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1. **STAFF**

1. **Director**

Dr. Lucie Moussu has been the Director of the Centre for Writers (C4W) since July 2009, taking over from Acting Director Dr. Roger Graves (Writing Across the Curriculum (WAC) Director). She is a tenure-track faculty member in the Department of English and Film Studies (EFS) and teaches Writing Studies (WRS) 301 and 603. As of July 2010, Dr. Moussu will be the first Director of the C4W to continue on in her role for a second year since the C4W opened in February 2008.

2. **Becky Halliday**

Becky Halliday has been the C4W’s Administrative Assistant since October 2007. She works 35 hours/week and until November 2009 was the only administrative support staff member at the C4W. Hers has been the only full-time, continuing support staff position at the C4W.

3. **Maren Bolstler**

Maren Bolstler joined the C4W in November 2009 as the second Administrative Assistant with a year’s contract through Interim Staffing Services (ISS). Her primary duties included managing the second space (C4W2 in 1-23 Assiniboia Hall), coordinating online tutoring and compiling statistics.

4. **Tutors**

**Recruitment**
During Summer 2009, the C4W advertised WRS 301 through faculties and departments: seeking recommendations from instructors, emailing Arts students through a listserv and emailing existing C4W clients. The C4W also, for the first time, posted job ads for both undergraduate and graduate tutors through Career and Placement Services (CAPS).

The CAPS postings proved useful, and the C4W ran another posting in December for graduate tutors – emphasizing that the C4W wanted students from diverse faculties and departments and advertising WRS 603. The C4W also sent out a notice on the GSA’s e-Newsletter and engaged in targeted advertising in Science and Nursing.

**Returning Tutors**
Of the 2008-09 staff, 7 undergraduate and 4 graduate tutors returned. Of the 4 graduate tutors, 2 had taken WRS 301 in their undergrad programs in 2008-09 and were now first-year Masters students.

From the Fall 2009 paid staff, the C4W re-hired 6 undergraduate and 4 graduate tutors.

**New Tutors**
The C4W hired one undergraduate transfer student from Augustana. She had worked at the Augustana Writing Centre and had taken its tutor training course. EFS recommended two incoming graduate students with previous writing centre experience. Both were recruited.

Via CAPS, an Education after-degree student was recruited. She had worked at Carleton’s writing centre while completing her MA.
The C4W also hired one more MA student from EFS starting October 1; this student sat in on WRS 301 and was paid as an RA.

Of the 8 students who took WRS 301 in the Fall Term, the C4W hired 7 on as paid tutors.

In December, the C4W recruited 5 new graduate tutors. Two had previous writing centre/tutoring experience; the remaining three were asked to register for or audit WRS 603 and were paid for their in-class hours as well as for their tutoring hours.

WRS 301: Introduction to Writing Centre Practice and WRS 603: Writing Centre Theory
One section of WRS 301 was offered in the Fall Term. Eight undergraduate students took the course, one student audited and one student sat in.

In the Winter Term, 10 undergraduate students took WRS 301 and 4 graduate students took WRS 603 (one simply audited without being paid to do so).

Tutor Demographics – Academic Programs

Fall 2009
During the Fall Term, the C4W tutoring staff was comprised of 24 tutors:

- 17 undergraduate tutors (9 paid tutors and 8 WRS 301 students)
- 7 graduate tutors

Paid undergraduate tutors’ programs:
- Honors Art History
- Biological Sciences major and Agriculture minor
- Education after-degree
- Education – English major and Native Education minor
- English major and Creative Writing minor
- Honors English and Creative Writing double major
- English major and Sociology minor
- Film Studies major and Drama minor
- Sociology major and Creative Writing minor

WRS 301 students’ programs:
- Computer Science major
- Economics and English
- Education
- English major
- English major and Anthropology minor
- English and Chinese double major
- English major and Political Science minor
- Political Science and Creative Writing
Graduate tutors’ programs:
- Masters in Education
- 2 MA English
- MA History
- 2 PhD English
- PhD Physical Education, Recreation and Leisure Studies

Winter 2010
During the Winter Term, the C4W tutoring staff was comprised of 33 tutors.
- 23 undergraduate tutors (13 paid tutors and 10 WRS 301 students)
- 10 graduate tutors (9 paid tutors and one WRS 603 student)

Paid undergraduate tutors’ programs:
- Computer Science major
- Economics and English
- Education
- Education after-degree
- Education – English major and Native Education minor
- English major and Anthropology minor
- English and Chinese double major
- English major and Creative Writing minor
- English major and Political Science minor
- English major and Sociology minor
- Film Studies major and Drama minor
- Sociology major and Creative Writing minor
- Political Science and Creative Writing

WRS 301 students’ programs:
- Anthropology major and Creative Writing minor
- 2 English majors
- Honors English
- English major and Creative Writing minor
- English major and Linguistic Anthropology minor
- English major and Women’s Studies minor
- Open Studies
- Psychology major and Anthropology minor
- Spanish/French double major and Linguistics minor

Graduate tutors’ programs:
- MA Anthropology
- MA English
- MA History
- MA Political Science
- MSc Earth and Atmospheric Sciences
- Masters in Education
- PhD English
PhD Physical Education, Recreation and Leisure Studies
PhD Political Science

WRS 603 student’s program:
• PhD Educational Policy Studies

Hour Reductions
On March 1, during a period of budget uncertainty, and with more tutors on shift than demand for appointments, Dr. Moussu asked tutors to reduce their hours voluntarily.

Undergraduate tutor hours were reduced by approximately 70 hours in total between March 1 and April 12. Graduate tutor hours were reduced by approximately 10 hours in total.

Although the syllabi for past sections of WRS 301 had required students to volunteer at the C4W for 5 hours/week, Dr. Moussu reduced the requirement to 4 hours/week in Fall Term to work within the room capacity of 1-42 Assiniboia Hall.

On March 8, again with more tutors on shift than demand for appointments, Dr. Moussu reduced 301/603 tutor practicum hours to 3/week for the remainder of the term.

II. WRITING CENTRE SERVICES AND USE

1. Business Hours and the Addition of C4W2 (1-23 Assiniboia Hall)

In Fall Term, the C4W was open from 10 am until 5 pm, Monday through Friday. In Winter Term, with the addition of a second room and a second Administrative Assistant, the C4W extended its hours as follows: the first room was open from 10 am until 5 pm, Monday through Friday as before; the second room was open from noon until 7 pm, Monday and Wednesday, from 2:30 pm until 7 pm on Tuesday and Thursday, and from 10 am until 5 pm on Friday. C4W2 was used as classroom for WRS 301/603 on Tuesday and Thursday.

For the first time, and in consultation with the University Writing Committee (UWC), it was decided that the C4W would be open for tutoring during the Spring and Summer terms, for 12 hours/week (24 tutoring hours). The C4W hired and scheduled 2 undergraduate and 2 graduate tutors at the end of the Winter Term.

2. Users

It should be noted that usage was not consistent throughout the year. Although there were more individual appointments made during Winter Term, the C4W’s actual usage percentages were far higher in Fall Term. In Fall Term, usage percentages were often at 90% or higher, with approximately 40 clients on the online waiting lists each day in early November. With a room capacity of 6 tutors at any time, the C4W did not have enough tutor hours available – necessitating the expansion into C4W2 and the extension of open hours in Winter Term. In Winter Term, the C4W found, at times, that it had more tutors available than were necessary to meet client demand.
Centre for Writers Usage Statistics: September 14, 2009 – April 12, 2010

TOTAL number of registered users on the appointment-booking system: 2374
TOTAL number of unique clients who came in for appointments: 1747
TOTAL number of reservations (30-minute appointments) for full year: 4652
TOTAL number of reservations (30-minute appointments) in Fall: 2123
TOTAL number of reservations (30-minute appointments) in Winter: 2529
TOTAL number of walk-in reservations: 271

Number of clients who attended once: 828
Number of clients who attended between 2 and 9 times: 853
Number of clients who attended ten or more times: 66

**Reservations by Standing**
1904  First Year Undergraduate (41\% of total reservations)
731   Second Year Undergraduate
483   Masters Student
475   Third Year Undergraduate
405   Fourth Year Undergraduate
326   PhD Student
193   After Degree
70    Fifth Year Undergraduate
23    Faculty
17    Staff
10    Post Doc
11    No answer
4     Contract Instructor

**Reservations by Language**
2441  English (52\% of total reservations)
767    Chinese
296    Korean
234    Other (language either not on list or less than 10 users listed it)
172    Cantonese
119    Mandarin
105    Farsi
100    Spanish
84     Arabic
57     Urdu
55     Japanese
47     Persian
30     Punjabi
28     German
26     Somali
25     French
25     Russian
16     Turkish
13     Gujarati
12     No answer
### Reservations by Faculty/Department

#### ALES (Agricultural, Life and Environmental Sciences)
- **200** ALES - Agricultural Food and Nutritional Science
- **98** ALES - Human Ecology
- **75** ALES - Undeclared Major
- **61** ALES - Renewable Resource
- **19** ALES - Rural Economy

#### Arts
- **305** Arts - Undeclared Major
- **189** Arts - Economics
- **104** Arts - Political Science
- **75** Arts - English and Film Studies
- **57** Arts - Psychology
- **55** Arts - Art and Design
- **45** Arts - History and Classics
- **37** Arts - Interdisciplinary
- **36** Arts - Drama
- **33** Arts - Modern Languages and Cultural Studies
- **31** Arts - Sociology
- **27** Arts - Linguistics
- **21** Arts - Anthropology
- **14** Arts - Music
- **9** Arts - East Asian Studies
- **6** Arts - Philosophy
- **2** Arts – Women’s Studies

