shrimps
- Vietnamese salad
- Vietnamese fruit jello

*From the Chinese Graduate Students Association:*
- Tea-Smoked Chinken Wings
- Sweet Soy Sauce Chicken Wings
- Spring Rolls
- Bean Sprouts Fried Noodles
- Beef Fried Ho Fan in XO Sauce
- House Special Fried Rice
- Plain, Bean Curd & Chili or Minced Garlic, Fried
- BBQ pork

*From the Punjab Restaurant, brought by the Pakistani Students Association:*
- White rice
- Vegetable samosas
- Butter Chicken
- Aloo Gobi
- Gulab Jamun

PRESS RELEASE SENT FROM UofA’s OFFICE OF MARKETING AND COMMUNICATIONS:

University of Alberta hosts ‘Long Night of Procrastination’ for students

Everyone’s done it: put off their work, found excuses to dawdle, in other words, procrastinated. Students are no exception, and that’s why the University of Alberta Centre for Writers is taking part in the Long Night Against Procrastination (LNAP), a free all-night event happening Nov. 6 that helps students pull an all-nighter and catch up on some of the work they’ve delayed.

According to Lucie Moussu, director of the U of A Centre for Writers, procrastination is especially common among university students who are often juggling heavy academic workloads, jobs and social lives. They tend to overestimate how motivated they will be and underestimate how much time their work will really take.

LNAP, which is being held at approximately 15 Canadian colleges and universities as well as
worldwide, offers a lineup of free events all through the night of Nov. 6 at the U of A’s Rutherford South Library, including writing support, tutoring sessions, workshops, a computer lab, creative breaks including yoga, a midnight dinner and a survivors’ breakfast.

LNAP is designed to show students that if they have to procrastinate or write at night, they can do it more efficiently if they do it in a healthy manner (with healthy snacks, regular breaks, writing support, friends, etc.)

Interviews for an advance story are available with Lucie Moussu, who can be reached at moussu@ualberta.ca.

Photos for editorial use are also attached. One illustrates a 'procrastinating' student and one is of Lucie Moussu. Media are also welcome to co-ordinate their own photo shoots. Let me know if you have questions.

Bev Betkowski
Communications Associate
Marketing and Communications
University of Alberta

LINKS TO/COPY OF MEDIA REPORTS ON THE EVENTS:

The Gateway: http://thegatewayonline.ca/index.php/blog/comments/procrastination
Long Night Against Procrastination event says there’s more productive ways to procrastinate, 4 November 2014, By: Richard Catangay-Liew.

Caffeine, sugary snacks and minimal sleep are long-held staples of a university student’s all-nighter. But the University of Alberta’s Centre for Writers (C4W) aims to show there’s better ways of pulling off those long, coffee-fuelled nights.

The U of A’s inaugural Long Night Against Procrastination (LNAP), which runs Nov. 6 to 7 in Rutherford South Library from 8 p.m. to 8 a.m., will offer an array of presentations, brainstorming and writing workshops to participants from C4W tutors, Student Success Centre representatives and guest lecturers.

C4W Director and LNAP co-organizer Lucie Moussu said she typically doesn’t procrastinate, but acknowledged that “procrastination is human,” especially during midterm exam and paper season.

“I try to discourage, but I understand that life has complications,” Moussu said, as she pointed to a paper a student handed in to her past the deadline. “I think we all function differently ... but let us show you how to do it in a healthy way.”

Events at LNAP include yoga and meditation, how to deal with distractions, how to avoid procrastination in writing a thesis, and mental health “tutoring” on how to combat anxiety and
writer’s block. Food will be provided by international student groups and healthy snacks will be supplied by University Wellness Services, a change from the typical energy drinks students guzzle when they need an extra jolt in the library.

“Move around, get some healthy food, get some exercise and take a break,” Moussu said of switching up the stereotypical all-nighter routine. “There’s tons of stuff you can do that will make the procrastination less painful and more efficient.”

While students who pull all nighters might scoff at taking a nap, Moussu said she encourages LNAP participants otherwise.

