Centre for Writers
University of Alberta

ANNUAL REPORT
2016/2017

Prepared by
Dr. Lucie Moussu
July 2017
THE CENTRE FOR WRITERS (C4W) AT A GLANCE

- The C4W had a total of 5070 reservations for the fall 2016/winter 2017 semesters. This is the largest number of reservations we have had to date.
- The 2016/17 academic year was the busiest the C4W has ever been. Tutors attended multiple events on campus to promote the C4W, such as Week of Welcome, and this certainly drew a lot of clients to the C4W.
- One of our graduate tutors won the Images of Research competition in spring of 2016 and also received the FGSR Graduate Teaching Award in spring 2016. This tutor also won the Graduate Citizenship Award in 2016 and the International Graduate Student Award in 2017.
- One of our other tutors was elected as the Sessional Rep for Certificate/Diploma programs to the Faculty Council of MacEwan University’s School of Business. He also got a paper that he had written for Dr. Moussu’s class published in a peer-reviewed journal.
- During the fall semester, with generous funds from UAI, the C4W offered one-on-one tutoring sessions specifically to international students in the TELUS centre.
- In the fall 2016 semester, four tutors worked with four WRS 101 Bridging Program (BP) sections. In the winter 2017 semester, five tutors worked with five BP sections.
- In the winter 2017 semester, the C4W employed 43 paid tutors.
- During the fall semester, the C4W ran 5 writing groups for international graduate students. During the winter semester, the C4W ran 6 Writing Groups for international graduate students. UAI and the Faculties of Science and Engineering financially supported some of these groups. Over 300 international graduate students registered for the Writing Groups and about 130 were accepted into one of the 11 groups that were offered this year.
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INTRODUCTION

The Centre for Writers (C4W) is a free service provided to all students, staff, faculty, and alumni of the University of Alberta which has a student population of “nearly 38,000 in more than 200 undergraduate and 170 graduate programs and a growing body of international students from more than 142 countries” (AUCC.ca). The mandate of the C4W is to offer free writing support in any subject, discipline, program, or faculty, and at all levels of study. The C4W employs graduate and undergraduate students as tutors. These tutors have backgrounds in a variety of academic fields, and they are trained specifically to handle the wide range of writing seen in a university context.

Established in 2007, the C4W has had over 35,000 tutoring appointments since 2009 (appointment details were not available for the first two years).

This report is a detailed review of the C4W (people, events, changes, projects, research and everything in between) for the reporting period May 1, 2016 to April 30, 2017.

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

The last two academic years were difficult for the C4W.

On July 31, 2015, the C4W’s full-time, permanent administrative assistant, Nicola DiNicola left and was replaced by a temporary assistant, Ania Husak. Ania then left on the 22nd of April, 2016, and was replaced by Lindsay Walker, who left on the 24th of June. Lindi Carter worked as temporary administrative assistant from July 1, 2016, until June 8, 2007.

On May 30, 2016, at a GFC meeting, the Provost announced that the C4W was to remain in the Faculty of Arts with Dr. Moussu as its Director for one additional year. She received a contract that expired June 30, 2017.

During the fall 2017 semester, Dr. Wendy Rogers, Deputy Provost, and Dr. Andre Costopoulos, Dean of Students, conducted a review of “scholarly writing supports” at the University of Alberta. Part of their investigation included meeting with the University Writing Committee on September 15, 2016, and meeting with the C4W tutors on October 3, as well as various meetings with multiple other students and faculty members at the UofA. They presented a report at Town Hall meetings on March 7 and 8, 2017 (see Appendix A).

On March 2, 2017, Dr. Moussu went on leave and the Office of Interdisciplinary Studies took over the management of the C4W. Dr. Moussu then met on May 23 with the Dean of Arts, Dr. Lesley Cormack, to discuss her future as C4W Director, and then on June 7, with the Dean of Students, Dr. Andre Costopoulos. On June 12, Dr. Moussu received an email from the Dean of Arts explaining that the C4W’s administrative home was probably going to move under the Dean of Students’ Office and that Dr. Moussu would become its Academic Director and was to remain “on leave” until the transition was completed. As of July 20, 2017, Dr. Moussu hasn’t been sent any additional update and hasn't been asked to sign any new contract.

Because of the above instability and departures/replacements of C4W’s administrative assistants, as well as Dr. Moussu’s leave, some information was lost or not collected this year (tutor academic activities, tutor feedback, student feedback, workshop data, BP students feedback, BP instructor feedback, online tutoring information, promotional and marketing information, etc.).
STAFF

A. DIRECTOR

Dr. Lucie Moussu has been the Director of the Centre for Writers (C4W) since July 2009. Dr. Moussu is a tenured Associate Professor in the Department of English & Film Studies in the Faculty of Arts. She is also an Adjunct Associate Professor in the Department of Educational Psychology (Faculty of Education) and in the Faculty of Extension. She teaches WRS 301/603 (Writing Centre Theory and Pedagogy) and WRS 605 (Issues in Second Language Writing).

B. ADMINISTRATIVE ASSISTANT

Lindi Carter worked as temporary administrative assistant from July 1, 2016, until June 8, 2007. Reporting to the C4W Director and the Senior Administrator in the Office of Interdisciplinary Studies (OIS), the Administrative Assistant position is responsible for providing administrative support for the day-to-day and other administrative functions of the C4W (schedules, contracts, etc).

C. C4W TUTORS

Tutor Recruitment

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

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

All applicants who have not taken WRS 301/603 are required to take two tests and come for an interview.
If the applicants successfully pass both the tests and interview and have previous writing centre/tutoring experience, they are hired.
If the applicants do not pass the tests and interview, they are advised to take WRS 301/603.

If the applicants pass the tests but do not have sufficient writing centre/tutoring experience, they are asked to take or audit WRS 301/603. While taking or auditing the course, they may be allowed to start working as paid tutors.
Complex individual circumstances force the C4W to be extremely flexible and creative in its hiring practices. For example, WRS 603 does not count towards graduate students’ respective degrees, and advisors are often reluctant to allow courses to be added to the required course work, so a number of graduate students officially audit the course instead of taking it for credit.

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

Writing Studies 301/603 Tutor Training Course

WRS 301/603 is a combined graduate/undergraduate course that students must take to become tutors at the C4W. This year, it was offered during the fall semester only. The course provides tutoring experience as well as a number of skills, understandings associated with the theories and practices of writing centres (see the C4W’s Tutoring Guiding Principles in Appendix C), and insights into the students’ own writing.

Salaries and Contracts

Both graduate and undergraduate tutors are paid bi-weekly, on an hourly basis, based on the weekly number of hours they work in the C4W. They are also required to attend three staff education meetings per semester (see Appendix D for meeting minutes).

Table 1 below compares the status and number of C4W tutors hired every fall and winter semester during the last four years.

| TABLE 1: Summary of Tutors and their Status per Semester |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|

D. TUTOR ACADEMIC ACTIVITIES

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

Throughout the academic year, Dr. Moussu helped several of the tutors with reference letters, conference proposals, and grant applications. Dr. Moussu was Immediate Past-President of the CWCA this year, and she encouraged her tutors to submit proposals for the association’s annual conference (in May 2017, in Toronto). Three proposals were accepted, one from a graduate tutor and two from undergraduate tutors.

This year, two of the C4W’s graduate tutors served on the CWCA’s board, one as Western Representative and the other one as member of the Communications Committee.

Also, one tutor was elected as the Sessional Rep for Certificate/Diploma programs to the Faculty Council of MacEwan University’s School of Business. He also got a paper that he had written for Dr. Moussu’s class published in a peer-reviewed journal.

Another one of our graduate tutors won the Images of Research competition in spring of 2016 and also received the FGSR Graduate Teaching Award in spring 2016. This tutor also won the Graduate Citizenship Award in 2016 and the International Graduate Student Award in 2017.

On April 28, 2017, past C4W Interim Director Dr. Anna Chilewska invited two tutors to attend the 15th Campus Alberta Writing Studies (CAWS) Colloquium with her. The Colloquium took place at the University of Calgary and focused on experiments in teaching, approaches to writing program delivery, and efforts in teaching and writing. The event was a good opportunity for the two tutors to listen to conference talks, ask questions, and expand their knowledge on writing and teaching-related topics. After the colloquium, the tutors had the opportunity to meet scholars from other Alberta institutions and to network.

CENTRE FOR WRITERS SERVICES AND USE

A. CLIENT RESERVATION DETAILS

During the spring/summer 2016 terms, the C4W was open on average 36 operational hours per week, Monday through Thursday for a total of 592 appointments. An average of 94% of the appointments were used in the spring and an average of 88% of the appointments were used in the summer.

During the fall 2016 semester, the C4W was open on average for 173 operational hours per week, Monday through Friday for a total of 2432 hours. An average of 98% of the appointments were used.

During the fall 2016 semester, the C4W in the TELUS Centre (ESL tutoring) was open on average for 18 operational hours per week, Monday through Thursday for a total of 266 hours. An average of 85.5% of the appointments were used.
During the winter 2017 semester, the C4W in Assiniboia Hall was open on average for 143 operational hours per week, Monday through Friday for a total of 2381 hours. An average of 95.5% of the appointments were used.

The C4W’s busiest day is Tuesday.

In the C4W, clients typically worked on essays (62%), theses/dissertations (16%), and lab/research reports (10%).

The majority of tutoring sessions included work on organization/structure (42.5%), focus/thesis statements (40.5%), development of ideas/arguments (20%), concision (23.5%), sentence structure (23%), brainstorming (21%), and proofreading strategies (20.5%).

Table 2 below summarizes client reservation details for the past few years.

<table>
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<tr>
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<tbody>
<tr>
<td>Unique clients</td>
<td>173</td>
<td>1813</td>
<td>120</td>
<td>1886</td>
<td>220</td>
<td>2004</td>
<td>259</td>
<td>1833</td>
</tr>
<tr>
<td>Reservations</td>
<td>355</td>
<td>4216</td>
<td>455</td>
<td>4641</td>
<td>552</td>
<td>4046</td>
<td>592</td>
<td>5070</td>
</tr>
<tr>
<td>Walk-ins</td>
<td>27</td>
<td>456</td>
<td>41</td>
<td>606</td>
<td>89</td>
<td>358</td>
<td>51</td>
<td>460</td>
</tr>
<tr>
<td>Express tutoring</td>
<td>0</td>
<td>83</td>
<td>5</td>
<td>51</td>
<td>0</td>
<td>112</td>
<td>8</td>
<td>107</td>
</tr>
<tr>
<td>No-shows</td>
<td>34</td>
<td>546</td>
<td>65</td>
<td>565</td>
<td>112</td>
<td>640</td>
<td>82</td>
<td>681</td>
</tr>
<tr>
<td>Clients with 1 appt.</td>
<td>82</td>
<td>865</td>
<td>72</td>
<td>959</td>
<td>92</td>
<td>808</td>
<td>127</td>
<td>875</td>
</tr>
<tr>
<td>Clients with 2-9 appts.</td>
<td>68</td>
<td>754</td>
<td>94</td>
<td>864</td>
<td>150</td>
<td>872</td>
<td>130</td>
<td>889</td>
</tr>
<tr>
<td>Clients with 10 appts.</td>
<td>4</td>
<td>32</td>
<td>5</td>
<td>48</td>
<td>2</td>
<td>37</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>Average total capacity</td>
<td>88%</td>
<td>85%</td>
<td>87%</td>
<td>90%</td>
<td>79%</td>
<td>88%</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>ESL tutoring</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>40</td>
<td>N/A</td>
<td>281</td>
<td>N/A</td>
<td>266</td>
</tr>
<tr>
<td>BP tutoring</td>
<td>N/A</td>
<td>126</td>
<td>16</td>
<td>128</td>
<td>32</td>
<td>130</td>
<td>30</td>
<td>144</td>
</tr>
<tr>
<td>Writing groups</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>84</td>
<td>N/A</td>
<td>110</td>
</tr>
</tbody>
</table>

*Walk-in* appointments are clients who did not book a specific appointment ahead of time but were helped by tutors who had no-show appointments.

*Express tutoring* appointments are the unscheduled appointments held at the front desk by the designated tutor looking after Reception. Typically, these appointments are brief and address only one or two specific questions.

The graph below shows the increases and decreases in number of appointments throughout the last seven years.
Tables 3–6 highlight three of the areas of information the C4W tracks about its users: Reservations by Standing, Reservations by Faculty, and Reservations by First Language.

**Reservations by Standing**

Undergraduates form the highest percentage of users of the C4W during the fall/winter semesters, while usage of the C4W in the spring/summer terms is generally split evenly between undergraduate and graduate students.

**Table 3: Reservations by Standing (UG = undergrads; GR = grads)**

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Yr UG</td>
<td>1573</td>
<td>77</td>
<td>1705</td>
<td>120</td>
<td>1669</td>
<td>188</td>
<td>1977</td>
</tr>
<tr>
<td>2nd Yr UG</td>
<td>554</td>
<td>26</td>
<td>716</td>
<td>48</td>
<td>565</td>
<td>72</td>
<td>806</td>
</tr>
<tr>
<td>3rd Yr UG</td>
<td>399</td>
<td>44</td>
<td>655</td>
<td>65</td>
<td>435</td>
<td>60</td>
<td>477</td>
</tr>
</tbody>
</table>
### Reservations by Faculty

Table 4 below shows that the ALES, Arts and Science, and Engineering faculties consistently comprise the highest number of users of the C4W.