#### Business
- **61** Business - Accounting and Management Information Systems
- **46** Business - Finance and Management Science
- **20** Business - Undeclared Major
- **15** Business - Marketing, Business Economics, and Law
- **11** Business - Strategic Management and Organization

#### Education
- **169** Education - Educational Policy Studies
- **137** Education - Secondary Education
- **83** Education - Elementary Education
- **2** Education - Undeclared Major

#### Engineering
- **104** Engineering - Civil and Environmental Engineering
- **97** Engineering - Chemical and Materials Engineering
- **79** Engineering - Mechanical Engineering
- **53** Engineering - Electrical Engineering
- **25** Engineering - Undeclared Major
- **9** Engineering - Mining and Petroleum Engineering
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<td>Faculty of Extension</td>
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<tr>
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<tr>
<td>Faculty of Law</td>
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<td>Physical Education and Recreation</td>
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<td>Public Health - Public Health Sciences</td>
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<tr>
<td></td>
<td>8</td>
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<td>Rehabilitation Medicine</td>
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<td>63</td>
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<td>58</td>
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### Percentage of Reservations by Faculty/School

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<th>Percentage</th>
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<td>Science</td>
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<td>Other/Blank</td>
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<tr>
<td>School of Public Health</td>
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<tr>
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<tr>
<td>Law</td>
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<td>Medicine and Dentistry</td>
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<tr>
<td>Library and Information Studies</td>
<td>0.1%</td>
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</tbody>
</table>

### 3. Client Satisfaction

After each tutoring session, the tutor asked the client to fill out an anonymous feedback form. The feedback form (see Appendix A) allowed clients to rate their level of satisfaction with their tutoring session. Clients chose from “very,” “somewhat” or “not” to describe their experience at the C4W. This feedback was very important as it allowed the C4W to gauge the tutors’ performance throughout the term. The statistics formed provided a comprehensive view of the C4W’s strengths and weaknesses.

**Fall 2009**

A total of 1782 forms were filled in (for or a sample of results, see Appendix B). The level of client satisfaction was quite high as the feedback revealed that:

- 74% of clients found their session very useful
- 78% of clients felt their tutor explained concepts very clearly
- 85% of clients would very likely return to the C4W
- 89% of clients would very likely recommend the C4W to other students

Clients also had the option of leaving specific comments. Here are some selected comments:

- “Great experience. I learned a lot more about my own grammar and punctuation habits and I was able to edit/revise my writing more concisely and succinctly.”
- “Thank you for your support. You are very much needed on campus.”
- “This is great! I definitely don’t feel as anxious about my writing as before!”
- “I found this very helpful and clarified what is expected in university writing that the profs did not go over.”
- “At times the concepts were explained too clearly to the point where time was not available to carry on.”
- “I now have a good idea of how to begin my essay/outline/thesis. Will come back.”
- “Very useful resource. Have been here several times and have always found it to be very beneficial!”
• “It would have been great if you had a tutor familiar with mathematical writing.”
• “I felt that the context/conditions under which I was writing were not understood, but I’ve had other good experiences here. Thank you.”
• “Very nice to talk things over with someone knowledgeable.”

Winter 2010
A total of 1843 forms were filled in (for a sample of results, see Appendix B). The level of client satisfaction increased from Fall 2009:

• 83% of clients found their session very useful
• 86% of clients felt their tutor explained concepts very clearly
• 89% of clients would very likely return to the C4W
• 89% of clients would very likely recommend the C4W to other students

Here are some selected comments:

• “Very clear and helpful in organizing my thoughts as well as aiding in the structure for future essays.”
• “The tutors of the Centre are really helpful and encouraging to be a better writer.”
• “Simply amazing. Very clear explanation with useful example. The question was solved like an easy puzzle.”
• “I felt that we made too slowly at the beginning and were rushed near the end of the session. Many topics were not touched on. But overall the tutor was helpful.”
• “This was a great experience and I got help with exactly what I needed and I feel more confident with my essay. Thanks!”
• “I would like to have more time with the tutor.”
• “This is very useful because it helps people that are learning English as a second language as they face some problems, especially in the area of writing.”
• “Don’t have to spend as much time on little things.”
• “It is good to have the option to go somewhere for help in writing! Writing is often a challenge and the Centre makes getting help less intimidating.”

4. Promotion and Advertising

Word-of-Mouth
As the statistics show, word-of-mouth – both from fellow students/clients and from instructors – is the C4W’s primary promotional tool and has led not only to increased C4W usage but also to additional promotional opportunities (e.g. one client was a student director of the InfoLink program).

Electronic Announcements
For electronic announcements to the general university population, the C4W has used the following U of A listservs and e-newsletters:

• EFS Bulletin
• Arts-Town-Crier listserv
• Graduate Students’ Association e-newsletter
• Writing Matters e-newsletter

For more targeted electronic publicity (e.g. WRS 301/603 advertising, workshop postings), the C4W relied on contacts within individual faculties/departments. UWC representatives were extremely helpful, as they could distribute information directly to their faculties’ instructors and/or students, or refer the
C4W to another contact within the faculty/department. Announcements were also sent through the Communications person at the International Centre.

**Postcards**
Postcards were given to drop-in clients and to professors upon request, distributed during classroom visits, and distributed to information desks across campus (InfoLink booths, U of A Libraries, etc.). In addition, Dr. Roger Graves distributed them to students during in-class presentations.

**Posters**
Posters were designed for both the Fall and Winter term workshops and were put up across campus. The March Open House was advertised in a similar fashion.

**U of A Libraries**
U of A Libraries has been extremely helpful to us. They kept C4Wpostcards at their circulation desks, posted workshop posters in visible places, and posted C4Wannouncements on their LCD screens. They also invited tutors to join them during their own classroom presentations (see Library Presentations), and Maren Bolstlter will present at their staff training sessions in May.

**Print Advertising**
Print advertising was limited to ads that targeted a wide demographic for a sustained period of time. In the summer, the C4W took out a half-page, full-colour ad in the Students’ Union (SU) Handbook for $875; this handbook was handed out to every undergraduate student. CBAS ran the same ad for $200 in a handbook section they produced for Arts students; Arts students therefore saw the ad twice. The GSA sold the C4W space for a black-and-white version of the same ad in its day planner for a discounted rate of $550.


**Other**
Since Fall 2008, the C4W has been placing two sandwich boards outside Assiniboia Hall during open hours. They serve the C4W well, both as an advertising tool and as directional signage. The C4W pens ordered in 2008 continued to be an excellent advertising tool.

Towards the end of Winter 2010, clients were asked (via their feedback forms) how they heard about the C4W. The results are as follows:

26% from word-of-mouth – fellow students or friends
24% from in-class presentations
22% from professors, lecturers, or instructors
10% from University of Alberta websites
5% from outside signs
5% from advertisements, posters, and flyers
2% from U of A Libraries
1% from emails from faculties and departments
1% from Orientation
1% from postcards
1% from the Students’ Union (SU) Handbook
1% from workshops
1% from the International Centre
5. **Visits and Presentations**

**Classroom Visits**
Classroom visits and presentations are a key component of the C4W’s promotional plan as the C4W can provide information directly to its client base. At the beginning of each term, the C4W advertised classroom visits via email. Interested professors and lecturers then contacted the C4W. Both undergraduate and graduate tutors conducted the classroom visits and presentations.

Dr. Roger Graves also conducts classroom visits with the goal of improving student writing. Over the Fall 2009 and Winter 2010 terms, his presentations reached approximately 3,000 students.

In Fall 2009, graduate tutors visited 16 classes. Up to 1,019 students attend the following classes:

- Chemistry 101/103 (1 visit, 240 students)
- Earth and Atmospheric Sciences 192/225 (2 visits, 278 students)
- Elementary Education 406 (1 visit, 26 students)
- English 121/122/123 (7 visits, 254 students)
- Genetics 390 (1 visit, 80 students)
- Nursing 415/503/505 (3 visits, 37 students)
- Occupational Therapy 503 (1 visit, 104 students)

In Winter 2010, both graduate and undergraduate tutors visited 14 classes. Up to 728 students attended the following classes:

- Biology 366 (1 visit, 100 students)
- Earth and Atmospheric Sciences 192/296 (2 visits, 200 students)
- English 114/121/122/123/125 (8 visits, 277 students)
- Fetal Physiology 513 (1 visit, 11 students)
- Mathematics 115/337 (2 visits, 140 students)

The C4W received very positive feedback from the professors/lecturers of these courses:

- “The presentation was lovely and delivered expertly at the level of the class.”
- “I was glad to have a C4W presentation in my classroom. I will encourage the class to contact the C4W when I hand out the next essay topics.”
- “There is nothing I can think of to improve the presentation. I thought it was informative and inviting.”

**Library Presentations**
In partnership with U of A Libraries, the C4W participated in sessions hosted by the Libraries for 100-level English courses. These sessions are designed to introduce students to resources available on campus. The C4W presented to 16 different classes, each with roughly 30 students (for a total of 480 students). Each C4W presentation was conducted by a tutor from the C4W (both undergraduate and graduate) and lasted between 5 and 10 minutes. C4W postcards were distributed to the students.

- English 114/121/122/123/124/125/199 (16 visits, 480 students)
Orientations/Fairs
Becky Halliday phoned the SU in early July to find out about opportunities for the C4W to have a presence at Orientation 2009 only to find out that invitations had been mailed out to student services in April, and the C4W had been left off the list.

