



Spring/Summer
Fall/Winter

2018
2019

Annual Report, Centre for Writers

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1. INTRODUCTION

A. The Centre for Writers at a Glance

The Centre for Writers (C4W) is a free, one-on-one tutoring service available to all students, faculty, alumni, and staff members at the University of Alberta. We offer support for every level of proficiency, for all disciplines, and have resources to assist ESL/EAL writing concerns. The Centre for Writers aims to assist every writer at any stage of the writing process.

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

B. Notes About the Year

- This academic year was a lot more stable than the last two or three previous years.
- The C4W was able to start building projects again and was no longer in survival mode.
- Good relationships were built with the Dean of Students (DOS) staff, especially Rob Washburn.
- A new position for a permanent “Program Coordinator” was approved, and Justin Tiedemann was hired for his excellent skills at doing balloon animals.
- There was no Writing Studies 301 course offered in the Fall 2018 term, so individualized tutor training had to take place all year starting in July 2018. Writing Studies 301 materials were put on eClass, to be used for future Writing Studies 301 courses, too. 9 tutors were trained: some started tutoring in the fall, some mid-winter, and some in the spring; they were mostly from Science. Because of the decrease in new tutors, the C4W had to say no to a number of class presentation requests, which had never happened before, and only 17 in-class presentations were provided by C4W tutors this year, reaching 623 students.
- The C4W ran 19 Writing Groups this year: 6 in the spring/summer, 7 in the fall, and 6 in the winter.
- For the first time, a writing group was run for the Faculty of Kinesiology, Sport, and Recreation.
- The charts in Figure 1.1 show the tutoring reservations by standing, faculty, and first language.

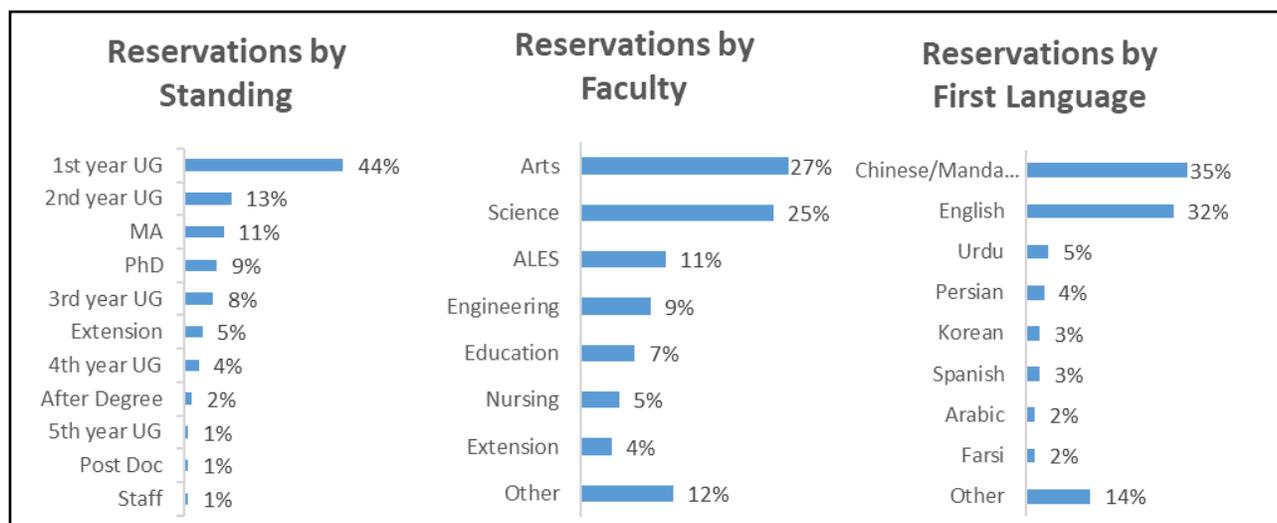


Figure 1.1 – Tutoring Reservations by Standing, Faculty, and First Language

C. Highlights and Notable Numbers

- Over the past four years, four faculties have been consistent in making the most reservations for tutoring appointments: Arts, Science, ALES, and Engineering.
- This year, the number of Chinese/Mandarin/Cantonese-speaking clients surpassed the number of native English-speaking clients for the first time.
- The C4W has not returned to its higher number of reservations and clients, as a reduced number of new tutors has led to a decrease in the amount of available appointments this year.
- A total of 201 clients attended C4W workshops in the fall, and 202 clients attended C4W workshops in the winter.
- In the Fall term, for the first time, online feedback forms were emailed to the workshop attendees. Due to a vastly reduced number of feedback responses that were collected, it was decided that paper feedback forms would be used again in the Winter term, which yielded a much higher number of feedback responses. The C4W tried to save a few trees, to no avail.
- Class Group Tutoring was very successful this year, with 5 tutors supporting 6 courses in the fall, and 5 tutors supporting 9 courses in the winter.
- More than 21 courses were served by online tutoring this year, resulting in 68 online tutoring hours.
- In Winter 2019, 22% of clients using the online waiting list received same-day tutoring, and 81% of clients using the drop-in list received same-day tutoring.
- In January 2019, Dr. Moussu started the first new C4W-based research project since 2014.

2. STAFF

A. Directors

Dr. Lucie Moussu has been the Director of the 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 Writing Studies 301/603 (Writing Centre Theory and Pedagogy) and Writing Studies 605 (Issues in Second Language Writing), among others.

Rob Washburn was the Administrative Director of the C4W from September 2017 until Winter 2019. Rob is an alumnus of the University of Alberta and has a Bachelor in Physical Education. He has extensive experience mentoring children and adults and has worked at the University of Alberta in the DOS portfolio for 20 years, moving through a few positions. He is now Assistant Dean, Administration.

Dr. Wendy Doughty is the Assistant Dean Student Success, DOS Office and has been the Administrative Director of the C4W since Winter 2019. She is an alumna of the University of Alberta (MEd and PhD) and has taught as a sessional in three different faculties since 1994. She has worked in the DOS Portfolio for the past eight years, including Director of the Fresh Start Program and Director of the Student Success Centre. She has extensive experience working with students who face barriers in achieving their academic goals.

B. Administrative Assistants and Program Coordinator

Erica Osko started as Administrative Assistant on a temporary contract on January 15, 2018. She was a former C4W tutor (2013-2015) and received a Bachelor of Arts from the University of Alberta. Erica left the C4W and started a new position in the Academic Success Centre in September 2018.

Justin Tiedemann replaced Erica as Administrative Assistant on September 6, 2018. Justin was a former tutor at the Augustana campus (2016-2018), and was recommended for the position by the Director of the Augustana Writing Centre, Dr. Craig Peterson. A University of Alberta alumnus, Justin graduated with a Bachelor of Arts in English from the Augustana Campus in May 2018.

In previous years, the C4W experienced many changes in Administrative Assistants. Justin started on a temporary contract from September 2018 until the end of December, which was extended to the end of February, and then to the end of March. Justin applied for and was then selected for the permanent position of “C4W Program Coordinator” on March 18, 2019, and looks forward to creating a stable environment in the C4W. The position of Program Coordinator replaces the previous position of Administrative Assistant in the C4W (see “The DOS Portfolio” in Section 5 for a detailed description of the changes).

C. C4W Tutors

i) Tutor Recruitment

Tutors comprise the core staff of the C4W. The C4W continues with the process initiated in 2010 for the recruitment of potential tutors.

All applicants who have not taken Writing Studies 301/603 are required to come for an interview with Dr. Moussu and/or to take two tests. If the applicants with previous writing centre or tutoring experience successfully pass the tests and/or interview, they are hired. If the applicants do not pass the tests and/or interview, they are advised to take Writing Studies 301/603 or go through individualized tutor training. If the applicants pass the tests but do not have sufficient writing centre/tutoring experience, they are asked to take or audit Writing Studies 301/603. While taking or auditing the course, they may be allowed to start working as paid tutors. The course provides tutoring experience as well as a number of skills and understandings associated with the theories and practices of writing centres (see the C4W's Tutoring Guiding Principles in Appendix B), as well as insights into the students' own writing.

Table 2.1 below shows the number of Writing Studies 301 and 603 students taking the course, and the number of those students hired afterwards.

Table 2.1: Students Taking Course vs. Students Hired as Tutors After the Course

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Winter 2017	Fall 2017	Fall 2018
Writing Studies 301 students: Hired for the following term	19:9	12:6	17:10	12:11	4:3	18:16	16:12*	N/A**
Writing Studies 603 students: Hired for the following term	9:4	7:6	7:4	1:1	5:3	3:1	N/A*	N/A**

* Writing Studies 603 was cancelled in Fall 2017. Therefore, the two graduate students who wanted to work as tutors had to register in Writing Studies 301 and did not receive graduate credit.

**Both Writing Studies 301 and Writing Studies 603 were cancelled in the Fall 2018 term (see below).

This fall, the Office of Interdisciplinary Studies (OIS) cancelled Writing Studies 603 and Writing Studies 301, which meant that the C4W did not have enough new tutors in the Fall and Winter terms. Because of this, Dr. Moussu decided to offer individual tutor training during the Spring, Summer, Fall, and Winter terms. An email was sent to all graduate and undergraduate students in the Faculty of Science, inviting interested individuals to go through the training and be hired once they completed it. An eClass course was created, so that interested individuals could work on the different training modules and assignments on their own and at their own pace. Initially, close to 50 graduate and undergraduate students were interested, but this number dwindled down pretty quickly because of the complexity of the assigned readings and the significant number of assignments that had to be completed.

Eventually, three new graduate students (2 from Science and 1 from Law) were ready to start tutoring in September; three new graduate students (all from Science) were ready to start tutoring in October; two new graduate students (1 from Science and 1 from Education) were ready to start tutoring in November; 1 graduate student (from Science) was ready to start tutoring in March; and 1 graduate student (from Engineering) was ready to start tutoring in April. Although 16 undergraduate students from the Faculty of Science had initially been interested in training as tutors, none were able to complete the training.

ii) Salaries and Contracts

Both new graduate and undergraduate tutors are paid bi-weekly, on an hourly basis. Tutors are also required and paid to attend at least three staff education meetings per term (see Appendix B for staff meeting minutes).

As of Fall 2017, with C4W being part of the DOS portfolio, the DOS HR team working with the Academic and Administrative Directors has started aligning the newly hired tutors' pay with the DOS scale, found in Table 2.2 below.

Table 2.2: DOS Tutor Salary Scale

Haven't completed a Bachelor's Degree	\$18.07/hour
Completed Bachelor's Degree relative to the subject matter	\$25-\$29/hour
Completed Bachelor's Degree with teaching experience	\$30-\$34/hour
Completed Master's Degree	\$35-\$39/hour
Completed Master's Degree with teaching experience	\$40/hour

Table 2.3 below compares the status and number of C4W tutors hired every Fall and Winter term during the last four years.

Table 2.3: Summary of Tutors and Their Status per Term

	Fall 2015	Winter 2016	Fall 2016	Winter 2017	Fall 2017	Winter 2018	Fall 2018	Winter 2019
Undergrad (paid)	18	20	18	31	12	18	16	15
BP tutors (paid)	4	6	4	5	N/A*	N/A*	N/A*	N/A*
Writing group tutors	0	4	5	6	0	4	5	5
Graduate (paid)	16	14	13	12	7	9	10	8
Writing Studies 301 students	12	4	21	0	9	0	0**	0**
Writing Studies 603 students	1	5	3	0	2	0	0**	0**

* Since Fall 2017, BP tutors are no longer trained and supervised by the C4W.

**Neither Writing Studies 301 nor 603 was offered in the 2018-2019 academic year.

iii) Tutor Demographics: Academic Programs

During the 2018-2019 academic year, tutors working at the C4W were from the following programs/departments (number of tutors in that program/department in parentheses):

Table 2.4: Summary of Paid Tutors' Programs of Study

Fall 2018: total of 30 paid tutors		Winter 2019: total of 28 paid tutors	
Undergraduate	Graduate	Undergraduate	Graduate:
ALES—Environmental Studies (1)	(MSc) Biological Sciences (3)	ALES—Environmental Studies (1)	(MSc) Biological Sciences (4)
Arts—Comparative Literature (2)	(PhD) Comparative Literature (2)	Arts—Comparative Literature (2)	(PhD) Comparative Literature (1)
Arts—Drama(1)	(PhD) Earth and Atmospheric Sciences (1)	Arts—Drama(1)	(PhD) Earth and Atmospheric Sciences (1)
Arts—English (6)	(MSc) Ecology (1)	Arts—English (5)	(MSc) Ecology (1)
Arts—German (1)	(PhD) Mechanical Engineering (1)	Arts—German (1)	(PhD) Mechanical Engineering (1)
Arts—Philosophy (1)	(PhD) Modern Languages and Cultural Studies (1)	Arts—Philosophy (1)	(PhD) Modern Languages and Cultural Studies (1)
Education (2)	(PhD) Performance Studies (1)	Education (2)	(MSc) Rural Sociology (1)
Law (1)	(MSc) Rural Sociology (1)	Law (1)	(MSc) Systematics and Evolution (1)

Open Studies(1)	(MSc) Systematics and Evolution (1)	Open Studies(1)	(PhD) TESL (1)
	(PhD) TESL (1)		(PhD) Translation Studies (1)
	(PhD) Translation Studies (1)		

D. The Tutors' Experience

Writing Centres do not only benefit the clients. It is important to remember that they also provide valuable employment, as well as academic and professional development for the peer writing tutors. The C4W working environment provides tutors with a practical opportunity to develop and demonstrate professional skills related to customer service and best writing practices, and to work in a team-oriented office environment. The C4W is thus a place where clients receive writing support and also a place that provides tutors with opportunities to grow as students, academics, and professionals.

The C4W continues to follow the practices set out in the Guiding Principles for the Centre for Writers, published in 2011 (see Appendix A) to maintain the expectations and standards of the C4W. The guide is a useful reference for the tutors when they run into unfamiliar or awkward situations with clients.

i) The C4W Work Environment

While tutoring has academic benefits and relevance for the tutors, the C4W working environment also provides them with a practical opportunity to develop and demonstrate professional skills related to customer service, and allows them to work in a team-oriented, office environment. The tutors are not only assessed on their tutoring abilities, but also on their reliability, professionalism, professional development activities, and attendance for shifts and staff meetings.

Staff meetings are held regularly, and each tutor must attend at least three per term. Staff meetings are a good opportunity to share information and engage in collaborative discussions about such topics as tutoring strategies, problem-solving, advertising, and promotional materials design (see Appendix B for the staff meeting minutes).

At the end of each term (the end of each tutor's contract), the C4W hosts a potluck supper for tutors and staff. These events provide the opportunity for everyone to debrief at the end of the term and socialize.

ii) Tutor Academic Activities

Throughout the years, Dr. Moussu has always encouraged her Writing Studies 301/603 students and tutors to conduct research projects in the C4W and to read writing centre literature (the C4W receives regular copies of *WLN: A Journal of Writing Center Scholarship* and *The Writing Center Journal*). In the past, 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).

This year, tutors' academic activities included the following:

- Megan graduated in June and found a full-time job at University of Alberta International as an undergraduate student recruiter. She offers a lot of credit to the Centre for Writers for preparing her for her current position. She learned and practiced many transferable skills while tutoring at the C4W.
- Kacey received a Letter of Commendation for being an excellent TA. She was also awarded the GSA Graduate Student Teaching Assistant Award.

- Reza presented his research in Future Energy Systems colloquium. He has also been an active volunteer with Let's Talk Science community.
- Julia presented at the University of Alberta's 7th Annual Interdisciplinary Undergraduate Conference in Feminist, Gender, and Sexuality Studies, and won a Persons Case Scholarship for contributions to women's leadership and democratic participation. She also attended the Seventeenth Campus Alberta Writing Studies (CAWS) Colloquium on April 26.
- Silvia presented at the Seventeenth CAWS Colloquium on April 26 at Grant MacEwan University. Her presentation was entitled: "Supporting ESL Graduate and Undergraduate Students through Writing Groups: Challenges and Breakthroughs."

Throughout the academic year, Dr. Moussu also helped several of the tutors with reference letters, conference proposals, and grant applications.

E. Financial Information

This year's C4W total expenditures were approximately \$276,000. The following is a summary of expenditures for 2018-2019. The majority of the C4W's expenditure is for tutors' salaries.

- 72% on graduate and undergraduate tutor salaries
 - 77% graduate salaries
 - 23% undergraduate salaries
- 16% on support staff's salary and interim help
- 6% on benefits for all staff
- 3% on office supplies, printing, advertising, registration, and everything else
- 2% on Academic Director's stipend

Total Funding for FY 2018-2019

- Non-Mandatory Instructional Fees (NMIF) Funding: \$186,231
- Writing groups: \$93,806
- U of A+: \$7,200

3. C4W SERVICES AND USE

A. Reservation Details

The C4W schedule displays several different kinds of appointments:

- **Advance bookings** are half-hour appointments for clients who booked a specific time in advance, using the online schedule. When the online schedule is full, students may join the online **waiting list**. See “Reservations from the Waiting and Drop-in Lists” in Section 3 and “Data Collection” in Section 5 for waiting list numbers and information.
- **No-shows** are appointments booked in advance that the client did not attend and failed to cancel.
- **Walk-in or drop-in** appointments are clients who did not book a specific appointment ahead of time, but came directly to the C4W hoping for an open appointment. They often got an appointment in the event of a no-show. In the Winter 2019 term, the demand for drop-in appointments increased significantly in the last few weeks of term. See “Reservations from the Waiting and Drop-in Lists” in Section 3, and “Data Collection” in Section 5 for drop-in list numbers.
- **Placeholders** are time slots where tutors are working on other activities for the C4W, such as covering reception, doing a class presentation, or promoting the C4W at an event.
- **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. Express tutoring appointments do not appear on the online schedule and are counted separately from booked appointments and drop-ins.

During the **SPRING** 2018 term (May 8 - June 14):

- the C4W was open 16 hours per week, Tuesday through Thursday
- there was an average of 72 appointments available per week
- **an average of 93% of those appointments were booked** (7% not booked)
- of these booked appointments, 65% were advance bookings, 16% were drop-ins, and 19% were placeholders
- there was an average of 11 no-shows per week, but many were filled by drop-in appointments.

During the **SUMMER** 2018 term (July 10 - August 16):

- the C4W was open 15 hours per week, Tuesday through Thursday
- there was an average of 60 appointments available per week
- **an average of 85% of those appointments were booked** (15% not booked)
- of these booked appointments, 52% were advance bookings, 22% were drop-ins, and 26% were placeholders
- there was an average of 10 no-shows per week, but many were filled by drop-in appointments.