“I want them to bring their pillows,” Moussu said. “It will be a long night. I think if they bring their sleeping bags and take a quick nap in the middle of the night, that would be a good idea. At the end, the result will be a higher quality and better paper or assignment.”

C4W tutor Regan Kaasten is volunteering at LNAP from 8 p.m. to 3 a.m., but said she plans on using the event’s various resources to finish a classics paper that’s due a few hours after her shift ends.

“I work better at night, so I end up pulling a lot of all-nighters,” Kaasten said. “We’re showing that it’s acceptable to have all-nighters, but there’s a better way to do it and not kill you.”

Kristin LaGrange, a fellow C4W tutor and LNAP volunteer, said she tends to “unwillingly procrastinate” with her loaded schedule, so she resonates with students who feel the need to stay awake 24 hours to finish an assignment. She added that events like this would’ve been helpful in her first year on campus, so she’s encouraging fellow students to utilize their time efficiently and only do all nighters in moderation.

“Something like this would’ve been really helpful, even with just giving me insight into how other people work as well, because I felt really isolated in my first year,” LaGrange said. “Having a variety of services and tutors like this would’ve been super helpful.

“I think it’s important for students to learn how to ‘procrastinate well,’ and how to do it in such a way where you won’t feel really sick.”


**Up All Night... Tonight!**

Kristin LaGrange is a Peer Tutor with the Centre for Writers and is one of the organizers of the U of A’s Long Night Against Procrastination.

I think what I’m anticipating most this semester is my all-nighter.

Having a plan is important, going into a school year, and in my four years of undergraduate studies at the U of A, I have learned that imposing a limit on myself to stay awake for longer than 24 hours
only once per semester is probably the best for my grades — and my health. That being said, it’s not a rule I came up with in order to plan to have to stay up all night: it’s simply a limit placed for fear of the worst.

This semester though, I’m staying up all night long on November the 6th (yes TONIGHT!), and it’s for the benefit of not only myself, but you — yes, you, dear reader. And I encourage you to do the same: plan to stay up all night with me, my coworkers and some of my favourite professors in Rutherford Library South for the Long Night Against Procrastination!

So, what is the Long Night? Since a large part of university/college student culture revolves around the lack of time that we have for the completion of assignments amongst all our other involvement, the Long Night AGAINST Procrastination aims to capitalize on that motivation stemming from “working better under pressure” and celebrate those people who think and work more effectively in the dead of night. The Centre for Writers (C4W) staff is beyond excited, having received support from a huge number of sponsors including the University Provost, the Students’ Union, and the Graduate Students’ Association, so that we can extend our services for an additional 12 hours of one-on-one session time with a wide variety of our tutors. The same thing is also happening at a half-dozen other universities across the country, so we can look forward to the company of other studious night owls for the evening.

Having worked with such a diverse group of writers at the Centre in my two years as a Peer Tutor during what I typically refer to as “regular people hours”, I’m excited to see both fresh and familiar faces at my favourite place on campus for this giant study party. In addition to my regular duties as a tutor, I have also become one of Dr Moussu’s minions: attending classes outside of my Beartracks schedule to tell people about it, handing out posters and pinning buttons onto all of my friends to keep this monumental Thursday fresh in their minds — along with the daunting of the November stretch of midterms and projects.

I find that the best way to approach that last gauntlet of papers, exams, and projects is to start off strong, and build momentum from there. The Long Night should not be missed. If only to take advantage of yet another opportunity for free food on campus — but also the free support, free info and workshops, free and valuable experience in learning that you will experience with us.

Arts stories: http://uofa.ualberta.ca/arts/work-of-arts/arts-stories/long-night-against-procrastination

Long Night Against Procrastination: All-nighter perfect opportunity to catch up on projects and learn how NOT to procrastinate, by Angelique Rodrigues.