The Collective Body of Arts Students (CBAS) displayed C4W postcards at its booth at the Student Group Fair in the Butterdome, and the C4W sent three undergraduate tutors to sit at the booth during the fair.

The C4W did participate at the following Orientation events:
- Graduate Students’ Association Fall Term Orientation (booth fair)
- International Centre Orientation (booth fair)
- ALES Incoming International Student Orientation (a graduate tutor gave a 10-minute presentation on the C4W’s services)

In addition, two graduate tutors assisted Dr. Heather Graves in leading a workshop for approximately 30 International students entering the Faculty of Science. Dr. Moussu also mentioned the C4W at the new faculty orientation that she attended.

C4W staff also attended the 2009 U of A Open House for prospective students.

On January 11 and 12, the C4W participated in the GSA’s Winter Orientation for graduate students commencing studies in Winter 2010.

The C4W also participated in the InfoLink Academic Awareness Week in February (booth fair).

6. **Summer Session Working Groups**

The C4W was closed from mid-April to early September 2009. During May and June, to address some of the demand for grad student support during the summer, two graduate tutors ran a weekly writing group for five Computer Science students, all working to finish their Masters thesis projects under the same faculty supervisor.

7. **Website and Online Resource Development**

The C4W’s website, www.c4w.arts.ualberta.ca, is the main portal to C4W information and writing resources and to the appointment-booking schedule. In Fall 2009, the site had over 8,600 visits, and in Winter 2010 there were over 9,000 visits.

Prior to September, much of the C4W’s website content was rewritten in order to:
- tighten the existing content
- reflect policy changes
- expand on the list of Frequently Asked Questions; and
- update appointment-booking instructions

In Summer 2009, Dr. Roger Graves hired three graduate tutors from the 2008-09 staff on four-month contracts to do resource development.
Throughout 2009-10, Dr. Moussu encouraged graduate tutors to take on additional projects – particularly the development of PowerPoint presentations which served both as workshop overheads and online resources.

In the past year, C4W staff and tutors have created the following online resources:

- MLA PowerPoint presentation
- APA PowerPoint presentation
- Chicago PowerPoint presentation
- “Taking Notes During Lectures” PowerPoint presentation
- “How to Write a Grad School Application” PowerPoint presentation
- “Plagiarism: What it is and how to avoid it” PowerPoint presentation
- “Grammar for ESL/EAL Students” series of 5 PowerPoint presentations
- 2 PDF handouts on plagiarism: “How to Avoid Plagiarism” and “Plagiarism: A Glossary of Terms”
- 2 PDF handouts on IEEE: “Quick Facts: the lowdown on citation” and “IEEE Citation Method: the Basics for Engineering Students”
- a PDF handout on Vancouver (in progress)
- a PDF handout on referencing software, with a focus on Mendeley (in progress)
- a short educational video that compares writing a first-year essay to taking a road trip (shot on location around Alberta with a cast and crew comprised of C4W staff members) – currently being edited by one of the tutors

8. Workshops

The C4W ran a series of free one-hour workshops in both the Fall and Winter terms in partnership with U of A Libraries. The workshops were held in the 4th Floor Classroom in Cameron Library, and library staff provided all setup services. Workshops did not require advance registration.

As mentioned above, all PowerPoint presentations were created by C4W tutors and posted on the C4W website.

Although attendance was sparse, the participant demographics ran the spectrum from first and second-year undergraduate students to graduate students to alumni and administrative staff.

The workshops offered were as follows:

MLA Style
This informative workshop teaches you how to use MLA style: how to integrate quotations, reference citations within your text, document your sources in a Works Cited list or Bibliography, and find specific information using the MLA Handbook.

APA Style
This informative workshop teaches you how to use APA style: how to integrate quotations, cite sources within your text, create a Reference List, and find information quickly using the APA Publication Manual.
How to Write a Graduate School Application
Our presenter will lead you through the often stressful process of applying to graduate school: from initial research into universities and programs to writing a statement of purpose, outlining your research goals, and making contact with prospective mentors in your field. This workshop is ideal for any student planning to apply to either a Masters or PhD program.

How to Avoid Plagiarism
Have you ever been so terrified of accidentally committing plagiarism that you couldn’t even start your research paper? This workshop will ease your worries by defining “the dreaded P-word”, explaining how to use the words of other writers to back up your own ideas, and outlining the proper steps to paraphrase, quote, cite and reference your sources properly.

Grammar for ESL/EAL Students
This workshop addresses the common grammar concerns that ESL/EAL students face in academic writing in English: from basic sentence structure to tenses, passive and active voice, and those pesky articles. This workshop is ideal for International students in all programs.

Taking Notes
This workshop will show you effective and proven techniques for preparing for class, listening actively, taking useful notes, identifying and organizing key information, and creating meaning from the material. Maximize your learning in the lecture hall and beyond!

Chicago Style
This informative workshop teaches you how to use Chicago style: how to integrate quotations, cite sources within your text using notes, create a Bibliography, and find information quickly using The Chicago Manual of Style.

Fall Term
5 different workshops were offered two times each, on either a Tuesday or Wednesday, at 12:00 PM (2:00 PM on October 20 and 21).

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
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<tbody>
<tr>
<td>MLA Style</td>
<td>October 13</td>
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<tr>
<td>MLA Style</td>
<td>October 21</td>
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<tr>
<td>APA Style</td>
<td>October 20</td>
<td>5</td>
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<td>APA Style</td>
<td>November 18</td>
<td>9</td>
</tr>
<tr>
<td>Grad School Applications</td>
<td>October 14</td>
<td>3</td>
</tr>
<tr>
<td>Grad School Applications</td>
<td>November 3</td>
<td>7</td>
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<tr>
<td>Avoiding Plagiarism</td>
<td>October 21</td>
<td>0 (cancelled)</td>
</tr>
<tr>
<td>Avoiding Plagiarism</td>
<td>November 17</td>
<td>1</td>
</tr>
<tr>
<td>Grammar for ESL/EAL Students</td>
<td>October 20</td>
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</tr>
<tr>
<td>Grammar for ESL/EAL Students</td>
<td>November 4</td>
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Winter Term
4 different workshops were offered. To boost attendance, announcements were sent to departments that required students to use specific documentation styles: e.g. Nursing and Psychology (APA) and History and Classics and Physical Education and Recreation (Chicago). Workshop times were staggered in the hopes of making it easier for people to attend.

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<thead>
<tr>
<th>Workshop</th>
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<tr>
<td>MLA Style</td>
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<td>MLA Style</td>
<td>March 2</td>
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<tr>
<td>MLA Style</td>
<td>March 15</td>
<td>1</td>
</tr>
<tr>
<td>APA Style</td>
<td>February 1</td>
<td>14</td>
</tr>
<tr>
<td>APA Style</td>
<td>March 1</td>
<td>7</td>
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<tr>
<td>APA Style</td>
<td>March 9</td>
<td>3</td>
</tr>
<tr>
<td>APA Style</td>
<td>March 16</td>
<td>3</td>
</tr>
<tr>
<td>Chicago Style</td>
<td>February 9</td>
<td>2</td>
</tr>
<tr>
<td>Taking Notes</td>
<td>February 8</td>
<td>7</td>
</tr>
<tr>
<td>Taking Notes</td>
<td>March 8</td>
<td>4</td>
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</tbody>
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Sample comments from workshop attendees:

- “Very good overview of MLA style citation. Great use of examples for teaching purposes. Instructor answered questions very well and to the best of her ability.” – undergraduate Physics student
- “Interesting and helpful, especially for the electronic sources (doi).” – Post Doc student, Psychology
- “The session was very helpful. I am working on a paper that requires APA and everything I had done was wrong. So it definitely helps to learn the right way.” – 2nd year Science student
- “It was helpful but perhaps a physical example of how to insert what in citation in different situations would be more helpful.” – 2nd year Science student
- “I didn’t find it that useful. I could have just use[d] my manual.” – 1st year Nursing student
- “It would have been helpful to be told at the beginning about the website where the presentation is posted.” – Educational Psychology graduate student
- “Very detailed information on personal statement writing and application process. Very useful overall as I knew little about the process beforehand.” – 4th year Political Science student
- “[I am] interested in applying for a Masters in communications. The session was useful, but a little too long as things were slightly overexplained.” – Graduate Students’ Association staff member
- “It emphasized the significance of being prepared in lectures.” – 1st year Science student

9. **Online Tutoring**

In Fall 2009, certain faculties made a number of inquiries regarding the availability of some sort of online tutoring service for students unable to utilize face-to-face tutoring. At the beginning of Winter 2010, the C4W’s Online Tutoring program was developed by Maren Bolstler and a graduate tutor. Once the parameters were set and materials created (see Appendix C), online tutoring was made available to a select number of courses via Extension.
In order to use the Online Tutoring service, a student emailed his/her document and questions/concerns to the C4W. A tutor collected the email and responded in a separate document to the student’s questions and concerns, highlighting the document’s strengths and weaknesses, and providing an overall analysis of the document. A feedback form similar to the one given to in-person clients was then used.

During the Winter 2010 term, the C4W Online Tutoring service was used only once. However, the feedback from the user was very positive, as she said, “Thank you for your assistance - I appreciate this service.”

Although actual demand for the C4W Online Tutoring project did not equal the anticipated demand expressed during Fall 2009, the C4W will again offer online tutoring to select Extension courses during both the Spring and Summer 2010 terms at Extension’s request.