During the **FALL** 2018 term (September 17 - December 7):

- the C4W was open for 11 regular weeks of tutoring, plus a reduced schedule for reading week (see below)
- during the 11 regular weeks, the C4W was open an average of 33.5 hours per week, Monday through Friday
- there was an average of 205 appointments available per week
- **an average of 94% of those appointments were booked** (6% not booked)

- of these booked appointments, 73% were advance bookings, 16% were drop-ins, and 11% were placeholders
- there was an average of 24 no-shows per week, but many were filled by drop-in appointments.

During the Fall 2018 **reading week** (November 13-16):

- the C4W switched to a reduced schedule, giving hours to 3 graduate tutors and 2 undergraduate tutors
- the C4W was open for 10 hours that week
- the number of total available appointments was 50
- of these appointments, 39 were advance bookings (78%), 10 were drop-ins (20%), and 1 remained unused (2%)
- there were 7 no-shows, but many were filled by drop-in appointments.

During the **WINTER** 2019 term (January 14 - April 18):

- the C4W was open for 11 regular weeks of tutoring, plus three reduced schedules for the opening week, reading week, and exam week (see below)
- during the 11 regular weeks, the C4W was open an average of 40.5 hours per week, Monday through Friday
- there was an average of 220 appointments available per week
- **an average of 87% of those appointments were booked** (13% not booked)
- of these booked appointments, 64% were advance bookings, 18% were drop-ins, and 18% were placeholders
- there was an average of 19 no-shows per week, but many were filled by drop-in appointments.

During the Winter 2019 **opening week** (January 14-18):

- the C4W tried out a new reduced schedule, giving hours to 5 graduate tutors
- the C4W was open for 22 hours that week
- the number of total available appointments was 67
- of these appointments, 50 were advance bookings (75%), there were no drop-ins (0%), 4 were placeholders (6%), and 13 were unused (19%)
- there were 9 no-shows, but many were filled by drop-in appointments.

During the Winter 2019 **reading week** (February 19-22):

- the C4W switched to a reduced schedule, giving hours to 2 graduate tutors and 3 undergraduate tutors
- the C4W was open for 13 hours that week
- the number of total available appointments was 46
- of these appointments, 38 were advance bookings (83%), 3 were drop-ins (7%), and 5 were unused (11%)
- there were 2 no-shows as well during reading week.

During the Winter 2019 **exam week** (April 11-18):

- the C4W remained open later than normal on a reduced schedule, giving hours to 1 graduate tutor and 4 undergraduate tutors
- the C4W was open for 14 hours that week
- the number of total available appointments was 50
- of these appointments, 38 were advance bookings (76%), 7 were drop-ins (14%), and 5 were unused (10%)

- there were 7 no-shows, but many were filled by drop-in appointments.

In general, the C4W's busiest day was Tuesday, and the busiest time of the day was 2:30pm.

The majority of the clients (51%) attended more than one tutoring consultation.

In 2018-19, clients typically worked on:

- essays (59%)
- multimodal projects (18%)
- theses/dissertations (8%)
- lab/research reports (6%)
- resume/cover letters (5%)

The majority of tutoring consultations included work on:

- organization/structure (44%)
- focus/thesis (35%)
- sentence structure (28%)
- development (25%)
- proofreading strategies (25%)
- concision (23%)
- brainstorming (17%)
- word choice (15%)
- verb tense (15%)
- articles (15%)

Table 3.1 below summarizes client reservation details for the past few years.

Table 3.1: Client Reservation Details for the Past Four Years

	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/20 18	S/S 2018	2018/ 2019
Unique clients	220	2004	259	1833	166	1344	192	1408
Reservations	552	4046	592	5070	426	3810	566	3725
Walk-ins	89	358	51	460	37	596	118	656
Express tutoring	0	112	8	107	*	*	*	60
No-shows	112	640	82	681	67	681	109	501
Clients with 1 appt.	92	808	127	875	77	653	85	697
Clients with 2-9 appts.	150	872	130	889	80	634	98	667
Clients with 10 appts.	2	37	2	49	9	57	9	44
Average total capacity	79%	88%	91%	97%	97%	91%	89%	91%
ESL tutoring	N/A	281	N/A	266	N/A	N/A	N/A	N/A
BP tutoring	32	130	30	144	N/A	N/A	N/A	N/A
Writing groups	N/A	80+	N/A	110+	N/A	100+	60+	130+

* Data was lost or was not collected due to heavy turnaround of administration.

Figure 3.1 below shows the increases and decreases in unique clients and total reservations over the past ten years. In the 2017-18 academic year, fewer reservations were made due to the C4W opening later and finishing earlier in both the Fall and Winter terms. This year, 2018-19, fewer reservations were

made due to a reduced number of tutors, because Writing Studies 301 was not offered. Interestingly, the number of unique clients is fairly consistent, but the reduced number of reservations highlights an observation of many of our clients that the C4W needs more available hours for appointments.

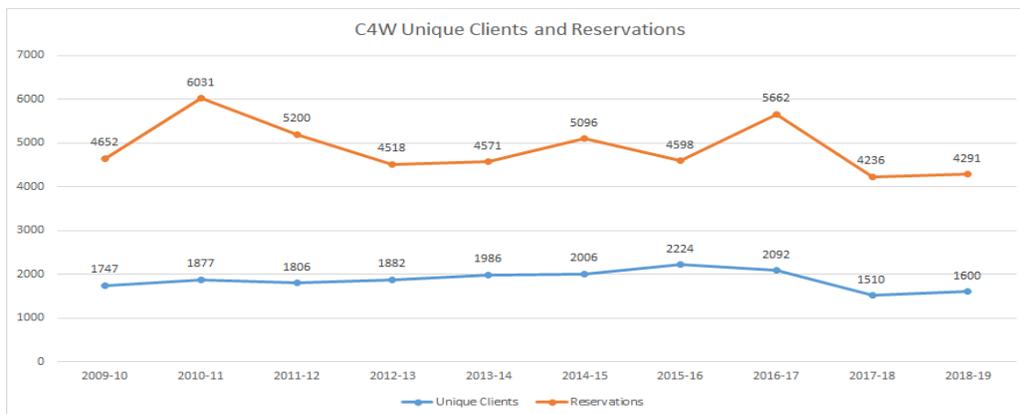


Figure 3.1: Unique Clients and Total Reservations for the Past Ten Years.

B. Client Details

The tables and figures below highlight the areas of information the C4W tracks about its users: reservations by standing, reservations by faculty, reservations by first/home language, and reservations from the waiting and drop-in lists.

i) Reservations by Standing

Undergraduates form the highest percentage of users of the C4W during the Fall and Winter terms, while usage of the C4W in the Spring and Summer terms is generally split more evenly between undergraduate and graduate students.

Table 3.2: Reservation by Standing (UG = undergrads; GR = grads)

	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/ 2018	S/S 2018	2018/ 2019
1st year UG	120	1669	188	1977	88	1644	122	1723
2nd year UG	48	565	72	806	47	645	62	499
3rd year UG	65	435	60	477	32	374	27	328
4th year UG	62	277	15	344	10	174	14	171
5th year UG	9	57	8	85	3	64	2	45
Extension	3	60	11	112	24	170	18	208
UG TOTAL:	307	3063	354	3801	204	3071	245	2974
% UG	57.5%	77.4%	60.1%	76.5%	50.6%	82.6%	44.5%	83.1%
MA	128	536	108	516	82	286	137	321
PhD	71	309	99	306	98	280	141	221
GR TOTAL:	199	845	207	822	180	566	278	542
%GR	37.3%	21.3%	35.1%	16.5%	44.7%	15.2%	50.5%	15.1%
After Degree	18	88	8	92	17	72	13	53
Faculty	0	9	1	23	0	26	0	14
Post Doc	15	8	12	27	9	29	16	30
Staff	13	33	15	297	10	24	11	20
TOTAL:	534	3958	589	4970	403	3716	550	3580

ii) Reservations by Faculty

In the past few years, students from four faculties consistently used the C4W the most. The highest numbers of C4W clients by faculty is shown in Table 3.3 and Figure 3.2 below (starting with the top users).

Table 3.3: Biggest Users by Faculty

2015/2016	2016/2017	2017/2018	2018/2019
Arts (28%)	Arts (30%)	Arts (32%)	Arts (27%)
Science (25%)	Science (24%)	Science (22%)	Science (25%)
ALES (16%)	ALES (13%)	ALES (11%)	ALES (11%)
Engineering (8%)	Engineering (9%)	Engineering (9%)	Engineering (9%)
Education (7%)	Open Studies (6%)	Nursing (5%)	Education (7%)
Business (4%)	Education (6%)	Education (5%)	Nursing (5%)
Nursing (4%)	Nursing (4%)	Extension (3%)	Extension (4%)
Other (8%)	Other (8%)	Other (13%)	Other (12%)

Table 3.4 shows the number of C4W clients this year that came from all faculties.

Table 3.4: Reservations by Faculty

	s/s 2015	2015/ 2016	s/s 2016	2016/ 2017	s/s 2017	2017/ 2018	s/s 2018	2018/ 2019
ALES	71	645	46	648	33	441	47	412
Arts	109	1134	176	1475	126	1210	130	1018
Augustana	0	0	2	1	0	1	2	0
Business	23	176	11	147	16	107	24	90
Campus St.-Jean	0	2	3	1	0	0	1	1
Education	46	271	19	306	15	179	76	222
Engineering	77	277	118	402	42	337	101	262
Extension	6	39	3	52	21	125	5	151
Law	0	4	1	5	0	4	0	3
Library & Info. Studies	0	20	10	36	1	3	0	1
Medicine & Dentistry	0	65	15	76	10	81	30	70
Native Studies	0	36	6	23	0	23	8	21
Nursing	49	134	14	188	26	189	20	207
Open Studies	8	63	11	327	8	108	1	71
Pharmacy & Ph. Sc.	5	23	1	16	1	15	1	23
Kinesiology, Sport, & Rec.	0	0	0	0	0	87	7	67
Public Health	0	0	5	0	1	36	25	30
Rehab Medicine	3	60	0	21	29	18	5	1
Science	137	979	170	1140	96	829	84	982
Other	0	2	0	0	0	9	0	0

iii) Reservations by First Language

The top three groups of languages spoken by C4W clients this year and last are shown in Table 3.5. As can be seen, the main difference is in the increased number of speakers of languages other than English and Chinese.

Table 3.5: Top Spoken Languages of C4W Clients

2017/2018	2018/2019
English (47%)	English (32%)
Chinese/Mandarin/Cantonese (39%)	Chinese/Mandarin/Cantonese (35%)
Other non-English languages (13%)	Other non-English languages (33%)

This year also, the number of Chinese/Mandarin/Cantonese-speaking clients surpassed the number of English-speaking clients (which has decreased substantially from previous years), *and* of speakers of all other non-English languages.

Table 3.6 shows the details of all languages spoken by C4W clients this year.

Table 3.6: Reservations by First Language

	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/ 2018	S/S 2018	2018/ 2019
Albanian	0	2	0	0	0	0	0	0
Arabic	22	89	24	71	10	82	23	75
Bengali	5	24	2	73	6	35	2	34
Cantonese	20	110	6	159	22	122	9	83
Chinese	202	1471	247	1381	117	968	182	1076
Cree	3	1	0	1	0	0	0	0
Croatian	0	0	0	0	0	0	0	1
English	121	1222	106	2095	61	1437	92	1262
Farsi	25	55	24	98	30	84	32	64
Filipino	7	18	1	42	4	40	0	18
French	0	20	3	45	0	38	5	24
German	0	10	0	4	0	13	1	12
Greek	0	0	0	0	0	0	0	2
Gujarati	0	17	1	25	1	3	2	6
Hebrew	0	0	0	2	1	2	2	1
Hindi	1	10	3	14	1	22	5	27
Hungarian	1	1	0	7	4	12	3	0
Indonesian	0	2	0	2	0	3	0	7
Italian	0	7	0	1	1	1	0	0
Japanese	10	43	11	25	15	40	3	66
Kazakh	0	0	0	0	0	1	0	0
Kinyarwanda	0	4	0	10	0	14	2	8
Korean	20	178	7	121	19	70	27	119
Kurdish	0	1	0	0	0	0	0	1
Malay	0	2	0	3	0	2	0	0
Malayam	0	3	0	2	0	8	0	2
Mandarin	28	106	51	111	24	109	24	89
Nepali	1	0	0	4	1	4	0	4
Norwegian	0	4	0	0	0	0	0	0

Pashto	0	7	8	0	0	5	0	2
Persian	23	106	8	191	30	114	56	94
Polish	0	1	0	2	0	0	0	0
Portuguese	8	20	15	22	0	26	1	24
Punjabi	1	14	1	38	1	42	0	42
Romanian	0	5	1	1	3	0	0	0
Russian	10	46	10	63	14	44	3	20
Serbian	0	0	0	2	0	1	0	0
Sinhalese	0	6	0	12	13	12	0	6
Somali	4	4	0	9	0	1	0	12
Spanish	6	81	21	102	23	114	16	95
Swahili	0	1	0	3	0	1	39	9
Swedish	0	0	0	2	0	30	0	4
Tagalog	0	17	0	26	0	19	0	8
Tamil	0	8	4	18	0	7	0	12
Telugu	0	8	0	6	0	3	0	20
Thai	1	7	0	17	6	5	0	15
Tigrinya	0	0	0	0	0	0	0	4
Turkish	0	1	2	6	2	17	9	9
Twi	0	14	0	6	1	2	0	0
Ukrainian	0	37	5	40	1	23	4	2
Urdu	11	129	8	129	13	115	7	182
Yoruba	0	0	2	0	0	11	2	13
Other	25	123	19	74	2	91	13	78

Table 3.7 and Figure 3.3 below shows that clients who do not speak English as their first language increasingly use the C4W. In the Fall and Winter terms, non-native English speakers usually compose a little over half of the C4W clients; in the Spring and Summer terms, this number increases substantially.

Table 3.7: ESL Clients as Percentage of Total Clients

	S/S 2015	2015/ 2016	S/S 2016	2016/ 2017	S/S 2017	2017/ 2018	S/S 2018	2018/ 2019
% of ESL Clients	78%	69%	82%	59%	86%	62%	84%	65%

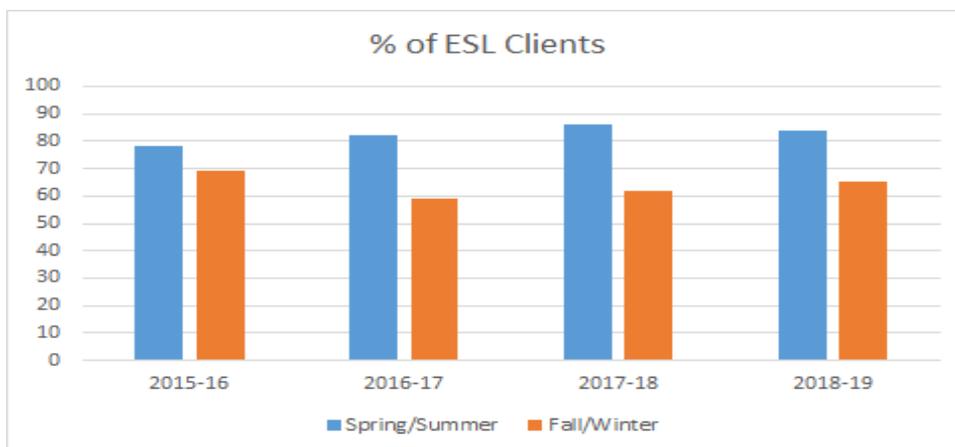


Figure 3.3: % of ESL Clients in Spring/Summer and Fall/Winter

iv) Reservations from the Waiting and Drop-in Lists

The scheduling system used by the C4W (mywconline) offers an online waiting list, meaning that clients can join the waiting list for any day within three weeks and receive an email if someone cancels an appointment on that day. This is especially useful for clients who want an appointment on a future date. The C4W also uses a paper drop-in sheet for same-day appointments, where clients can sign up, and if someone misses their appointment (by more than 5 minutes), the next person on the paper drop-in list gets to fill the remainder of the appointment. Clients who use the paper drop-in list are required to wait in the C4W in person in order to receive an appointment.

In the Winter 2019 term, the C4W began keeping track of the number of clients using the **online waiting list** each day, and how many of them received an appointment that day. An average of 12 clients were on the waiting list each day, and an average of 3 of those clients received help on that same day. A total of 841 clients used the waiting list in the Winter 2019 term, and 183 of those clients received help, resulting in an **overall effectiveness of 21.8%**. Table 3.8 shows the effectiveness of the waiting list for each weekday.

Table 3.8: Winter 2019 Online Waiting List Effectiveness by Day

	Average # of Clients on Waiting List	Average # of those Clients Who Received Tutoring that Day	% Helped
Mondays	15	4	24.1%
Tuesdays	13	3	25.0%
Wednesdays	11	2	19.4%
Thursdays	10	3	33.8%
Fridays	11	2	15.0%

In the Winter 2019 term, the C4W also began keeping track of the number of clients using the **paper drop-in list** each day, and how many of them were helped. An average of 4 clients were on the drop-in list each day, and an average of 3 of those clients received help on that same day. A total of 271 clients used the drop-in list in the Winter 2019 term, and 220 of those clients received help, resulting in an **overall effectiveness of 81.2%**. Table 3.9 shows the effectiveness of the waiting list for each weekday.

Table 3.9: Winter 2019 Drop-in Waiting List Effectiveness by Day

	Average # of Clients on Drop-in Sheet	Average # of those Clients who Received Tutoring that Day	% Helped
Mondays	8	6	77.9%
Tuesdays	3	3	84.4%
Wednesdays	3	2	71.1%
Thursdays	3	3	93.8%
Fridays	2	2	82.8%

As can be seen from Tables 3.8 and 3.9, clients who chose to use the drop-in list were substantially more likely to receive help than those who used the online waiting list (See also “Data Collection” in Section 5).

A few times in the past, a dedicated drop-in tutor was used to meet the demand for drop-in appointments. The above statistics show that drop-ins had a high success rate of receiving help in the Winter 2019 term, despite the lack of a dedicated drop-in tutor. However, using a dedicated drop-in tutor may again be considered in the future, especially during busy times, such as midterms and finals.

C. Client Satisfaction

After each tutoring consultation, clients are asked to complete an anonymous feedback form (see Appendix C). This form gives clients an opportunity to indicate how they heard about the C4W and to rate their experience. It allows the C4W to see if the clients are receiving the information/experience that they expect and allows individual tutors to measure their performance.

Table 3.10 below shows how clients in 2018/2019 heard about the C4W. These numbers remain very similar from year to year.

Table 3.10: How did you hear about the C4W?