**Table 4: Reservation by Faculty**

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>598</td>
<td>452</td>
<td>626</td>
<td>71</td>
<td>645</td>
<td>46</td>
<td>648</td>
</tr>
<tr>
<td>Arts</td>
<td>1039</td>
<td>971</td>
<td>1209</td>
<td>109</td>
<td>1134</td>
<td>176</td>
<td>1475</td>
</tr>
<tr>
<td>Augustana</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>124</td>
<td>156</td>
<td>124</td>
<td>23</td>
<td>176</td>
<td>11</td>
<td>147</td>
</tr>
<tr>
<td>Campus St.-Jean</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>240</td>
<td>173</td>
<td>331</td>
<td>46</td>
<td>271</td>
<td>19</td>
<td>306</td>
</tr>
<tr>
<td>Engineering</td>
<td>259</td>
<td>303</td>
<td>421</td>
<td>77</td>
<td>277</td>
<td>118</td>
<td>402</td>
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<tr>
<td>Extension</td>
<td>7</td>
<td>21</td>
<td>5</td>
<td>6</td>
<td>39</td>
<td>3</td>
<td>52</td>
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<tr>
<td>Law</td>
<td>12</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Library &amp; Info. Studies</td>
<td>24</td>
<td>12</td>
<td>10</td>
<td>0</td>
<td>20</td>
<td>10</td>
<td>36</td>
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<tr>
<td>Medicine &amp; Dentistry</td>
<td>45</td>
<td>66</td>
<td>53</td>
<td>0</td>
<td>65</td>
<td>15</td>
<td>76</td>
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<tr>
<td>Native Studies</td>
<td>40</td>
<td>43</td>
<td>58</td>
<td>0</td>
<td>36</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Nursing</td>
<td>227</td>
<td>214</td>
<td>287</td>
<td>49</td>
<td>134</td>
<td>14</td>
<td>188</td>
</tr>
<tr>
<td>Open Studies</td>
<td>42</td>
<td>32</td>
<td>99</td>
<td>8</td>
<td>63</td>
<td>11</td>
<td>327</td>
</tr>
<tr>
<td>Other</td>
<td>76</td>
<td>621</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pharmacy &amp; Pharma. Science</td>
<td>58</td>
<td>15</td>
<td>21</td>
<td>5</td>
<td>23</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Physical Ed. &amp; Recreation</td>
<td>128</td>
<td>101</td>
<td>116</td>
<td>4</td>
<td>78</td>
<td>2</td>
<td>131</td>
</tr>
<tr>
<td>Public Health</td>
<td>52</td>
<td>38</td>
<td>22</td>
<td>8</td>
<td>40</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Rehab Medicine</td>
<td>35</td>
<td>38</td>
<td>82</td>
<td>3</td>
<td>60</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Science</td>
<td>1180</td>
<td>944</td>
<td>1156</td>
<td>137</td>
<td>979</td>
<td>170</td>
<td>1140</td>
</tr>
</tbody>
</table>

### Reservations by First Language

In the fall/winter semesters, non-native English speakers usually compose about half of the C4W clients, while in the spring/summer terms, this number increases substantially. The numbers below do not include the approximately 200 Bridging Program (international) students who are helped by the C4W every semester.
In Table 5 below, it is apparent that English, Chinese (Mandarin, Cantonese), and Korean are consistently the top three native languages spoken by clients of the C4W.

**Table 5: Client Reservations by First Language**

<table>
<thead>
<tr>
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<tr>
<td>Albanian</td>
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<td>0</td>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arabic</td>
<td>116</td>
<td>8</td>
<td>133</td>
<td>22</td>
<td>89</td>
<td>24</td>
<td>71</td>
</tr>
<tr>
<td>Assamese</td>
<td>11</td>
<td>0</td>
<td>5</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bengali</td>
<td>11</td>
<td>1</td>
<td>11</td>
<td>5</td>
<td>24</td>
<td>2</td>
<td>73</td>
</tr>
<tr>
<td>Cantonese</td>
<td>63</td>
<td>9</td>
<td>164</td>
<td>20</td>
<td>110</td>
<td>6</td>
<td>159</td>
</tr>
<tr>
<td>Chinese</td>
<td>1107</td>
<td>198</td>
<td>1185</td>
<td>202</td>
<td>1471</td>
<td>247</td>
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<td>8</td>
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<td>47</td>
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<td>5</td>
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<td>2</td>
</tr>
<tr>
<td>Portuguese</td>
<td>21</td>
<td>7</td>
<td>63</td>
<td>8</td>
<td>20</td>
<td>15</td>
<td>22</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>Sinhalese</td>
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<td>6</td>
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<td>0</td>
<td>4</td>
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<td>0</td>
<td>9</td>
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<tr>
<td>Spanish</td>
<td>66</td>
<td>7</td>
<td>45</td>
<td>6</td>
<td>81</td>
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<td>102</td>
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<td>Swahili</td>
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<td>11</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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</tbody>
</table>
Table 6 below shows that clients who do not speak English as their first language consistently use the C4W, especially in the spring/summer terms.

<table>
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<tr>
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<tbody>
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<td>Tagalog</td>
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<td>6</td>
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<td>Tamil</td>
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<td>0</td>
<td>8</td>
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<td>0</td>
<td>8</td>
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<td>Thai</td>
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<td>18</td>
<td>1</td>
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<td>3</td>
<td>9</td>
<td>0</td>
<td>1</td>
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<td>7</td>
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<tr>
<td>Urdu</td>
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<td>14</td>
<td>32</td>
<td>11</td>
<td>129</td>
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<tr>
<td>Yoruba</td>
<td>17</td>
<td>2</td>
<td>12</td>
<td>0</td>
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</tr>
</tbody>
</table>

Table 6: ESL Clients as Percentage of Total Clients

C. CLIENT SATISFACTION

After each tutoring session, clients are asked to complete an anonymous feedback form (see Appendix E). This form gives clients an opportunity to rate their experience. It allows the C4W to see if the clients are receiving the information/experience that they expect, as well as provides a measurement tool for individual tutors’ performances.
Table 7, below, shows client satisfaction percentages per semester. As can be seen, client satisfaction is usually higher in the winter than in the fall, and satisfaction is quite high in the spring/summer.

Table 7: Detailed Responses of Student Feedback.

<table>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session was very useful</td>
<td>85%</td>
<td>81%</td>
<td>87%</td>
<td>89%</td>
<td>85%</td>
<td>86%</td>
<td>87%</td>
<td>85%</td>
<td>89%</td>
<td>89%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>Tutor explained concepts very clearly</td>
<td>87%</td>
<td>82%</td>
<td>90%</td>
<td>87%</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
<td>85%</td>
<td>91%</td>
<td>92%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>Very likely to return</td>
<td>87%</td>
<td>88%</td>
<td>90%</td>
<td>93%</td>
<td>91%</td>
<td>89%</td>
<td>88%</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
<td>98%</td>
<td>93%</td>
</tr>
<tr>
<td>Very likely to recommend</td>
<td>89%</td>
<td>88%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>93%</td>
<td>92%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>Total # of feedback forms</td>
<td>236</td>
<td>1256</td>
<td>1504</td>
<td>309</td>
<td>1797</td>
<td>1673</td>
<td>389</td>
<td>1483</td>
<td>1711</td>
<td>437</td>
<td>1267</td>
<td>1816</td>
</tr>
</tbody>
</table>

Clients also occasionally wrote comments on their feedback forms. Here are some of their positive comments and comments about things that could be improved.

- Great work! Thank you for all your help.
- People are friendly here.
- Helped me make a clear trend of my essay. Thanks a lot!
- Very kind instructions towards my understanding of poems.
- Awesome, thank you for letting me be needy and silent.
- The tutor assisted me in creating a clear thesis statement and provided me with notes to consider while I am writing. This will be beneficial as it will provide guidelines as I am writing on my own. She provided a fresh and creative perspective.
- An amazing place!
- Overall very great service.
- The C4W is an amazing place for students who require additional help with essays and assignments. All of the tutors do a really good job.
- The tutor was super observant and brought up things I hadn’t noticed or considered. Thanks, it was time well spent!
- I am impressed that such a centre exists. Thank you for your work!
- Positive discussion!
- I felt heard and he really tried to help me.
- Super helpful! Cool techniques to organize my paper.
- Very friendly, helped with grammar and making sure it read easy and stayed professional. Thanks!
- My tutor was very helpful and went through all the little details for the requirements prior to writing a letter of intent. Made awesome suggestions:)
- So helpful! Don’t know what I would do without you guys.
- My tutor was really calm and helpful for me.
• Extremely helpful and friendly. Great constructive feedback.
• Very helpful, great for identifying problem I would not have seen.
• Really helpful and well organized. Love the booking (time slot) system.
• The tutor was very helpful and tried to explain his thoughts clearly. Although he did not know much about my topic or scientific phenomenon, he was super helpful.
• Very good tutors, helps a lot with understanding concepts and grammar.
• Really enjoyed my experience here. Tutor encouraged me so much and her positivity really helped me be confident in my writing. It was great and sincere help. Awesome experience. Thank you!
• Love the idea behind Centre for Writers, and I will for sure be back for help!

• Have more times available!
• Provide students with examples on online resources that are about lower level topics that are relatable to all students.
• Not sure if you take papers before appointment if so, perhaps better advertisement.
• Maybe some experienced technical report tutor would help much better. Tutor was useful but couldn’t understand technical terms.
• It was hard to find you guys!
• It would have been useful to send the work I want to work on in advance in order for her to review it before the meeting. It would have made the meeting more productive.
• I miss ESL tutoring in Telus, was more practical for my schedule.
• Couldn’t focus, easily distracted.
• A larger room could be much better.
• Felt rushed.
• Open more time sections, I need more than one appointment per week.
• Could be more incisive.
• The room is too small and too noisy, hard to concentrate.
• Some ideas and explanations unclear.
• I was trying to improve my essay, and I’m still unsure of how to do so.
• I felt this particular tutor maybe better suits people in Humanities or Science.
• 30 minutes is hard to get anything done, add more hour slots please!

D. WORKSHOPS

The following workshops were offered during the fall 2016 and winter 2017 semesters. Dr. Moussu taught some of these workshops but two graduate tutors taught all the other workshops. Each session, as in previous years, was accompanied by free snacks.

Fall 2016 Workshops

Effective Quoting, Paraphrasing, Summarizing, and Candy
Passive and Active Voices and Muffins
Writing Tips for ESL Students and Cupcakes
Advanced Science Writing for Graduate Students and Bananas
In-class Essays, Short Answer Exam Questions, and Cupcakes
Science Writing for Undergraduate Students and Chocolate
Developing Academic Language and Style and Candy
Writing Concisely and Apples
Self-Editing and Proofreading Strategies and Chocolate

Winter 2017 Workshops

Effective Quoting, Paraphrasing, and Summarizing
Passive and Active
Writing Tips for ESL Students
Science Writing for Undergraduate Students
Advanced Science Writing for Graduate Students
Punctuation Power
Self-editing and Proofreading Strategies
In Class Essays and Short-answer Essays
Developing Academic Language and Style

E. CLASS VISITS AND OTHER CAMPUS EVENTS

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

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

In-class presentations are conducted by graduate (and in some cases undergraduate) tutors who prepare their presentation under Dr. Moussu’s guidance. Certain tutors are also chosen to do in-class presentations for certain departments if it is within their areas of study.
This year, data on class visits was mostly lost due to administrative inconsistency, but a total of 28 presentations and workshops were conducted.

**F. BRIDGING PROGRAM (BP)**

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

Instead of meeting with the C4W’s usual clients for only one tutoring session, tutors work with the same students throughout the semester. This allows them to see students’ progress, to address challenges in depth, and to provide long-term support to these students. It also allows the tutors to work closely with a WRS 101 instructor and to participate in classroom instruction.

Given the success of this program and the additional skills BP tutors develop, the position of BP tutor is becoming quite prestigious, and numerous C4W tutors apply for the position every semester. Since 2014, the registrar’s office recognized the excellence of the BP sections in the Writing Studies classes and assumed the full cost of paying the C4W BP tutors.

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

During the 2016-2017 academic year, BP tutors supported the work of 9 WRS 101 BP instructors and helped approximately 140 WRS 101 international students.

**G. UofA+**

Thanks to the successful support the C4W provides to the UofA+ program since 2011, the C4W was again asked to offer workshops to international students during the 2016 summer orientation.

The C4W provided 8 hours of instruction to 5 sections that consisted of 10-15 international students each. These workshops were aimed at preparing incoming international students to write more effectively for university, including strategies for producing academic writing, and discussions of how argumentation functions in different academic cultures (see Appendix G for the detailed description of these workshops).
The International Student Centre (ISC) funded 100 hours of preparation and delivery time for these workshops. Graduate and undergraduate C4W tutors successfully delivered them. Student feedback surveys showed that the participating students greatly valued their learning experience in these workshops, with 93% of the participants finding them “very helpful.” Participants valued the tips about academic writing, reference guidelines, brainstorming strategies, and self-editing techniques they were taught. Participants also said they didn’t want homework and that they wanted more instruction on how to summarize and quote secondary sources.

H. ESL TUTORING FOR UAI

During the fall 2017 semester, the C4W offered tutoring in the TELUS Centre in order to serve the UofA’s international student population better (which we called “ESL tutoring”) (see Appendix H for the proposal). Table 8 below shows a summary of these ESL clients’ first languages.

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese/Cantonese/Mandarin</td>
<td>45%</td>
<td>40%</td>
<td>43.5%</td>
<td>56%</td>
<td>51.5%</td>
<td>28%</td>
<td>73%</td>
<td>33%</td>
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<tr>
<td>Other</td>
<td>33%</td>
<td>27.5%</td>
<td>28%</td>
<td>44%</td>
<td>30.5%</td>
<td>24.5%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>English</td>
<td>22%</td>
<td>32.5%</td>
<td>28.5%</td>
<td>0%</td>
<td>18%</td>
<td>47.5%</td>
<td>0%</td>
<td>39%</td>
</tr>
</tbody>
</table>

J. WRITING GROUPS FOR UNIVERSITY OF ALBERTA INTERNATIONAL (UAI)

During the fall 2015 semester, Dr. Moussu wrote a proposal for writing groups (see Appendix J) and sent it to University of Alberta International. UAI accepted the proposal and funded two graduate writing groups. An information pamphlet, a webpage (http://c4w.ualberta.ca/writing-groups), and an online registration form were then created. Information about the writing groups was sent to C4W clients and the Dean of Science. Within a week, 252 graduate international students had registered for these groups.

During the fall 2017 semester, the C4W offered five advanced writing groups for international graduate students: two groups were funded by University of Alberta International (UAI) for students in the Humanities and Social Sciences, two groups were funded by the Dean of Science, and one group was funded by the Dean of Engineering. In the winter, the Dean of Engineering also funded one group, the Dean of Science funded two groups, and the C4W self-funded three groups for Humanities and Social Sciences students.

These writing groups (10-12 participants per group) met for two hours every week throughout the winter semester. Each session offered one hour of writing skills instruction and one hour of writing practice on the participants’ own writing projects. Every week,
participants also received detailed feedback on their own ongoing or new writing projects (e.g., theses, dissertations, essays, papers, conference presentations, abstracts, articles, proposals).

The writing group facilitators were current graduate students/C4W tutors and students in the Faculties where writing group participants came from. They focused on writing in the Physical and Life Sciences and on writing in the Humanities and Social Sciences.

See Appendix K for feedback from participants in these very successful writing groups.