III. CHANGES

A great number of changes took place in the overall life of the C4W during 2009-10. These changes were not adopted because of problematic practices in the past but because the C4W was quickly growing – both in the number and type of clients it served but also in the number and type of tutors who worked at the C4W. In addition, several policies had never been formalized, as the C4W was still very new, and the directorship had changed every year. Finally, it was felt that the C4W’s increased visibility required the staff to adopt a set of governing principles that could simplify and streamline their work together.

Significant changes were made in the following areas: 1) hiring, 2) training, 3) salaries/contracts, 4) administration, 5) the C4W as a community of learners and 6) evaluation.

1. Hiring

In the past, only students who had successfully taken WRS 301 could be hired as tutors. However, starting in Summer 2009, students from other universities (University of Alberta’s Augustana campus, Carleton University, Georgia State University, University of Victoria, Dalhousie, etc.) who had writing centre experience applied to work in the C4W.

At the same time, another group of students started sending applications: graduate students from different departments and faculties at the U of A who had no previous writing centre experience but might have worked as ESL teachers, editors or teaching assistants. The C4W went to great lengths to hire students from different faculties and departments to create a staff with diverse academic and cultural backgrounds.

In order to ensure that these new applicants had the necessary skills to work as tutors, Dr. Moussu implemented a number of steps:

1. All applicants who have not taken WRS 301/603 are required to take two tests (see Appendix D) and come for an interview.
2. If the applicants pass the tests and interview and have previous writing centre experience, they are immediately hired (pending budget approval).
3. If the applicants pass the tests but do not have sufficient writing centre/tutoring/teaching experience, they are asked to take/audit WRS 301/603. While taking/auditing the course, they are allowed to start working as tutors and are paid for class attendance.

4. If the applicants do not pass the tests, they are advised to take WRS 301/603 and reapply the following term.

In reality, things were a little blurrier than this, but the process is continuously being refined. With the increasing number of C4W clients and the growing popularity of the C4W on campus, the number and diversity of applicants for tutoring positions increase every term.

2. Training

Fall 2009
All tutors were required to attend a mandatory 6-hour training session on September 12 in the TELUS Centre. This training session, led by Dr. Moussu with the help of Becky Halliday, focused on basic Writing Centre philosophy, daily operations (how to use the online scheduling and tracking program, paychecks, hours, dress code, etc.), discussions on special topics (multilingual populations, learning disabilities, safety, etc.), grammar basics and tutoring practices. The session also included a guest presentation on WAC from Dr. Roger Graves.

Six one-hour-long additional staff meetings were held over the course of Fall Term. Tutors were required to attend 3 or more of these. There was a strong focus on grammar for multilingual students and tutoring strategies.

Winter 2010
All tutors were required to attend a mandatory 5-hour training session on January 9 in C4W2. This training session, led by Dr. Moussu with the help of the two C4W Administrative Assistants, focused on welcoming the newly hired tutors, important information (the opening of the second room, the new Administrative Assistant, etc.), daily operations, discussions on special topics, grammar basics and tutoring practices. During the lunch hour, 12 C4W clients joined the group and shared their experiences as clients, in small groups (an invitation had been sent to all clients). This activity was highly successful, with both the tutors and the 12 participating clients learning valuable information from one another. The session also included a guest presentation on library resources and research databases from Christina Hwang of U of A Libraries.

Seven one-hour-long additional staff meetings were held over the course of Winter Term. Tutors were required to attend 3 or more of these. This time, there was a strong focus on “The Centre for Writers as a Community” so that the tutors could become more involved in the overall life of the C4W.

At the beginning of Winter Term, Dr. Moussu helped Dr. Katherine Binhammer, the Graduate Assistant Supervisor in EFS, organize a marking workshop with Dr. Roger Graves. C4W tutors asked clients taking ENGL 121, 122, 123, 124, and 125 for permission to photocopy the essay they had brought to the C4W (with all identifying information hidden) and had participating clients sign a consent form. The essays and consent forms were then sent to Dr. Binhammer and used in the marking workshop.

The C4W subsequently created a new consent form to ask all clients for permission to photocopy and use their essays for training purposes in the WRS 301/603 course and in staff meetings.
3. **Salaries/Contracts**

**Salaries**  
In September 2009, the C4W increased undergraduate tutor wages from $11 to $15/hour, because of the discrepancy between undergraduate and graduate tutor wages.

**Contracts**  
In Fall Term, graduate tutors were hired under a four-month Operating-Funded Research Assistant (RA) contract (17 weeks plus one week vacation), governed under the GSA Collective Agreement. This was in keeping with the C4W’s hiring practices since it opened in 2008.

Although the actual tutoring period ran only from the second week of classes until the end of classes (approximately 13 weeks), tutors could make up the remaining hours owed through research or resource development projects. Tutors’ attendance at the staff orientation and staff meetings also counted towards their hours.

For Fall 2009, Dr. Moussu allowed the graduate tutors to take on projects throughout the term. Unfortunately, while some graduate tutors were able to fulfill all of their hours by the end of December, others owed the C4W several hours.

The C4W – in consultation with the Faculty of Graduate Studies and Research (FGSR) – implemented two major changes to graduate tutor hiring in January 2010. Firstly, graduate tutors were now to be hired under a formal Operating-Funded Teaching Assistant (TA) contract. Although the pay rate was the same, it was felt that the title of Teaching Assistant more accurately reflected the tutors’ work.

Secondly, contract lengths were reduced from four months to three months. Dr. Moussu encouraged tutors to take on workshops or other projects on their own time; any hours worked over and above those contracted within the three months could then be paid in the fourth month. This way, tutors could still take on extra projects, but no tutor felt pressured to fulfill extra hours if he/she did not have the time, and the C4W was not left paying tutors for hours that they had not worked. At the end of Winter Term, some graduate tutors were paid for up to a full month’s worth of additional hours.

4. **Administration**

**Mission Statement**  
Since the C4W had no official mission statement, the WRS 301/603 students (Winter Term) were given the opportunity to work on a list of C4W guiding principles – for tutors and clients – that could be posted on the website to inform clients about the C4W’s philosophy and practices (see Appendix E).

**Staff Policies**  
In consultation with Dr. Moussu, Becky Halliday wrote Policies and Procedures handbooks for both undergraduate and graduate tutors. These handbooks formalized hiring procedures and scheduling policies, reflected some changes to existing policies, and set new policies as necessary (see Appendix F for sample sections of the handbook). The handbooks also outlined security precautions and emergency or first-aid procedures.
Notable policy changes included the following:

- Tutoring staff were now required to leave 30 minutes in between the end of a class or other commitment and the start of their shift and 30 minutes between the end of their shift and the start of another class or commitment.
- The maximum shift length permitted was now four hours.

Client Policies
Notable client policy changes included the following:

- Clients were still allowed to book only two 30-minute appointments per week (on different days or back-to-back) but could now drop in for a third 30-minute appointment each week if space was available.

Although clients had the option of booking an hour-long appointment if they chose (and if space was available), clients were not getting the message. One of the most common complaints on feedback forms was that sessions were too short. In the Winter Term, an announcement was posted at the top of the online schedule telling clients that they could book appointments back-to-back, and signs were put on each desk in the C4W. The number of one-hour appointments increased dramatically, and the number of complaints regarding appointment lengths decreased.

WConline Upgrade
The C4W chose to subscribe to an upgraded version of the appointment-booking software.

The main benefits of WConline 4.5 were as follows:

- the ability to customize the colours on the online schedule so clients would find it easier to differentiate between available and booked appointments
- the ability to customize drop-down menus on the client registration form to get more accurate demographic statistics (e.g. the “First or Home Language” list and the “Department” list)
- the ability to customize the emails that go out automatically when a client books or cancels an appointment
- 24-hour reminder emails (note: this feature stopped working)
- an automatic warning email if an appointment was marked as a no-show (note: this feature stopped working, and admin staff sent warning emails manually)

The only major downside to the upgrade was that every single client had to register for a new account, even if the client had visited the C4W in previous terms.

5. The Centre for Writers as a Community of Learners

Building a Community
Research shows that the most successful writing centres are those in which the tutors participate in the decision-making process, acquire knowledge about the daily workings of writing centres, and expand their understanding of what “working in a writing centre” really means. Most of the time, tutors are helping clients; however, they can also become involved in other activities such as getting materials ready for class visits and workshops, compiling statistics, distributing posters around campus, online tutoring, discussing the implementation of new regulations, thinking of new ways to improve services, etc.
For example, during one staff meeting, tutors were asked to imagine their dream C4W. Tutors brainstormed in small groups and wrote down their ideas (see Appendix G). Many of these suggestions will be taken in consideration when implementing changes in C4W administration in the future.

Finally, at the end of Winter Term, tutors were asked to fill out a short survey about their experiences working at the C4W. This survey was implemented because of the belief that the C4W is not only a place where clients learn about writing, but also a place where the tutors learn new skills. Here are some of the questions and responses from tutors:

Have you learned anything during your time as a tutor?
- “I feel like I am sharpening my brain.”
- “It has definitely given me useful proofreading and editing skills that I find useful when I write my own papers.”
- “Being able to identify a writer’s issues and concerns on a case-by-case basis, and being able to discuss these issues with the writer in the space of 30 minutes, is a really amazing thing to be able to practice.”
- “I have learned how to be better at dealing with people.”
- “I’ve learned how helpful reading a paper out loud can be.”
- “I learned I am a poor scrabble player.”
- “I have learned where to find useful resources.”
- “I have learned that I can make a difference.”
- “I have learned to improve my oral communication skills.”
- “I’ve learned that asking questions and, more importantly, listening to the answers, is key to a successful session.”
- “I have learned a lot about writing and education theory.”
- “I have learned how to treat writing as a process.”
- “I have learned tons about APA and MLA. I am more aware of different disciplinary conventions and have many writing strategies at my disposal.”
- “I have learned to pick up on facial cues and body language to determine what kind of person I am working with.”
- “I’m constantly learning new grammar rules and a lot about other cultures and languages.”
- “I have a stronger ability to explain difficult concepts and ideas to others.”