	S/S 2018	Fall 2018	Winter 2019
Professor/TA	27%	32%	29%
Word of Mouth (Peers)	13%	13%	14%
In-class Presentations	4%	5%	7%
Website/Internet	17%	14%	12%
Outside Signage/Posters	5%	6%	7%
Orientation	5%	8%	4%
UofA+ Program	8%	3%	3%
You Have Been Here Before	18%	14%	20%
Other	3%	5%	3%

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

Table 3.11 below shows client satisfaction percentages per term. Overall client satisfaction is often higher in the Winter term than in the Fall, and it is quite high in the Spring/Summer terms, too. This year’s percentages are slightly lower than in the previous year. This decrease could be due to the

smaller number of available tutors, or the fact that the individually-trained tutors had not benefitted from taking a full training course.

Table 3.11: Client Satisfaction by Percentage

	S/S 2016	Fall 2016	Winter 2017	S/S 2017	Fall 2017	Winter 2018	S/S 2018	Fall 2018	Winter 2019
Consultation was very useful	89%	88%	89%	94%	87%	91%	89%	84%	86%
Tutor explained concepts very clearly	92%	89%	88%	96%	90%	91%	88%	88%	87%
Very likely to return	93%	98%	93%	96%	93%	94%	94%	92%	90%
Very likely to recommend	92%	95%	94%	97%	92%	95%	94%	91%	91%
Total # of feedback forms	437	1267	1816	306	996	1447	415	1593	1465

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

It is important to note that approximately 9% of the total comments received asked for longer consultations, more tutors, or more appointments per week.

i) Positive Comments

- Excellent resource for writing papers, thank you!! Indicative of the quality + commitment of the U of A to student growth + success.
- This was an amazing experience! I was explained concepts that I have been struggling with for years and now I understand!!!
- A great environment to receive helpful feedback on essays and other written works. Tutors are kind and helpful and do an excellent job of explaining concepts insightfully. I would definitely come back if I need advise on any written work.
- As someone who is struggling with writing essays, the Centre for Writers is a big help with any stages of writing. It is a useful resource that students should take advantage of as it provides one-to-one peer assistance.
- It is a very good resource for those that are native and non-native speakers of English. Come for anything English related!
- [The tutor] was super helpful in explaining concepts to me. I particularly enjoyed the personalized connections made throughout my session today.
- I think it is really a good place to go and improve my writing skills and have fun :)
- [The tutor] has guided me to be a better writer and was very helpful.
- Wow, that was definitely worth my time.
- I appreciated [the tutor's] effort to polish my writing, [they] genuinely cared about my work and wished for me to thrive, [they are] awesome!
- Great teaching tools & practical applications! I will bring them back to my own teaching.
- The people in here are really awesome and amazing.
- Very helpful to have another set of eyes read over a paper and be dedicated to just that for 1/2 an hour.
- Amazing! I was so nervous about the paper and now I have so much more confidence in my ability, and a starting point.
- Very well done, was glad to see how my tutor adapted to my progress, catching the smallest errors.
- [The tutor] has good problem solving skills, and creative mind.

- I really think that this is a very useful tool for students to use. [The tutor] was very nice and helpful. Overall my first time was great!
- Very good! I feel more confident coming for help and my tutor was so nice!! I'm for sure coming back!
- Reading it out loud with someone else and going through all the details was incredibly helpful!
- I really like how you have a lot of hours and is easy for us to register for a slot.
- The feedback was super helpful and she gave me lots of feedback to take with me at the end of our session! :)
- [The tutor] really helped me organize my ideas and narrow down my focus.
- This service has saved my grades numerous times. I am so grateful for this opportunity!
- Super helpful! Made me think about the topic that I am working on in a different perspective that could help me improve my essay.
- I really appreciate the free and easily accessible assistance.

ii) Things to Improve Upon

- Great! Wish there were more tutors who can help other students because it's almost impossible to book an appointment.
- I think my paper has more problems but the tutor keeps saying my paper is okay and does not really give advice about sentence structure.
- Should have some privacy there's lots of people here.
- Focus too much on grammar while I only have a rough draft. But I can understand this because it seems to help her to understand my draft and make the draft look more fluidly.
- More walk-in time available.
- For improvement, I guess maybe ask more questions to ensure the writer clearly knows what they wrote is what they intended to say.
- Not easy to find the office
- My tutor was a bit distracted. I wish they were more organized as it was very hard to book an appt in C4W. I don't think we were able to use our time efficiently.
- All good, but the noises, too many people speak at the same time makes communication harder. The times period, I mean a half hour is kinds of short.
- Should advertise more.
- It's a good idea to have tutors from a more-diverse range of backgrounds, i.e. I couldn't find anyone from computing science or engineering or any other related majors.
- Appointment system could be made more user friendly.
- Hope tutors can help with students' want, not waste the time on some grammar problem.
- Since, before the appointment, we provide a bit of info on our assignments, I believe it would be much more efficient if the tutor reviews them and does a quick research on the topic.
- I wish for the tutors to be academically familiar with the courses.
- Wish there were more of you. I tried to book an appointment but they were full, so I had to sit in your office hoping for a spot.
- I hope she can use vocabularies that are more simple, so that I can understand better.

D. Workshops

Workshops were offered in both the Fall and Winter terms. Each workshop was offered twice, on different days of the same week, so as to accommodate as many interested clients as possible.

At the start of both terms, a joint workshop (Getting it WRITE from the Start: Academic Writing) between the C4W and the Academic Success Centre was offered by Dr. Moussu and Stephen Kuntz, introducing the services of both centres and making clients aware of several writing resources on campus.

i) Fall 2018 Workshops

Table 3.12 shows the workshops that the C4W offered in the Fall term, along with the dates and times. These workshops (except for the first one) were prepared and delivered by one experienced grad tutor.

Table 3.12: Fall 2018 Workshops

Getting it WRITE from the start: Academic writing (joint)	Wed Sept 12, 2-3 Thurs Sept 13, 11-12
Writing tips for ESL students	Tue Sept 18, 1-2 Thurs Sept 20, 2-3
Grammar power	Mon Sept 24, 1-2 Wed Sept 26, 2-3
Intro to quoting, paraphrasing, and summarizing	Tue Oct 2, 1-2 Thurs Oct 4, 2-3
Writing concisely—an introduction	Tue Oct 9, 2-3 Wed Oct 10, 2-3
Using passive and active voice	Tue Oct 16, 1-2 Thurs Oct 18, 2-3
Intro to in-class essays and short answer exam questions	Mon Oct 22, 1-2 Wed Oct 24, 2-3
Science writing for undergraduate students	Tue Oct 30, 1-2 Thurs Nov 1, 2-3
Punctuation power	Tue Nov 6, 1-2 Thurs Nov 8, 2-3
Editing strategies—an introduction	Mon Nov 19, 1-2 Wed Nov 21, 2-3

In the Fall 2018 term, workshop attendance ranged from 1-21 clients, with an average of 12 clients attending each workshop. Workshops held on Tuesdays and Thursdays were the highest attended. **The total number of workshop attendees in the Fall 2018 term was 201.**

Figure 3.4 below indicates that 34% of workshop attendees were undergraduates, and surprisingly, **47% were graduate students**. 19% of attendees fell into the “other” category, comprised of faculty, staff, Post Doc, After-Degree, Faculty of Extension, and Open Studies students.

Are you a

77 responses

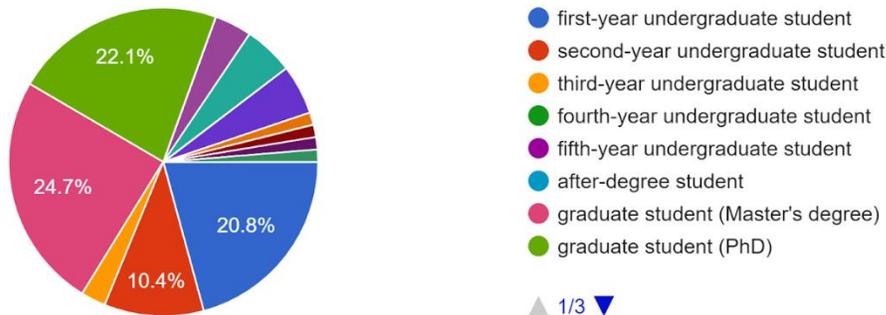


Figure 3.4: Current Level of Study of Fall Workshop Attendees

In Figure 3.5 below, clients evaluated the usefulness of the workshop they attended on a scale of 1 to 5, with 1 being “not useful” and 5 being “Very useful.” A total of 83.1% of all attendees found the workshops “useful” or “very useful.”

How useful did you find that workshop?

77 responses

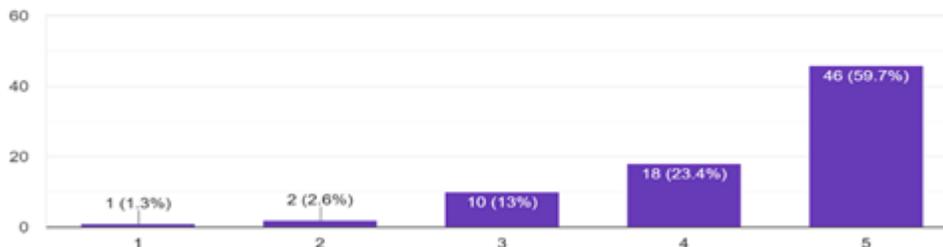


Figure 3.5: Fall Workshop Attendee Feedback

All attendees stated they would be interested in attending another workshop in the future.

ii) Winter 2019 Workshops

In the Winter 2019 term, all C4W grad tutors were offered the opportunity to deliver individual workshops. When possible, one tutor would lead the same workshop on both days it was offered, in order to save on preparation time.

The times and locations of the workshops that were offered in the winter were more consistent than those offered in the fall, but there were definitely some problems. An info sheet was created with instructions for the tutors who were facilitating workshops (see Appendix D), but some issues still arose.

One specific issue was the retrieval and returning of the room key. In the past, our workshops were held in Assiniboia Hall, rooms 1-23 or 1-26. However, because the workshops were now held in the Student Union’s Building (SUB) during the Winter term, it was necessary to retrieve a room key from the DOS office before each workshop, and the key had to be returned promptly afterwards. However, the DOS

office was closed for lunch from 12:00-1:00 pm, meaning that either retrieval or returning of the room key was affected. The DOS office was also closed after 4:30, further complicating matters for evening workshops. To solve this issue, the Program Coordinator, Justin, often had to retrieve the key in the morning and return it in the afternoon or the next day, requiring the tutors to bring the key back to the C4W. A suggestion was made that the DOS office have a drop-box for the key, but this did not occur this term.

Table 3.13 shows the regular workshops that the C4W offered in the Winter term, along with the dates and times.

Table 3.13: *Winter 2019 Workshops*

Getting it WRITE from the start: Academic writing (joint)	Thurs Jan 10, 3-4 Mon Jan 14, 1-2
Grammar power	Tues Jan 15, 11-12 Wed Jan 16, 1-2
Writing concisely—an introduction	Tues Jan 22, 11-12 Wed Jan 23, 1-2
Quoting, paraphrasing, and summarizing	Tues Jan 29, 11-12 Wed Jan 30, 1-2
Editing strategies—an introduction	Tues Feb 5, 11-12 Wed Feb 6, 1-2
Punctuation power	Tues Feb 12, 11-12 Wed Feb 13, 1-2
Developing academic language	Tues Feb 26, 11-12 Wed Feb 27, 1-2
Writing tips for non-native speakers of English	Tues Mar 5, 11-12 Wed Mar 6, 1-2
Advanced writing tips for multilingual students	Tues Mar 12, 11-12 Wed Mar 13, 1-2
Using passive and active voice	Tues Mar 19, 11-12 Wed Mar 20, 1-2
In-class essays and short-answer exam questions	Tues Mar 26, 11-12 Wed Mar 27, 1-2
Science writing for undergraduate students	Tues Apr 2, 11-12 Wed Apr 3, 1-2

The Winter 2019 regular workshop attendance ranged from 1-23 clients, with an average of 7 clients attending each workshop. **The total number of attendees in the Winter 2019 term was 161.**

Also, after the C4W was invited to participate in a new Post-Doc orientation, the C4W started offering specialized workshops targeted to graduate and post-graduate students, based on the suggestions that were received during the fall orientation event. These new workshops were offered only once each, due to limited resources. Most were developed and delivered by Dr. Moussu, but a few graduate students developed and delivered some workshops, too, based on their interests and expertise (e.g., Science

Writing). Table 3.14 shows the grad/post-doc workshops that the C4W offered in the Winter term, along with the dates and times.

Table 3.14: Winter 2019 Grad/Post-Doc Workshops

Writing cover letters for academic jobs	Wed Jan 16, 5-6
Writing a teaching philosophy	Thurs Jan 24, 5-6
Introduction to graduate scientific writing	Wed Jan 30, 5-6
Approaches to collaborative editing	Wed Feb 6, 5-6
Communicating with journal editors and reviewers	Thurs Feb 28, 5-6
Graduate writing strategies for multilingual students	Wed Mar 13, 5-6
Getting ready for conference presentations	Thurs Mar 28, 5-6

The Winter 2019 grad/post-doc workshop attendance ranged from 1-10 clients, with an average of 6 clients attending each workshop. **The total number of grad/postdoc attendees in the Winter 2019 term was 41.**

Figure 3.6 below indicates that surprisingly, in the winter, only 20% of *all* workshop attendees were undergraduates, while **71% of all workshop attendees were graduate students**. 8% of *all* attendees fell into the “other” category, comprised of faculty, staff, Post Doc, After-Degree Faculty of Extension, and Open Studies students.

Academic Standing

184 responses

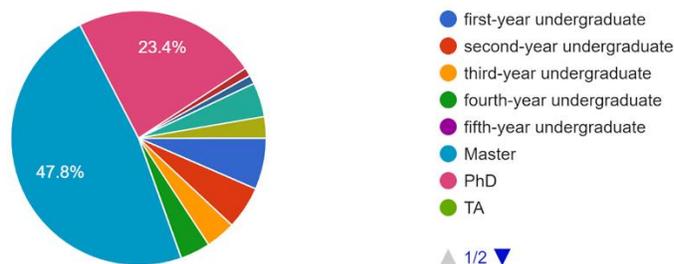


Figure 3.6: Current Level of Study of All Winter Workshop Attendees

In the fall, the C4W tried to align with the DOS’s policy to collect workshop attendees’ feedback electronically. However, very few feedback forms were filled out online, and it was consequently decided to go back to paper feedback forms for the Winter term. In the fall, only 38% of workshop attendees filled out electronic feedback forms, and in the winter, 92% of workshop attendees filled out paper feedback forms.

In Figure 3.6 below, winter workshop attendees evaluated the usefulness of the workshop they attended on a scale of 1 to 3, with 1 being “not useful,” 2 being “somewhat useful,” and 3 being “Very useful.”

How useful did you find that workshop?

181 responses

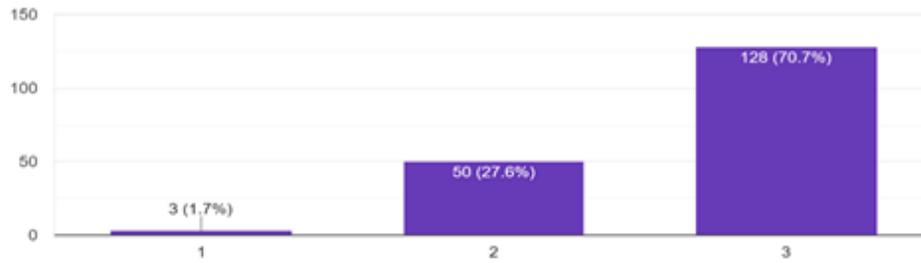


Figure 3.6: Winter Workshop Attendee Feedback

Only 1 attendee (0.5%) stated they would not be interested in attending another workshop in the future.

E. Writing Groups

Writing groups for international graduate students allow students to learn new writing skills, practice these skills under expert guidance, work intensively on current writing projects, and benefit from individualized feedback.

Each group consists of 10 students and meets for two hours every week throughout the semester (for about one hour of instruction and one hour of writing practice on students’ own writing projects). Whenever possible, groups are facilitated by graduate tutors with experience relevant to their students’ specific needs (e.g., a facilitator working on her PhD in Engineering will lead a writing group funded by the Faculty of Engineering and designed specifically for international graduate students in this faculty). In addition, every week, participating students send a few new pages of their own writing to their group facilitator, so they can receive individualized feedback.

Writing groups dramatically reduce thesis/dissertation advisors’ work, provide a durable support system that does not exist elsewhere in students’ departments or faculties, ensure that students acquire excellent writing skills that will translate into better job opportunities, provide teaching and mentoring opportunities to the graduate tutors leading these groups, and significantly reduce the cost of one-on-one tutoring.

This year, the C4W offered writing groups for graduate international students during the Spring/Summer terms for the first time for two reasons: 1) there are usually more graduate students seeking help during the Spring/Summer terms than during Fall/Winter terms (see Table 3.15 below); and 2) there are usually significantly more non-native speakers of English (ESL clients) seeking help during the Spring/Summer terms than during Fall/Winter terms (see Table 3.16 below).

Table 3.15: Percentages of Reservations by Standing (UG = undergrads; GR = grads)

	F2015/ W2016	S/S 2016	F2016/ W2017	S/S 2017	F2017/ W2018	S/S 2018	F2018/ W2019
% UG	75%	59%	75%	49%	81%	44%	82%
% GR	25%	41%	25%	51%	29%	56%	18%

Table 3.16: ESL Clients as Percentage of Total C4W Clients

	F2015/ W2016	S/S 2016	F2016/ W2017	S/S 2017	F2017/ W2018	S/S 2018	F2018/ W2019
% of ESL Clients	69%	82%	59%	86%	62%	84%	65%

i) Applications and Funding

Every term, the faculties funding writing groups for their students advertise these groups to their students. Sometimes, University of Alberta International (UAI) and the C4W fund interdisciplinary groups open to international students from all faculties.

The academic backgrounds of applicants reflects the types of groups available at any given term, but since the fall application form is available to everyone, students from a variety of disciplines also apply, as reflected in Table 3.17 below. These numbers help the C4W make decisions as to which types of groups should be created the following term. In the future, the C4W hopes to collaborate with more faculties to fund more writing groups for students from a variety of disciplines.

Since Winter 2016, the following numbers of groups have been funded by the following faculties, University of Alberta International (UAI), and the Centre for Writers (C4W):

- Winter 2016, 4 groups: UAI 2, Science 1, C4W 1
- Fall 2016, 5 groups: UAI 2, Science 2, Engineering 1
- Winter 2017, 6 groups: C4W 3, Science 2, Engineering 1
- Winter 2018, 4 groups: Science 2, Arts 2
- Spring 2018, 6 group: Arts 2, ALES 1, Engineering 1, Science 1, UAI 1
- Fall 2018, 7 groups: Arts 2, Science 2, ALES 1, Engineering 1 (MEng students only), Kinesiology 1
- Winter 2019, 6 groups: Arts 2, Engineering 1 (MEng students only), Science 2, UAI 1 (sponsored students only)

Every time these writing groups open for registration, the considerable need for writing support is immediately apparent. Every term that writing groups have been offered, the C4W has received 100-250 applications from international graduate students across the university (see Table 3.17 below for examples of numbers). In recent terms, the application forms were closed as soon as enough students were selected for the funded groups (which explains decreasing application numbers). This means that the number of applicants (see Table 3.17) does not necessarily reflect the number of students who would like or would need to participate in these groups. However, even within a one- or two-week period, the C4W receives a lot more applications than it can accept, which is frustrating for the large numbers of applicants that the C4W cannot accept.