**K. ONLINE TUTORING**

During the fall and winter semesters, the C4W continued to support any University of Alberta online course. This service is mainly used by distance education students in the Faculty of Extension, although students in online courses offered on other UofA campuses are also allowed to use this service. In the fall 2016 and winter 2017 semesters, our online tutors helped students in these courses:

- Public Administration Professionalism
- Citizen Engagement and Consultation
- Public Health
- Purchasing Management
- Applied Land Use Planning
- Information Access and Protection of Privacy
- Legal Government
- Occupational Health and Safety
- Privacy Application: Issues and Practices
- Risk Management and Communication
- Health Information Access and Privacy
- Privacy in a Liberal Democracy
- Health and Safety Law
- Community Engagement
- Organizational Behaviour and Leadership
- Information Access in a Liberal Democracy
- Municipal Planning
- Introduction to Studies in Science, Technology and Society
- Global Leadership
- Management of Health and Safety Systems
- Business Management
- Incident Investigation

Total number of hours, May-August 2016: 28
Total number of hours, September-December 2016: 49
Total number of hours, January-April 2017: 63
Comments from clients:

- I received 92% on my final paper and my overall course total is 85.6%! Thank for all your help!
- Thank you for all your hard work. I see you pulled a late night helping me out--I truly appreciate your dedication! You have some wonderful ideas that I will implement before turning in my paper.
- OMG, you are the best! With the help of your expertise, I have revised my document with a much better placement and flow of ideas. I will be reinserting citation marks within the document tonight to link references to text before I submit the paper.
- Whoo-hoo! I received an 86% on the final assignment and my overall course mark was 87.2%! I’ve attached the final submission with the instructor’s comments, which were both constructive and positive. Thank you so much for your help!
- Thanks so much. I’ve incorporated your feedback. Thanks for sending the positives as well as areas to improve.
- After reading your advice and applying those principles, I was very happy with my assignment. It went from clucky to smooth by trimming “the fat” and removing unnecessary comments. I loved the flow and made sure there was a clear connection with the thesis, body, and conclusion. I also made the word count, which I am very pleased with. I know I can get wordy and veer off. I’ve seen it in other writing and have often thought, “get to the point,” realizing I do the same thing over and over. Seeing my writing through your lens is incredibly helpful. I can stare at my essay and still not see the things that you do while knowing it’s not quite right. Thank you for your talents.
- Thank you so much for your prompt response. Also, thank you for suggesting that there is some good in my writing. I spent most of my life crunching numbers as an engineer and avoided writing as much as I could. I now enjoy writing but wish I was better at it. Thank you for your lines of encouragement.

COLLABORATION AND PROMOTION

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

A. TUTORING RECRUITMENT PAMPHLET

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

Although our website contains information about in-class visits, it is our experience that instructors are often more impacted by a more direct, personal method of communication. An informational letter about the services C4W offers is circulated to faculties via the Deans’ mailserve and distributed in mailboxes at the beginning of the fall semester.

C. WEBSITE AND SOCIAL MEDIA

The C4W uses its website to communicate clearly about its services and targets three main groups of users: students, instructors, and potential tutors. As well, we use Facebook, Twitter, and Instagram to cultivate our digital presence.

The most important online tool for the C4W is the online schedule, accessible through our website. The schedule software is developed and supported by WC Online and is used by many writing centres in North America. The schedule interface allows for the integration of the class visits schedule on the main tutoring schedule. This makes it easier to see the C4W tutors’ activities at a glance each day.

The Facebook page (https://www.facebook.com/centreforwriters/) has over 400 followers. The C4W Twitter account (UofA_C4W) has over 1000 followers and is now integrated with the online schedule and the website. The online schedule automatically tweets available appointments in the C4W, and the live Twitter feed is embedded in the website’s home page.

D. STUDENTS’ UNION AND GSA

The C4W will continue to run printed ads in the general Students’ Union Handbook and the Graduate Student Association Handbook. Over 5000 copies of the handbooks are distributed at the beginning of the fall semester. The C4W also works closely with the Students’ Union Infolink service to ensure they have correct and up-to-date information about the C4W and plenty of our promotional materials to distribute in their booths around campus.

E. WEEK OF WELCOME

In September, for the first time, the C4W rented a booth inside the Week of Welcome tents for three days. The four tutors who staffed the booth were able to distribute promotional materials and talk with large number of students.
F. POSTERS, SIGNS, AND BROCHURES

To communicate information about the C4W, posters on brightly coloured paper are printed and posted on communication boards around campus. These posters are about workshops, the C4W hours, and any other information that could be interesting and attract the attention of potential clients. We also have two professionally made, wooden sandwich board signs that we put outside our building during business hours as a constant, visual reminder for those walking by that we are close by and open for business.

DR. MOUSSU’S RESEARCH, SERVICE, AND PROFESSIONAL DEVELOPMENT

During the 2016-2017 academic year, Dr. Moussu’s work as Centre for Writers included a number of activities related to administration, research, service, teaching, and professional development. Among others, Dr. Moussu:

- Met regularly with other UofA writing centre directors: Craig Peterson (Augustana Campus), and Sheena Wilson (Campus St. Jean).
- Met regularly with the Dean of Arts and other Centre/Institute Directors to discuss finances, research, audits, event updates, etc.
- Presented information about the C4W to multiple classes in the English for Academic Purpose program (in the Faculty of Extension) both during the fall and winter semesters.
- Created and delivered two 2-hour long workshops on graduate writing to approximately 50 graduate students in the School of Public Health in August 2016.
- Invited graduate and undergraduate international students to participate in the fall 2016 tutor orientation about their linguistic and cultural backgrounds, the challenges they often face, and the different ways C4W tutors can support them.
- Created and delivered two 2-hour long presentations for the Faculty of Extension’s Global Academic Leadership Program (GALD), on October 15 and October 23, 2016. Participants were 50 Deans from different Chinese universities. The first presentation was called “Successful Academic Writing” (about North-American expectations of academic writing) and the second presentation was called “Writing with an Accent” (about working with and assessing the work of non-native speakers of English).
- Helped with judging ALES 204 community service projects with a panel that included ALES’ Dean, Dr. Stanford Blade, and Dr. David Peacock (Executive Director, Community Service Learning) on December 7, 2016.
- Served as Immediate Past-President of the Canadian Writing Centres Association (CWCA) between May 29, 2016 and May 30, 2017 (duties included but were not limited to: helping organize the May 2017 national conference, recruiting future executive members, revitalizing the association, creating a new logo for the Association, etc.).
- Helped several faculty members (e.g., from the Departments of Sociology, Women and Gender Studies, and Mechanical Engineering) with their course syllabi, assignment descriptions, textbook choices, grading rubrics, etc.
- Was invited to present her research to graduate students in the TESL Program (Faculty of Education).
- Helped graduate students in the Department of English and Film studies with their SSHRC proposals.
- Provided information and support to a new writing centre director (UBC Okanagan).
- Was Adjunct Associate Professor in the Educational Psychology Department (Faculty of Education, since 2011) and the Faculty of Extension (since June 1, 2015).
- Worked as liaison officer as ESL/EAL faculty (with EFS; Student Services; Extension; Faculty of Arts, etc.).
- Was a member of the Executive Committee (since April 2014), Campus Alberta Writing Studies.
- Was an ex-officio member of the University Writing Committee. Meetings took place twice during the 2016/2017 academic year.
- Was a member of the Academic Integrity Council (since September 2012). Meetings take place once or twice a semester.
- Was a member of the International Writing Centers Association (IWCA) Board member (Canadian representative) since May 30, 2015.
- Was a member of the SLARG group (Second Language Research Group, with faculty members from different departments and Faculties), discussing relevant research findings and recent articles.
- Was an invited “leader” for the International Writing Centers Association’s 2017 Summer Institute. “The Summer Institute (SI) is meant to guide current or would-be writing center directors and assistants, writing program administrators, tutors, writing teachers (high school or college), curriculum developers, graduate students, new PhDs, and academic leaders. SI leaders offer presentations, workshops, and discussions on a variety of writing center topics. Leaders also mentor participants and work one-on-one with participants throughout the week. This year’s SI focuses on how writing centers can demonstrate their relevance both inside and outside institutions by cultivating evidence-based practices. Basing our work in sustained research—whether it takes the form of assessment or scholarly inquiry—helps us not only teach writing effectively but also empower writing tutors and student writers to engage in a complex, often conflictual, world. Grounding our work in inquiry can also reveal the important, idea-driven work writing centers engage in daily, enhancing their role and value within academic communities. SI 2017 workshops will cultivate informed, sustainable, and effective writing centers by focusing on tutor training, budget and logistics, diversity and inclusion, institutional advocacy, and qualitative and quantitative assessment and research.”
- Was an advisor for 15 graduate students participating in the first Online Writing Center Administration Certificate offered by St. Cloud’s University during the entire 2016-2017 academic year.
- Attended and lead discussions at NAIT’s Symposium on writing and math tutoring in Alberta on February 24, with approximately 30 other participants.
- Has been a member of the TESOL Journal Editorial Advisory Board since March 2012 (the TESOL Journal is a refereed, international, practitioner-oriented electronic journal based on current theory and research in the field of Teaching English to Speakers of Other Languages).

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

- Attended the International Writing Centers Association (IWCA) annual conference in Denver, CO, October 13-16, 2016.


- Attended the annual Conference on College Composition and Communication (CCCC) in Portland, OR, March 15-18, 2017.


- Attended the Canadian Writing Centres Association annual conference in Toronto, ON, May 24-27, 2017

- Wrote and published:

- Presented:
GOALS AND RECOMMENDATIONS

The C4W has successfully achieved many of its past year's goals including:

- To develop, and continue to work towards, improved collaboration with other student services (e.g., International Student Services, Aboriginal Student Services Centre, Orientation, University Libraries, Student Accessibility Services, Peer Support Centre, Office of Sustainability, Career Centre);
- To hold a one-week long Open House at the beginning of each semester for students and faculty to attract new clients and potential tutors and to explain our work and introduce our services to faculty and staff.
- To continue collaborating on different writing-related projects and services with other UofA writing units (Centre for Teaching and Learning, Student Success Centre, Campus St.-Jean’s Centre d’écriture bilingue, Augustana’s Writing Centre, etc.).
- To showcase the work of the C4W (mentoring, teaching, research, etc.) to the university community through meetings, information pamphlets, open houses, classroom visits, etc.;
- To continue to diversify the academic backgrounds of tutors to reflect the C4W’s clients’ fields of study by using different marketing strategies. These strategies include talking directly to student advisors and faculty members, organizing events aimed at attracting potential tutors, and becoming more involved in different campus events.
- To engage clients and tutors in consultation and new research projects on the value and outcomes of writing centre work (e.g., C4W experience, improved revision process, tutor feedback).
- To continue teaching and mentoring graduate and undergraduate tutors through courses, observations, practicum opportunities, conferences, leadership opportunities, and discussion with campus experts (e.g., Counselling and Clinical Services).
- To create a more transparent and sustainable reporting process for the C4W with the help of the Faculty of Arts and the Provost Office.

The C4W's goals and recommendation for the upcoming academic year are as follows:

- To create new and effective work relationships with the Dean of Students Office.
- To create a more transparent and sustainable reporting process for the C4W with the help of the Faculty of Arts and the Dean of Students Office.
- To provide “express tutoring” to clients in the library. The library has expressed interest in this type of tutoring a number of times.
APPENDIX A—Scholarly Writing Support, Initial Report

Scholarly Writing Support (SWS) at the University of Alberta: A Report by the SWS Working Group
Draft March 1st, 2017

PREAMBLE
The University of Alberta (U of A) recognizes that academic writing is fundamental to academic success, career success, and citizenship. The U of A community needs well coordinated writing supports that are accessible, learner centered, relevant, discipline-based, and responsive to diverse learner needs, collaborative. These supports will ensure that our community is future ready and has long term success. These supports should work together and should work in a manner respectful of diverse scholarly approaches.

Scholarly Writing Supports Review Process
Following a GFC discussion in May 2016, a decision was made to engage in a review of Scholarly Writing Supports across the U of A. The review was led by Dr. Wendy Rodgers, Deputy Provost, and Dr. Andre Costopoulos, Vice Provost and Dean of Students. The review consisted of face to face meetings and town halls and invitations for online and email submissions. The data was then reviewed by a small working group and collated into an initial report.

From August to December 2016, Drs. Rodgers and Costopoulos participated in over 25 meetings, including two town halls. The meetings included all known existing writing support units from Faculties, centres, and other academic units listed in Appendix 1 (SWS Working Group Workplan - 2016-17). Over 80 online submissions and 6 email contributions were received and carefully reviewed. Regular updates on the progress of the review were provided to Deans’ Council, Vice Provosts’ Council, Chairs’ Council, and General Faculties Council.

Objectives
The overarching goals of the process are to report to the Provost and Vice-President (Academic) on the current landscape of scholarly writing support at the U of A and to make recommendations for the enhancement, optimization and coordination of all components and dimensions of writing support including service (tutoring), teaching and research.
It is key that a full spectrum of Scholarly Writing Supports be available to the University community. The process is not intended to eliminate any writing supports or to reduce overall central funding associated with writing initiatives across the University; there is no intention to reduce the academic strength or underpinnings of any writing supports; there is no intention to make support units compete with each other for funding or for clientele; there is no intention to mandate staffing requirements, delivery modalities, or other characteristics of supports provided by specific units; and there is no intention to impose a full fee or cost recovery model for all supports. There is also no intention to preserve only rudimentary or corrective writing and editing services.
SWS Working Group and Initial Report

The SWS Working Group was composed in December 2016 with representatives from the Students’ Union, the Graduate Students’ Association, the Faculty of Graduate Studies and Research, a Contract Academic Staff: Teaching (CAST) instructor, and Associate Deans (Academic) from two Faculties. This group was not intended to be representative of constituency groups; rather, each member was chosen for their arm’s-length perspectives, and knowledge on relevant issues across the University.

All notes, observations, and submissions from the online consultation process were reviewed by the SWS Working Group. The working group, upon thorough consideration of all this information and feedback, developed a set of principles on which to base their recommendations, which are reported here.

Preliminary Findings and Actions

One of the key findings of the consultation process was a general lack of awareness of the full range, number, and quality of different kinds of writing supports across the University. Toward that end, an early decision was made to re-develop a digital hub that will connect users to appropriate writing supports. This work has already begun.

A second key finding was a lack of awareness that all scholarly writing supports currently available at the U of A are staffed by fully qualified and fully trained instructors and tutors, many with very high level credentials and specialized professional accreditations.

Some of the other key messages the consultation feedback made clear included a need for a broader range of services and supports, the importance of maintaining a strong academic focus, a need to strengthen and broaden opportunities for scholarship and for training at all levels of participation (from students to professors). Finally the need for some centralized oversight and coordination was voiced by a large majority of those consulted.

DEFINITION OF SWS

Writing at the University must consider issues of teaching, service delivery, support provision, research, as well as the scholarly aspects of the teaching, learning, researching, and the training of instructors. Not all supports need to address all of these considerations; however, the system of supports across the University as a whole should address all these considerations.