Has your experience as tutor helped you in other non-tutoring situations?
- “It has helped me in my counseling class, and my counseling class has helped me become a better tutor, too.”
- “Tutoring in the C4W has been most congruent with my experience volunteering at the Edmonton Distress Line. I utilize the same people skills/care/respect that I do there as well.”
- “In theory, yes. In practice, I still struggle to find the time to implement all the writing strategies and revision methods that I have learned.”
- “It has helped me with group work in class (ENGL). I use the techniques we teach and find them helpful for essay writing.”
- “Yes, it has helped me with my own dissertation proposal.”
- “Yes, my own essay marks rose dramatically after I began tutoring!”

Would you recommend working as a C4W tutor to others?
- “Yes, it has been one of the greatest opportunities that has come my way at the UofA.”
- “I have, and would recommend it.”
• “Definitely, although this job ain’t for everyone.”
• “Yes, I have a friend who has signed up for the course this fall.”
• “Yes, it is an interesting and enriching experience.”
• “Yes, it’s a great experience. You learn a lot, gain valuable skills, and really make a difference in others’ lives.”

Events
The C4W hosted a Holiday Open House in December 2009. The C4W provided drinks and sweets for its visitors in the new, empty C4W2 space.

In March 2010, the C4W hosted a small open house and invited the U of A community to come and see the new space.

To celebrate the end of the tutoring year, the C4W held a potluck dinner. All 33 tutors were invited and those who chose to attend brought a food dish. The party was a success, with over 20 attendees and an abundance of food. Both staff and tutors found that the potluck was an opportunity to chat in an informal setting but also a chance to say goodbye.

6. Evaluations

In order to maintain professionalism and be able to satisfy all of the C4W’s clients, a new evaluation system was created and put into place: tutors were evaluated by their clients, by Dr. Moussu, and by the Administrative Assistants, and they regularly received this feedback.

First, the responses (comments and statistics) from the client feedback forms were distributed to each tutor at midterm and at the end of term (see Appendices A and B). Tutors were encouraged to discuss their feedback with Dr. Moussu.

Second, all of the tutors were evaluated at the end of both the Fall and Winter terms according to Writing Centre standards (see Appendix H). After observing a 30-minute tutoring session with each tutor, Dr. Moussu wrote individual reports; follow-up interviews took place to discuss strengths and necessary improvements.

Third, at the end of each term, the two Administrative Assistants, who work with the tutors on a daily basis, also filled out a form (see Appendix I) about each tutor regarding his/her overall professionalism and performance as members of the C4W community.

When individual tutors received unsatisfactory feedback in one form or another, Dr. Moussu invited them to discuss the difficulties they encountered (usually with a specific type of client, a specific tutoring technique, a particular client, or their personal life) and find solutions to improve their (and their clients’) tutoring experience and life in general.
IV. COLLABORATION AND ENGAGEMENT WITH OTHER DEPARTMENTS AND FACULTIES

One of the strongest supporters of the C4W is Dr. Roger Graves. Since he was the past C4W Director, his advice and assistance proved invaluable for Dr. Moussu. In addition, his promotion of the C4W’s services and his work with faculty members and large groups of students throughout the university provided valuable insights into student writing and brought thousands of students to the C4W.

At the same time, Dr. Moussu’s involvement with different committees and discussion groups, such as the Second Language Research Group (with Tracey Derwing, Kim Noels, Martin Guardado and Leila Ranta, among others), circulated additional information to a number of faculty members. This is how, for example, the Department of Psychology started to advertise the C4W workshops on its main department website.

V. RESEARCH AND PROFESSIONAL DEVELOPMENT

When Dr. Moussu was hired, she learned about a new program at the U of A created specifically for new professors in leadership positions, called University of Alberta Leadership Coaching Program. This program offered 8 hours of free professional coaching. Dr. Moussu gladly took advantage of this opportunity and was able to discuss, with her coach, a number of issues that came up in the C4W: how to test new tutor applicants’ people skills, how to deal with disgruntled clients, how to deal with disciplinary issues, how to empower the tutors to take more ownership in the organization and operations of the C4W, etc. Given the success of the initial 8 sessions, Dr. Moussu used some of her research money to continue working for an additional 6 hours with the professional coach.

In December 2009, Dr. Moussu attended the first Campus Alberta Writing Studies Colloquium, organized by Dr. Betsy Sargent. This meeting allowed a number of scholars, from different faculties at the U of A and also from different colleges and universities in Alberta, to meet and hear about different writing-related projects currently taking place in Alberta.

In March 2010, Dr. Moussu attended the Teachers of English to Speakers of Other Languages (TESOL) conference in Boston, MA, and was able to connect with a number of writing centre directors from the US and other countries. She also attended several sessions on Second Language Writing theories that would ultimately influence her approach to tutoring ESL/EAL students.

Throughout 2009-10, Dr. Moussu also attended a number of writing-related meetings, such as the Writing Initiatives Team committee meetings, the University Writing Committee meetings and the Second Language Research Group meetings.

VI. CHALLENGES

The C4W faced a variety of challenges throughout 2009-10.

1. Number of Tutors

One of the primary issues stemmed from the large number of students enrolled in WRS 301/603 and concerns with future budgetary and space constraints. Fall 2010 poses similar challenges as
the enrolment caps on WRS 301/603 have been raised, and there will be a greater number of students doing their practicums in the C4W.

2. **Administrative Staff**

Although until November 2009 the C4W operated with only one Administrative Assistant, the second Administrative Assistant has proved a valuable member of the C4W team. However, due to 2010-11 budget issues, the C4W will have the funding to employ only one Administrative Assistant once again.

3. **No-shows**

From September 2009 to April 2010, 302 individual clients missed an appointment. If a client missed a one-hour appointment, this counted as two missed appointments. Overall, a total of 402, 30-minute appointments were missed.

Clients can cancel an appointment online right up until the appointment start time and can also make cancellations by phone. C4W policy states that clients who miss three 30-minute appointments in a term will have their accounts suspended for the rest of the term. 15 clients had their accounts suspended (or, as the administrative staff secretly put it, they were “banished to the fiery pits of Hell”).

To try to combat this problem, an announcement was posted at the top of the online schedule reminding clients to cancel their appointments if they could not attend, and this reminder was included in the automatic appointment confirmation email. Warning emails were sent to clients who missed appointments.

The C4W implemented a policy that if a client is more than 10 minutes late for a 30-minute appointment the client is marked the as a no-show. If there is a drop-in client waiting, the spot is given to the drop-in client. This policy proved extremely helpful during busy periods: it allowed the C4W to keep appointment statistics high and accommodate more clients.

4. **Tutor-Centre for Writers Integration**

The C4W team is comprised of different personalities and working styles. It is this diversity that enhances the C4W’s ability to work with clients who have varying needs and expectations. The tutors also have varying needs and expectations of their relationship with the C4W and its administration.

5. **C4W1 and C4W2**

The C4W had the great benefit of expanding into a second tutoring room in February 2010. Both C4W1 and C4W2 had their own Administrative Assistant who ensured that everything ran smoothly and efficiently. Although the C4W was grateful for the extra space, operating two rooms is challenging, especially during busy tutoring times.
6. **Being Busy**

With Fall 2009 ending with a full tutoring schedule and greater demand than tutoring supply, the C4W sensibly assumed Winter 2010 would continue in a similar fashion. With 33 tutors on shift as of February, the C4W was ready for the onslaught of clients during the Reading Week crush. However, the expected rush did not happen, and the C4W simply had too many tutors. With budget cuts looming, the decision was made to ask the tutors to voluntarily cut their hours and for the practicum hours of the 301/603 students to be reduced from 4 hours/week to 3 hours/week. Post-reduction, the ratio of clients/appointments to available tutors greatly evened out, allowing the C4W to be significantly busier while saving a significant amount of funding.

7. **Stress**

Operating a tutoring service such as the C4W can be stressful on the administration staff and on the tutors. Although the C4W is subject to an ebb and flow of clients and demand, when the C4W is continually busy at the end of terms, keeping the C4W operating smoothly and efficiently can be both a stressor and a challenge. Tutors must work within a strict schedule, as they need to tutor, write their session reports and – hopefully – grab a drink, all while keeping on schedule – often in 30-minute increments. When the C4W is busy and the tutors are booked back-to-back, the tutors become stressed and tired.

8. **Communication**

WCOnline used to have a mass email feature by which let the C4W email its entire client list. If a client replied, the email went to the C4W account. As of December, due to spam filter issues at many universities, WCOnline sends mass emails only to the last 100 clients who logged into the system. In January, Becky Halliday tried – too hastily – to convert the client email list to a U of A-based email listserv, and the results were disastrous.

As of right now the C4W does not have a foolproof way to email the entire client list. The Administrative Assistants have however been able to post announcements on the online schedule and signage in the offices.

For general announcements/publicity to the university population, the C4W relies on various faculty/department-specific listservs. The most benefit is gained from sending to the GSA e-Newsletter, as it goes out to every graduate student on campus. It would help the C4W greatly to have access to a campus-wide listserv or even an undergraduate student listserv.