Table 3.17: Writing Group Applicants by Faculty

	Winter 2016	Winter 2017	Winter 2018	S/S 2018	Fall 2018	Winter 2019
ALES	20	18	6	19	28	6
Arts	31	23	38	24	33	18
Business	5	3	0	3	0	2
Education	7	7	0	4	0	5

Engineering	66	27	13	55	19	46
Extension	2	1	1	4	0	0
Law	0	0	0	0	0	0
Library & Info. Studies	0	0	1	1	0	0
Medicine & Dentistry	24	13	2	0	1	13
Native Studies	0	0	0	0	0	0
Nursing	1	5	3	7	0	6
Pharmacy & Pharma. Science	5	0	0	1	0	0
Kinesiology, Sport & Recreation	4	3	1	3	10*	0
Public Health	3	4	4	5	0	6
Rehab Medicine	5	3	0	4	0	0
Science	79	26	40	48	55	47
Total Applicants	252	133	109	178	146	149

* The Kinesiology, Sports & Recreation group was formed when 10 students asked their Dean to fund a group for them.

ii) Writing Group Participant Feedback

Mid-term feedback allows the writing group facilitators to modify their focus and teaching style, if necessary. For example, some students requested more student-directed class time to discuss their particular concerns. The facilitators discussed these issues with their students and adjusted accordingly. Student feedback at the end of the term was overall very positive (see Appendix E for complete writing group student feedback), and participant suggestions were taken into consideration to improve the groups in the future.

The following changes were made to writing groups this year:

- Separate **application forms** have been created for separate faculties (instead of all the applicants filling out a single form). This simplified the group facilitators' work when selecting their participants.
- Separate **feedback forms** have been created for groups from different faculties (instead of all the applicants filling out a single form). This allowed for student feedback to be shared very quickly with individual faculties.
- Based on previous year's feedback, a question was added to the application form, asking applicants to submit a **writing sample** with their application. It is then easier to select students with similar needs. Interestingly, though, the majority of the applicants simply copied and pasted paragraphs from already-published or polished documents.
- A new kind of group was created by UAI: they requested a group specifically for **sponsored international students**, and they were much involved in the selection of the group participants.
- A new kind of group was created by **Kinesiology** grad students: a few students decided to ask their Dean to fund a group for them, which he did.

Faculties and departments that are interested in creating writing groups for their international graduate students are more than welcome to contact Dr. Moussu.

iii) Writing Group Research Project

Given the success and unusual format of these writing groups, Silvia, one of the writing group facilitators, is still conducting a study in collaboration with the C4W Director. The study has been approved by Research Ethics Office and can be summarized as follows:

- **Title:** Impact of Advanced Writing Group Model on International Graduate Students.
- **Purpose:** Analyze the impact of the Advanced Writing Groups of International Graduate Students teaching model on the participants' writing, and its contribution to developing their academic identity in a different cultural setting than their own home country.
- **Hypothesis:** The proposed model, which combines writing group and non-credit pedagogies, can be an effective tool to teach academic writing to ESL graduate students. By improving their writing skills, students acquire research literacies and are empowered as they build their scholarly identities, which allow them to join the conversations in their academic communities.
- **Justification:** Although institutions try to offer writing support and/or writing courses, some ESL graduate students may find that there is still a wide gap between their needs and the resources available on campus. As a result, the lack of adequate instruction impedes the development of these students' research literacies and scholarly identities, which are essential to join the discourse of their writing communities (Badenhorst & Guerin, 2015). While this is an issue that is common among graduate students who are native speakers of English, it becomes more problematic when it comes to ESL graduate students who are also facing cultural shock and adjustment to a new academic context, in addition to linguistic challenges. However, due to its flexibility, the proposed teaching model is an appropriate tool to accomplish the necessary level of support for these students, and its impact needs to be measured in order to be fully effective.
- **Objectives:** Measure the impact of the Advanced Writing Groups of International Graduate Students teaching model by analyzing the participants' progress and opinions through their writing over at least a term, as well as their supervisors' opinions.
- **Research Method/Procedures:** Submission and analysis of participants' writing samples (graduate students, during the course); interviews (both graduate students and their supervisors, after the course); and surveys (both graduate students and their supervisors, during and after the course).
- **Plan for Data Analysis:** Collection of writing samples over the term (possibly more than one term, according to the C4W availability for teaching); compare and contrast analysis of the writing samples (qualitative data); interviews about the writing process, and possibly of supervisors to determine the perceived improvement of their students; follow-up to determine if the teaching method has long-term effects; surveys to determine participants' satisfaction.

Reference: Badenhorst, C., & Guerin, C. (2015). Post/Graduate Research Literacies and Writing Pedagogies. In C. Badenhorst & C. Guerin (Eds.), *Research literacies and writing pedagogies for masters and doctoral writers* (pp. 3-28). Leiden, Netherlands: Brill.

Silvia presented some preliminary information about these writing group and the study at the Campus Alberta Writing Studies (CAWS) meeting, at MacEwan University, on April 26, 2019.

F. Online Tutoring

In the Spring, Summer, Fall, and Winter terms, three tutors provided online tutoring for students registered in online courses, in practicums, or in work terms that do not allow them to visit the C4W in person during operating hours. This service is mainly used by distance education students in the Faculty of Extension.

i) Courses

Table 3.18 below shows the breadth of courses and writing projects for which clients have sought help using the C4W's online tutoring services.

Table 3.18: Online Courses

Fall 2018 courses that received online support:	Winter 2019 courses that received online support:
EAP 550 EXIAPP 8171 EXIAPP 8173 EXMGT 5587 HADVC 206 LIS 501 N399A NS 201 NURS 309 SPH 501	EXIAPP 8174 WI1 Wi19 EXIAPP 8175 WI1 Wi19 EXIAPP 8176 WI1 Wi19 EXLGP 8201 WI1 Wi19 EXOS 4579 WI1 Wi19 EXOS 4601 WI1 Wi19 EXOS 4624 WI1 Wi19 EDPS 900 EXMGT 5587 NUR 505 OCCTH 566
In addition, our online tutors supported the following projects:	In addition, our online tutors supported the following projects:
Supervised MA coursework, Rehabilitation Medicine Master's thesis, outside Edmonton for fieldwork Writing sample submitted during internship	PhD dissertations, Nursing Academic article
Total number of online tutoring hours: 37	Total number of online tutoring hours: 31

ii) Online Student Feedback

- Excellent service
- I think online tutoring is the most convenient way to get help from C4W. Thanks for your help!
- Overall [the tutor] is great and provided both feedback and resources where I could find help.
- I didn't understand everything the first time my tutor responded but she followed through to ensure I understood. She provided relevant examples which I was able to apply to my assignment. I really appreciated that she responded quickly. Her assistance was very appreciated and when I got my grade back I emailed her to let her know I had done well!
- [The tutor] was terrific! Very patient with me and leading me in the right direction.
- [The tutor] went above and beyond to help me. Very much appreciated.
- [The tutor] was super helpful very clear and quick on her responses
- I was very fortunate to have received help outside regular hours. My deadlines were on the weekend and I had not been informed there were specific hours the C4W worked within
- I appreciate the service, very much. And I am looking forward to continue to use this service.
- I like how convenient it is :)
- Please keep this service available to extension students. It is extremely helpful.
- Honestly, I was super impressed with how polite and quick the tutor was. Thank you so much for everything! :)
- Appreciated the very prompt replies and thorough answers.
- The feedback was clear and greatly supported the enhancement of my writing skills.

- [The tutor] does an excellent job with comments and getting me to reflect on my work. I find this service absolutely necessary for extension students. Especially for those of us who haven't written in many years. Please keep up the great work!
- I had a very positive experience with using this service at U of A, esp with online/distance learning. I really appreciate that others volunteer their time to provide constructive feedback through this program. This was my first time using the program and although this is my final course, I would highly recommend to others. Thank you so much. All of the C4W staff have been very professional and very helpful.
- My tutor is a very effective tutor and was able to help me improve my work significantly through her feedback.
- The registration process was very simple and easy to use, I regret not seeking C4W's help with my writing a few years ago while enrolled in other IAPP courses, but I am so glad I reached out. Wonderful experience, excellent customer service and I appreciate that this is available for students. I would highly recommend this service to others. Keep up the fantastic work!
- I have already recommended this program to my classmates! The feed back was extremely valuable in creating my assignment and I will be utilizing the follow up session prior to handing in my assignment! Thanks for the help, this increased my confidence about the assignment significantly!
- I believe this is a vital resource. Please keep up the great work!!!

iii) New Handbook

During the Fall term, the two online tutors decided to create a handbook for future online tutors (see Appendix F for a draft of this handbook). This handbook will be used for online tutor training in addition to the orientation provided by the Faculty of Extension.

G. Class Visits and Campus Events

As part of its services, the C4W extends an offer to all instructors 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 20-50 minutes, which focuses on a specific assignment for the class. In special circumstances, a longer presentation may be requested.

For the second type of presentation, the C4W gathers 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, instructors want a specific format or delivery method for the presentation, and the C4W 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 related to their areas of study.

Due to a reduced number of tutors this year, unfortunately, the C4W had to decline 8 of the presentation requests, as no tutors were available to give these presentations.

In August, a form allowing instructors to request different types of class presentations was added to the C4W's website. It was slightly modified throughout the year as different requests were submitted (e.g., to ensure that instructors were present during presentations, and to suggest reasonable time limits and

costs for these presentations). Based on the types of requests that were received, the C4W decided to systematically charge all non-classroom presentations (e.g., graduate student associations) for preparation time and delivery time.

i) Spring/Summer 2018 Class Visits

In Spring/Summer 2018, C4W tutors conducted 2 in-class presentations and workshops, reaching 80 students. Table 3.19 displays the details of those presentations.

Table 3.19: Spring/Summer 2018 Class Visits

Date	Class	Students	Length	Topic
Jun. 10	EAP 135/140/145/550	50	45 min	C4W intro + samples of writing help
Aug. 3	ENGL 103	30	15-20 min	Developing a research question, strategies for narrowing topics after finding a primary source

ii) Fall 2018 Class Visits

In the Fall 2018 term, C4W tutors conducted 9 in-class presentations and workshops, reaching 296 students. Table 3.20 displays the details of those presentations.

Table 3.20: Fall 2018 Class Visits

Date	Class	Students	Length	Topic
Sep. 12	EAP 135	18	30 min	Intro to C4W
Sep. 25	EDU 100	34	75 min	APA format
Oct. 5	Sociology	5	60 min	Honors Thesis Workshop
Nov. 1	ENGL 102	40	30 min	Writing Concisely (peer review workshop)
Nov. 7	EAP 145	18	30 min	Intro to C4W
Nov. 7	EAP 135	18	30 min	Intro to C4W
Nov. 14	Postdoc Orientation	96	60 min	Intro to C4W (info booth)
Nov. 29	ENGL 102	40	40 min	MLA Style 8th edition
Nov. 29	C LIT 101	27	75 min	Writing abstracts, annotated bibliographies, and research papers

iii) Winter 2019 Class Visits

In the Winter 2019 term, C4W tutors were able to conduct only 6 in-class presentations and workshops, reaching 247 students. Table 3.21 displays the details of those presentations.

Table 3.21: Winter 2019 Class Visits

Date	Class	Students	Length	Topic
Jan. 14	Council of Science Students Associations	30	30-45 min	Grant Proposal Writing (Specifically for ISSS Grants)
Jan. 29	PSYCO 432	60	15 min	Intro to C4W
Feb. 7	ENGL 102	40	35-40 min	Clear and concise writing
Feb. 27	CHEM 305	24	40-45 min	Writing an academic paper/report
Mar. 18	EAP 140	18	5-15 min	Intro to C4W
Apr. 30	Postdoc Spring Orientation	75	60 min	Intro to C4W (info booth)

iv) Other Events

Thesis Writing Bootcamp (sponsored by FGSR): the following C4W tutors were available during the Boot Camp for one-on-one tutoring. Feedback from last year's event was positive, so the C4W was invited again.

- *Fall 2018 Reading Week (Nov. 13-16):*
 - Tuesday: Erin tutored from 1-3pm
 - Wednesday: Sinjini tutored from 1-3pm
 - Thursday: Erin tutored from 1-3pm
 - Friday: Majid tutored from 1-3pm

- *Winter 2019 Reading Week (Feb. 19-22):*
 - Tuesday: Majid tutored from 1-3pm
 - Wednesday: Sinjini tutored from 1-3pm
 - Thursday: Belinda tutored from 1-3pm
 - Friday: Belinda tutored from 1-3pm.

H. Class Group Tutoring (CGT)

Class Group Tutoring (CGT) is a new program offered by the C4W where experienced undergraduate tutors provide course-embedded writing support to instructors and students in writing intensive courses. The tutors assigned to a class work with the instructor and students throughout the term. Tutors meet with instructors a few times during the term to discuss expectations, schedules, assignments, and tutoring suggestions. Then, tutors meet with small groups of 5-10 students at a time in order to focus on major writing assignments students have to write. To accommodate student schedules, tutors offer 2-3 different meeting times per assignment before the assignment due dates. Tutors and students work together to improve writing skills such as analysis, clarity, structure, and flow, based on the instructors' suggestions and the tutors' experience (for more information, see "Class Group Tutoring Project" under "New Initiatives and Updates" in Section 5, and the Class Group Tutoring Handbook in Appendix N).

i) Fall 2018/Winter 2019 Class Group Tutoring

In the Fall 2018 term, 5 CGT tutors worked with 5 instructors and 6 courses. One of these tutors supported one of the instructors with two courses.

The courses that were matched with CGT tutors in the fall were:

- ANTHR 303
- PSYCO 303
- 2 sections of ENGL 103
- 2 sections of ENGL 102

In the Winter 2019 term, 5 CGT tutors worked with 9 instructors and 9 courses. Four of these tutors supported two courses each.

The courses that were matched with CGT tutors in the winter were:

- C LIT 243,
- EASIA 425
- ENGL 103

- ENGL 102
- NS 404
- STS 200
- MLCS 205
- SOC 402
- PSYC 478

ii) Some Stats/Feedback from Instructors

Some of the assignments tutors helped with:

- Essays
- Collaborative papers
- Take-home exams
- Research papers
- Reflection papers
- In-class individual and group presentations
- Group projects

Some of the ways instructors modified the way they taught because of CGT support:

- “It made me highlight the writing strategies more and signal to the students the importance of the C4W.”
- “It allowed me to build in opportunities to receive feedback on a number of different assignments.”
- “Less course time on paper structure & writing, fewer student questions about writing style/format.”
- “I made sure to discuss in class aspects covered in the tutor’s sessions, effectively signalling re-emphasis of key points in writing effectively.”

About expectations and how the term went:

- “It was an absolute pleasure to work with my assigned tutor. Her work went above and beyond my expectations. The papers that my students submitted were, by far, the strongest that I've seen in three years of teaching English 103. She helped students tremendously on their papers. Her workshops provided a space for students to test out idea and, in particular, to develop strong, focused theses (which is always a particular challenge in this course). I feel very lucky to have been assigned to work with [the tutor] this semester.”
- “One student indicated that he was now regularly using C4W assistance beyond the tutoring for my course, which was a good outcome.”
- “I expected that the tutor would work with the students to help them refine their arguments for the research paper, and then to help them structure their paper outlines in ways that would make the presentation of their research more effective and convincing. From the feedback which I received both from the students and from the tutor, it seems to have been a positive experience; moreover, I did have students come and ask me questions about how to resolve problems that had been identified in the sessions with their tutor.”
- “My assigned tutor was great. He went over and above what his job was and developed meaningful relationships with the students and supporting them through the major assignments of the class.”
- “Expectations were exceeded. Tutorials had good attendance overall and I had great feedback from students who participated in the sessions. Writing assignments seem to be improved over previous years (esp. fundamentals of writing and flow of information from writer to audience).”

- “I think that fewer students who really needed the support went, but those who went were greatly helped. Moreover, by far, most of the students who went were already decent at writing, but this just honed existing competences.”
- “It was a great experience, added a different dimension to the learning experience.”
- “Takes off some pressure from the instructor if writing skills are being emphasized elsewhere.”
- “Heck yeah it was a positive experience. My course is an Arts course with a majority of students in it who are not Arts students, and it's always surprising to me how terribly afraid students are of writing (and how bad they are at it). But because my class is not a writing class, but rather takes writing skills for granted, I cannot and do not teach my students how to do the assignments. They just have to do them. So having the group tutoring as an option for those students with the most concerns was an excellent way to direct them to the supports that they need. I've always had a link in my syllabus to the C4W, but I have no idea if any of my students ever availed themselves of this support. Now I do! :)”

If students were required or not to attend CGT meetings: 89% of the instructors said “only strongly encouraged,” and 11% said “no.”

If students received extra credit for attending CGT meetings: 67% of the instructors said “yes,” 23% said “no,” and one instructor said that he took CGT meeting attendance into consideration when calculating final grades. Instructors said: “I don't believe in giving extra credit to students for receiving the benefit of extra help; the extra help is in itself a kind of extra credit.” And, “I think that regardless of whether a student gets markedly better grades on assignments based on their attendance to a session, their engaging with an ongoing campus resource like this should be incentivized.”

If the writing skills of participating students improved: In the fall, 75% of the instructors said “yes.” 25% said “not sure.” In the winter, 56% said “not sure,” and 44% said “yes.” As one instructor explained, “There was such a wide spread of students in the tutorials, from students with excellent writing skills (receiving A grades on their writing) to students who struggled mightily with writing (receiving F grades on their writing), so I couldn't tell if the students who attended the tutorials were doing better than the students who didn't. Also I had no way of comparing how the students' writing would have been graded had they not attended the tutorials with how their writing was actually assessed.”

If instructors would be interested in working with a CGT tutor again: 100% said “yes.” (In the winter, one instructor said “no” because she was retiring.)

If instructors would recommend CGT to their colleagues: 100% said “yes” both in the fall and winter. As one instructor said, “If instructors are finding that their students don't write nearly as well as they should be, then having a dedicated tutor for their classes is likely both helpful and more effective than telling students to go on their own initiative to the C4W for one-on-one tutoring.”

iii) Some Stats/Feedback from CGT Tutors

Average number of students that attended CGT meetings offered to their classes: from 2-10.