The SWS Working Group defines scholarly writing supports as:

• Formal centres serving the University with financial support of a Dean, Vice Provost, Chair, and/or the Provost
• A spectrum of initiatives run out of Faculties with the financial support of a Dean or Chair (non-credit offerings, boot camps, writing clinics etc.)
• Academic offerings in the form of courses which are under the authority of Faculty Councils with oversight from the General Faculties Council (GFC)
SWS at the University of Alberta serve different audiences including students and faculty. The administrative authority is also diverse and may include the Provost, Deans, Faculty Councils, or GFC.

A comprehensive list of SWS can be found on the writing.ualberta.ca site (currently under construction).

REPORT FROM THE SWS WORKING GROUP
In developing recommendations to achieve the needs described above, the Scholarly Writing Supports Working Group used several foundational principles to describe the qualities of writing support:

**Principle: Accessible**

Writing supports should:
- Be affordable to users
- Be offered in multiple locations
- Include robust online supports or options
- Utilize multiple modalities
- Have high visibility (high community awareness)
- Provide choice of multiple learning environments
- Provide choice of multiple delivery methods

**Principle: Learner-centered**

Writing supports should focus on learning as a key outcome (as appropriate). Being learner-centered comprises:
- Active involvement of learners and educators in the development and delivery of supports
- Provision of a range of supports suitable to diverse learner stages and goals
- Appropriate preparation of instructors of all kinds
- Establishing pathways to instructor or tutor status for those who are interested

**Principle: Relevant**

Writing supports should be relevant to learners and to program learning outcomes. Writing supports should relate to current pedagogies and reflect best practices in teaching and research, or in service provision, where appropriate. Relevance of writing supports comprises the following ideas:

- Should align with each other and with current pedagogy, best practices, and research evidence, as well as Faculty or unit goals and learner needs
- Should be current and innovative
- Should develop transferable skills that will contribute to success in academia, careers, and society, and ensure learners are “future ready”
- Should include high quality of training for instructors/tutors/professional staff
- Should use evidenced-based evaluation of quality
Principle: Discipline Based

Writing supports need to relate to pedagogical goals and pathways of specific disciplines. The spectrum of supports across the University should include a range of activities or opportunities to support different kinds of writing such as technical reports, laboratory reports, literary pieces, critical reviews, essays, thesis writing, etc. Disciplinary attributes include:

• Context specificity
• Audience appropriateness
• Credibility of instruction
• Integration of instruction or collaboration with disciplinary activities

Principle: Responsive to Diverse Learner Needs

Writing supports are sought out by individual learners and groups of learners under different circumstances. The range of supports available should (differentially) respond to circumstances such as urgency, specificity, breadth and depth of need. There should be mechanisms for reviews of services to assess learner responsiveness. Being responsive should take into consideration:

• Timeliness
• Purpose of the writing
• Topic of the writing
• Environment and method of delivery:
  • Delivery environments might include: credit/non-credit courses (stand-alone or integrated into the curriculum); workshops; drop-in sessions; fee-for-service editing; bootcamps; etc.
  • Delivery methods might include: one-on-one tutoring or coaching from peers or professionals; large group classes; seminar-type sessions; delayed editing and feedback; real-time editing and feedback; on-line tutorials; study-hall sessions; etc.

Principle: Collaborative

Writing supports across the University need to be collaborative. Support providers and associated staff, including professors, tutors, and professional coaches, must work together to ensure a spectrum of coordinated supports are available, and to support ongoing strength of an entire system. Collaboration should include the following:

• Coordination of relevant disciplinary knowledge
• Demonstrated respect for different perspectives and methods
• Referring users to alternative supports to better meet their needs
• Contributing to the community of writing at the University in meaningful ways

Principle: Centrally Coordinated

The Office of the Provost, including the Vice-Provost and Dean of Students and the Vice-Provost and Dean of FGSR, has an important role to play in supports across the University.
They have particular insights into the needs and opportunities for the full spectrum of undergraduate and graduate students. Through outreach and support of Deans and Faculties in their work to provide writing supports, the Office of the Provost can help to ensure the participation of relevant disciplinary leaders in the development and delivery of writing supports in alignment with the principles listed above. Finally, together with the Deans of Students and FGSR, the Office of the Provost can contribute and coordinate funding and funding distribution to writing supports across the University in fair and equitable ways, and can ensure accountability. Central coordination should include:

- Creating communications systems across the University
- Creating a coordinating body to support ongoing consideration and application of these SWS principles
- Coordination and allocation of funding
- Fairness and equity in allocation of funds as well as in remuneration of tutors and instructors

**Principle: Funding & Sustainability**

Accepting the principle that writing supports should be accessible to all, it must also be acknowledged that even if they are provided with no fee to the user, the provision of supports is not “free”. A determination of which supports should be subsidized and offered without a fee and which should be cost-recovery needs to be made. Overall, the spectrum of writing supports must be sustainable with costs recovered when appropriate and when possible, but should, in general, not aspire to be revenue generating. In addition, supports must be sustainable, including the training of staff and tutors. Consideration of sustainability includes the following:

- What should be free to the user?
- What should be cost-recovery?
- What do students need most/least?
- How should central funding be allocated?
- What succession plans are in place to sustain each writing support?
- What training processes and paths to ‘tutor’ positions are in place to ensure sustainable access to these positions and a sustainable supply of tutors to writing supports?
- How are the principles of equity and quality applied to the allocation of funding and other resources?
- Generally, for cost recovery, costs should start low as possible, and should increase with increased use of supports or with increased depth of service
- Funding should be sustainable across the system - permitting some supports to be consistently free to the user and others to have associated fees
**RECOMMENDATIONS:** The Scholarly Writing Supports Working Group offers the following recommendations to enhance, optimize and coordinate writing supports in all of its components and dimensions across the institution:

**A better communication strategy** is needed to ensure the University community is aware of the entire range of writing supports available. Therefore, the digital hub is being re-developed to better represent the writing community and to describe all Scholarly Writing Supports.

**The University Writing Committee (UWC) should be re-invigorated** with a stronger terms of reference and a mandate to provide advice to the Provost on SWS. The following actions will equip UWC to support the Provost:

- UWC should have a specific and formal reporting structure through to the Office of the Provost and be chaired by a Provost's Representative.
- UWC's mandate should include the review of existing supports taking into account funding levels, user statistics, user satisfaction, and other indicators aligned with the principles listed above.
- UWC should have the mandate to advise the Provost on standards, protocols, and performance measures around scholarly writing support.
- UWC membership should be reviewed and guidelines established for a composition that will include representation from people associated with the supports balanced with equal numbers of people not specifically affiliated with supports.
- UWC should be consultative.
- UWC may provide advice to a Dean or any other internal stakeholder or centre.
- UWC should work to forge relationships among stakeholders involved in writing supports to build a sense of community and to encourage coordination.

**SWS should be coordinated centrally** and together with the Office of the Provost monitor the principles set out in this report in order to ensure scholarly writing support is accessible. Current services and supports should be reviewed by UWC as stated above, with a goal of ensuring the principles proposed here are equitably and fairly applied to all existing supports. Where applicable, new supports for writing could be established according to the principles set out in this report.

The intent is that the range of supports should be advised by UWC such that sessions are regularly available in all the various physical areas of the University at predictable times and places. Spaces should be available where members of the community can work on their writing projects, support each other, and have access to a range of supports. It is recognized that not all supports can be available at all times.

Broader integration of writing supports into curricula is recommended. The Scholarly Writing Supports Working Group recommends expanding the mandate of Writing Across
the Curriculum (WAC), such that it can support faculty members to include disciplinary specific writing into the curriculum, to be coordinated at the program (or unit) level. A recognition system could be built by Faculties and Units (e.g., Departments) to encourage and recognize individual faculty members and units for including efficient and effective writing assignments appropriately across their courses.

The Scholarly Writing Supports Working Group recommends the development of writing certificates. These might be considered first at the graduate level, and might also build upon the WAC activities to develop discipline specific certificates that emphasize either writing capabilities in particular domains (e.g., scientific writing), or writing tutoring (e.g., through a combination of courses, directed study or research experiences, and evaluated practical experiences).

**RECOMMENDATIONS: ADMINISTRATIVE AND OPERATIONAL STRUCTURE OF SCHOLARLY WRITING SUPPORTS**

The SWS Working Group looked specifically at the administrative and operational structure of scholarly writing supports and recommends that the following principles be followed:

Each SWS must have an administrative “home” in an academic unit (a Faculty or other unit within the Vice-President (Academic) portfolio). This “home” should be determined by the sources of funding and/or, if applicable, through an agreement between a Dean(s) or other heads of Academic Units and the Provost.

Each SWS must have a defined Terms of Reference and Mandate that respects the context of other SWS. The authority to approve the mandate of a SWS rests with the Dean and/or Academic Unit Head and Provost, including plans for staffing, staff training, type of supports to be provided, nature of teaching, learning, or research focus and necessity to collaborate with other units (e.g., CTL, WAC, REO, RSO, etc.). Advice on the mandate and the type of supports to be provided should be sought from UWC who will work to maintain a balance of supports across the institution and integrity of principles listed here.

Each SWS should have a sustainability plan explicitly defining the associated costs of the SWS to the administrative unit noting whether they have off-setting funding sources. Any plans for fees-for-service or cost recovery SWS should be made explicit. The sustainability plan should be approved by a Dean, Academic Administrator, and/or Provost. The Dean and/or Provost may seek advice from UWC on sustainability including proposed SWS fee structures, if applicable.

Each SWS should provide an annual report on usage, costs, innovations, etc. to the UWC who will review the reports and provide advice to the Provost. UWC can make strategic or system wide recommendations to the Provost for each SWS.

The Dean, Unit Administrative Head, and/or Provost hold final authority for administrative decisions regarding SWS including creation, movement, or dissolution of SWS. While
authority rests with the Provost and/or Dean to make the administrative decisions, advice may be sought from a variety of stakeholders including the UWC.

APPENDIX 1: SWS Working Group Workplan - 2016-17

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 2016</strong></td>
<td><strong>PHASE 1 – Aug – Dec 2016</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Organizing meeting</td>
<td>W. Rodgers (WR), A. Costopoulos (AC), K. Peters, C. Watt</td>
</tr>
<tr>
<td>16</td>
<td>WR and AC met with Dean Cormack</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Provost and WR met with L. Moussu, C4W Director</td>
<td>WR and AC plan to attend a C4W staff meeting on Oct 3</td>
</tr>
<tr>
<td>24</td>
<td>Deans Only Deans’ Council (Stakeholder)</td>
<td>WR and AC presented the plan and proposal for a working group to Deans. Deans were asked to identify entities/groups within their faculties providing scholarly writing support</td>
</tr>
<tr>
<td>29</td>
<td>VPC</td>
<td>WR and AC presented an update and statement of intention</td>
</tr>
</tbody>
</table>

**An online portal for submission of comments** was created and included a repository for consultation feedback/comments – similar to that created for Dean Selection consultation. K. Peters confirmed that the **portal opened immediately after September 26 GFC**. https://docs.google.com/spreadsheets/d/164YSXflVRt-x_gosnBaSDjD07CCLOBm4kpslsLgLISuQ/edit#gid=1181308306 - Closed

**September 2016 – scheduling of stakeholder consultations (W. Rodgers and A. Costopoulos hosted and attended all consultations)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 Sep 4-5 PM</td>
<td>University Writing Committee</td>
<td>Allen Ball and members of UWC 2-725 Students Union Building (SUB) 4 to 5 PM - <strong>confirmed</strong></td>
</tr>
<tr>
<td>Sept 26 2-4 PM</td>
<td>GFC Briefing – S. Dew</td>
<td>Progress update since May 30 GFC) Council Chamber, 2 to 4 PM - <strong>confirmed</strong></td>
</tr>
</tbody>
</table>