9. **Reconciliation of Clients’ Expectations and the C4W’s Purpose**

The C4W offers a wide variety of resources and assistance to clients. Although tutors are trained to handle different kinds of writing, there are occasions when clients have expectations that the C4W is not prepared or able to meet. Some clients come to the C4W wanting their papers edited or to work on take-home exams. The C4W does not advertise itself as an editing service – tutors will gladly assist clients in the process of editing papers, providing techniques and methods to help the client, but tutors will not edit clients’ papers. Nor will tutors help clients with take-home exams.
VII. GOALS FOR THE CENTRE FOR WRITERS

1. Dr. Roger Graves’s Initial Goals

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year one</td>
<td>• Planning</td>
<td>• 300 student appointments</td>
</tr>
<tr>
<td>2007-2008</td>
<td>• First implementation of one-to-one tutoring</td>
<td>• 20 undergraduate student tutors trained</td>
</tr>
<tr>
<td></td>
<td>• 300 student appointments</td>
<td>• 5 graduate tutors trained</td>
</tr>
<tr>
<td>Year two</td>
<td>• Publicity</td>
<td>• 2000+ one-to-one sessions</td>
</tr>
<tr>
<td>2008-2009</td>
<td>• Marketing campaigns</td>
<td>• 25 tutors work in the C4W</td>
</tr>
<tr>
<td></td>
<td>• Request additional space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Coordinate with other U of A writing centres</td>
<td></td>
</tr>
<tr>
<td>Year three</td>
<td>• Roll-out online tutoring service</td>
<td>• Number of online tutoring sessions held</td>
</tr>
<tr>
<td>2009-2010</td>
<td>• Build online resources over Summer 2009</td>
<td>– target 250/yr</td>
</tr>
<tr>
<td></td>
<td>• Add workshop components to one-to-one tutoring</td>
<td>• Number of links added to Resources page – target: 10</td>
</tr>
<tr>
<td></td>
<td>• Expand space by delivering online tutorials outside of 1-42 Assiniboia</td>
<td>• Number of workshops developed – target: 10</td>
</tr>
<tr>
<td></td>
<td>and by offering workshops using Library space</td>
<td>• In-person tutoring: max capacity ~3500/yr in current physical setup</td>
</tr>
<tr>
<td></td>
<td>• Prepare a budget and plan for “high-value” services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lead the development of Campus Alberta Online Writing Centre</td>
<td></td>
</tr>
<tr>
<td>Year four</td>
<td>• Develop and deliver grant writing and professional writing services</td>
<td>• No growth for in-person tutoring</td>
</tr>
<tr>
<td>2010-2011</td>
<td>for staff and professoriate</td>
<td>• Number of online tutoring sessions held</td>
</tr>
<tr>
<td></td>
<td>• Lead the implementation phase of site for Campus Alberta Online</td>
<td>– 375/yr</td>
</tr>
<tr>
<td></td>
<td>Writing Centre</td>
<td>• Number of new links added to Resources page – target: 50 links</td>
</tr>
<tr>
<td></td>
<td>• Continue to develop web resources</td>
<td>• Number of new resources we develop ourselves – target: 20</td>
</tr>
<tr>
<td></td>
<td>• Schedule weekly workshops</td>
<td>• Number of new workshops developed – target: 4</td>
</tr>
<tr>
<td></td>
<td>• Provide 10 staff workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide grant-writing consultations, writing groups and workshops</td>
<td></td>
</tr>
<tr>
<td>Year five</td>
<td>• Move into expanded physical space</td>
<td>• Grow in-person tutoring by 1000 to 4500</td>
</tr>
<tr>
<td>2011-2012</td>
<td>• Expand clientele to staff and professoriate</td>
<td>• Continue to develop web resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schedule weekly workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide 10 staff workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide grant-writing consultations, writing groups and workshops</td>
</tr>
</tbody>
</table>
2. **Revised Goals for 2010-2011**

<table>
<thead>
<tr>
<th>Revised Goals for 2010-2011</th>
<th>Method</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To increase the number of ESL/EAL students</td>
<td>• Work with the International Centre and conduct more classroom visits to reach a greater number of ESL/EAL students</td>
<td>• Results will be visible via statistics and client feedback forms</td>
</tr>
<tr>
<td>• To work closely with WAC in order to meet students’ and profs’ expectations</td>
<td>• Greater communication and project creation between WAC and C4W</td>
<td>• Publication of reports and updates as to WAC and C4W’s partnership and results</td>
</tr>
<tr>
<td>• To diversify the academic backgrounds of tutors to reflect our clients’ fields of study</td>
<td>• Marketing campaign and recruitment focused at attracting a diverse population of tutors</td>
<td>• Growing numbers of tutors from different faculties and departments</td>
</tr>
<tr>
<td>• To extend and expand the types of services and resources available for clients (writing groups, workshops, ESL/EAL word games, etc.)</td>
<td>• Ask international students what would be useful for them. Try different options to find the right balance</td>
<td>• Ask for client feedback on the C4W’s resources</td>
</tr>
<tr>
<td>• To involve the tutors in decision-making and the general administration of the C4W (e.g. tutor representative at staff meetings, etc.)</td>
<td>• Ask faculty members for suggestions</td>
<td>• Count the attendance at workshops and sessions</td>
</tr>
<tr>
<td>• To create desk manuals for each of the tutoring stations, containing tutoring resources and information about the C4W</td>
<td>• Use tutor’s feedback to identify recurring challenges</td>
<td></td>
</tr>
<tr>
<td>• To communicate clearly our purposes and goals to the University of Alberta community</td>
<td>• Have tutor representatives in charge of different aspects of C4W administration</td>
<td>• Increased tutor satisfaction (measured via feedback to C4W administration)</td>
</tr>
<tr>
<td></td>
<td>• Invite tutors to participate and take the lead in daily administrative tasks</td>
<td>• Seamless management of the C4W</td>
</tr>
<tr>
<td></td>
<td>• Implement a senior tutor system</td>
<td>• Creation of a desk manual</td>
</tr>
<tr>
<td></td>
<td>• Offer the opportunity to graduate tutors to create handouts to put together in a manual</td>
<td>• Increased level of client satisfaction</td>
</tr>
<tr>
<td></td>
<td>• Encouraging tutor involvement in promoting the C4W’s principles to the University of Alberta community at large</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX A

Client Satisfaction Form

University of Alberta Centre for Writers
ONE-ON-ONE TUTORING SESSION EVALUATION

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

What Department / School are you in: __________________________

Tutor’s name: __________________ Date: __________________

How useful was the tutoring session?

Very useful  Somewhat useful  Not useful

Did your tutor explain concepts clearly?

Very clearly  Somewhat clearly  Not clearly

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

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

How did you hear about the Centre for Writers?
## APPENDIX B
Sample Statistics, Tutor Performances

<table>
<thead>
<tr>
<th>TUTOR 1</th>
<th>Very</th>
<th>%</th>
<th>Somewhat</th>
<th>%</th>
<th>Not</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the tutoring session?</td>
<td>31</td>
<td>93.94%</td>
<td>2</td>
<td>6.06%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Did your tutor explain concepts clearly?</td>
<td>31</td>
<td>93.94%</td>
<td>2</td>
<td>6.06%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>How likely are you to come back to the Centre for Writers?</td>
<td>33</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>How likely are you to recommend the Centre for Writers to other students?</td>
<td>33</td>
<td>100.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Averages</td>
<td>32</td>
<td>96.97%</td>
<td>1</td>
<td>3.03%</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUTOR 2</th>
<th>Very</th>
<th>%</th>
<th>Somewhat</th>
<th>%</th>
<th>Not</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the tutoring session?</td>
<td>67</td>
<td>89.33%</td>
<td>6</td>
<td>8.00%</td>
<td>1</td>
<td>1.33%</td>
</tr>
<tr>
<td>Did your tutor explain concepts clearly?</td>
<td>71</td>
<td>94.67%</td>
<td>4</td>
<td>5.33%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>How likely are you to come back to the Centre for Writers?</td>
<td>67</td>
<td>89.33%</td>
<td>7</td>
<td>9.33%</td>
<td>1</td>
<td>1.33%</td>
</tr>
<tr>
<td>How likely are you to recommend the Centre for Writers to other students?</td>
<td>65</td>
<td>86.67%</td>
<td>10</td>
<td>13.33%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Averages</td>
<td>67.5</td>
<td>90.00%</td>
<td>6.75</td>
<td>9.00%</td>
<td>0.5</td>
<td>0.67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUTOR 3</th>
<th>Very</th>
<th>%</th>
<th>Somewhat</th>
<th>%</th>
<th>Not</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the tutoring session?</td>
<td>22</td>
<td>81.48%</td>
<td>5</td>
<td>18.52%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Did your tutor explain concepts clearly?</td>
<td>22</td>
<td>81.48%</td>
<td>4</td>
<td>14.81%</td>
<td>1</td>
<td>3.70%</td>
</tr>
<tr>
<td>How likely are you to come back to the Centre for Writers?</td>
<td>23</td>
<td>85.19%</td>
<td>4</td>
<td>14.81%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>How likely are you to recommend the Centre for Writers to other students?</td>
<td>22</td>
<td>81.48%</td>
<td>5</td>
<td>18.52%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Averages</td>
<td>22.25</td>
<td>82.41%</td>
<td>4.5</td>
<td>16.67%</td>
<td>0.25</td>
<td>0.93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUTOR 4</th>
<th>Very</th>
<th>%</th>
<th>Somewhat</th>
<th>%</th>
<th>Not</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful was the tutoring session?</td>
<td>11</td>
<td>55.00%</td>
<td>8</td>
<td>40.00%</td>
<td>1</td>
<td>5.00%</td>
</tr>
<tr>
<td>Did your tutor explain concepts clearly?</td>
<td>12</td>
<td>60.00%</td>
<td>6</td>
<td>30.00%</td>
<td>2</td>
<td>10.00%</td>
</tr>
<tr>
<td>How likely are you to come back to the Centre for Writers?</td>
<td>15</td>
<td>75.00%</td>
<td>5</td>
<td>25.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>How likely are you to recommend the Centre for Writers to other students?</td>
<td>15</td>
<td>75.00%</td>
<td>5</td>
<td>25.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Averages</td>
<td>13.25</td>
<td>66.25%</td>
<td>5.8</td>
<td>29.00%</td>
<td>0.75</td>
<td>3.75%</td>
</tr>
</tbody>
</table>
What is tutoring?
Tutoring is a collaborative process in which the tutor works with you (the student) to assist in identifying problem areas (e.g. lack of thesis statement, structural issues, weak arguments, problematic or unclear wordings, etc.) in a piece of writing and to suggest strategies for developing, revising and editing your own work. The long-term goal is to help you improve your own writing skills.