CGT meeting attendance:

- In the fall, 80% of the tutors said instructors “encouraged” students to attend CGT meetings, and 20% said it was “required”
- In the winter, 100% of the tutors said it was “encouraged”

If the writing skills of students who attended their CGT meetings improved: 80% said “yes,” and 20% said “not sure.”

What tutors thought participating students seemed to think about CGT meetings:

- “Some of the students walked out feeling a little better and said 'thank you', which I also appreciated and felt better about, like they had felt supported. Some came away feeling like they had a lot of work to do, but I'm hoping that they were pointed in the right direction.”
- “Multiple students asked me at the end of sessions if I would be holding sessions for the next essay or assignment.”
- “Half the students were engaged and actually gave me positive feedback during and after the workshops. The other half were unresponsive and difficult to read, but it seemed they would have benefited from more one-on-one guidance.”
- “Most of the students didn't try to participate. They took what I said at face value and didn't ask questions, which was frustrating. They did appreciate what I was teaching them, but I don't think they took the material to heart.”

If working with their assigned instructor(s) was a positive experience or not for the tutors:

- “Yes. We met regularly before sessions and were in contact over email throughout the semester. The professor was more than helpful, and provided resources regularly. These resources included samples of marked papers, summaries of the theoretical texts being used in the students' essays, and slideshows about thesis writing that the professor used in their class.”
- “Yes. The instructor trusted in the content I had prepared, and he gave me clear expectations for what skills he wanted his students to improve. He maintained consistent and timely communication with me when coordinating sessions.”
- “Somewhat. But it was difficult to get the students to show up and he basically told me that there were two students who would go onto grad school and the other were not putting effort into his class.”
- “Yes — he was very supportive and receptive when listening to my workshop plans, and I genuinely had the feeling that participation in my workshops was greatly encouraged consistently throughout the semester.”
- “Yes! My instructor was very responsive, continually reached out to ask how things were going, and obviously cared about making things work.”
- “Yes. We stayed in consistent contact throughout the semester and hashed out all details when we met at the beginning. Having a game plan and staying in contact kept us aware of what we expected from each other.”

Total number of hours spent by tutors during the term to prepare and tutor for a CGT course (class size and number of assignments will greatly affect these numbers):

- In the fall: 9, 12, 16, 17, 28
- In the winter: 9, 9.5, 10, 11, 12, 14, 16, 18, 25

If overall this CGT experience was a positive one for tutors:

- “I think that it was a great way to have a different setting for students to get support in, as well, it felt like reaching out to the students directly through knowing their assignments in advance and getting specific pointers for what they would need assistance with later on. I learned a little more about balancing between one-on-one assistance and tutoring the group as a whole.”

- “Yes. It was extremely interesting to work closely with a professor as I think it gave me insight into how professors assign work and how they manage their expectations. In addition, as an undergraduate student it was an amazing experience as it was almost like teaching a class.”
- “It was great as well because I saw a lot of students in multiple sessions, so I was able to see them progress. It was also a great way to learn how to manage teaching groups, as I didn't have a lot of experience with it.”
- “It was good practice for my facilitation skills, lesson planning, event coordination, and public speaking.”
- “I like it but I did become frustrated at attempting to motivate some students.”
- “Yes I think it was valuable because teaching has always been an option for me, so I wanted to do this to see how I would do in a teaching environment.”
- “It was especially fun to be involved in this course because there was more than writing that was being worked on - there was also presentations for Metis community members and professors, and I was able to be the less-intimidating practice audience for the groups, which they appreciated.”

If CGT tutors would recommend participation in the CGT program to other tutors: 100% said “yes” in both fall and winter.

Other comments and suggestions from tutors:

- “It would be great to be more selective with the professors that we work with, as some benefit more from having tutors than others. An interview or screening process would allow us to be discerning about which classes and professors we allocate resources to.”
- Encouraging attendance more would be useful. My biggest problem was the small attendance in each of my sessions. I never had a full class, and one session I only had two students. My instructor believed she couldn't hand out extra credit, but even then, finding any kind of incentive would have been ideal.”
- “Students seemed mostly interested in what I was saying, and when they asked questions they always looked satisfied with my answers. They also expressed gratitude at the end of each session. Overall it appeared as if they found value in what I was teaching them.”
- “This was very different from my other class group tutoring arrangement because I was auditing and attending many of the 3-hour seminar classes (I didn't count these as paid hours). In this way, the class was quite beneficial for me - I really loved being part of the class and learning (I even kept up with many readings). I had the motivation to continue going despite not having assignments to complete because I cared about the other students in the class and the topic. Ultimately, as a tutor, having the option to choose a 400-level class that I wanted to take, (but was unable to enroll in) with a professor I know, made this experience mutually beneficial for me, the professor, and many students.”
- “I quite appreciated doing this group tutoring, both because the course content is interesting to me - science and technology in society - and because I know and like the professor.”
- “Working with an instructor in my own department and one that I already knew to boot was very interesting and stressful in a very educational way. I also learned a lot about how courses are designed.”
- “I really got to work on my presenting skills and gained more experience in developing curriculums and lesson/workshop plans.”
- “It was scary and I felt quite nervous, but I really enjoyed the opportunity and certainly learned quite a bit about teaching/tutoring larger groups.”

- “Researching topics also helped me understand aspects about writing better, which in turn helps with my explanations during one-on-one tutoring. These sessions also help me with public speaking and make me a more confident teacher/tutor.”
- “I really like working with larger groups of students; it has really helped my confidence.”
- “I especially appreciate the informal way that tutors can seek out both classes that are of interest to them and professors who they wish to build a relationship with. It is a valuable thing for tutors to be able to benefit a professor and thus create a bond with them.”

iv) Some Stats/Feedback from Students

In the fall, there was no feedback from students.

In the winter, 21 students in 3 different classes filled out the feedback form.

- 38% of the respondents said they attended 1 CGT meeting. 43% of the respondents said they attended 2 CGT meetings.
- 81% of the respondents said the meeting(s) they attended were “very helpful,” and 9.5% responded that it was “somewhat helpful.” The other respondents had not attended any meetings.
- 52.5% of the respondents said the help they got positively affected their writing “a lot.” 23.8% responded “quite a bit,” and 19% said “a little.”

Comments:

- “Even though neither myself nor my group could make it, our tutor still kindly sent us an email with general tips based on other group's presentation meetings. This helped very much to keep us focused, and consider all the things we needed to present on.
- “I didn't get much feedback from sharing my essay with other students, if that part was optional, we would have more time to discuss the questions we had.”
- “We should get more meeting options.”
- “Just our tutor being in class with us to contribute to class discussion and giving moral support (believing in us!) was very helpful to me.”

v) Things to Do Differently Next Year

For tutors:

- Continue asking tutors for instructor/course suggestions.
- Decide on a more formal “format” for CGT meetings and orientations.
- Create separate email addresses, so tutors don't have to use their personal addresses.
- Perhaps offer some “office hours” every week or before papers are due.
- Remind tutors to be ready to work a lot some weeks (before papers are due) and not at all other weeks.
- Provide more meeting options, so more students can attend.
- Be ready for the instructor to get slightly behind during the term, and for the students to wait until the last minute to start writing.

For instructors:

- Make it clearer that it's the instructor's role to find meeting rooms.
- Remind instructors to not attend CGT meetings.
- Ask instructors to encourage their students to attend CGT meetings with a small incentive.
- Discuss with instructors about a better way to schedule meetings and ensure students attend these meetings.

- Remind instructors to ask *all* of their students to fill out the end-of-term survey, as it is also interesting to know why students did NOT attend CGT meetings.
- Ensure every participating instructor has received/read the handbook!

For students:

- Ask for immediate feedback with a new form at the end of each group meeting.
- Have tutors do a short presentation to the entire class at the beginning of the term, so students are familiar with them and the program.
- Offer extra tutoring help (one-on-one) at the C4W with the same tutor, if possible.
- Think about having tutors offer “office hours” to students instead of scheduling specific group meetings.

4. 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 instructors, remember to use existing services and are aware of new services the C4W offers. Below are some of the marketing strategies employed this past year, and collaborative initiatives we participated in.

A. Writing Studies 101: Fall 2018 and Winter 2019

Christina Grant, an instructor teaching two sections of Writing Studies 101 for non-native speakers of English only, decided to work with the Community Service Learning (CSL) office in the Fall and Winter terms. She chose the C4W as “community partner” for her students.

Here is a description of the project:

“Students will do the following: Engage in class discussions about possible projects and themes, focusing especially on the social justice aspects of the C4W; that is, investigating who currently accesses its services. In particular, I will encourage exploration into accessibility issues faced by possible high need groups, such as students with disabilities, mental health issues, or limited personal resources or support systems. I will encourage my CSL students to research and brainstorm ideas and solutions that could help either inform the C4W about possible access or awareness challenges and how the C4W might address them, or create projects to help bridge any identified communication or service gaps. As such, students will develop--in collaboration with the C4W--various communication resources such as white papers, animations, videos, web page content, graphic organizers, quickguides, pamphlets, posters, or booklets. Here is a general plan of action for students choosing the CSL option: 1. Sign up for CSL placement with the C4W online. 2. Sign a third party authorization. 3. View an orientation video of Dr. Moussu explaining the C4W and its needs. 4. Form groups of 2-4 and brainstorm and research possible projects. 5. As directed by instructor, meet once early in the project with Dr. Moussu to share early ideas and get feedback. 5. Carry out an instructor-determined schedule of written and oral reports on progress. 6. At advanced planning and storyboard stage, meet with Dr. Moussu to explain/show the project and get critical feedback to help ensure its relevance and usefulness. 7. Show the final project in class one week before the end of term to get feedback. 8. Attend a special meeting with Dr. Moussu and C4W tutors at the end of term to present the final projects.”

C4W tutors, as well as Justin and Dr. Moussu, excitedly participated in the project and answered multiple questions, gave feedback, were video-recorded and interviewed, and were eager to help these students investigate and do research on the multifaceted C4W. Christina’s students were invited to the Fall potluck dinner and presented their different projects to the C4W tutors and staff. There were some videos, posters, powerpoint presentations, booklets, etc. It was a wonderful opportunity for Writing Studies 101 students to proudly share their work and get questions and feedback from the tutors.

B. UofA+, August 2018

Every year, the C4W has helped International Student Services with their “Introduction to Canadian Academic Writing” bootcamp for incoming international students. After a complicated 2017 edition of UofA+, Lubna Ahmad, the International Student Specialist who is usually in charge of the event but was on leave in 2017, came back. Lubna, Xiaobing Ling, and Dr. Moussu, were again able to organize UofA+

together this year. As in previous years, UofA+ participants gave very positive feedback. This feedback can be found in Appendix G.

C. Tutoring Recruitment Pamphlet

The C4W continues to use the pamphlet created a few years ago (with some slight modifications) 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 H). Copies are available in the C4W and in various locations around campus.

D. Tutor Training Course Promotion

To the relief of all involved, the tutor training course (Writing Studies 301/603) will be offered again in the Fall 2019 term, and will be taught by Dr. Moussu. This course will be instrumental in the finding and training of new tutors for the upcoming academic year.

In the March 11 C4W staff meeting, Dr. Moussu announced that Writing Studies 301 would again be offered in Fall 2019. More details were forthcoming in the following staff meetings, including the news that the Writing Studies 603 graduate tutor-training course would be offered as well. Both courses are 3 credit courses and count as an Arts elective. Tutors were encouraged to tell friends and classmates about these courses, especially to other Science and Engineering students.

A poster was also developed this year by Dr. Moussu, advertising the Writing Studies 301/603 Tutor Training Course in an effort to encourage students to consider becoming peer tutors. The poster can be found in Appendix I.

E. Website and Social Media

The C4W uses its website to communicate about its services and target three main groups of users: students, instructors, and potential tutors. In Winter 2018, all the university's websites migrated to a new content management system, Sitecore 3. This migration necessitated a total reorganization of the C4W website. Over the Spring/Summer 2018 terms, Erica, Dr. Moussu, and Debbie Yee of DOS Communications worked together to update the website often, so that it is easy for clients to navigate and offers the most recent information.

The C4W also uses Facebook, Twitter, and Instagram to cultivate its digital presence. The Facebook page (facebook.com/centreforwriters) currently has 407 followers. The C4W Twitter account (@UofA_C4W) has 1,097 followers and is now integrated with the online schedule, the website, and Facebook. The online schedule automatically tweets available appointments in the C4W, the live Twitter feed is embedded in the website's home page, and Facebook posts are automatically posted on Twitter, too. The DOS Communications and Marketing team started working closely with the C4W to figure out new and exciting ways to promote the C4W through social media.

The most important online tool for the C4W is the online schedule, accessible through the 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.

F. Students' Union and GSA

The C4W continues 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 term. The C4W also works closely with the Students' Union Infolink service to ensure they have correct and up-to-date information about the C4W and plenty of our promotional materials to distribute in their booths around campus.

G. Week of Welcome

In September 2016, for the first time, the C4W was able to rent 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 a large number of students.

In September 2017, DOS Student Services represented the C4W at Week of Welcome. Because of the administrative challenges leading to a slow start in the Fall 2017 term, no tutors were directly involved in Week of Welcome. Therefore, it wasn't as successful of a promotional opportunity as in Fall 2016.

In September 2018, DOS Student Services again represented the C4W at the Week of Welcome and distributed C4W postcards and pens. Dr. Moussu helped at that booth. Discussions are ongoing to find ways for the C4W to have a separate booth and for C4W tutors to participate again.

H. Posters, Signs, and Brochures

The C4W has two professionally made, wooden sandwich board signs (one with a typo - it says "Assinboia" in one place where it should say "Assiniboia") that are placed outside the building during business hours as a constant, visual reminder for those walking by that the C4W is close by and open for business.

In Winter 2018, DOS Communications and Marketing began advertising the C4W workshops in bi-weekly Student Digest emails sent to all UofA students. The C4W hopes to continue to collaborate with DOS Communications to make sure the students who could benefit from our workshops are aware of them.

In future terms, the C4W will work closely with the DOS Communications and Marketing team to better promote the services offered.

I. Charitable Activities

In October, the tutors were asked to think of some ideas for community involvement, specifically, charitable organizations that the C4W could contribute to. In the October 18 staff meeting, one of the tutors, Kelsey, proposed collecting donations for the WIN House Edmonton (Women in Need).

The WIN House is an organization that provides a safe place for women and children of abusive relationships to find shelter. Because the children have very little when they come to the WIN House, the charity operates the WIN School for children from kindergarten to grade nine. However, being a non-profit organization, they are always in need of school supplies to help these children succeed. The C4W promotes reading and writing skills, and so it was decided that this was a great cause to support. The C4W plans to look into continuing to support the WIN House in the future.

The proposal was approved by all staff members and tutors, and a box was set up in the C4W to collect school supplies for the children at the WIN House (See Appendix J for the Sign). In early December, arrangements were made and Dr. Moussu and Justin delivered the donations to a representative of the WIN House. Kelsey was, unfortunately, unable to be present for the delivery.

J. Social Endeavors

In September 2018, Dr. Moussu joined the DOS Social Committee. This committee organizes DOS activities for its staff (interestingly, tutors are not considered part of the staff), such as the DOS' Christmas Luncheon (with an ugly-sweater contest and candy bar) and the DOS' Summer BBQ (with a bouncy castle and food truck).

In early October 2018, the C4W received twenty postcards as part of the 2018 Residence Care Package Program, which was organized to support first-year students living in university residences. Tutors were encouraged to write positive, uplifting messages and tips on the postcards as the first-year students approached final exams. These postcards were delivered back to Residence Services on November 23, where they became part of the care packages distributed to the students.

In January 2019, Justin joined the DOS Book Club, which has the goal of reading and discussing classical literature. Justin joined this club in order to feel connected to the DOS community and to promote the C4W's dedication to learning.

In May 2018, Dr. Moussu was elected Vice-President of the Faculty Women's Club (FWC). As stated on their website, the FWC is a very dynamic organization that offers fun, friendship, and support to its members through special events and activities. The club offers a wide array of interest groups, and provides members with social, creative, gastronomic, and athletic activities throughout the year. Dr. Moussu was in charge of the 27 interest groups that make up the FWC, and she organized the Executive and Conveners' Dinner in January 2019. In May 2019, Dr. Moussu became the FWC's President.

K. ACCESS Outreach Team

The ACCESS Outreach Team was developed by the DOS Office in an effort to provide students with additional on-campus supports and services. The team went through some name changes, previously called "Drop-in Tutors," and then "Mobile Helpers," but the name was changed to ACCESS Outreach Team before launch, due to confusion about its purpose, as students may have thought Mobile Helpers to be a cell phone help line. The ACCESS Outreach Team provides drop-in tutoring from trained tutors in math and writing at various locations around campus, as well as mental health support and referrals to various student services, including the C4W.

Before the start of the Fall 2018 term, Dr. Moussu happily offered to share trained C4W tutors with the new ACCESS Outreach Team. However, the initiation of the team was a slow process, and no update was received in September, so the C4W schedule was created with all of the available tutors. In the middle of the term, Dr. Moussu was told that the C4W would now need to share the trained writing tutors with the ACCESS Outreach Team. With an already reduced number of tutors working in the C4W this year and an already set tutoring schedule, sharing tutors in the middle of the term seemed complicated. Dr. Moussu was told that if no C4W tutors could start working with the ACCESS Outreach Team in the fall, the DOS office would hire casual students that Dr. Moussu would have to train very quickly and then supervise. As a result, Dr. Moussu felt pressured to ask current C4W undergraduate tutors to work for

this team, even though the next three or four weeks were really chaotic. Four tutors agreed to share their tutoring time between the C4W and the ACCESS Outreach Team.

New contracts needed to be drawn for these tutors, as the ACCESS Outreach Team is not directly affiliated with the C4W, and separate timesheets were also required. The understanding was that the C4W would “loan” trained writing tutors, and Dr. Moussu was responsible for the academic supervision of these tutors, while the ACCESS Outreach Team would be in charge of their separate contracts, schedules, and salaries, and supervise them while on ACCESS Outreach Team shifts.

Each of the involved “loaned tutors” had to have their C4W hours reduced in order to accommodate their new ACCESS Outreach Team schedules, and as a result, some of the tutors-in-training had to step in early and fill those shifts in the Fall 2018 term. These new tutors began filling those C4W shifts the week of October 22, but the ACCESS Outreach Team tutors were then told only that the ACCESS Outreach Team would be starting “soon.” It took a few more weeks for the “loaned tutors” to actually start working, as the ACCESS Outreach Team was off to a very slow start.