**October 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Oct 3 11-11:30 AM</td>
<td>Centre for Writers (C4W) Staff Meeting</td>
<td>Room 1-42 Assiniboia Hall, 11-11:30 AM (meeting runs to 11:50 AM) - <strong>confirmed</strong></td>
</tr>
<tr>
<td>Oct 6 3:30 – 4:30 PM</td>
<td>SU Executive Team</td>
<td>SUB – 2-900 SU Boardroom.</td>
</tr>
<tr>
<td>Oct 11 10 – 11 AM</td>
<td>CTL - S. Forgie, Roger Graves and new CTL Director, Janice Miller-Young</td>
<td>Boardroom 5-02 Cameron Library in CTL, 10-11 AM -</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Description</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Oct 12</td>
<td>10 - 11 AM</td>
<td>GSA Executive Team</td>
</tr>
<tr>
<td>Oct 18</td>
<td>3-4 PM</td>
<td>English Language School (Faculty of Extension)</td>
</tr>
<tr>
<td>Oct 20</td>
<td>9-10 AM</td>
<td>Student Success - Wendy Doughty, Stephen Kuntz – and Rob Desjardins, Writing Advisor for Graduate Students in the Student Success Centre – 9-10AM</td>
</tr>
<tr>
<td>Oct 20</td>
<td>3-4 PM</td>
<td><strong>Townhall #1</strong> - Distribution of memo/invitation to Deans, Directors, Chairs, Academic Staff, Non-Academic Staff – AND STUDENTS</td>
</tr>
<tr>
<td>October 21</td>
<td>9-10 AM</td>
<td><strong>Townhall #2</strong> Distribution of memo/invitation to Deans, Directors, Chairs, Academic Staff, Non-Academic Staff – AND STUDENTS</td>
</tr>
<tr>
<td>October 24</td>
<td>10 AM</td>
<td>Academic Staff – AND STUDENTS</td>
</tr>
<tr>
<td>October 31</td>
<td>3:30 – 4:30</td>
<td>UAI Doug Weir and Kumarie Achaibar-Morrison, Assoc Dir/Intl Student Services (UAI works closely with C4W and to a lesser degree with Student Success. UAI provides space at Telus for C4W tutors, and provides some funding for C4W tutors. UG intl students are served, and C4W is into a second year of a pilot for intl grad student writing support)</td>
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<tr>
<td>November 2016</td>
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<tr>
<td>Nov 7</td>
<td>11 – 12 Noon</td>
<td>Kathleen DeLong and Trish – Libraries</td>
</tr>
<tr>
<td>Nov 15</td>
<td>10 am to 12 Noon</td>
<td>PACC – Room 2-31 SAB (SD in Chair)</td>
</tr>
<tr>
<td>Nov 21</td>
<td>2 – 4 PM</td>
<td>GFC Update</td>
</tr>
</tbody>
</table>
| Nov 23 10:30 AM - 1:30 PM | **Townhall #3 Augustana Writing Centre**  
9:45 am meeting with A. Berger – W. Rodgers, A. Costopoulos, K. Peters (travel to Augustana), and D. Herman (joined by conf call) 11:30 am lunch 12:15 pm Town Hall, Wahkohtowin Lodge Classroom, F L1-055 | **Confirmed** - Dean Berger: Dr. Janet Wesselius, Associate Professor of Philosophy and Associate Dean Teaching, Craig Peterson, and Dr. Sandra Rein, Acting Associate Dean Research (among others) |
| Nov 25 1-3 PM | **Townhall #4 CSJ Bilingual Writing Centre**  
- TOWN HALL and Meeting with Dean Mocquais and Sheena Wilson | 1:00 - 2:00 PM: **Town Hall in 3-04 Lacerte Pavilion**  
2:00 - 3:00 PM: Meeting with Dean Mocquais and Sheena Wilson, Assist Prof and Director of BWC (Bilingual Writing Centre), **Room 2-51 cMahon** |
| End of Nov/Dec | Work began on establishing working group (to begin work in December 2016) following initial round of consultation with groups. Provost consulted. Terms of Reference drafted. | Post-consultation WR and AC to establish and co-chair a small, time- limited working group that will be advisory to the Provost. |
| December 2016 | Katharine Moore (VPR SAO), and Susan Hamilton, AVP (Research) | Topic: grant writing support. **Confirmed** |
| Dec 5 4 – 5 PM | Meeting with J. Chesney, J. Tam, WR and AC (if available) re. online portal | First meeting to discuss online portal to replace [http://www.writing.ualberta.ca/](http://www.writing.ualberta.ca/) |
| Dec 20 10 – 12 Noon | PACC (Provost’s Advisory Council of Chairs) | |
| Jan 4 | Statutory Deans’ Council Update | 2-31 SAB - confirmed |
| Jan 5 | Thursday, January 5, 2017 from 10:00 - 11:00 am (Room 2-36A SAB) | All dates confirmed in AC and WR calendars |
| Jan 20 | Friday, January 20, 2017 from 11:00 - 12:00 noon (Room 2-36A SAB) | Meeting group members confirmed:  
H. Zwicker (J. Nychka, Delegate)  
M. Banister (SU)  
A. Talaei (GSA)  
Causgrove Dunn Mundel |
<p>| Jan 24 | Tuesday, January 24, 2017 from 3:00 - 4:00 pm (Room 2-36A SAB) | |
| Jan 27 | Friday, January 27, 2017 from 1:00 - 2:00 pm (Room 2-36A SAB) | |
| Jan 31 | Tuesday, January 31, 2017 from 1:00 – 2:00 pm (Room 2-36A SAB) (regrets from AC – WR ok) | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 8</td>
<td>Wednesday, February 8, 2017 from 10 am to 11 am</td>
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<tr>
<td>Feb 27</td>
<td>Working group to begin writing final report</td>
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<tr>
<td>March 27</td>
<td>Submission of final report to the Provost Post final SWS report to the Provost on the Provost’s webpage</td>
</tr>
<tr>
<td>March 1</td>
<td>Invitations sent for townhalls – to include same invitees as per townhalls 1 and 2</td>
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<tr>
<td>March 1</td>
<td>Opening of new online repository for SWS at the UofA Date to be determined</td>
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<tr>
<td>March 7</td>
<td>Townhalls 5 and 6 - confirmed in AC/WR Calendars</td>
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<tr>
<td>March 8</td>
<td>SWS Working Group members to attend as schedules permit</td>
</tr>
<tr>
<td>March 21</td>
<td>Final Report to GFC</td>
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</tbody>
</table>
THE CENTRE FOR WRITERS

WHAT IS PEER TUTORING?

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

WHY SHOULD YOU BECOME A PEER TUTOR?

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

- Understanding assignments and texts
- Reviewing research papers, creative and personal texts, lab reports, and many other kinds of texts for flow & conciseness
- Assisting graduate students with theses and dissertations
- Brainstorming and drafting strategies
- Organizing ideas and developing arguments
- Creating effective thesis statements
- Exploring and explaining research strategies and integrating secondary sources
- Helping students with revising, formatting, spelling, grammar, style, usage, mechanics and more!
- Encouraging students to become more confident in their writing skills

HOW DO YOU APPLY?

- We are looking for graduate and undergraduate students who possess good writing and communication skills, work professionally and patiently with others, manage time effectively, are energetic and team-oriented, and are open to learning new and exciting tutoring and teaching techniques.
- If you have previous writing centre experience, please send us a letter of application and a CV between APRIL 1, 2016 and JULY 1, 2016 (to start working in the fall semester). The positions will remain open until filled.
- If you do NOT have writing centre experience, please register for WRS 301 (undergrad course) or WRS 603 (graduate course) for fall 2016. Upon successful completion of the course (including a practicum in the Centre for Writers), you may be hired (and paid!) the following semester.
- STUDENTS OF ALL ACADEMIC AND LINGUISTIC BACKGROUNDS ARE ENCOURAGED TO APPLY!
APPENDIX C—Guiding Principles for the Centre for Writers

We believe that:

• Developing writing skills benefits writers in the long term.
• Writing is a multi-stage and cyclical process (brainstorming, planning, writing, revising, etc.)
• Higher-order concerns (such as organization and development of ideas) should be prioritized over revisions of lower-order concerns (such as word choice, spelling, and grammar).
• Writers provided with the appropriate resources will become self-sufficient.
• Native English-speakers as well as ESL/EAL/bilingual/multilingual writers can all benefit from help with their writing.
• The diversity of writing contexts and styles (in different disciplines) implies that there is no one right way of writing.
• The writer’s voice must be maintained throughout the writing process.
• Intellectual and academic integrity must always be understood and respected.
• Maintaining a zero-pressure environment is conducive to discussing openly the writers’ successes and challenges.
• The strategies we suggest are applicable to all writers; all writers can always improve.

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

• We enhance individual writing practices, not just individual pieces of writing.
• 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.
• Due to time limitations, we are usually unable to address every concern and we will typically address higher-order concerns over lower-order concerns.
• We promote client involvement and self-direction in the session, and incorporate resources to develop effective writing strategies.
• We are trained to address the specific concerns of both native English and of ESL/EAL/bilingual/ international writers with any concern and at any proficiency level.
• We will help writers navigate a variety of writing contexts, including assignment analysis and disciplinary writing conventions. We strive to widen our knowledge about different writing standards.
• We are active readers and listeners and help writers make their own writing decisions through suggestions and questions.
• Writers are the experts and must take ownership of their work. We are only guides and will not provide content or evaluate/grade a piece of writing.
• We provide a free and safe place for writers to freely discuss their writing concerns.
• We will constantly update our knowledge about writing and tutoring, and use this knowledge in our own writing practices.
APPENDIX D—Staff Education Meeting Minutes

C4W Staff Meeting - Wednesday, September 21, 2016
(In Attendance: Lucie, Sai, Lindi, Nadia, Katherine, Saeid, Majid, Dylan, Natasha, Silvia, Asif, Ciara-student observer)

Lucie:

- The Deputy Provost and Dean of Students will be attending our staff meeting on October 3, 2016. Any questions and concerns can be raised at this meeting.
- If tutors are going through a difficult time with any personal matters, please advise Lucie. You can share good and bad moments with her. She recognizes that some of the tutors do not have family here so if you need time away for health or personal matters, please let her know. We are family!!
- Lucie went through items for the Open House which takes place September 26 -29. Tutors need to submit their slides to Lucie as soon as possible. Information about the Open House is posted on-line so please check it out. We need assistance from Tutors to help with some of the Workshops. Advertisements about the Open House are posted in HUB, Arts Monitor and SUB TV. Tutors should let people know about the Open House. We need assistance with setting up our space, and decorating.
- A student sent an email to Nadia directly in regards to his appointment. Nadia forwarded the email to Lucie so she responded to the student. Never respond to emails that are sent to you from students. Tutors should not put their last name on the Evaluation forms. All personal information in C4W is kept confidential.
- Katherine is the on-line tutor for the Centre. A client that has a Grad school application can receive on-line tutoring assistance. Work term, Co-op program, practicum, clinicals, internships are also allowed.
- Lucie is organizing a Creative Writing Workshop timed contest. The Dean likes it and it will take place on a Friday or Saturday in November from 6pm to midnight or during the day. The winner will get their story published in the Work of Arts.
- Lucie is also working on organizing a larger contest during the winter semester, which will hopefully be sponsored by the UofA. This still needs to be approved. It would be a creative non-fiction story about a different campus. The prize for the winner would be 3 free credits. The story would be published in Gateway. More details to be provided if this gets approved.
- Everyone must read the minutes.

Lindi:

- The schedule has been very busy for the last couple of weeks. Students come in and they wait hoping that a cancellation will come up. Most students have been keeping their appointments. We had a student who waited for 2 hours this week hoping for a cancellation but there wasn’t one. The timesheets need to be filled out properly. Please put the total number of hours under the date instead of your shift time. Everyone must fill in their names, ID numbers and ensure the timesheets are signed and dated. The total number of hours is marked in the box on the far right hand side for the whole week.
• Tutors that are working at Telus and the Writing Groups will have 2 timesheets. The white time sheet should be filled out with hours worked in the Writing Centre only. Please fill the coloured sheet with hours worked in the Writing Group and at Telus.
• Postcards showing information about the Open House have been distributed to various Departments and Faculties. We have started to put material together for the Open House but assistance is still required.
• There was a client who had 5 accounts. 4 of the accounts were disabled. She was told to use the UofA email account only. She was also warned that if she tried this again, she would not be allowed to use the Centre at all. Also be aware of students that come in with other student’s papers. Lucie spoke about another incident of a student that came in and her name did not match the appointment booked. The students must not be allowed to be tutored if they try this. **We do not tutor students who come in with someone else’s material.**
• Shout-outs: Pony won the Images of Research competition this spring. Pony also received the Grad Teaching Award in spring 2016.
• 2 Birthday celebrations this month, Bailey and Nadia.

Next Meeting: October 3, 2016, 11:00am - 12:00pm - 2:00 pm (Guests: Deputy Provost and Dean of Students)

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**C4W Staff Meeting - Monday, October 3, 2016**  
(In Attendance: Lucie, Megan, Pony, Erin, Majid, Amberlee, Silvia, Amy-Emmanuelle, Megan, Taya, Ashton, Sai, Rasoul, Indra, Lindi, Student Observers - Diana, Louisa, Xin, Tayler, Andy)  
(Guests) Wendy Rodgers, Deputy Provost; Andre Costopoulos, Vice-Provost and Dean of Students

**Lucie:**
• Lucie introduced the Deputy Provost and the Dean of Students to everyone. Tutors all introduced themselves and the Deputy Provost gave a brief explanation of what she does.
• The Dean of Students asked everyone what their expectations were, and he also advised everyone that the C4W had not been reviewed for the past 10 years. He wanted to get some insight from the tutors about what they do, what is going well, and what needs improvement in the Centre for Writers (C4W).

**Tutors:**
• Tutors elaborated on how much help is given to the clients that come in daily to the C4W. The C4W is not only for International Students but for clients from every background including Alumni students, Faculty members and staff who all receive assistance. It is a huge plus for everyone.
• The tutors briefly explained the writing support that is provided by the C4W and what we do (e.g. Writing Groups, Bridging Program, Workshops, ESL program, regular tutoring in Assiniboia Hall)
Tutors made it clear to the Dean of Students that training is very important to run the C4W. You need someone who has a PhD to lead the C4W. An administrator does not necessarily have the background to run the C4W. Investing in future with quality of Research is important.

So many clients improve their writing by coming to the C4W. Writing is a foundational piece and it is important for clients to receive some extra help. Clients who come to the C4W improve their writing and it is great to watch them progress. It is exciting to be part of the process in watching the clients improve their writing. Brainstorming aspect is important and the C4W provides valuable service you cannot find in other places. The Writing Centre should remain broad in the approach. Learning and Teaching works together very well. Every tutor assists clients in different genres and it is very important for their own studies and writing.

Graduate students come here after they have been to the Writing Resource Centre in the Students’ Union Building.

Tutors also praised Lucie for all the work she has done in the C4W. She has kept the place going for many years and they have learned so much.

One of the students mentioned that the course that Lucie instructs, has exceeded her expectations and the level of instruction has enriched her more than ever. The Professor is integral in the role for a student to become a tutor.

**Lucie:**

- Shout out: Birthday Celebration for Ashton this month.
- Tutors were reminded that they are contractually not allowed to tutor clients outside of the C4W. Students asking for extra help should be advised that we do not do that.
- Lucie reminded everyone to make sure they place the garbage cans (including Lucie’s) outside the office daily when they leave at the end of the day.
- Signs are still not being placed in the appropriate places. The signs should be placed in front of Assiniboia Hall, and in front of the tree in the middle of the way between Assiniboia and the Computing Sciences building. Time sheets were also reviewed and how they should be filled out properly. Lucie will not sign timesheets if they are not filled out on the correct sheets.
- Students cannot come with someone else’s paper. Keep an eye on the name not matching the account.
- Lucie has a mailbox that is located by Lindi’s desk. It is a tray and material for students to pick up or drop off will be placed in the tray. It is hanging on the wall.
- Tutors were asked to attend the Townhall meetings. They are scheduled on October 20, 2016 from 3:00pm to 3:50pm at 2-150 ECHA, and on October 21, 2016 from 9:00am to 9:50am at Lt Humanities Centre. Lucie is not able to attend the meetings so she encouraged the tutors to attend one or both of the meetings.
- Tutors must watch the clock because they are still tutoring past their scheduled appointments, and clients are left waiting.
- The Open House did not go well but we learned a lot.

Next meeting is on Tuesday, October 18 at 10:00 a.m.
C4W Staff Meeting-Tuesday October 18, 2016
(In Attendance: Lucie, Lindi, Asif, Amberlee, Taya, Orchid, Megan A, Nadia, Soyeon, Saeid, Sai, Indra, Student Observers - Maryama, Louisa, Xin)

Lucie:

• Lucie asked the tutors to give a brief update of what was happening in their groups (e.g. BP Tutoring, Writing Groups, Workshops).

• We are not sure of what will happen with ESL tutoring. Video has been requested to be made about the C4W, but we have not had the time to put one together.

• Lucie spoke about an incident that happened with an irate client that came in after the C4W was closed 2 weeks ago. The client was very upset and she insulted one of the tutors. She was forced to leave because the Centre was closed. In future please contact Campus Security if you feel threatened by clients that come in. The Campus Security number is posted on all the cubicles for the tutors.

• Some tutors will start their practicum in November so they will not be able to continue tutoring. There was discussion as to whether we should replace tutors at Telus since it is slow there. If anyone is interested in tutoring at Telus they should let Lucie know. The hours would be Mondays 12:00pm to 2:00pm.

• We will be open during Reading Week and tutors were advised to send their hours if they can work during this time to Lindi as soon as possible.

• If you get clients that have "take home exams" verify with the student what the syllabus says. You can help the student with the format, summary. Advice can be given on things that will help them do better on their exam, but do not do the exam with them. If it is a timed exam, you should not assist the client. If you are not sure, write a note in the tutoring report.