Role of the student
You provide the focus for the process through your questions and concerns. You retain ownership of your work – it is our goal to create better writers rather to “fix” errors. Ultimately, the goal is for you to improve and eventually no longer require the services of a writing tutor.

Our tutors can assist with any type of writing assignment or project at any stage of the writing process. Here are some examples:

- reading over an assignment to figure out what the instructor is asking for
- brainstorming and developing ideas
- creating an outline
- forming a thesis statement or central argument
- discovering research tools and techniques
- organizing a draft
- choosing the correct word or phrase (especially useful for ESL/EAL students)
- using specific documentation and citation styles
- integrating quotations into an essay
- creating a bibliography/works cited list/reference list
- providing self-editing strategies

The tutor will not look over the following documents:

- take-home exams
- legal documents
- assignments written in a language other than English
- job applications
- resumes and cover letters
How does online tutoring work?

1. Please email your piece of writing (Microsoft Word doc files only) and focused questions to c4wonline@ualberta.ca.
2. Tutors will retrieve the email and spend 1 hour reading the assignment and responding to the provided questions. However, the tutor may decide that there are other more urgent issues to discuss and therefore your concerns may not be addressed.
3. The assignment, questions, and feedback will be returned to you, via email, within 48 hours, Monday to Thursday. Assignments sent on Fridays will be returned the following Monday.
4. Feedback will be made in a separate document – tutors will not alter/mark-up your work in any way.
5. You will also receive a “request for feedback” form. Please fill in this form based on your online tutoring experience and email it back to c4wonline@ualberta.ca
6. You will have the option to use an extra 30 minutes of tutoring time (in the same week) in response to the feedback proposed by the tutor. For example, to clarify any of the tutors suggestions or to ask for a brief review of modifications.

Important information:

- You must send a copy of the assignment description when sending in your assignment for online tutoring. This is to ensure that the tutor is completely aware of the assignment’s parameters.
- The questions that you send to the tutors must be focused. Because you are not meeting face-to-face with a tutor, it is important that the tutor has a clear idea of what questions and/or concerns students have about their writing assignment. We request, therefore, that you provide three to five focused questions or area for the tutor to examine. For example:
  - Do I have a strong thesis statement?
  - Does my argument flow well?
  - What are the different ways I can include a source?
  - I am not sure if my references are used correctly, can you help me with this?
  - Is the use of the semi colons correct?
  - How can I strengthen my introduction and/or conclusion?
  - I am having a hard time with my introduction and/or conclusion – please help!
- The Centre for Writers is not an essay-checking service. The goal of the online tutoring session is to develop students’ writing skills and abilities.
Dear <student>

Thank you for using C4W Online Tutoring! Here is my feedback regarding your assignment:

Responses to your questions and concerns:

Strengths:

Weaknesses:

Overall summary:
This student had to write a “language autobiography” for a first-year writing course. You have received this paper in an email. Please respond to this student by explaining how to improve his paper (as if you were going to send your respond back to the student, by email). You have 30 minutes. Save your response ON THE DESKTOP as a document named with your last name (like moussu.doc). You can also write on this hard copy.

Name:
Date:

English or Chinese

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

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

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

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

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

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

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

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

Last but not least, I am lucky that I have the opportunity to learn three different types of languages. Given a chance I would say that everyday is still a learning day for me. I have learned so many things along the way in becoming a better writer. Therefore, I cherish the moment that I have now and will try my very best to improve my writing skills—English or Chinese.
Tutor Test 2

Grammar test: you have 30 minutes to find **ONE mistake in each of the following sentences**, write the correction, and explain the grammar/punctuation rule to the “student” who made these mistakes. You get 1 point for identifying the mistake, 1 point for giving the correct form, and 1 point for explaining the rule.

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

Draft of Guiding Principles for the Centre for Writers

The Centre for Writers is a free, one-on-one peer tutoring service available to all students, faculty members, and staff members at the University of Alberta. We tutor for every level of proficiency, for all disciplines, and have resources to assist ESL/EAL writing concerns. The Centre for Writers aims to assist every writer for any stage of the writing process.

We believe that:

1. The Centre for Writers can teach writing skills that will benefit writers in the long term.
2. Writing is a process and the Centre for Writers is concerned with all stages of that process.
3. To maximize the effectiveness of the writing process, the writer must follow specific steps.
4. Higher-order concerns will be prioritized to prevent unnecessary revisions of lower-order concerns (such as word choice, spelling, and grammar).
5. Writers provided with the appropriate resources will become self-sufficient.
6. The services we provide are equally beneficial to native English writers and ESL/EAL writers.
7. The diversity of writing contexts and styles implies that there is no one right way of writing.
8. The writer’s voice must be maintained throughout the writing process.
9. Intellectual and academic integrity must always be respected.
10. Maintaining a zero-pressure environment is conducive to writers engaging with tutors.
11. The strategies we implement are applicable to any writer.
12. Writing is a developmental process: all writers can always improve.

As a result of these beliefs, the Centre for Writers promotes the following practices:

1. We enhance individual writing practices, not just individual pieces of writing.
2. We work with writers at any stage of the writing process (brainstorming, planning, revision), and incorporate useful resources to develop effective writing strategies.
3. We will address higher-order concerns ahead of lower-order concerns.
4. We focus sessions around writers’ pertinent concerns since we cannot address every issue within an individual piece of writing.
5. We promote client involvement and self-direction in the session.
6. We are trained to address the specific concerns of ESL/EAL writers at any proficiency level.
7. 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 contexts.
8. We are active readers and listeners and help writers make their own writing decisions through suggestions and questions, rather than by direction.
9. Writers are the experts and must take ownership of their work. We are only a guide for the writing process and will not provide content.
10. We do not grade a client’s writing. The peer-to-peer nature of a tutoring session means we will not evaluate a piece of writing.
11. We will constantly update our knowledge about writing and tutoring, and use this knowledge in our own writing practices.
12. 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.
APPENDIX F

Sample Sections From the Graduate Student Policies and Procedures Handbook

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General conduct

Tutors are expected to be punctual and mentally prepared to work with students prior to their appointments. Although the Centre for Writers acknowledges that tutors are students themselves and subject to the same stresses as their clients, it is disconcerting and discourteous to the client to have a tutor act as if he or she is tired, stressed, distracted or would rather be working on his or her own assignments.

Graduate student tutors at the Centre for Writers also act as role models and mentors for the undergraduate tutors – undergraduate tutors will often come to the graduate students for writing tips, advice on how to handle challenging tutoring situations or issues of academic integrity, etc.

Cell Phones
Tutors must turn their cell phones off whenever they are in the C4W office out of courtesy to clients. Clients will also be advised to turn off their cell phones.

Dress
Tutors are asked to dress professionally when on shift. Please avoid wearing clothes that are short/tight, overly casual (sweatpants, ripped jeans), have offensive phrases or logos, show a lot of cleavage, etc. Remember that men and women of all ages and backgrounds come to the C4W so we don’t want to make anyone uncomfortable – nor do we want tutors to feel uncomfortable.

Allergies
Both tutors and clients are asked to respect their fellow C4W users’ allergies or tolerance levels for food, scents, etc.

Because some members of the C4W staff have peanut allergies, no one is allowed to bring peanuts or peanut products into either C4W office.

Tutors are asked to refrain from wearing perfume, cologne or other strong-scented products (hairsprays, scented oils, etc.). If a client comes in wearing strong perfume or cologne and the tutor is not comfortable sitting with the client, the tutor can either advise the client not to wear perfume on his/her next visit or ask that the client’s appointment be moved to another tutor.

Ethical Issues or Conflicts of Interest

Comments and Neutrality
Tutors should always be careful not to make emphatic/one-sided comments or judgment calls as even the most benign comment could come back to cause problems for the Centre for Writers.

Tutors should avoid making comments about a specific instructor – even if the comments are intended to be complimentary: e.g. “That professor is so nice and was such an easy
marker when I took his class!” The tutor may be intending to ease the student’s worry about the course, but if the student gets a bad grade on the paper, he/she will be upset.

Tutors must absolutely refrain from making negative comments about a specific instructor: e.g. “I don’t know why your instructor marked you down for that paragraph. That’s crazy.” Or “I had that professor. She’s tough.”