Nobody really means to procrastinate. It’s something that typically just, well, happens. You sit down to write that term paper and suddenly your mind is filled with everything but the project you’re working on.
Clearly a lengthy scroll through Facebook will get you back on track. Obviously you’ll focus better if you clean your entire room, and do your laundry first. And then, hours, even days later, when that paper is due — you realize what you’ve done and horror sinks in. According to Lucie Moussu, director of the UAlberta Centre for Writers, procrastination is especially common among university students, who are often juggling heavy academic workloads, after-school jobs and extracurricular activities with their social lives. They tend to overestimate how motivated they will be in the future, and underestimate how much time a project will take.

That’s why Moussu jumped on board when she heard about the Long Night Against Procrastination (LNAP) — a free, all-night event that provides a safe, supportive space for students to pull an all-nighter and catch up on some of the work they’ve procrastinated on.

“If you think students don’t procrastinate, you’re living on a different planet,” says Moussu, who organized the event. “We can tell them it’s terrible, but students will do it anyway and so it’s better to teach them how to avoid it and help them get through it when it happens.”

The Centre for Writers is one of three Alberta writing centres and 16 national writing centres participating in the global event — slated for 8 p.m. on November 6 to 8 a.m. on November 7, 2014 in the Rutherford South Library.

Moussu says students need this kind of support, and LNAP offers an opportunity for them to access writing resources at night.

“Most students write their papers or tackle projects at night, after they’ve finished classes, worked at a job, visited with friends and usually they have nowhere to go,” she explains. “Basically what we’re saying is: IF you are going to binge-write, here is a safe, healthy place to do it.”

Along with help to catch up on any projects that may have piled up, the event also offers workshops on how to avoid future procrastination, says Moussu.

“We’ll be sharing strategies and tips on how to plan your workload, how to deal with distraction, lots of different ways to avoid procrastinating,” says Moussu. “It’s about promoting healthy study habits, getting some work done and having fun too.”

LNAP kicks off Thursday, November 6 at 8 p.m. An international dinner is scheduled for midnight, followed by a survivor’s breakfast at 6 a.m. the following morning.

Throughout the night, students will be able to have private sessions with both English and French tutors, spend time writing, get feedback from peers, eat, participate in workshops and even take creative breaks including yoga and music classes.
Organizers suggest students bring a pillow, blanket or sleeping bag if they plan on staying all night. “You want to make sure you’re comfortable and that if you need to rest you can do so,” says Moussu.

The event is supported by Provost and Vice-President (Academic) Carl Amrhein, and sponsored by several faculties, departments and centres including University of Alberta International, Writing Across the Curriculum and the Faculty of Arts. For a full list of sponsors, visit the LNAP supporters page.

To register for Long Night Against Procrastination, which already boasts nearly 200 registered participants and 60 volunteers, visit the event’s Facebook page and check out the LNAP schedule for a full list of events.

“Students pull an all-nighter at University of Alberta’s ‘Long Night Against Procrastination’” by Lucy Haines.

The vast majority of students report procrastinating at some point in their school career, but help is available on campus to deal with putting off school work.

When she was an undergrad, U of A PhD student Nancy Bray used to wait until the night before a paper was due to write it.

“I was a perfectionist, and if it couldn’t live up to my high standards, I could hardly write the paper,” said Bray. “Now I’ve learned ways to help me get started—just to write a terrible first draft—anything to push past that block.”

To help the vast majority of students who say they procrastinate—essays, studying for tests—the U of A’s Centre for Writing joined 15 universities across Canada for the Long Night Against Procrastination, an all-night event to help train students to overcome problems with writing.

“It’s human nature—we wait to do things, or avoid it all together because of self-doubt or fear of failure,” said Lucie Moussu, director of the U of A Centre for Writers. “We provide group support and peer discussions to help motivate. My hope is for students to relax and even just make a start on a paper.”

Offering a midnight supper and survivor’s breakfast as incentive, the event attracted hundreds to Rutherford Library for a night of presentations, yoga and healthy snacks—help for those who work best at night.

“Simple strategies, like working in groups with friends, moving around regularly, and eating healthy snacks all help,” Moussu said.

“I think the point is to make writing less painful—and to get away from the distractions at home,” Bray said.