ACCESS Outreach Team tutors worked afternoon and evening shifts, including some weekend shifts, at various locations on campus, such as the Central Academic Building, Cameron, Rutherford, and Residence. In the staff meeting on February 15, these tutors were asked how the ACCESS Outreach Team was doing, to which they replied that attendance was very low. At the February 27 staff meeting, two of the tutors reported that they had not yet helped a single client that term.

In the April 4 staff meeting, tutors were told that the ACCESS Outreach Team would not be hiring tutors for the Spring and Summer terms.

Dr. Moussu attended the ACCESS Outreach Team fall orientation, and Justin attended the unit’s open door event on March 28. Both felt that it was important to show support to the C4W tutors involved with the team, and also to the ACCESS Outreach Team itself, despite the rocky start.

L. MacEwan University Writing Groups

In the fall, a few people from MacEwan University met with Dr. Moussu to discuss graduate writing groups and how the model developed and used by the C4W could be adapted for an undergraduate student population. As a result of this discussion, MacEwan started offering “writing group” support to a small number of undergraduate students in writing-intensive courses in the winter. Instead of meeting with the same students all semester, MacEwan students were able to meet with a writing group facilitator only when they had to work on course assignments, and attendance was not required. Although this new model was not perfect, MacEwan will keep refining it to offer writing support to more undergraduate students. The results of this pilot undergraduate writing group model were presented at the Campus Alberta Writing Studies colloquium in May 2019.

5. CHANGES AND CHALLENGES

After a few tumultuous years, the C4W started feeling strong and stable again, as tutors and the administration started to know the DOS staff and procedures better, and the DOS staff also got to know the C4W better.

As a result, most of the changes that took place this year were smaller than in the previous years, except for the hiring of a new C4W Program Coordinator to replace the Administrative Assistant position and the switch from Rob Washburn as Administrative Director to Wendy Doughty.

A. The DOS Portfolio

- Justin Tiedemann, a former Augustana Writing Centre tutor, replaced Erica as administrative assistant on September 6, 2018. Justin started on a temporary contract from September 2018 until the end of December, which was extended to the end of February, and then to the end of March. Justin applied and was selected for the permanent position of C4W Program Coordinator on March 18, 2019, continuing to perform many of the same duties he had as administrative assistant. While the two positions share many similarities, there are a few notable differences. The Program Coordinator:
 - Directly supervises the C4W tutors.
 - Approves hours worked by tutors and follows up on any reporting errors.
 - Maintains web content and social media updates in conjunction with the DOS Communication Team.
 - Collects appropriate data for the annual reports.
 - Recommends and implements new policy and procedural changes.
 - Coordinates with the C4W Director to develop and update manuals and handbooks to ensure efficient tutor training.
 - Serves as liaison between the C4W and the rest of the DOS portfolio.
 - Assists the C4W Director in her research project (See section 6).
- Wendy Doughty, Academic Dean, Student Success, replaced Rob Washburn as the main DOS/C4W contact person.
- Newly hired C4W tutors are now paid in accordance with the DOS pay scale. See “Salaries and Contracts” in Section 2 for details.
- Dr. Moussu finally got access to Sitecore and took care of the C4W’s website during the year. Justin will take the Sitecore Level 1 and Level 2 training and will soon be collaborating with Debbie Yee on editing and updating the website.
- In the past, the C4W organized a day-long orientation for all new and returning tutors at the beginning of every fall semester, on the first Saturday after classes would start. In August 2018, however, the DOS’ office decided to organize an orientation event for all DOS student staff. Presentations on different topics were scheduled around the lunch hour and in the late afternoon every day for an entire week, and C4W tutors were asked to attend as many of these presentations as possible. The DOS would be paying for these hours. Unfortunately, this week of DOS orientation was scheduled the week before classes started, so a number of tutors were not yet back in town. In addition, many tutors did not want to have to come to campus for a lunch-time presentation and then have to wait until the late afternoon for the next presentation. As a result, C4W tutor attendance was not as high as hoped. Another effect of this new organization was that the C4W orientation was reduced to a 2-hour meeting at the end of the DOS orientation week. Again, not all tutors were back in town, so not all tutors attended, even

though this orientation has always been strictly mandatory, and the time usually spent working on C4W-related issues was reduced, preventing some important information from being shared and discussed. The DOS has taken all these factors into account and has organized its orientation differently for the fall 2019 semester. It is hoped that things will work better this year.

B. Staffing and Administration

To better serve our clients, we tried some new scheduling strategies this year, specifically during reading week in the fall and winter, and the opening and exam weeks in the winter. The new limited opening week schedule allowed the C4W to be open during exam week at the end of the term (for more information, see “Reservation Details” in Section 3).

- During the Fall 2018 reading week (November 13-16), the C4W switched to a reduced schedule, giving hours to 3 graduate tutors and 2 undergraduate tutors. The C4W was open for 10 hours this week, and the number of total available appointments was 50.
- During the Winter 2019 opening week (January 14-18), the C4W tried out a reduced schedule, giving hours to 5 graduate tutors. The C4W was open for 22 hours, and the number of total available appointments was 67. As a result, during the Winter 2019 exam week (April 11-18), the C4W remained open later than normal on a reduced schedule, giving hours to 1 graduate tutor and 4 undergraduate tutors. The C4W was open for 14 hours, and the number of total available appointments was 50.
- During the Winter 2019 reading week (February 19-22), the C4W switched to a reduced schedule, giving hours to 2 graduate tutors and 3 undergraduate tutors. The C4W was open for 13 hours, and the number of total available appointments was 46.

In the fall 2018 semester, Dr. Moussu thought it would be more appropriate to call “tutors” “writing consultants,” to follow what many writing centres across the world are doing, and to give more visibility and credibility to the work done by peer writing tutors. After numerous positive discussions with the DOS office, the HR department finally rejected the change, explaining that the term “consultant” was already used elsewhere at the University of Alberta, and so the C4W could not use it.

C. Tutor Training Courses

The biggest loss created by the C4W’s move from Arts to DOS during the Summer 2017 term is the now strained relationship between the C4W and the Faculty of Arts. While the Dean of Arts initially agreed to house the C4W’s academic activities, OIS and the Director of Writing Studies did not seem to be aware of or understand this new relationship. As a result:

- The Bridging Program was removed from the C4W in 2018.
- In October 2018, the Dean of Arts finally agreed to offer Writing Studies 301 again, during the Fall 2019 term, so that tutors could be trained for the C4W.
- In the meantime, Dr. Moussu had to spend the Spring/Summer 2018 terms, as well as the Fall 2018/Winter 2019 terms training tutors individually. The trained tutors received no pay or credit for the training and Dr. Moussu got no recognition for the significant amount of work it created.
- As a result of these strained relationships, Dr. Moussu met with Dr. Jennifer Tupper, Dean of the Faculty of Education. Dr. Tupper, Dr. Cormack (Dean of the Faculty of Arts), and Dr. Costopoulos (Vice-Provost, Dean of Students) met together and agreed that Dr. Moussu could be seconded in the Faculty of Education for a couple of years. Details are still being discussed.

D. Ongoing Challenges

The C4W always deals with booking challenges, as it can be difficult to find enough available space for some initiatives. In addition to the main C4W room 1-42, the C4W also has full use of Assiniboia Hall room 1-23, but it is too small to comfortably hold staff meetings and workshops.

Staff meetings and writing group meetings are sometimes held in Assiniboia Hall 1-26, but securing that room is a challenge, too. The C4W books the room through Lex Bos, Executive Assistant in the Women's and Gender Studies (WGS) department. C4W events are low priority because the WGS department needs the room for its own classes and meetings, so the availability of the room is infrequent and unreliable.

The C4W also receives frequent feedback from clients that the main C4W tutoring space is too small and too noisy. Clients who wait a long time for drop-in appointments often request that the C4W acquire more quiet space with desks they can work at while they wait.

E. New Initiatives and Updates

i) Class Group Tutoring Project

In Winter 2018, the C4W began collaborating with Dr. Richard Westerman of the Sociology department to offer specialized support to his students through regular group tutoring consultations. See "SOC 212 Group Tutoring" in Section 4 for details. Due to the success of this pilot project, it was decided to continue offering Class Group Tutoring this year.

In August 2018, a letter was sent to all instructors in all the Arts departments to advertise the Class Group Tutoring (CGT) program (see Appendix K). In the winter, instead of randomly asking every instructor if they were interested in CGT, the C4W asked the interested tutors to suggest four or five instructors/courses they'd be interested in working with. We then sent a letter (see Appendix L) to these instructors, telling them about the program and the tutors who were interested in working with them. This new system worked out very well and allowed tutors to be more in control of the situation, and the instructors enjoyed being matched with tutors who wanted to work with them. One tutor selected a course she always wanted to take but never had the opportunity to take (and whose instructor she knew and liked), and she then attended all the class meetings, even though this was not required.

After the Winter 2018 pilot, Maryam wrote a report (see Appendix M) that was given to all new CGT tutors. At the end of the Fall term, based on feedback from tutors and different situations, both positive and negative, that had arisen with the first batch of instructors/tutors, Dr. Moussu and Justin wrote a handbook for instructors and tutors (see Appendix N).

At the beginning of the Fall term, there were no meetings for instructors, but there was a meeting with all the CGT tutors. At the beginning of the Winter term, there was an orientation for both instructors and tutors together.

For more information on Class Group Tutoring, see "Class Group Tutoring" in Section 3.

ii) Form Changes and Data Collection

This year, several changes were made to existing forms for evaluation of tutors and workshops. Also, new materials were developed to assist the graduate tutors facilitating workshops. Data collection was enhanced by adding information about the waiting list and drop-in list, beginning in the Winter 2019 term.

a) New Tutor Evaluation Form

Towards the end of the Fall term, Justin decided to try implementing a more visual approach to the tutor evaluation forms. Previously, the feedback forms filled out by clients at the end of their tutoring sessions were manually entered into Excel spreadsheets (one for each tutor). Tutors would be sent this feedback individually twice a month. An example of the Excel Feedback Results is in Appendix O.

Justin chose to enter the feedback forms into a Google Form for each tutor, and to send the results page link to each tutor, so they could check their results any time. A pilot project was undertaken in November, with four tutors participating. Justin created two types of feedback forms: a form that was divided by weeks, and a form that contained simple, cumulative results. An example of each of these is found in Appendices P and Q.

Most of the tutors who participated in the New Evaluation Feedback Forms pilot project gave helpful feedback. These tutors showed preference for the New Evaluation Feedback Forms in the bi-weekly breakdown format. Below are some of their comments:

- “I really liked the new Google evaluation, as it allows us to see feedback as soon as possible in order to put it to use.”
- “The new tutor evaluation form looks great. It is easier to follow than the spreadsheet.”
- “I really like the new format for the evaluations. The pie charts make the data more understandable from my end. I prefer this to having to scroll through a spreadsheet. Also, the colors are nice. My vote is to keep using this format.”
- “I think that the week by week breakdown is nice. Would it be possible to include both [week-to-week and cumulative results]? If not both then I would prefer the weekly breakdown.”

One added benefit of the new forms was that tutors could use the link to check their results at any time, whereas before, the spreadsheets had to be emailed to each tutor after each pay period. One downside of the new forms is that either a bi-weekly breakdown or a cumulative total of the results was possible, but not both, as was the case with the spreadsheets. It was felt that the bi-weekly results were more valuable, as they allowed tutors to see their own improvement over time.

In the Winter term, the Google Form was modified slightly, a new individual form was created for each tutor, and links were sent by email to each tutor to view their results. The form was divided into the two-week pay periods instead of weeks. The New Evaluation Feedback Form was unanimously accepted and will continue to be the form employed by the C4W moving forward.

b) Online Workshop Feedback Form and Tutor Attendance

A new initiative was undertaken in the Fall 2018 term. Instead of using paper forms to collect feedback, the sign-in sheet for each workshop included a space for the clients to add their email addresses, so that they could receive an emailed link to the new online workshop feedback form. This form was created in Google Docs, and the anonymous responses were collected automatically (see Appendix R for a copy of the form).

Due to the small number of responses to the online workshop feedback form in the Fall term, it was decided that paper copies would be used again in the Winter term (see Appendix S for the paper form), and the results entered into a Google Form by Justin. In the fall, only 77 online workshop feedback forms were filled out (representing 38% of workshop attendees), and in the winter, 185 paper feedback forms were filled out (representing 92% of workshop attendees).

This winter, tutors were also encouraged to attend workshops with pay, since this was considered as training. Tutors took advantage of this opportunity to improve their skills and relate better to their clients. In the Winter term, 25 of the 202 workshop attendees (12%) were grad and undergrad tutors.

c) Workshop Info Sheet and Challenges

In the Winter 2019 term, grad tutors were offered the opportunity to deliver individual workshops, instead of having only one tutor deliver all workshops. When possible, one tutor would lead the same workshop on both days it was offered in order to save on preparation time.

The times and locations of the workshops that were offered in the winter were more consistent than those offered in the fall, but there were definitely some problems. Also, an info sheet was created with instructions for the tutors who were facilitating a workshop (see Appendix D), but some issues still arose.

iii) Data Collection

In the Winter 2019 term, Justin began collecting statistics for the Waiting List and Drop-in List, in order to gauge the effectiveness of each. This was done using a spreadsheet in Google Sheets, for ease of use. Each day, data was entered from each list. Justin compared the waiting list to the appointments of the day to see which if any waiting list clients received tutoring. The drop-in sheet was a simpler matter, as Justin marked a checkmark if the client received help, and an x if they did not, and then the data was entered into the spreadsheet.

In the Winter 2019 term, 21.8% of clients using the waiting list received help, and 81.2% of clients on the drop-in list received help. For more details, please see “Reservations from the Waiting and Drop-in Lists” in Section 3.

iv) ACCESS Outreach Team

In the Fall 2018 term, the DOS Office launched the ACCESS Outreach Team, designed to provide students with additional on-campus supports and services. As a part of this new service, four C4W undergraduate tutors volunteered to share tutoring time between the C4W and the ACCESS Outreach Team as “loaned tutors.” This was a difficult and slow transition, but the ACCESS Outreach Team and the C4W now work together to promote one another’s services and encourage students to get the writing help that they need. For more details, please see “ACCESS Outreach Team” in Section 4.

6. ACADEMIC DIRECTOR'S ENGAGEMENT, PROFESSIONAL DEVELOPMENT, AND RESEARCH

During the 2018-2019 academic year, Dr. Moussu:

- Was Adjunct Associate Professor in the Educational Psychology Department, Faculty of Education (since 2011).
- Was Adjunct Associate Professor in the Faculty of Extension (since 2015).
- Co-wrote (with Christina Grant), revised, and submitted: "Papers to animations: What an instructor and writing center Director learned about supporting students' multimodal processes in a first-year Writing Studies class." Submitted to *WLN: A Journal of Writing Center Scholarship*, special issue on multimodal writing and writing centers.
- Has been member of the *Journal of Response to Writing* Editorial Board since January 2018 (the *Journal of Response to Writing* is a refereed, international, practitioner-oriented journal based on current theory and research in the field of Writing Studies, Rhetoric, and Composition).
- Was a guest reviewer for the following scholarly journals:
 - *The Writing Center Journal*;
 - *TESOL Quarterly*;
 - *TESOL Journal*;
 - *International Journal of Applied Linguistics*;
 - *Journal of Second Language Writing*;
 - *Journal of Response to Writing*;
 - *Journal of Multilingual and Multicultural Development*;
 - *English for Specific Purposes*;
 - *Writing Program Administration*;
 - *TESL Canada Journal*;
 - *The Canadian Modern Language Review*.
- Regularly met with the Director of the Augustana Campus writing centre, Dr. Craig Peterson.
- Taught a three-hour seminar on Second Language Writing to English and Film Studies graduate students.
- Continued a research project on writing groups (approved by the UofA's Research Ethics Board) with one of the graduate tutors.
- Presented information about the C4W to multiple classes in the English for Academic Purposes program (in the Faculty of Extension) both during the Fall and Winter terms.
- Continued as liaison officer as ESL/EAL Faculty (with EFS; International Student Services; Extension; Student Services, Faculty of Arts, etc.).
- Continued as member of the Academic Integrity Council (since September 2012). Meetings take place once or twice a term.
- Continued as member of the Outreach and Membership Committee, International Writing Centers Association.
- Was Member-at-Large for the Non-Native English-Speaking Teachers Interest Section, TESOL International Association.
- Developed an online tutor-training course that many students have taken during the Fall and Winter terms, at their own pace. Once the students had successfully completed the course, they were hired as tutors in the Centre for Writers. Nine graduate students completed the course.
- Collaborated with Christina Grant, instructor of a Community Service Learning-based course dedicated to multilingual students. The collaboration involved helping these multilingual students develop communication plans and research projects related to supporting non-native speakers of English with their writing, at the UofA. Some of these projects will be posted on the C4W's website.

- Presented *Managing the Neurodiverse Writing Centre* at the Canadian Writing Centres' Association (CWCA) conference in Vancouver, BC, on May 30, 31, 2019.
- Co-presented *From Papers to Pictures: Mentoring ESL Students with Multimodal Projects*, with Christina Grant, at the TESOL International Convention (Teachers of English to Speakers of Other Languages) in Atlanta, GA, on March 15, 2019.
- Was an invited guest to "Tea with Distinguished TESOLers," at the TESOL International Convention in Atlanta, GA, on March 13, 2019.
- Co-presented *Defining Community: Establishing and Reestablishing a Writing Center Program Identity*, with Lisa Bell, Duane Theobald, and Matthew Nelson at the IWCA Conference in Atlanta, GA, on October 10, 2018.
- Co-presented *Indigenizing the Writing Class: Elder-guided pedagogies to foster intercultural competence*, with Christina Grant, at the Second Language Symposium, in Vancouver, BC, on August 3, 2018.
- Started a significant research project. The University of Alberta's REB gave its approval on January 7, 2019. Here's the proposal:

Writing does not happen in a vacuum, and student writers, especially international students, often bring more than just their papers to the writing centre (WC). Stress, mental illnesses, learning and physical disabilities, and other non-writing-related "life events" can impact not only the students' ability to write, but also their behaviour during tutorials, and the emotions tutors will experience during and after tutorials. For example, tutors may face disclosures of abuse, breastfeeding mothers, stories of discrimination, insults when they refuse to edit papers, intentions of self-harm, etc. Tutors are trained to respond to common issues, but may not be equipped to respond to more complex situations. Also, tutors might not know how to handle the potential trauma difficult "events" might have on their own mental state.

After having tutorials recorded and transcribed, I will perform a discourse analysis to look for recurring mentions of different "life events" (e.g., mental illness, cultural and linguistic factors, as well as physical and learning disabilities), and analyze their impacts on the tutorials. Then, with the help of student life experts and a psychologist, I will propose 1) improved tutor-training strategies, 2) best practices to support students in writing centres, and 3) strategies to respond to the psychological impact potentially traumatic tutorials might have on tutors.