Tutors must also avoid making comments or passing judgment on instructor assignments, even if an assignment seems unclear. Rather than say “This assignment makes no sense” or even “I see why you’re confused” a tutor should try to be more diplomatic; e.g. “I too am not sure exactly what your instructor is asking for here.” Always tell the student to approach his or her instructor for clarification on assignments or on marking schemes.

Tutors should also avoid making overall judgment calls on students’ papers. Tutors must never tell a client what grade they would give the paper if they were marking it or try to guess what grade the instructor will give.

Occasionally, a student who is frustrated with an assignment or upset over a grade might start to make inflammatory comments about an instructor. It is up to the tutor to be completely neutral in this type of situation. Even making a sympathetic comment (e.g. “That’s terrible.”) could put a tutor or the Centre for Writers in a difficult position.

The Centre for Writers does not want tutors to be forced to back up their comments should the student choose to challenge a grade or to make a formal complaint against his or her instructor. Nor does the Centre for Writers want to see an instructor come in to the office angry because he/she has been maligned.

**Conflicts of Interest and Issues of Academic Integrity**

If a tutor perceives any potential conflict of interest with a particular appointment (e.g. the tutor is teaching or working as a TA for the course the client is enrolled in), he/she should notify the Administrative Assistants as soon as possible so that another tutor can take that client.

If a tutor suspects that a client has plagiarized someone else’s work, it is important for the tutor to determine as far as possible whether the work is in fact someone else’s and, if so, whether the plagiarism is accidental or deliberate. For example, the tutor can ask the client if he/she obtained that particular passage from an outside source or if the client needs help citing the passage correctly.

If a tutor suspects that a client has *deliberately* plagiarized someone else’s work or intends to plagiarize someone else’s work, the tutor must make a note of his/her suspicions in the online client report form for that session.

If the client has clearly copied work from another source but claims that it is his/her own, the tutor must make a note in the online client report form.
Clients are not allowed to bring in take-home exams, legal documents or any assignment written by someone else (e.g. a classmate’s or friend’s paper). If a client brings in any of these types of documents, the tutor must tell the client that he/she is unable to assist with the document and notify the Administrative Assistants.

**Outside Editing and Tutoring**
Tutors are not allowed to work with clients outside of their scheduled hours or offer tutoring or editing services to clients outside of the Centre for Writers. While the C4W understands that tutors might occasionally work with their friends or become friends with students they meet through the C4W, tutors are **not** allowed to meet with clients **in a tutor/client or editor/client capacity** outside of the Centre for Writers office or other designated settings (e.g. workshops). If a client asks a tutor for additional help outside of the C4W or persists in trying to talk to the tutor outside of his or her work hours, the tutor is welcome to state firmly that he or she cannot offer help outside of a normal appointment and is asked to notify the Administrative Assistants, who, in turn, may notify the Director. At no point should a Centre for Writers tutor solicit or receive payment for tutoring a client or editing a client’s work outside of the office or normal shift hours.
Reinventing the Centre for Writers (Tutor Suggestions)

1. Physical space, furniture, etc.
   • Near a library
   • Common space for one-on-one tutoring
   • A “communal” drop-in style space for unstructured question asking/interdisciplinary space
   • Location with high visibility
   • Lots of plants and large windows
   • Mini kitchen with a small fridge, somewhere where we can use our own mugs
   • Coffee shop atmosphere/smell of coffee
   • Natural light
   • Painted walls! Fun colours!
   • Books to borrow
   • Library for tutors- have an online system or a binder?

2. Image/mission/goals/purpose
   • Put our “mission statement” online

3. Administrative structure, people
   • Tutor evaluations should take place at the beginning and end of every term
   • Crackdown on no shows! Charge or fine students for no shows.

4. Training
   • More diversified staff from different academic programs
   • Workshops for student and tutor strategies
   • Feedback from professors (questions and dialogue between tutors and professors).
   • More training on grammar issues
   • More in depth theory and pedagogy related to Writing Centre practices.
   • 500-600 level class for technical writing or occupational/professional writing.

5. Working Conditions
   • Seniority regarding hours preference
   • Student administrator – gives tutors solid administration experience, tutors can work as appointment handlers and greeters.
   • Relaxed dress code
   • Don’t hire people who have not take WRS 301/603 or who have no previous Writing Centre experience.
6. Advertising, promotion, publicity, etc.
   - More exposure to first year English classes-mandatory C4W spiel at beginning of every semester in every English class.
   - International students- have a classroom skit “wants the Grade skit” to target the real clients during International week.
   - Promote what we actually do
   - Booth at clubs fair
   - Host a fundraising barbeque for higher visibility
   - Have an example session video online, which demos a hypothetical session so that clients are prepared and know what to expect. Also could be used for in class presentations.
   - More billboards
   - Viral advertising?
   - Hold a writing competition (i.e. between tutors and clients)

7. Professional development
   - Go to conferences – have funding for tutors to attend conferences
   - Hold our own conference – lead a conference of our own
   - Information for employment – long term career potential in tutoring, speakers or professionals could be introduced or brought in for tutors.
   - Non tutoring opportunities for both undergraduate and graduate tutors
   - Staff meetings – ongoing project updates by those leading the project.
   - More workshops
   - ATP membership – tutor engagement in research/publishing opportunities
   - C4W “wiki” (online hang out) writing handouts, tips, previous meeting minutes.

8. Day-to-day life in the C4W
   - Coffeemaker
   - Tutor lunches – everyone can chip in for a group lunch (pizza, subs, etc).
   - Tutors can take on some administrative duties – answering phones, photocopy
   - Have a board which shows which room tutors are in that day.

9. Services we offer
   - Express service sessions (5 min, 10 min, 15 min sessions for quick questions)
   - C4W specific/original worksheets (i.e. writing for concision, tips for writing “last minute” essays)
   - Writing handbook
   - Good essay archive – examples of good essays which we will not lend out, but which students can peruse through and which we can use as ready examples during a session
   - Mentoring/mentor relationship with people who are interested in becoming tutors.
   - More collaboration with English professors/all professors/ faculties and departments
• Outdoor informal sessions – sessions which can take place in a relaxed environment- OR be readily available in the library at certain hours in a designated space. Clients can be alerted via twitter if a tutor is available in a specific library for a quick session or question
• Ability to tutor professors or tutors (not for bad professors, but professional development sessions for those with a controversial student feedback or unclear essay instructions).
• Certificates for sessions? – each tutor gets a star or badge for the sessions that they completed. – The certificates will be put on tutor bio page and will be available for clients to peruse.
• Online tutoring presence.

10. Welcoming diversity
• Have a “write club” just like “Fight club”
• More training for ESL concerns – have staff come up with presentations or techniques for fellow tutors
• Invite guest ESL teachers to come in for a staff meeting to explain additional techniques
• Ethnic days?
• Multicultural potlucks

11. Relationship with clients
• Positive reinforcement of good as well criticisms (in regards to tutors)
• Maintaining relationships- establish trust since tutors/counselors

12. Relationship with U of A in general
• Fundraisers – BBQ in quad
• More outreach – tables in HUB or SUB (provide info)
• Tutoring in quad
• Feature or advertise in Gateway – have a grammar mystery column or crossword feature
• T-shirts! Free advertising
• Tutor – faculty/department liaising
• Individual faculties paying for what they need from the C4W
Appendix H

Tutorial Observation Checklist

- The tutor greets the student in a friendly manner
- The tutor is polite, patient, attentive and helpful with client
- The tutor accurately assesses drafts to determine successful or weak areas
- The tutor asks several questions to understand the purpose of the assignment
- The tutor plans the session by prioritizing issues
- The tutor addresses the student’s concerns
- The tutor engages in a comfortable discussion with the student
- The tutor knows how to focus on important tasks first (intro, thesis statement, etc.)
- The student/tutor reads the paper (sections of the paper) aloud
- The tutor lets student write on his/her paper
- The tutor does not edit
- The tutor does not get stuck on small problems
- The tutor focuses on teaching, not on fixing the paper
- The tutor answers politely to student’s requests/questions
- The tutor elicits suggestions/ideas from client
- The tutor knows basic grammar/punctuation/publication styles rules
- The tutor uses the writer’s handbook or other resources to answer style/punctuation/grammar questions
- The tutor does not make dangerous comments about the paper, the assignment, or the prof
- The tutor does not suggest content
- The tutor seems knowledgeable and competent
- The tutor explains things clearly
- The tutor managed time well during the session
- The tutor overall seemed to fulfill client’ expectations
- The tutor enabled client to become increasingly independent and a better writer overall
- The tutor was encouraging and supportive, and made the client feel confident in his/her work
- The tutor completed the satisfaction and session report forms
- The tutor represented the Centre for Writers in a professional manner

Additional comments:
APPENDIX I

Administrative Assistants’ Evaluation Form for Tutors

**Overall Professionalism and C4W Procedures:**

__ Remember to sign in and sign out
__ Is readily and visibly available to clients
__ Is approachable and friendly
__ Missed work only when strictly necessary/manages time efficiently and gives sufficient notice if requesting time off
__ Arrives on time or early
__ Works whole sessions (no early departures)
__ Makes a point of working on C4W-related activities or offers to help out around the C4W office when not tutoring
__ Dresses professionally
__ Demonstrates professionalism in manner and speech
__ Interacts appropriately with other tutors and the administrator and director
__ Followed regulations outlined in the tutor handbooks
__ Takes initiative in telling clients about appointment-booking procedures or opportunities to come back for additional sessions
__ Self-sufficient in using WCOnline, C4W website and Mac computers
__ Attended the required number of staff meetings ( /3)

Missed client report forms:

**Additional comments:**

**Response from tutor:**

Date:
Signatures (tutor and evaluator):