Academia Top Ten: http://academica.ca/top-ten/institutions-across-country-hold-%E2%80%9Clong-night-against-procrastination%E2%80%9D-events-tonight

Institutions across the country hold “Long Night Against Procrastination” events tonight, November 6, 2014

16 institutions across Canada will host “Long Night Against Procrastination” (LNAP) events tonight. While individual institutions have previously hosted LNAP events, this marks the first time multiple institutions have coordinated a Canada-wide event. The events are designed to help students who procrastinate at night find ways to work more efficiently with healthy snacks, regular breaks, and writing support.
The events will also help students build strategies to avoid procrastination in the future. “We’ll be sharing strategies and tips on how to plan your workload, how to deal with distraction, lots of different ways to avoid procrastinating. It’s about promoting healthy study habits, getting some work done and having fun, too,” said Lucie Moussu, Director of uAlberta’s Centre for Writers. Students at uAlberta, for instance, will have access to tutors, participate in workshops, get feedback from peers, and take breaks involving yoga and music. The LNAP events are coordinated by the Canadian Writing Centres Association (CWCA).


Over 500 UAlberta students turn out to Long Night Against Procrastination; LNAP a rousing success; UAlberta’s Rutherford Library bursting with laptops, books, pillows and papers overnight. By Angelique Rodrigues on November 7, 2014 (Pictures by Angelique Rodrigues, too).

Over 500 students spent the night writing, editing and catching up on projects in UAlberta’s Rutherford Library for the Centre for Writers’ inaugural Long Night Against Procrastination.

The free, overnight event was held from 8 p.m. Thursday, Nov. 6 to 8 a.m Friday, Nov. 7, and organizers were surprised and happy with the high turnout.

“It was incredible how many students we had,” said Lucie Moussu, director of the Centre for Writers, on Friday morning. “We asked students to fill out a form and that’s how we realized we had over 500.”

The night was a long one, but organizers filled the time with writing workshops, one-on-one tutoring sessions, creative breaks and lectures on writing strategies.

Arts student Fiona Madsen says she had a midterm and a paper due Friday, and thought the Long Night Against Procrastination was the perfect motivation to help her finish.

“I had a couple of things due today actually, that I had, well, procrastinated on,” said Madsen, who was one of about 100 students still standing at 6 a.m. “I think a lot of students face procrastination and look for a process to try to tackle it.”
As a first year student, Madsen knows now is the time to learn how to manage her academic workload, and she’s grateful for the LNAP workshops and lectures on proactive strategies.

“I think this was really awesome,” she said. “I definitely think they should do it again.”

Many of the workshops were geared towards teaching students how to manage their workload, including "Avoiding procrastination in writing your thesis" with Graduate Writing Advisor Rob Dejardins and “Dealing with Distractions” with Learning Resource Facilitator Mebbie Bell.

Others focused on career advice for graduate students, such as the Rapid Resume Review run by the UAlberta Career Centre.

Fourth year Arts students Laura McDonald and Alice Zhou were all smiles as they lined up for the free survivors’ breakfast with their edited resumes and completed projects in hand.

McDonald says having access to resume advice at LNAP was invaluable to her as it’s often difficult for students to find the time to make those kinds of appointments.

“I got a lot of help from the resume review. [My resume is] definitely a lot further than it was before,” said McDonald. “This was definitely worthwhile.”
The pair of friends picked a quiet corner to work in and set themselves up with snacks and pillows. They took turns taking naps over the next 11 hours and stayed focused by attending some of the creative sessions throughout the night.

“I really liked the exercises like doing yoga and the heavy metal music room,” said Zhou. “I didn’t expect them to be as helpful as they were.”

The Centre for Writers was one of three Alberta writing centres and 16 national writing centres participating in the global event.

Over 60 volunteers from various UAlberta departments were on hand at the event, including 20 volunteers from Safewalk.

Moussu says students who find they are struggling with procrastination throughout the year can access the Centre for Writers for helpful advice and tips. For more information visit their website.