Understanding and supporting students with mental health issues and disabilities in Canadian post-secondary institutions is becoming a priority. But, as Dr. Costopoulos, Vice-Provost, Dean of Students, recently said to his staff, "We also need to help those who help others."

- Was Vice-President of the Faculty Women's Club since May 2018, and became President of the Faculty Women's Club on May 9, 2019.

7. GOALS AND RECOMMENDATIONS

The following are goals the C4W would like to work toward in the coming year.

A. Financial

- To continue collaborating with faculties to support the growth of the writing groups, and to develop a sustainable funding model to ensure the groups can continue in the long term.
- To develop strategies to send tutors to writing centre conferences again.

B. Tutor Training, Support, and Development

- To recruit and train future tutors from a variety of academic backgrounds to better serve our clients. The C4W particularly needs more tutors from the Faculties of Science and Engineering.
- To foster more community building among C4W tutors through shared activities; for example:
 - Holding more engaging activities throughout each term, in addition to the staff potluck at the end of each term.
 - Celebrating staff birthdays.
 - Highlighting tutor achievements throughout the year.
 - Congratulating graduating tutors.
- To seek out more opportunities to support the professional development of tutors; for example:
 - Allowing experienced tutors to learn from each other through “tutor-to-tutor” consultations.
 - Allowing undergraduate tutors to shadow graduate tutors who lead workshops, writing groups, and class presentations.
 - Having more experienced tutors lead a workshop for newer tutors.
 - Encouraging tutors to submit papers to and present at more conferences.
 - Encouraging tutors to take advantage of the DOS Professional Development fund available to student staff.
 - Giving tutors more opportunities to use their particular expertise on special projects to expand the repertoire of the C4W; for example: creating handouts or cheat sheets on writing in different disciplines, leading workshops for other tutors, or even helping the C4W keep track of its statistics.
- To start again distributing and collecting tutor self-evaluations each term or each year to encourage tutors to reflect on their performance.
- To give tutors more opportunities to learn about other student services in the DOS portfolio, so they can better serve clients by recommending applicable resources.
- To add the Read/Write extension for Google Chrome on tutor laptops to assist in explaining grammar rules.
- To better coordinate with the DOS office about the DOS orientation in August.

C. Collaboration and Promotion

- To continue to reach out to instructors whose students are regular C4W clients. This helps promote the C4W and gives tutors and instructors valuable insight into client/student needs.
- To continue to explore collaboration with specific instructors and classes, as the C4W did with the Class Group Tutoring program. A suggestion was made by one tutor to approach the creative writing classes about Class Group Tutoring.

- To improve C4W promotion and marketing by:
 - Continuing to collaborate with DOS Communications to promote the C4W through student and faculty listservs, SUTV, and Week of Welcome.
 - Editing the C4W's new website on Sitecore 3 to be easily accessible and easy for clients to navigate.
 - Making more consistent use of our social media accounts (Facebook, Twitter, Instagram, LinkedIn) in order to promote the services offered by the C4W. Justin is currently meeting with and working together with the DOS Communications Team member over social media in an effort to revive the C4W's Facebook, Twitter, and Instagram accounts.
 - Securing a table in the Student Union's Building (SUB) every once in a while to provide drop-in tutoring and popcorn (pop-in tutoring).
 - Hosting and participating in more events throughout the year.
- To involve the C4W more in the community, other charitable drives such as the WIN House donations collected this year will be considered.

Dr. Moussu and Justin have continued meeting with the Associate Dean, Student Services, Dr. Helen Vallianatos, Assistant Dean Student Success, Dr. Wendy Doughty, Academic Success Centre Director, Dr. Mebbie Bell and Associate Director, Stephen Kuntz, to review and discuss writing supports provided across the DOS portfolio. The goal is to continue harmonizing the support systems, coordinate services provided to students between units, and collaborate on new and exciting projects.

D. Administrative

- To simplify and streamline the creation of future annual reports.
- To create a template of important tasks to start and complete each month.
- To find new candy for the front table, as the candy previously used is sadly not being stocked anymore 😞
- To implement a penalty for when tutors neglect to fill out their client report forms (e.g., if they miss more than 10 client report forms in a term, they will not be re-hired the following term).

APPENDICES

Appendix A: Guiding Principles for the Centre for Writers

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

We believe that:

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

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

1. We aim to enhance individual writing practices, not just individual pieces of writing.
2. We encourage all writers, in all faculties and at all levels (students/faculty/staff), to come or return at any stage of their writing to make use of the Centre for Writers' resources.
3. We promote client involvement and self-direction in the consultation, and incorporate resources to develop effective writing strategies.
4. We are trained to address specific concerns of both native English and ESL/EAL/bilingual/international writers with any concern and at any proficiency level.
5. We will help writers navigate a variety of writing contexts, including assignment analysis and disciplinary writing conventions.
6. We strive to widen our knowledge about different writing standards.
7. We are active readers and listeners and help writers make their own writing decisions through suggestions and questions.
8. Writers are the experts and must take ownership of their work. We are only guides and will not provide content or evaluate/grade a piece of writing.
9. We provide a free and safe place for writers to freely discuss their writing concerns.
10. We will constantly update our knowledge about writing and tutoring, and use this knowledge in our own writing practices.

Appendix B: C4W Staff Meeting Minutes

Sept. 25, 11am

In attendance: Lucie (Chair), Justin, Tyler, Jacqueline, Mayank, Kacey, Stephanie, Alex, Shahnaz, Mansoureh, Reza, Belinda, Nina, Sinjini, Spencer, Kelsey, Bronte.

Visitors: None

Regrets: Rob

1. Introduced Justin as the new Administrative Assistant in the C4W.
2. Update on C4W: workshops, writing groups, class group tutoring, etc.
 - a. This semester, there is no new tutor training class. New tutors are being trained without credit or pay.
 - b. Class group tutoring - started with Maryam, Helps small groups of students (8-12) before major assignments are due, working with professor to determine what the students needed help with.
 - c. Tyler, Stephanie, Nina, Bronte, and Maryam are doing Class Group Tutoring.
 - d. It is hard to gauge the amount of time tutors need for class group tutoring.
 - e. It is awkward when profs are present for class group tutoring.
 - f. Communication between tutors and profs is key.
 - g. We need to keep track of issues/problems, so we can make this process better.
 - h. Don't hesitate to ask Lucie for help.
 - i. 6 writing groups this semester.
 - j. Kacey's Engineering Writing Group has low attendance.
2. 2 workshops a week.
 - a. Please advertise them to students.
 - b. Free, no registration required.
3. Online tutoring is going well, and it is a lot busier than previous semesters.
 - a. Jacqueline and Kristina are managing the workload.
4. Mayank, Megan, Nikole: we need your phone numbers
5. C4W Signs
 - a. Please put out the signs in the morning and bring them in at night.
 - b. Please come a few minutes early if you have the first shift, so you can put out the signs.
6. Express tutoring (at front desk)
 - a. PLEASE log the student in if you help them more than 5 minutes. If you help them 5 minutes or less, please keep track of that, too!
 - b. Express Tutoring Report Forms are in the small basket by the reception computer.
 - c. Important for statistics.
7. WRITE TUTORING REPORTS RIGHT AFTER TUTORIAL!
 - a. You might not be rehired in January if you don't do them regularly. This is not for fun but a professional necessity!
 - b. Don't wait, because it is hard to remember details of an appointment later.
8. Write your name on your feedback form before you give it to your clients
 - a. You can do this in the few minutes before starting a shift.
 - b. Clients may not know your name or how to spell it.
9. Make sure you are filling in your time sheets properly.
 - a. Don't forget your name and ID number! No info = no paycheck!
 - b. Shahnaz asked if we could transfer to an electronic submission system?
 - c. BearTracks>peoplesoft maybe?

- d. Can be verified and approved. May require some training.
10. Laptops
 - a. Laptops were having problems connecting to the internet right away. Aaron made the following requests:
 - b. Laptops need to be restarted on Fridays after shifts are over.
 - c. Please leave the laptops open (but logged off) at night for updates to happen. Don't close the top.
 11. Dear Andre notes
 - a. Dear Andre notes are anonymous questions, complaints, sad stories, funny stories, etc.
 - b. Tutors can write these notes on pieces of paper and leave them in the feedback box by the door. This ensures anonymity.
 - c. These notes will be discussed at next staff meeting.
 - d. You can also send Justin an email before the next staff meeting to ask for items to be included in the agenda.
 12. First-Year Resident Care Package--write and sign postcards
 - a. Postcards are coming on the week of October 22. They will be on the main desk.
 - b. Tutors can write a positive message on postcards for first year students to encourage them before exams, and sign the postcard.
 - c. Postcards will be sent November 23.
 13. Reading week schedule
 - a. Rob has not yet responded about reading week.
 - b. Usually open just a few hours with only interested tutors.
 - c. More details to follow.
 14. Christina's project for CSL
 - a. Students coming and asking weird questions about the C4W, tutoring, etc.
 - b. They are coming to make posters and other advertisements for the C4W. Please answer their questions in a friendly manner.
 15. Discussion Items
 - a. Belinda talked about being approached by several students outside of the C4W who wanted her personal contact info. They were pretty insistent. We will discuss this in the next meeting (October 1 at 3:00 pm). An important note is that tutors should not give out personal contact information.
 16. Action Items (for Lucie, Rob, Justin)
 - a. Look into electronic submissions of time sheets for tutors. Maybe this can be done through PeopleSoft in BearTracks.
 - b. Figure out reading week schedule.

Oct. 1, 3:00pm

In attendance: Lucie (Chair), Rob, Justin, Silvia, Megan, Kyla, Belinda, Kaarel, Kelsey, Reza, Sinjini, Mayank, Bailey, Monique, Maryam, Stephanie, Bronte, Majid

Visitors: none

Regrets: none

1. You MUST let us know about illnesses by 9am! No changing your mind all the time.
 - a. Don't make Justin have a cow!
 - b. We can re-book appointments or shuffle tutors.
2. Write your info on timesheets + sign + do the totals!

- a. Label what you do correctly.
 - b. The date at the bottom is the date you sign it. Sign and date and total the hours when you record your last shift of the pay period.
- 3. Laptop passwords (complaints)
 - a. It's complex so outsiders (outside of the C4W) can't hack into the DoS network
 - b. Please remember to NOT close the laptops.
 - c. Laptops will be restarted every week.
- 4. Contract/paycheck questions
 - a. Send to Rob and cc DOSHR!
- 5. ROB: update on timesheet electronic submission
 - a. We have not moved to electronic submission because we are still solidifying the office staff.
 - b. Hopefully will be implementing electronic submissions late in the Fall semester or early in the Winter semester.
- 6. ROB: reading week?
 - a. We are looking at the budget.
 - b. We should know tomorrow (Oct. 2).
 - c. More updates to follow.
 - d. Please email Justin if you are interested in working during reading week.
 - e. Time is usually around 11-3pm for the reading week schedule.
 - f. 2 or 3 tutors per day maximum.
 - g. If you don't email us in the next few days, we won't schedule you.
- 7. Tutor feedback:
 - a. Evaluation spreadsheets will be sent every 2 weeks, on 1st and 16th of the month.
 - b. Please come talk to Lucie with any concerns about your evaluations.
 - c. We have not had many clients yet this semester, so do not get discouraged by disproportionate numbers.
- 8. How to read/interpret bi-weekly evaluations (new tutors)
 - a. Dates are clearly labelled in the spreadsheet.
 - b. Email Justin with any questions.
- 9. Please read the punctuation power handout
 - a. Don't teach wrong rules about comma use (e.g., "when you breathe")!
 - b. Read carefully!
 - c. An excellent resource to review in free time during missed appointments, etc.
- 10. We are no longer able to say yes to new presentations/ projects. Had to say no to two class group tutoring requests, several class presentations, and some Mobile Helpers (below).
- 11. Mobile helpers update
 - a. New name: Access Outreach Team.
 - b. Some confusion with the name change.
 - c. With all of the workload and no WRS 301 student-tutors, it is no surprise that no one has responded to the call for Mobile Helpers.
 - d. We probably won't be participating in this program at this time due to lack of available tutors. Maybe later in the semester if we can hire more tutors.
 - e. We do appreciate the help from those who have volunteered.
- 12. How to react/what to do when a student asks you for (paid) help outside of the C4W?
 - a. Basically, tutors are only allowed to say "I am not allowed to provide tutoring outside of the C4W, the Director would fire me."
 - b. It is against the rules. Tell them to talk to Lucie or Rob if they have questions.

- c. Stress the drop-in hours, encourage all student to come.
 - d. Lots of people miss appointments.
- 13. Dear Andre Note: How do we deal with students who have assignments well beyond their capabilities? How do we deal with crying clients? How much CAN we help in 30 minutes?**
- a. Moni - sounds like a similar situation to one of hers. The student had not read the paper, so was encouraged to come back after reading. It was a very dense paper/assignment, and she couldn't write it yet.
 - b. Stephanie - when she has a client in distress, she asks if they can or want to continue with the session, or if they want to come back for drop-in. Good idea to get them to resources, like suicide prevention, etc.
 - c. Lucie - We don't know what is going on in the lives of these people, and it feels cruel to add to their stress, but we need to be honest and say "here is what you have to do..
 - d. Do the best you can. Tell them to read better, start earlier, learn necessary skills, etc.
 - e. Bronte - Encourage them to go to their professor.
 - f. De-escalate students. It is just ONE assignment! This is not the end of your life.
 - g. Stephanie says it is great to hope build, especially for those who are contemplating suicide.
- 14. Dear Andre Note: Team Building Activity Ideas**
- a. Some sort of Drive (e.g. food bank, sock drive, sanitary products for women's shelter, etc.).
 - b. Can be open to those coming to the C4W.
 - c. Donation can be made as a whole C4W.
 - d. Please send in any ideas for a drive or similar activity.
 - e. End of October pumpkin carving contest.
 - f. Tutors could bring in pumpkins they carve at home.
 - g. clients/visitors can vote.
 - h. Problem: scent-free zone would smell like pumpkin.
- 15. Discussion items (things we discuss during staff meetings that were not in the agenda)**
- a. Megan said that one student comes a lot, books 2 appointments and stays around for as many appointments as possible during drop-ins (Sahar Kamran). She is very scattered in the sessions, and tends to monopolize drop-in appointments.
 - b. We give priority to others when possible.
 - c. Bailey had a client dealing with a legal thing, but it is for court, and she wouldn't show her the writing. Possibly a sexual assault statement. She was super stressed and secretive. It is hard to help with the writing in a situation like that. How do we handle confidentiality?
 - d. Definitely email Lucie and Rob with any special concerns or unusual situations. You should phone the Sexual Assault Centre. They have better suggestions and guidelines. Point the client to this resource as well.
 - e. The Sexual Assault Centre is doing a workshop for student advisors on November 6, from 9-11am.
 - f. Ombuds is a good resource for legal issues.
 - g. Student Legal Aid is another good resource.
- 16. How are workshops doing for attendance?**
- a. Much better than last year!
 - b. Still not fantastic (one had 4 people).
 - c. Majid has concerns about keys, photocopying.
 - d. Justin will pick up key before 1pm workshops in SUB.

17. Writing Groups are going well.
 - a. Amount of writing is starting to balance out.
 - b. eClass is helping.
 - c. When students don't submit, they send apology emails.
 - d. Good communication between Writing Groups.
 - e. New writing group starting soon (Kinesiology).
 - f. One student asked Lucie how to get into writing groups
 - g. She wanted to create her own group. Lucie had sent her a lot of info.
 - h. Not much known about this writing group.
 - i. Shahnaz will be running it.
 - j. Usually accepting 12-14 students, and usually a few drop out. May accept fewer because they may not drop out if they are more dedicated.
 - k. ALES may be approached differently in the winter for their writing groups.
 - l. Lucie is approaching lab profs for funding.
18. Would this kind of writing group format work for the sciences?
 - a. Kelsey and Kaarel say probably not (lack of funds on a global level).
 - b. Science students hear more about Student Success Centre than C4W.
19. What about Engineering?
 - a. Reza is unsure, but profs are looking for help.
 - b. Good chance, there is good money in engineering.
 - c. Silvia: Sustainability Awareness week October 17--her EAP students will participate
 - d. SUB
 - e. Student engagement centre
 - f. 11am, for a few hours
 - g. Games and such.
20. Action items (things Justin, Rob, or Lucie need to verify, investigate, find the answer to, or do, before next meeting)
 - a. We'll be asking for names of specific people for funding writing groups
 - b. Send info about Reading Week to those interested
 - c. Contact Bailey's student
 - d. Organize a drive with Kelsey
 - e. Send a reminder to all tutors about Silvia's students during Sustainability Awareness Week
 - f. Talk with Sahar Kamran
 - g. Justin will pick up keys ahead of time for workshops in SUB that begin at 1:00.

Oct. 18, 1:00pm

In attendance: Lucie (chair), Rob, Justin, Audrey, Dylan, Tyler, Julia, Moni, Kacey, Erin, Jacqueline, Breanne, Kristina, Alexandra, Nikole, Megan, Kyla, Spencer, Kelsey, Sinjini, Kaarel, Silvia

Visitors: None

Regrets: None

1. Welcome/co-tutor/observe new tutors.
2. Lateness.
 - a. You can be late once but if you are late twice, that's a problem. You should manage your time better and expect delays (LRT, etc.).
 - b. Remember: if you are sick, please contact Justin before 9:00 am.

- c. Please come a few minutes early, especially if you are the first shift of the day (to put out signs, etc).
 - d. Also, please be punctual with your appointments. Going overtime inconveniences the next client.
 - e. We are busy and need to move quickly in those ½ hour.
 - f. Leave enough time to fill out the Client Report Forms.
 - g. This should be done after every appointment, not just at the end of your shift.
 - h. Fill out your tutoring reports!
 - i. If you have an hour-long appointment, both appointments need a tutoring report (just write “see previous” in the second one).
 - j. Do not change the appointment length to an hour. This messes up statistics.
 - k. When you have a drop-in student, you still need to write a tutorial report.
 - l. Justin will book them as drop-ins.
 - m. Always fill in a form! There are small forms for express tutoring on the front desk.
 - n. If you are not sure if you have missed any client report forms, just ask Justin; he has all of the details!
3. Wash and dry your coffee/tea cups after using. The soap is in the cabinet next to the table. Use the sink in the bathroom. Do NOT leave dirty cups on the table! Please hang cups after washing and drying so we know they are clean.
 - a. Don’t leave stuff on any of the tables.
 4. Please check the schedule until the end of the semester to make sure there are no problems with your shifts. Inform Justin if there are.
 5. Verify every shift until the end of the semester.
 6. Reading week open.
 - a. Schedule is now set online.
 - b. Thank you to all who showed interest, however only the first few could be accommodated.
 7. Still getting requests for presentations.
 8. Creating a form for returning students in the Winter semester.
 9. Access Outreach Team tutoring: we are doing it! Some current tutors will be replaced by new tutors for their in-person C4W tutoring sessions.
 - a. They threatened us!
 - b. We don’t like to be threatened!
 - c. We have been able to find tutors to fill all shifts to accommodate this program.
 - d. Chris will contact all tutors involved with AOT with more information.
 10. New contracts.
 11. Separate time sheets because it is a separate job (not with the C4W).
 12. Please let Lucie and Rob know if you do not hear from Chris soon.
 - a. Starting “soon.”
 13. When you don’t have a client, observe another tutorial.
 - a. Please be productive in your down time.
 14. How is everybody doing?
 - a. Audrey - Weird story. A student asked her “How do I study?”. How do we give tips in these sort of situations, instead of just referring them to SASC.
 - b. Dylan - give them personal experiences of your own, refer to any research you might know, cover main points instead of everything, studying routines - tell them what works for you.
 - c. Kristina - Howtostudy.org is a great resource for study tips.