• Everyone was reminded to attend the Town Hall Sessions being held on October 19 and 20. Information is on the Tutor’s corner so please look at it. Attend the meeting and let your voices be heard.

• Tutors can email the Dean of Students with concerns and he responds to all of his emails (andre.costopoulos@ualberta.ca).

• Lucie gave a brief update about the Conference she attended in Denver. She elaborated on Writing Centres and how they are viewed in different places. It is interesting to see how people are working with what they have. Space is an issue in many cases. There is no safe place for Writing Centres. People who work in Writing Centres are really fighting hard to keep the centres going which is great to see.

• The International Writing Association organizes a summer institute and they are always in the U.S. Next year it will be in Vancouver. 60 Directors across the world attend, it is fantastic. We might try to get involved.

• Verify clients’ names and pictures on the one card, the schedule, AND the paper. People are not allowed to bring someone else’s paper.

• Please keep track of the time you are tutoring with your clients. This is still a problem with tutors and we cannot micro-manage everyone. Tutors must pay attention. You can use the computer’s screen saver that shows time.
• Timesheets are not filled out completely. Names, ID numbers, signatures, dates are missing. You must put the number of hours worked, not your shift time, please.

Lindi:
• There are quite a few clients who are not cancelling their appointments on time. The accounts end up getting disabled. Emails are sent constantly to the C4W and students are making requests to get their accounts to be enabled. Clients are constantly advised to cancel their appointments well in advance if they cannot show up for their appointments.
• Tutors:
  • There are quite a few cancellations that occur with ESL Tutoring. Tutors are advised to keep working with the same client if their next client does not show up. Add your client that you are extending into the timeslot accordingly.
• The Writing Groups are going well, assignments are being given out and students are completing them.
• The BP tutoring is also going well. Students have finished their first assignments and are moving into their second assignments. It is rewarding to see how students are progressing. Tutors still meet with the instructors.
• We have had several workshops and tutors have instructed some of them. Overall the attendance has been great. The students are engaged in discussions about how to write a paper and how to write technical reports.
• A suggestion was made to get students that are observing BP tutors, to give them feedback on the sessions. This is something that can be done in the future by students who are still in class.

Next meeting is on Thursday, November 3 from 11:00am to 12:00pm

C4W Staff Meeting - Thursday November 3, 2016
(In Attendance: Lucie, Rasoul, Dylan, Nadia, Steven, Taya, Amy-Emmanuelle, Amberlee, Evan, Asif, Nathan, Shahnaz, Bronte, Kathryn, Megan S, Janelle, Lindi, Student Observers - Breanne, Dylan, Xin, Tayler, Moni, Gavin, Maryama, Evelyn, Miya, Keisha)

Lucie:
• We need 2 or 3 people to work at Telus. Please check the Telus schedule because we will need replacements for Katherine, Amberlee and Indra. Contact Lindi as soon as possible if you can fill any of these shifts.
• If you take Katherine’s shift, please touch base with her so that she can give you information on some of the students that she tutors regularly. She has noted their progress, which is important.
• There have been quite a few cancellations at Telus so Lindi has noted all of the appointments for this week. We are going to email all of the students who did not show up and ask them why they did not show up for their appointments. We are still trying to decide on what to do with ESL tutoring.
• We are open during Reading Week and the schedule is booked up.
• In regards to express tutoring, tutor students for the half hour if they need that much help, then help other walk-ins.
• Client reports must be filled out after each session to avoid problems with faculty members. Keep a minute towards the end of your session so that you can prepare a client report form.
• Tutors are reminded again to keep track of the time and to ensure they start their next appointments on time. Keep desks and space clean and return chairs from BP meeting rooms back to the C4W office.
• We have candy that was made for the Open House with our logo on it. Suggestions were made to distribute it to the International Centre, Orientation for Graduate students.
• There is a student that has a terrible writing phobic so suggestions were given on how to help the student. Suggestions can be emailed to Lucie. Amberlee will type up the frame she uses and send it to Lucie.
• Some students bring their roommates/spouses’ Onecard to their appointment so please make sure the name on the Onecard matches the name that is booked for the appointment and the name on the papers, too.
• Several students come in as walk-ins and they get tutored right away. Unfortunately, they leave before an account is even set up for them. We have to make sure we get the students’ names and email addresses and make sure that an account gets set up before they leave the office.
• You are allowed to tutor until you convocate. If you are taking classes you can tutor. We will not be hiring tutors who are not taking classes. Contracts become too complicated.

**We are recruiting for tutors for the winter semester. Deadline to respond is December 1, 2016.** Please send your email to the C4W as soon as possible if interested. The information required is the number of hours you are available to work, days/times available, whether you want to be an ESL tutor, BP, Writing groups, online, or regular tutor. 5 people will be needed for BP tutoring--the times/classes/instructors will be posted soon.
• Schedules must be confirmed before January 11, 2017. We need time to work on schedules before we open.
• The C4W will open on January 16, 201, for the winter semester. BP tutoring, Writing groups, and online tutoring will start when classes start, on January 9, 2016.
• There will be no Orientation session held before the winter semester begins.
• **Lindi will be moving to the office in Room 1-34 on November 8, 2016.** She needs more focus time on her job and we need more time to meet to discuss important matters that arise.
• There will be a tutor scheduled to work at the desk for every hour every day.
• The duties for the tutors at the desk will be to receive clients that walk-in (checking their onecards to make sure they match up with their appointments), answering the phone, and tutoring walk-ins.
• It will be important for the desk tutors to communicate with the next desk tutor when you leave the desk.
• If there are any questions or concerns that arise, please see Lindi who will be close by.
• Room 1-23, Room 1-36 (and the meeting room 1-26, potentially) will be available for Bridging program tutors and regular tutors. We will have to coordinate the use of Room 1-23 but it should not be a problem. Remember that writing groups use 1-23, too.

**Tutors:**

• Tutors are getting clients who come in for CV and Resume assistance. Clients can be referred to CAPS. Tutors need to do some research and they should know the difference between a resume and CV. This will help them and their clients in the future, too.
• In regards to feedback on marked assignments, make sure you go through it and talk about it with the client. The student needs to talk to the instructor if clarification is needed. **Tutors must never contact the professors themselves.** Students make decisions based on what they’ve learned from class readings and discussion and the client’s opinion, nothing else.
• Students who are taking the English 102 and 103 classes are being advised to just come to the C4W. They come here without making an appointment and they expect to be tutored. This becomes disappointing for the students because they have to wait but most of them get registered and once they know how the C4W works they are fine.
• There have been instances when clients bring their significant others with them and they get tutored together. It can be a problem especially when the person not being tutored makes suggestions to the tutor. Ask them to sit on the couch and wait for their partner. You should only tutor the person that has written the paper.
• Clients in the evenings sometimes come in and eat their dinner here and lounge on the desks, chatting with tutors. They must be asked to leave if they do not have an appointment.
• If you tutor a client, do not promise them that they can continue to be tutored at the desk. If there is a waiting list they will have to wait. You can make a suggestion and tell them to go to the desk but do not make promises otherwise the client becomes very disappointed and upset.

Next meeting is on November 16, 2016 from 4:00pm to 5:00pm, in Room 1-26!

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**C4W Staff Meeting - Wednesday November 16, 2016**
(In Attendance: Lucie, Erin, Evan, Ashton, Orchid, Megan, Natasha, Soyeon, Mansoureh, Steven, Silvia, Bailey, Majid, Janelle, Shahnaz, Pony, Saeid, Bronte, Amy-Emmanuelle, Lindi, Student Observers - Moni, Allison, Ciara, Louisa, Tayler, Maryama, Keisha, Xin, Erik, Jessica, Diana, Gavin, Jacob, Miya, Evelyn, Samrah, Dylan, Stephanie, Andy, Breanne, Kristina)

**Lucie:**
• The client reports are not being filled out after clients have been tutored. These reports must be filled out for safety purposes. Please give yourself enough time to fill them out after you have met with your clients and don’t wait until you are home or until the next day.
• The door code must be used since Lindi has now moved into another office. Please make sure you remember the code because you will have to use it when you come in if you are the first person to arrive.
• If you see the blue shade on the schedule by your name, it means that you must sit at the desk. When you sit at the desk, your job is to greet clients when they come in, check their one cards to see who they have an appointment with, answer the phone, and make sure that no material in the reference area leaves the office. You are also responsible for getting people on the waiting list if necessary. You must know who is doing what at ALL TIMES!
• Before you complete your shift at the desk, make sure you touch base with the next tutor that is taking over the shift. You must advise them of whom the clients are that are waiting and who is on the waiting list.
• C4W reference books are disappearing. Clients and tutors can use the material while they are in the office but they cannot take any material out of the office. This applies to everyone.
• All appointments that are more than 10 minutes should be marked as a regular appointment. Make sure you fill this in under your name. Get clients registered before they leave. You can "cancel" a blue appointment under your name and book a student instead.
• Clients can create their own account if they do not have one set up. They can sit at a spare desk and log themselves in to do this.
• Reference letter information will be posted at the tutors’ corner so please make sure you review it.
• The WRS 605 class will be taught during the winter semester. This course is offered to graduate students so if you are interested in taking the course please register for it.
• Students in WRS 301/603 need to work on their own writing. This is important because you don’t want to drive Lucie crazy when she reads your reflections!
• The deadline to register as a returning tutor is on December 1, 2016. If you want to come back as a tutor, please indicate the days and times of when you would be available to tutor. You also have to indicate whether you are interested in working with a Writing Group, Bridging program, ESL tutor, or being a regular tutor. The Bridging program schedule with times of instructors is posted in the tutors’ corner. Writing groups and Bridging program tutoring will begin during the first week of classes, January 9, 2017.
• The deadline to confirm your schedule to tutor in the C4W is January 9, 2017. We need time to post the schedule on-line so that clients can start booking appointments.
• The first day of classes is on January 2, 2017.
• The Writing Centre will open on January 16, 2011.
There are 3 new copies of a great grammar book that can be borrowed if anyone wants to use them. They are in Lucie's office if you want to read it. It must be left there.

In light of what has happened with the result of the election in the United States, Lucie has received quite a few emails from international students and other writing centre Directors who are afraid and feel threatened with the situation. People who are racist, sexist, homophobic, misogynist, etc. feel that they can now treat people terribly. It is happening in Universities across the States and already started in Canada, too.

If you feel that you are being put in an uncomfortable situation when you are tutoring clients, please take a short break to breathe deeply and think about your response. You can contact Lucie or Lindi if you really can't continue the tutoring session, or you can take this opportunity to teach the client about other perspectives. Never allow yourself to stay in an uncomfortable situation when you are tutoring clients. You can also debrief with another tutor or Lucie or Lindi.

The C4W is a safe place for our clients, too, so let's continue to welcome everyone and make everyone feel comfortable.

Please make sure to learn about different resources on campus so you can send students there if they are distressed or if YOU need help, too (e.g. counselling).

Tutors:

- There is a long wait for a desk when tutors come in for the 1:00pm shift. Please make sure to stay on top of things and know where you need to be at different times during your shift.
- Tutors who are finishing at 12:00pm, must make sure they move from the desks on time so that the tutors that are starting their shift have a place to sit.
- Room 1-23 was used for tutoring this week, but we have to make sure that there are 2 tutors in that room at all times. No one should be in that room alone with clients.

Last meeting is on November 29, 2016 from 3:00pm to 4:00pm, in Room 1-26!
POTLUCK is on December 7, starting at 5pm. ALL INVITED!

C4W Staff Meeting-Tuesday November 29, 2016
(In Attendance: Lucie, Lindi, Shahnaz, Megan A, Ashton, Steven, Natasha, Dylan, Janelle, Mansoureh, Bailey, Bronte, Majid, Saeid, Megan S, Nathan, Pony, Evan, Rasoul, Orchid, Taya Student Observers - Jessica, Erik, Allison, Samrah, Breanne, Stephanie, Jacob)

Lucie:

- Tutors are still not putting their names and ID numbers on Timesheets. Lucie had to show everyone how this must be done. It is very important to fill out timesheets properly because it saves Lindi time from having to look up everyone's ID numbers when she is entering timesheets.
• There are several new tutors at the Telus Centre. Everything is going well. We are still not sure if there will be any tutoring done for International students at the Telus Centre in the winter semester.

• Updates were given for the Writing groups, Workshops, and Bridging tutoring. We are not sure if there will be enough funds for the Writing Groups for next semester.

• When you tutor your clients, please ask them first what they want to work on. Do not jump in and ask them to start reading their assignments. It is important to chat with them first about what their project is and what they need assistance with.

• Do not let clients bully you when you are tutoring them. Make sure you tell them to be patient if they are getting a bit impatient or rude to you or other clients.

• Final reminder that the deadline to sign up in order to tutor in the winter semester is December 1, 2016.

• We have received quite a few requests about opening the Centre for a longer period. The C4W hours will be extended and we will continue to be open from December 8, 2016 to December 14, 2016. The schedule is booked up already. This has not been done before so we will see how this will work.

• Please leave desks clean after your tutoring session.

• If you need a reference letter, let Lucie know well in advance so that she can prepare one for you. You can also prepare your own letters that she can sign. A form with directions on how to ask for a letter of recommendation with the documents you need to provide is posted on the tutors’ corner. Please read carefully.

• There will not be any funding available for the writing competition that was going to be held in the winter semester. We were going to have the first 50 students who signed up, to write a short story and the winner would receive a prize. This was going to be held in the Rutherford Library from 6:00pm to midnight. Workshops were also going to take place during this period. It was a great idea but unfortunately no funding is available.

• If you are approached by someone you have tutored and they ask you to tutor them privately, tell them to come to the Centre for tutoring. You cannot tutor clients privately at all.

• Potluck is on December 7 at 5:00pm and everyone is encouraged to attend. Even if you do not bring something come by to say goodbye to some tutors who will not be returning for the winter semester. There will be a sign-up sheet at the desk to show what everyone is going to bring and allergies.

**Lindi:**

• The schedule is turning grey at times after clients cancel their appointments and we are not sure why this is happening. The clients can book appointments but we cannot see the appointments that are being booked from our end. Clients end up showing up and we cannot see the appointment that they have booked. Lindi is looking into this.

**Tutors:**

• Writing groups are going well. The last class is on December 15, 2016.
Workshops are going very well. We had 17 clients at the workshop on November 22, 2016.

Bridging program is coming to an end. It is sad to see how some students are not doing well especially since tutors have been following the progress throughout the fall semester.

Tutoring at the desk is not easy because there are constant interruptions. Clients must be told in advance that there will be interruptions while they are being tutored. They should be advised that the person at the desk is doing express tutoring sessions, NOT a regular session. If there are no other walk-ins, the tutor at the desk can tutor the walk-in client for a longer period. Remember to record the tutoring session under your name if you are tutoring clients for half an hour or longer.