The Long Night Against Procrastination was sponsored by the Provost and Vice-President (Academic) Carl Amrhein, along with University of Alberta International, Writing Across the Curriculum and the Faculty of Arts.
President Samarasekera’s Weekly Bulletin:
To the students, staff, and faculty who spent a sleepless night in Rutherford South last night (Thursday), my thanks and congratulations on staging the University of Alberta’s first Long Night Against Procrastination. Complementing other initiatives organized in recent years at the U of A to support student success, such as BaseCamp, Day of Service, and others, the LNAP is aimed in particular at helping students manage the time pressures and gain the academic skills needed to prepare high-quality writing assignments on time. Last night’s event was part of a Canada-wide launch of this initiative, which was first organized in Germany in 2010. Organizing the LNAP here on our campus was a collective effort and I appreciate the work done by the U of A’s writing centres and Libraries, in addition to partners from NAIT and MacEwan, to make it a success.

OTHER WRITING CENTRE LNAP STATS:

- University of Saskatchewan: event held from 10pm until 6am; 3 staff, 7 volunteers, 6 writing and math tutors; 250 participants.
- University of Ottawa: event held from 8pm until 8am; at 9:30, 80 students were present, and by 1:30am, they had welcomed 150 students.
- Saint Mary’s University: event held from 10pm until 8am; had 5 tutors/staff; a total of 12 students participated. (http://unews.ca/smus-writing-centre-goes-all-night-for-students/)
- Wilfrid Laurier (Waterloo campus): event held from 8pm until 8am; 2 staff and 12 tutors; 125 participants; budget: approximately $2500.
- Trent University: event held from 7pm to midnight; 6 writing/research staff, 3 tutors; 3 staff from other departments; 12 student staff; 76 total interactions, 59 workshop attendees, 17 drop-in appointments.
- Wilfrid Laurier (Brantford campus): event held from 6pm to midnight; 37 attendees.
- Western University (Huron campus): event held from 7pm to midnight; 2 staff and 13 tutors; 30 student visits; activities included pet therapy dog, one-on-one tutoring, and midnight pizza dinner; budget: approximately $100.
Summary of student feedback

Feedback from 41 participants was reviewed. Overall, 93% of the surveyed students rated this session as ‘very helpful’ in helping them “raising their awareness and knowledge about academic writing expectations in the Canadian classroom,” 3% deemed it ‘somewhat helpful.’ None of the attendees said the session were ‘somewhat or very unhelpful.’

91% of the participants agreed that the course was helpful for providing tools for developing their academic writing skills. Comments mentioned three specific areas of focus the sessions covered:

- How to write and improve a thesis
- How to avoid plagiarism
- How to organize and cite a paper

The students commented that the instructors were organized, knowledgeable and patient. They also reiterated the value of having interactive examples to practice the techniques that were taught.

General Comments

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

- They guided us how to improve my thesis. Told the different styles of writing.
- The structuring of an essay and how to avoid plagiarism
- Writing skills at university level
- We learnt some of the structures in English papers and customs in English academic writing such as the principle to quote a sentence, writing thesis statements and using evidence to support them.
- Revising helped me to remember the things that I may have forgotten.
- If you don’t know something, just ask.
- The steps and tips on how to write an essay and the comments about academic life.
- If you organize your thoughts, it would be a lot easier to write, understand and review the paper provided that it is back up by a reliable source.
- The expectations of writing in Canada
- I learned lots of writing styles in this class and this will help a lot in my future study period.
- Also, I get to know much about how to write an article in engineering.
- Teachers are really nice and helpful. The content of the class is very good.
- How to think critically; get to know about academic writing and learning lots of strategies about writing.
- Probably the most helpful class in U of A+
I got some knowledge in writing an essay, and also in reading instructions.
I learnt tools for effective writing.
We learned how to find resources for engineering writing

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

To be honest, I would have thought there would be a lot of brainstorming.
Sometimes the speed of speaking is a little too fast to listen to.
More examples and more practice exercises
Examples of essays well-written with so mistakes so we can see.
Perhaps next time a section about writing reports could be added
I would like to see presentation slides on a bigger screen
One-on-one training
Talk more about setting up a good title
Make it a little simple and maybe slower
There should be no homework