There was a suggestion made to email clients to let them know if their tutor is not going to be in. We will not be doing this because it creates more work and clients get confused, plus they can be helped with another tutor when they come in.

Evan suggested we have a human library where you could invite a client every hour. Other tutors noted that the UofA is already doing it on March 16-17, in Rutherford Library (https://thegatewayonline.ca/2016/03/learning-about-diversity-by-the-book-with-the-human-library/)

Potluck on December 7, 2016 at 5:00pm in Room 1-26---Be there!

C4W Staff Meeting- Tuesday January 24, 2017
(In Attendance: Lucie, Lindi, Steven, Gavin, Diana, Maryama, Teresita, Megan A, Nathan, Shahnaz, Erik Jessica, Xin, Jacob, Evelyn, Ashton, Erin, Evan, Katherine, Asif)

Lucie/Lindi:

- We still have not received any information about the future of the Writing Centre. Lucie will be away in California from January 31 to February 2, 2017.
- The tutors were asked to introduce themselves so that everyone would get to know each other. We have a large number of new tutors this semester.
- There is no funding for ESL tutoring for the winter semester. We were expected to go back to Telus but we received no funding.
- We had a large number of clients who registered for the Writing Groups this semester. Most of the clients in the Writing Groups are from the Faculties of Science and Engineering. An additional tutor, Diana was hired to work with clients from the Faculties of Science and Engineering. There are now 6 Writing Groups this semester.
- Unfortunately, we have no space for all the tutoring we provide. Everyone must be aware of space this semester. It is tough to book rooms outside of the building because students need to know where we are located, and the Writing Groups need the use of the photocopier. Reference material is also used by the Writing Groups from time to time.
- The Canadian Writing Centres Association conference is coming up and it will be held in Toronto. Tutors should send their proposals before the deadline on January
29, 2017. Lindi will email everyone the link so that tutors can get more information about the Conference. Lucie will assist tutors if needed. You can receive a travel grant if you get approved. The Centre for Writers will pay for your registration fee. The Conference will be held on May 25 and 26, 2017.

- Tutors who are sitting at the desk must send all the walk-in clients to the tutors who do not have clients. Please wait 5 minutes and if the tutors have clients who do not show up, send the walk-ins to them. This is more efficient because there are no interruptions that occur. Tutors at the desk should only take walk-ins if all the tutors have clients and cannot take anyone.
- The signs are still being placed in the wrong place. One sign goes in front of the building and the second sign goes in front of the large tree located by the Computing Sciences building. Please make sure you put the signs in the right place.
- Proof of attendance forms can be signed by the tutor who is at the desk If Lindi and Lucie are not around, please get the tutor at the desk to sign the form.
- Bridging Program tutors must take a look at the calendar and ensure they are not overlapping with other groups. If you need a room, contact Lindi and she will try and find you a room for your sessions.
- Some tutors are still not filling out client Report forms. Please fill out the forms right after you tutor your client. You do not have to write a long story, just be brief. These must be filled out and not everyone is doing this.
- If anyone is interested in tutoring during Reading Week, please send an email to Lindi. We will take a limited number of tutors to work during this week Our office will open from 11:00am to 3:00pm, February 21st to 24 during Reading Week February 20 is the Family Day holiday so our office will be closed. Hours of operation will be limited, and tutors will work 4 hours maximum during this week. We were open during the fall Reading week and we received quite a few clients.
- Writing Groups can arrange with their clients if they plan to have sessions during Reading week.
- Everyone was reminded to make sure their Bear tracks information is up to date so that they can receive their cheques through the direct deposit system. This applies mostly to the new tutors. Please get this done as soon as possible or you will not be paid.
- Has anyone had a difficult client? Ashton talked about one of her clients that she gets often. It is tough to deal with difficult clients but make sure you talk to them in a professional manner and stand up for yourself. Do not go over the allotted time especially if you have clients waiting.
- Please be mindful of other tutors that have clients. It is hard for tutors to focus on their clients if everyone is chatting at the front desk. Please keep your voices low. If you want to talk you can go out into the hallway.
- If you have plans and cannot make any shifts, please give us advanced notice. It is easy to take a shift out if we are told at least 3 weeks in advance. The schedule has been tough to plan and it has been wonky. Please give us notice if you already know the dates of when you will not be here.
• Timesheets need to be filled out properly. Make sure you include your name, id number, number of hours and signature. Lucie will no longer sign timesheets that are not completely filled out
• There is a skull piggy bank at the front desk and it’s for everyone to put some money into it. If you have some change, put it in. If everyone throws in a loonie or two we can collect funds. This will assist in purchasing candy and instant coffee for everyone.
• Please make sure the trash is left outside of the office at the end of each day. This includes the bin in Lucie’s office and Room 1-23.
• Shout outs: Happy birthdays to Evan, Lucie and Teresa who had birthdays in January.
• Please check out Pony's winning entry in the 2016 Images of Research competition. Congratulations Pony!!

Next meeting is on Friday, February 10, 2017 from 2:00pm to 3:00pm

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C4W Staff Meeting - Friday February 10, 2017
(In Attendance: Lucie, Lindi, Evan, Taya, Megan, Miya, Jacob Allison, Breanne, Kristina, Ciara, Erik, Dylan B, Mansoureh, Maryama, Teresa, Sai, Erin, Andy, Saeid, Majid, Moni, Asif)

Lucie and Lindi:
• There is no update in regards to the future of the Writing Centre. We still have not received any information about what is happening with the Writing Centre from the Provost Office.
• NAIT has given us an invitation to talk about our tutoring services. This will take place on February 24, 2017 from 1:00pm to 4:00pm in Room U210A. Erin, Mansoureh, and Saeid volunteered to go with Lucie on February 24th.
• It is important for all the tutors to get the information on how to request a letter of recommendation. The information was posted on the Tutors corner but it has been removed. We will post it again and it is attached to this email, too. Lucie has received quite a few requests for a letter of recommendation and it takes time to prepare. Please do not leave it until the last minute. She needs a lot of notice so that she can prepare the letter properly for you.
• Tutors must give their contact information to Lindi, If you did not attend the meeting, please email your PHONE NUMBER, It is important because if you don’t show up for your shift, we do not have a way of getting in touch with you. This information is confidential and it will not be shared with anyone else. You must contact the office immediately if you are sick and cannot make your shift, or if you are stuck in traffic.
• Please ask all of your clients to turn off their cell phones. Sometimes cell phones ring while tutoring sessions are going on and this can be very disruptive.
• Sign and date your timesheets the first time you start filling in your hours. This is important because if you are sick on the day that timesheets are due and your timesheet is not signed, Lucie will not sign it.
• Pay dates are on the 10th and 25th of each month. Sometimes you will get paid on the 9th and 24th depending on what day the dates fall on. The sheet that shows when the paydays are will be posted for everyone to look at. This information is also available on the Human Resources website.

• When someone comes into the office for any type of repairs or non-tutoring related question, please make sure you send them to Lindi or Lucie. Lindi calls the maintenance office and she needs to talk to the people who do the repairs. There is a note at the desk but it seems to be getting ignored.

• Sai is helping organize TEDx UAlberta. This is the second year the program has been running. The conference will be held at the Citadel Theatre on February 25, 2017. The theme this year is "Rebooted" which involves different ideas being discussed about innovation in Edmonton. Everyone is welcome to attend. Please check the website for details (www.tedxualberta.com).

• Students’ from Lucie’s class may be observing Writing Groups as part of their curriculum. They have to observe 2 sessions.

• We have had low attendance at the Workshops that have been held so far. Please tell your clients about the workshops. We need to advertise them better so that we can get more clients to attend. A copy of the schedule will be placed at all the desks so please share it with your clients. We’ll make small handouts that you can give to clients.

• We will be open from 11:00am to 3:00pm from February 21st to 24th during Reading week. The Reading Week schedule is full.

• People are getting sick to please make sure you use the sanitizer on the desks. Wipe off your keyboards if you have to as well so that we don’t spread germs.

• Carpets were just cleaned recently so please keep the office clean.

Tutors:
• Miya gave a presentation on tutoring World Englishes (Google it, it’s fascinating stuff!) and students who are not ESL but whose first language is not English (for example, students from India, South Africa, or Singapore). These students often speak another “variety” of English so you need to decide what MUST be changed to good ol’ Canadian English or what is part of the clients’ culture and language. There was a lengthy discussion about this topic and input was given on how to deal with clients in this situation. You have to be careful not to offend the clients.

• Shout outs: Birthdays in February - Happy Birthday to Megan A, Orchid and Steven who have birthdays in February.

Next meeting is on Tuesday, February 28, 2017 from 10:00am to 11:00am, in Room 1-26!

C4W Staff Meeting - Tuesday February 28, 2017
(In Attendance: Ashton, Diana, Gavin, Jacob, Lindi, Lucie, Moni, Pony, Rasoul, Saeid, Silvia, Stephanie, Teresa, Xin)

Lucie/Lindi:
• Tutors should have received responses in regards to the CWCA Conference by now. If you have not heard anything, it means your submission was not accepted.
• Town Hall meetings in regards to the future of the Writing Centre will be held on March 7, 2017 from 11:00am to 11:50am and on March 8, 2017 from 9:00am to 9:50am. The sessions will be held in University Hall. It is located next to the Van Vliet Centre (Butterdome). Please RSVP and attend one of these sessions. If you are working during this period, Lindi will try and block you off if you do not have clients so that you can attend.
• Shifts are being missed by tutors on a daily basis. If you are sick we understand. Please do not miss your shifts for other reasons. It is very hard to keep shifting people every day and that is what is happening lately. Please come in and work your shift. If you are too busy and you can no longer work at the C4W, please let us know and we will move your shift to other tutors.
• The schedule changes very quickly so please remember to refresh your screen regularly.
• Spring term is coming up. If you are interested in tutoring, please send Lindi an email. We don’t hire very many tutors for the spring term because we do not have as many clients during this period. We might have a Writing group if some clients show an interest in this.
• We will be recruiting only 2 BP tutors for the spring term. Classes are condensed so you have to work 16 hours per week.
• The winter semester Reading Week was not as busy as the fall semester Reading Week. We had steady clients but not very many walk-ins.
• Timesheets are still not being filled out properly. Please do not put in any hours in the shaded areas on your timesheet. Again, your name, ID number, signature and date are required.
• We are not getting good turnouts for the Workshops. There are small cut outs on all the desks on coloured paper that show the Workshop schedule. Please give these out to your clients when you tutor them. The Evaluation forms and the workshop schedule can be given to clients at the same time.

Tutors:
• Saeid gave an update on the "Thesis Bootcamp" which was held from February 21st to February 24th by FGSR. There was a good turnout for the bootcamp. He gave a presentation in the morning and tutored students in the afternoon for 2 days. It was organized at the last minute and they thought they would have a low turnout. We assisted them by sending emails out to our clients. Hopefully in future, we can work with FGSR and organize this type of bootcamp.
• Silvia and Saeid gave updates on the "Learning Support Meet and Greet" session they attended at NAIT with Lucie. They observed how NAIT and Norquest tutor sessions differently from the way we tutor at the C4W. Math and writing tutors were in attendance. This was the first time we met with staff from NAIT to strategize tutoring skills. It’s interesting to see that we all have the same struggles, strategies and challenges.
• Shout outs: Asif was elected as the Sessional Rep for Certificate/Diploma Programs to the Faculty Council of MacEwan University’s School of Business. He also got a paper published that he had written for Lucie. You can find it at: http://www.kacs.kr/pdf/vol-21-2 02.pdf.

Next meeting is on Monday, March 13, 2017 from 11:00am to 12:00pm Topic: Conversation about the C4W and Transition

C4W Staff Meeting - Monday March 13, 2017
(In Attendance: Bailey, Barb, Breanne, Ciara, Diana, Dylan B, Evan, Gavin, Jacob, Kristina, Lindi, Majid, Mansoureh, Moni, Orchid, Pony, Rasoul, Sai, Samrah, Silvia, Stephanie, Steven, Taya, Tayler, Xin)

Barb:
• Barb Baker, Assistant Director, Administration for Interdisciplinary Studies, Community Service- Learning, Centre for Writers, was in attendance to chair the meeting.
• This was a follow up staff meeting from the Scholarly Writing Support (SWS) sessions that were held on March 7 and 8.
• It was noted that there are many Scholarly Writing Support groups at the UofA as this was mentioned at the SWS Town Hall.
• It was determined at the SWS Town Hall sessions that the University Writing Committee (UWC) would be re-invigorated. This committee would be supported by the Provost office.
• Everyone was advised that the final report would be presented at the General Faculties Council (GFC) meeting on March 20, 2017.
• It was also mentioned at the SWS Town Hall that it could take 3-5 years for the recommendations to come to fruition.
• Barb clarified that we are planning the schedule for the Centre for Writers - nothing has changed as a result of the SWS report or Lucie’s leave.
• We are in the process of hiring tutors for the spring session and this will be finalized soon.
• 2 BP tutors will also be hired for the spring Session to fill WRS 101.
• At this time, we do not know if there will be Writing Groups over the spring/summer.
• Barb will update everyone in regards to the UofA+ program that is held in the summer, as soon as she gets more information.
• If tutors have concerns about academic writing, please send Barb an email and she will forward your concerns to the appropriate person.
• Barb encouraged everyone to contact her about any questions you might have - her door is open!
• There were questions about Lucie’s contract and Barb advised this would be a conversation between Lucie and the Dean.
• Everyone was encouraged to support Lucie as much as possible.
• The potluck will still be held on April 11, 2017 at 6:00pm.

Next meeting is on Wednesday, March 29, 2017 from 2:00pm - 3:00pm Guest from Landing will be in attendance

C4W Staff Meeting-Thursday, April 6, 2017
(In Attendance: Allison, Andy, Ashton, Ciara, Diana, Dylan B, Erik, Erin, Jacob, Lindi, Louisa, Maryama, Megan, Nicola, Pony, Saeid, Silvia, Xin)

Nicola:
• Nicola attended the meeting on Barb’s behalf. She worked at the C4W in the past, and is now the Graduate/Undergraduate Advisor in Interdisciplinary Studies and Community Service-Learning.
• She gave a brief introduction and an update on Barb's additional responsibilities.
• On Barb’s behalf, Nicola thanked everyone for their hard work.

Guest from the Landing- Rafiki Dave:
• Rafiki was the guest who came to give a presentation from the Landing.
• The Landing offers support to students of all genders and sexualities and it is located in the Lower level of the Students' Union Building.
• Discussion topics included:
  • Transgendered communities;
  • People’s identities;
  • Being perceived as an outsider and consequences of being perceived as different;
  • What makes people feel powerful or powerless;
  • Where do people feel safe.
• The presentation covered issues that students face at the university who have diverse identities.
• Several group interactions were organized. This gave everyone a chance to express their opinion on different subjects that were covered.
• The tutors seemed really engaged and I think everyone learned a lot from this visit.
• Rafiki hopes to come back in the fall to give another presentation before the fall semester start.
APPENDIX E—One-on-One Tutoring Evaluation Form

<table>
<thead>
<tr>
<th>University of Alberta Centre for Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE-ON-ONE TUTORING SESSION EVALUATION</td>
</tr>
</tbody>
</table>

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

What Department / School are you in?

<table>
<thead>
<tr>
<th>Tutor's Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

How useful was the tutoring session?

- [ ] Very Useful
- [ ] Somewhat Useful
- [ ] Not Useful (please explain)

Did your tutor explain concepts clearly?

- [ ] Very Clearly
- [ ] Somewhat Clearly
- [ ] Not Clearly (please explain)

How likely are you to come back to the Centre for

- [ ] Very Likely
- [ ] Somewhat Likely
- [ ] Not Likely (please explain)

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

- [ ] Very Likely
- [ ] Somewhat Likely
- [ ] Not Likely (please explain)

Do you have any comments about the Centre for Writers?


How did you hear about the Centre for

- [ ] Professor /
- [ ] Word of Mouth
- [ ] In-Class
- [ ] Website/Inte
- [ ] Outside Signs /
- [ ] Orientation
- [ ] UofA+
- [ ] You Have Been Here
- [ ] Other
APPENDIX F—WRS 101 BP (Bridging Program) Tutoring Job Description

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

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

Time Commitment

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

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

Tutoring Sessions

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

Recommended Tips
Get to know your instructor as soon as possible and plan to meet on a regular basis. Instructors can tailor their class and tutor responsibilities as they see fit. For example, in class you may write inksheds with students, write key words on the board, or circulate and help students – it all depends on your instructor’s needs.

Learn all the names of the students as quickly as possible as this will help facilitate a respectful and caring relationship.

Show interest in the students’ lives (not just schoolwork) while maintaining appropriate student/tutor boundaries.

Creating a friendship will help many ESL students overcome their initial shyness.

Figure out a method of scheduling early on in the semester that does not take up precious class time.

The WRS 101 BP students cannot book appointments with the BP tutors through the C4W website.

WRS 101 students can, however, book additional appointments with regular C4W tutors for other/additional writing assistance.

Suggested: paper sign-up in class, email, Google Calendar, etc.

Recommended: tutors try to decide on fixed tutoring days/hours to alleviate scheduling stresses.

Be supportive of the instructor in class and bring up any questions or concerns outside class time.

**Challenges**

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

**Rewards**

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

Description/Outline:
Participation will be strongly encouraged (e.g. pair work, etc.). Students will be given the opportunity to write at home (no more than 30 minutes per day). Instructors will give individual feedback on student writing (up to 3 hours total per instructor). Examples and exercises will be tailored to individual classes (e.g. Engineering examples for the Engineering group, ALES examples for ALES students, etc.). All students will receive some instruction on how to write for English courses. Instruction will include (but will not be restricted to) the following topics:

- Culture of writing
- Writing in the disciplines
- Types of essays and assignments
- The writing process
- Understanding assignment descriptions
- Choosing and brainstorming a topic
- Working on the main argument/thesis
- Building an outline
- Drafting
- Introductions and conclusions
- Self-editing strategies
- Grammar
- Research and using the library
- Summarizing, paraphrasing, and quoting
- Short answer essay exams
- On campus resources

Learning Objectives/Outcomes:
By the end of the first week, students will have been exposed to the cultural expectations of North American academic writing, common discipline-specific writing genres, and the components of the writing process, from understanding an assignment description to producing a detailed outline. As well, tutors will have identified the various writing and researching supports available across campus. The second week will build on the first, focusing on grammar, punctuation, self-editing processes, and different strategies for writing an in-class essay. By the end of the week, students will have drawn upon the previous hours of training to produce a draft of an in-class essay assignment.
APPENDIX H—ESL Tutoring Proposal

In February 2015, the C4W began sending some of its tutors to the UAI Centre for 30-minute tutoring sessions on a drop-in basis. This was a pilot project initiated by Dr. Moussu and put into practice by Dr. Chilewska, with the cooperation of Ms. Nora Lambrecht, an International Student Specialist and a Regulated Canadian Immigration Consultant.

The goal was to place tutors at the International Centre where there is a high demand for help with writing, and also to increase the C4W’s visibility across campus.

Between February and April, five tutors tutored in the main hall of the International Student Services centre at various times during the week. There were a total of 44 drop-in sessions available, and out of those, 40 sessions were used. Because the schedule sometimes changed and ISS did not always have the schedule posted, there were sometimes no clients, or at times, one client would take up an entire session. If the service became official, it would need a more constant schedule where students could sign up for 30-minute or 1-hour long appointments. It would also be beneficial to advertise the service more widely and officially, both through the C4W and ISS/UAI.

Overall, this pilot project was a great success. At a 91% tutors received many positive comments from students who used the C4W’s services at the UAI Centre. Below are a few selected comments from international students:

- Very useful
- thank you very much. This helped a lot!
- Great service, great teacher!
- Thank you very much C4W. You are so great!
- I learned how to edit my paper by myself. Thank you C4W!
- The session was very, very helpful
- great feedback on organizing themes

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

**Estimated cost for fall semester:**
undergraduate tutors (5 shifts of 4 hours each):
$20/h x 20h/week = $400/week
12 weeks of class x $400 = $4,800

graduate tutors (5 shifts of 4 hours each):
$40/h x 20h/week = $800/week
12 weeks of class x $800 = $9,600

**Average total cost: $7,200**
APPENDIX J—Writing Groups Proposal

Writing groups facilitate the meeting of interested students to discuss their current writing projects. The feedback they receive from their “group tutor” also encourages them to write regularly, avoid procrastination and binge-writing, and stay on track with their assignments (term papers, theses, etc.). By joining a writing group, students will start their assignments early, stay motivated, gain support from other students who are working on similar assignments, learn tips and strategies about the writing process and writing in their disciplines, gain access to campus resources, discuss shared concerns, and benefit from individualized feedback.

Writing groups may be organized around writing for a specific course assignment, writing for a particular discipline, or working on larger writing projects such as theses or term papers. Writing groups can last one semester only or can continue during the following semester, depending on students’ needs and availabilities. Writing groups are free for students.

Each group is facilitated by a graduate tutor with experience relevant to the particular academic writing situation the group’s students are working on. The tutor also provides feedback, writing resources, and strategies that are relevant to each group’s various needs and concerns.

Every week, by a certain day, participating students are encouraged to send (by email) a few new pages of writing to their group tutor. The group tutor then reads these pages and sends some written feedback to the students. During “class,” the group tutor first spends some time teaching about a topic related to students’ work (e.g., how to write more concisely). Then, students read the feedback they got from their tutor and discuss their goals for the coming week. Students then start working towards their new goals and can ask questions to the tutor and get immediate feedback on their revisions before going home.

1 undergraduate group and 1 graduate group (or 2 graduate groups)
5 students maximum per group
class: 1 hour teaching and 1 hour discussion of revisions, goal setting, writing
2 graduate tutors as writing group leaders: 2 hours of “class” and 5 hours of prep each = 7 hours/week x 2 tutors
Tutoring estimate:
$40/hour x 7 hours/week x 2 classes = $560/week
12 weeks of class x $560 = $6,720

Material’s estimate:
Photocopies (handouts, etc.): $100
APPENDIX K—Writing Groups, Participant Feedback

The goal of these writing groups was to help graduate international students work on larger writing projects such as theses or term papers. Each group was facilitated by graduate tutors who were themselves graduate students in the general academic fields the participating students were in. The tutors provided feedback, writing resources, and strategies that were relevant to the different groups' various needs and concerns.

Every week, participating students were encouraged to send (by email) a few new pages of writing to their group tutor. The group tutor then read these pages and sent written feedback to the students. During “class,” the tutor first spent about an hour teaching about a topic related to students’ work (e.g., how to write more concisely). During the second hour, students practiced what they had just learned. They then read the feedback they got from their tutor and discuss their goals for the coming week, and they could also start working on revisions and ask questions or get immediate feedback on their revisions before going home.

Feedback:

1. **What did you like about your writing group?**
   - The facilitator explains very well, and has the presentations available in the Google drive that I can consult any time
   - Focusing on subjects that group really needs most to improve their writing.
   - I like my group because we are often open-minded and enjoying the discussion and sharing.
   - Efficiency, highly-related to our demand.
   - It is helpful and encouraging to communicate with other group members.
   - The instructor is an expert in the content knowledge and very enthusiastic in teaching.
   - Respectful work group, the tutor was always available to answer all the questions and concerns about writing
   - That it’s an informal session and friendly environment. And free of charge.

2. **What did you not like about your writing group?**
   - The time for questions, in the group, was not enough
   - I do not like the fact that it is finishing, as I would like to continue attending spring and summer writing groups.
   - That we did not have enough time to go through the topics deeply
   - Sometime writing class timings clashed with some of the activities in our department

3. **Was your facilitator's teaching useful or not? Please give specific examples.**
   - Yes. She gave straightforward examples for us to understand.
   - Yes, at first when she tried to teach cohesion I thought it’s not useful and I know it already but at the end I found out I didn’t know much and I learned a lot.
• It was useful because it was based on the gaps that our facilitator detected in our writing practices.
• The facilitator is keen on reading the learners’ writings and giving constructive feedback. Also, she addresses all of the issues of writing that learners raise in the class time.
• Yes. I consider him a very critical, organized writer. He spends adequate time making corrections or as he says, recommendations, about our pieces of writing that we sent him.
• Yes. If there were any concern or topic we were interested on learning more, the facilitator would bring it to discussion and workshop in the next session.
• Yes, I learned a lot from her English language capabilities and also technical capabilities.

4. Was your facilitator’s feedback on your writing useful or not? Please give specific examples.
• Yes, she always answered kindly when I asked questions and feedback was always useful to me.
• Yes. She clearly explained what type of mistakes I was making; for example, lack of coordination, parallelism, punctuation errors, etc.
• The feedback was very useful. In specific, the feedback focused on all the matters of using vocabulary, grammatical problems, format of the writing, and so on. Also, with some terminologies, the facilitator would like to discuss further with the learners for better feedback.
• To me it was extremely helpful which I received on weekly basis. The only shortcoming is we were provided feedback on a page only, which isn't enough.
• He gave me great feedback in terms of writing style as well as the better way to deliver concepts. I used to give more information than needed and helped me to go directly to the point. Now I realized it is more efficient.
• It was helpful. When we review my writing it made me think and reorganize in a better way my ideas.

5. What suggestions would you make to improve the usefulness of writing groups in the future?
• Having a syllabus for students at the beginning of the semester.
• I think following the "OWL" exercises was great and it was more effective than the first sessions (which was without owl). So I think focusing with subjects that has defined exercises (correct / incorrect) like "owl" can help us better to find our mistakes.
• If facilitators can have office time or extra time after class for me to ask questions about my writing, it will be better. Because the time for giving feedback on homework face to face is not so enough in class.
• Should not be stopped because I have already told my other graduate colleagues to register next time.
• More writing! The more I read about it the more I think it is important to just practice more.
• Because the time was short we could not go through the detail of everything. It was a good coverage of almost all of the things but not deeply.
• Perhaps, not all the students were on the same level of English. Maybe have two levels: for intermediates and those above intermediate level.
• The facilitator should be active to help all members have their voice in the group because some members may feel shame to ask questions.
• Increasing the time would be ideal. I think we needed more time to per week. Perhaps, 3 hours could be an option.

6. *Did the format of the writing groups (2 hours/week, lecture + practice + feedback on individual writing) work for you? Why or why not? Do you have specific suggestions?*
• It works for me because having a week between sessions gives me a chance to implement what I have learned.
• I consider the lectures should be three ours per week. Two hours are not enough to discuss and clarify the questions that arise while performing the tasks.
• It did help a lot as I used the feedback to submit better sections of my thesis to my supervisor, which results in very few to no red marks.
• Yes, this format worked well for me as it could maximize the opportunity for me to improve my knowledge of writing, not only in class but also at home. I have time to accumulate the knowledge and apply them into my writing.
• I would like more hours per week, but in general, the class worked well during the two hours
• I am so busy with my classes during this semester so there were only three papers that I sent to my facilitator. To me, the format worked very well.
• It did work well, however, I think having more time would have allowed us to get more practice. Sometimes we could not finish all writings on time.

7. *Overall, have you noticed an improvement in your writing knowledge and skills? Why or why not? Please explain.*
• Yes. I am not afraid of writing anymore
• Yes. Now when I see the sentence I will think about the ways of telling that sentence and how playing with words can change the meanings or change the writers subject.
• Yes!!!! My level of awareness about the punctuation issues in my writing improved tremendously.
• I haven't noticed that. Because I still have other problems in writing, and there are some problems taking time to solve. I think I need more time.
• I have noticed that I spontaneously start to use some of techniques that I have learned in class. For example free writing inspired better flow of my writing. I also tend to pay attention to some aspects of good writing that I previously have not been aware of.
• Huge improvement as it was recognized by my professor too. It gives me more confidence in putting my ideas on paper and writing a little bit interesting now.
• Thanks to the lessons, I widened my knowledge on writing paragraph and essay regarding the topics of social sciences and humanities. Besides, I learnt more on writing academic papers, quoting, and other related issues.
• I still have some challenges but overall I noticed an improvement in my writing knowledge and skills, and I received encouraging remarks from the facilitator on my writing as well, especially in cohesion and coherence.
• Yes, I noted improvement. I am now faster, more careful, and more accurate thanks to some of his recommendations.
• I think it has improved. I structure my writing in a more proper way now. Also my supervisor has told me that my writing has improved.

Conclusion:

The large number of applications we received reflected an urgent need for this type of support. Mid-term feedback allowed the four tutors to slightly modify their focus and teaching style, if necessary—for example, one tutor allowed students to choose what topics they wanted to cover during the next class, which seemed nice, but some shy students complained that their topics were never chosen. Another instructor gave plenty of time to students to discuss what they wanted to discuss, in class, but some students explained that they preferred a more structured approach.

Based on this experience, we recommend to 1) select participants currently working on their theses/dissertations; 2) create smaller group (6 or 7 participants only) so that more feedback can be given on their writing; 3) create a “syllabus” in consultation with students at the beginning of the semester instead of imposing a list of topics to be covered during the teaching portion of the writing groups; and 4) continue with this model and class format (in collaboration with specific departments and/or Faculties, if possible) and offer more sections of these very successful writing groups.

The C4W would like to thank you for your support.