- d. Lucie - handout on how to study for exams on C4W website.
 - e. Erin - think about what is being said and try to restate in your own words.
 - f. Tyler - after class, reread or retype notes before bed to remember better.
 - g. Kristina - a student wanted to know how to write and speak in English. Not specific stuff, just everything. Recommended the grammar bites website, SASC, writing down specific questions to bring in to next session.
 - h. Lucie - encourage students to go to office hours with profs. Talking with their prof gives them support and feedback that they need.
 - i. Audrey - if you are intimidated by prof, or don't know what to ask, the tutor can help you write an email or something to the prof.
 - j. Alex - Profs can often give sample questions or good examples. Asking specifically about the course is really helpful.
 - k. Kyla - had a student ask how to make friends.
 - l. Rob - Unitea might be a place for interaction with peers.
 - m. Lucie - it is hard to make friends while dealing with culture shock
 - n. Search out clubs of international students from other countries.
 - o. Helps them practice English with others who are going through difficulties as international students.
 - p. Kaarel - fellow ESL students can help each other.
 - q. Kristina - English Conversation Club is another good resource.
- 15. Writing Groups**
- a. Kacey - Students are excited about the work they are doing and the presentations.
 - b. Lucie - presentations in their first language might help with other skills.
- 16. Kristina - peer support centre can help students with anxiety about English.**
- a. Dylan - watching these friendships form is very rewarding. Organized by students, so they feel more comfortable.
 - b. Moni - how much can we give our own personal advice? Relate to them, validate them.
- 17. What if students get extra-credit for tutorials but don't want to stay for 30 minutes?**
- a. Tell them they won't get any proof of attendance if they don't stay for at least 20 minutes.
 - b. For the opposite problem - Be blunt if the student doesn't want to leave on time. Be strict.
- 18. Please teach students to read directions carefully!**
- 19. Money for conferences and stuff (from DOS)**
- 20. Bring Halloween decorations to liven up the C4W!**
- a. Dress up for halloween too!
- 21. Drive Ideas (which do you like best?):**
- a. Toiletry products for e4c
 - b. School supplies for children living at the WIN house. (Seems like this is the consensus).
 - c. Justin and Kelsey will organize this drive.
- 22. Dear Andre Notes:**
- a. Acknowledging collaboration with the C4W
 - b. Some professors want their students to acknowledge collaborations with us?
 - c. Should we tell them to note the name of the tutor and link to us?
 - d. Do not give your last name. Give the C4W email and website. Let them figure out what the prof wants. Give them C4W cards, give them Lucie or Justin's info.
- 23. Can we add preferred pronouns to the client form?**
- a. Yes we can.

- 24. Discussion items (things we discuss during staff meetings that were not in the agenda)
- 25. We now have candy!
 - a. 4 huge bags, Bulk Barn no longer carries them.
- 26. Students can use desks if it is not busy. Tutors can express tutor if they have no client.
- 27. Dylan - you can direct students to the Philosophy library if they need space to work and the C4W is busy. It is on the 2nd floor in the corner.
- 28. Action items (things Justin, Rob, or Lucie need to verify, investigate, find the answer to, or do, before next meeting).
 - a. Talk to Aaron about making the sleep time on laptops longer.
 - b. The screen saver tells time. Use it to stay punctual.
- 29. Rob - Find out how to remove last names from tutors when they are searched in the find a person search bar.
 - a. Kristina said there are 2 profs who sent out emails to students with tutor last names.

Oct. 29, 1pm

In attendance: Lucie (chair), Rob, Justin, Nina, Maryam, Audrey, Kaarel, Bailey, Silvia, Belinda, Erin, Kelsey, Jacqueline, Nikole, Mayank, Julia, Breanne, Sinjini.

Visitors: None.

Regrets: None.

- 1. Lucie has LOTS of flour. More cookies are coming!
- 2. Write postcards (on main desk) to first-year students in residences.
 - a. Instructions are in the box at the front desk. Just ask Justin.
 - b. The postcards are meant to encourage first year students in residence as they prepare for final exams.
 - c. We have 20 postcards and some instructions.
 - d. The deadline is November 22.
- 3. WIN House Drive (Kelsey).
 - a. The box is in the C4W. Instructions are on the box.
 - b. Now accepting donations of various school supplies for children in need.
- 4. Add money to Skullator if you are using tea, coffee, candy, etc.
 - a. It is on the bookshelf.
 - b. Please don't eat all of the candy, the store is no longer selling these mints!
- 5. Clients can now fill in their preferred pronouns when they register on the scheduler, or when they edit their profile.
- 6. Please don't miss shifts to study—everyone is overwhelmed and tired.
 - a. It's midterms for everyone.
 - b. Don't complicate things.
- 7. Students with take-home exams:
 - a. OK if profs said it's OK to get external help.
 - b. Please ask what the prof's directions were.
 - c. You can't help them if they aren't allowed to ask for help, but you can maybe help with format instead of content.
 - d. If they say that the profs told them they could come to the C4W, then no problem.
 - e. Make a note in the Client Report Form, especially if you are unsure.

8. Clients can only have two appointments booked per week. This includes drop-ins. They cannot book more if they already have two for the week, but they can still have drop-in visits, if they are booked by administrators/tutors.
9. Tell clients that drop-in bookings will affect their numbers for booking themselves, but we can still book them (if they call/email/come to the C4W in person).
 - a. Doesn't happen often.
10. Requests for letters of recommendation.
 - a. Lucie is always happy to write a letter for you.
 - b. Email Lucie to ask her for the form she needs you to fill out if you want a letter from her.
 - c. Give her lots of forewarning and information. Be specific with details (when you took her course, due dates, where to send the letter, etc.).
11. How to change the info on your "Find a Person" card (Rob).
 - a. The system sees you as a staff member.
 - b. Use the staff login at the bottom left of the "Find a Person" page. Go to "My Contact Card" under the staff drop-down menu. Edit your profile to the info you want displayed. Save the changes. Verify that the changes were in fact made by searching for yourself.
 - c. If you have any problems, Rob, Lucie, and Justin can all help you with this.
12. The use of singular pronoun *they* (see International Writing Centers Association position statement).
 - a. *They* is becoming more accepted as a singular pronoun.
 - b. Use preferred pronouns she or he when appropriate.
 - c. If unsure, use "they."
 - d. Tell students to ask their profs about their preferences. Some profs do not like the singular use of they.
 - e. If it is for an academic journal, tell students to look at the author/publisher guidelines.
13. Lucie's students' primer--for tutors or C4W clients.
 - a. Lucie's students have an assignment for Writing Studies 101.
 - b. They need to write a primer that will be useful for either C4W student or tutors.
 - c. So students have to meet with tutors to ask if their primer would be useful or not. Give them some advice.
 - d. Should be for specific audience (e.g. first-years, PhDs, etc.)
 - e. Can have pictures, diagrams, etc. Needs to catch attention visually.
 - f. The assignment description is posted on Lucie's WRS 101 eClass.
14. Halloween: decorate the C4W and wear a costume on October 31st.
15. Nina suggested board games at the potluck (Dec. 7).
 - a. The C4W has some word games.
 - b. Bring some games if you feel so inclined.
 - c. Justin will do balloon animals too.
16. Presentation by Silvia on the IELTS exam.
 - a. Silvia has provided the following links with more information about IELTS:
 - b. <http://ieltscanadatest.com/wp-content/uploads/2017/08/TipsForWriting-V2.pdf>
 - c. <https://ieltscanadatest.com/prepare-for-ielts/practice-tests/free-ielts-practice-tests-academic/>
 - d. <https://ieltscanadatest.com/prepare-for-ielts/practice-tests/free-ielts-practice-tests-general/>
 - e. There are 2 different IELTS exams: General (for the Permanent Residency) and Academic (to get into university).
 - f. They have examples for each specific skill (see above links).

- g. Ask clients what they need the test for to determine which test they need.
 - h. Most important tip: Students should not write less than the recommended word count.
 - i. There are practice tests and sample tests as well.
 - j. With regards to difficult topics in the written section, students should focus on what they DO know over what they DON'T know.
17. Discussion items (things we discuss during staff meetings that were not in the agenda)
- a. Audrey - had 2 students come in together for the same assignment. Each took 15 minutes of the appointment.
 - i. If they want to have short appointments, that is ok.
 - ii. This messes with statistics, but is not a big deal.
 - b. Rob - they had a meeting for the professional development fund. Nothing decided yet.
 - i. Rob can get you the forms if you are interested.
 - ii. For going to conferences, workshops, etc. where you need extra support.

Nov. 9, 1pm

In attendance: Lucie (chair), Justin, Stephanie, Audrey, Maryam, Julia, Erin, Spencer, Jacqueline, Reza, Majid, Mayank, Belinda, Kelsey, Kaarel, Bronte, Sinjini, Pony, Silvia, Breanne, Mansoureh.

Visitors: None.

Regrets: Rob.

1. The Staff meetings are now blacked out on the schedule, so that the clients don't think the C4W is still open. If a staff meeting is scheduled during your shift, you are not losing hours! (It just looks that way on the schedule). Please review the schedule and notify Justin of any problems or questions.
2. Please make sure that you end your appointments on time. Another tutor may need the space. End a few minutes early, so you can fill out the client report form. These should not be done after your shift is over. Client report forms can be done on a phone if needed.
3. Noise level in the C4W.
 - a. Please don't congregate at the front desk and be noisy.
 - b. Be considerate of other tutors and clients.
4. Next semester's plans. Fill out the tutor scheduling questionnaire Justin sent you by November 23.
 - a. Fill it out as quickly as possible.
 - b. 10 - 7 weekdays, but times to be finalized.
 - c. If unsure of your availability, note the uncertainty on the form.
 - d. You can make changes to the form. Please let Justin know if you do, though.
5. Read the assignment sheet before starting anything else!
 - a. Students tell you at the last minute what is really important. Let's try to fix this!
 - b. Check the assignment sheet first whenever possible.
 - c. Lucie's class has an assignment sheet and grading rubric on eClass, for example.
 - d. Prioritize higher-level writing concerns (e.g. thesis statements over grammatical concerns).
6. What do you do when you suspect plagiarism?
 - a. Flag the client report to the administrator.
 - b. Add notes about it in the report.
 - c. Tell the student that you have to flag it for plagiarism, and that it is a serious offence.

- d. A lot of students do not know how to properly cite sources. Help them to do so. This kind of plagiarism is quite common.
 - e. If they insist that it is in their own words, say “If I suspect something, your prof will suspect something.”
 - f. You can put a placeholder or mark in their paper to fill with references later, so they do not get missed when they go to put in their references.
 - g. Cite ideas taken from original texts too. Tell them not to look at the original text when they are summarizing/paraphrasing.
 - h. We are not judging them; we are trying to help them. Be nice, but explain the rules.
 - i. The same guidelines hold true for resumes, etc.
7. How to find citation styles from journals.
 - a. Check the journal’s author guidelines.
 - b. Info section might be short.
 - c. Look at the citation style used mostly in this field, other journals, etc.
 - d. You can send them an email too.
 - e. Look at a recent issue.
 8. Dear Andre: online Chicago manual + grammar rules?
 - a. There is a great online resource for Chicago style.
 - b. <https://guides.library.ualberta.ca/citing/chicago>
 - c. Please note that there are two Chicago styles.
 9. Christina Grant’s project: who could do a mock tutorial for their video?
 - a. May involve interviews.
 - b. Looking for volunteer tutors for TR 10-12:30.
 - c. Stephanie and Pony volunteered.
 10. Read and Write for Chrome extension, add it to your computer
 - a. Google it.
 - b. Download on the tutor computers and look at it.
 - c. It has lots of cool, helpful tools.
 11. Pilot project for tutor evaluation forms.
 - a. Justin is creating google forms for the evaluations.
 - b. Tutors will be able to see feedback at any time through this form (not excel).
 - c. Any volunteers to try it out next pay period?
 - d. Stephanie, Spencer, Breanne, Sinjini. Thank you!
 - e. Note: tutors like to see week-to-week feedback.
 12. Write postcards (on main desk) to first-year students in residences.
 - a. Instructions are in the box at the front desk. Just ask Justin.
 - b. The postcards are meant to encourage first year students in residence as they prepare for final exams.
 - c. We have 20 postcards and some instructions.
 - d. The deadline is November 22.
 13. WIN House Drive (Kelsey).
 - a. The box is in the C4W. Instructions are on the box.
 - b. Now accepting donations of various school supplies for children in need.
 14. Discussion items
 - a. Sources for grammar rules
 - b. Google it!
 - c. Write down the search question for the client.
 - d. Purdue OWL.

- e. Posters in C4W.
- 15. Letters of recommendation.
 - a. Ask Lucie for form or get one at the tutor's corner.
 - b. Give Lucie at least two weeks notice.
 - c. Let Lucie know what you want in the letter. What skills should she highlight?
 - d. Reminders are good too.
- 16. We do not do editing in the C4W. We can help clients recognize patterns of mistakes, and teach them how to find and fix their mistakes.
- 17. Make recommendations for self-editing.
- 18. E.g. start with simpler sentences, work on tenses (find a good website).
- 19. Make a correction in one sentence, and when the problem arises again, ask them to fix it in the new sentence.
- 20. Teach grammar principles and develop strategies.

Nov. 22, 2pm

In attendance: Lucie (chair), Justin, Audrey, Tyler, Sinjini, Kristina, Erin, Moni, Jacqueline, Dylan, Pony, Belinda, Kelsey, Majid, Reza, Nikole, Kacey, Kaarel, Nina, Silvia, Shahnaz

Visitors: None

Regrets: Rob

1. Timesheets NEED to have the following filled in BEFORE they get submitted:
 - a. Name and ID#
 - b. Total Hours
 - c. Signature and Date
 - d. If you need help filling out your timesheet, please ask Justin.
 - e. You risk not getting paid if you leave out information.
2. Missing Postcards
 - a. 4 of them are not in the box.
 - b. Please return them by Friday, November 23.
3. Orphan reports!
 - a. Please fill in the Client Report Forms after every appointment!
 - b. If you are missing more than 5 after today, you WILL NOT BE HIRED NEXT SEMESTER!
4. Please fill out the tutor scheduling questionnaire if you want to come back in the Winter semester! (21 tutors have responded).
 - a. Fill it out by Friday, November 23
 - b. Fill it out as quickly as possible.
 - c. Hours are around 10am - 7pm weekdays, but times to be finalized.
 - d. If unsure of your availability, note the uncertainty on the form.
 - e. You can make changes to the form. Please let Justin know if you do.
5. WIN House Drive (Kelsey).
 - a. The box is in the C4W. Instructions are on the box.
 - b. Now accepting donations of various school supplies for children in need.
 - c. We can't walk in with a half-empty box. We would look really bad.
 - d. Please bring in donations.
 - e. They are looking for items for children and adolescents.
 - f. We will keep the box for a few more weeks.
6. What to do with rude/angry clients.

- a. Don't take the abuse!
 - b. Come get Justin or Lucie, and they will speak with the client and call security if needed.
 - c. Tell the client you forgot to tell the boss/person at the desk something important, and get out of the situation.
 - d. If you are on desk, please be aware of what is happening, and ask if everything is ok if you notice something off.
 - e. Clients may be stressed out or panicked, but that is no excuse to mistreat tutors.
7. Tutor-training: adding co-tutoring
- a. New tutors will not be just thrown into it.
 - b. Both tutor names will be on the schedule.
 - c. New tutors will work with different tutors, but for the length of the shift.
 - d. If you have any suggestions or input, please let Lucie know.
8. Practice cutting out words and rephrasing sentences/paragraphs to improve word count (use student text)
- a. Exercise 1: Take the first paragraph and remove three words that are not important. (1 min).
 - b. Removal of these words does not change the content.
 - c. This method is least effective when editing (word by word).
 - d. Exercise 2: Rewrite the first paragraph into one sentence that keeps the important information (5 min, max 25 words)
 - e. Find the important information.
 - f. Build the paragraph around this info.
 - g. Concentrate on what is really important, then make it concise and efficient.
 - h. Focus on information over words and paragraphs.
9. Semester end Potluck, Dec. 7, 4:30. Bring food/drinks/games.
- a. Everyone welcome!
 - b. Karaoke? If someone has a Karaoke machine, please bring it!
10. Workshops next semester
- a. If you are a grad tutor, please look at the workshop schedule for next semester.
11. Discussion Items
- a. (Dylan) a student was working on a resume, but was very underqualified. Worked on the resume and encouraged the client to apply at more places.
 - i. Make sure to teach people to respond specifically to the job posting.
 - ii. Encourage people to do research into the company, so they can be more prepared.
 - iii. Show that some skills are transferable. They might not fit 100% to the job description, but they might be able to translate your skills and show employers that they are a great fit.
 - iv. Go through some resume examples.
 - v. If people are not qualified, they will not get the job. It's not up to us to decide. Maybe they actually are who the company is looking for.

DATE: Jan. 28

In attendance: Lucie (Chair), Rob, Justin, Kelsey, Kaarel, Stephanie, Sinjini, Erin, Alex, Tyler, Nina, Kyla, Jacqueline, Ravanne, Nikole, Kacey, Silvia, Reza, Majid, Dylan

Visitors: None

Regrets: None

1. Please indicate on the little piece of paper which staff meetings you will attend this semester. Plan for at least 4, minimum attendance is 3.
 - a. Please turn in the checklist to Justin.
 - b. Please see Justin if you have not yet filled in the checklist.
 - c. If you have problems attending meetings, please speak with Lucie.
 - d. You get paid for attending meetings.
2. Space in Assiniboia Hall.
 - a. We only have 1-42 and 1-23.
 - b. We keep getting space taken away from us.
 - c. We are lucky to still be here, but Arts could kick us out at any time.
 - d. Do not argue with these people! Be respectful of the space.
 - e. In future, faculties will be responsible for finding space for Writing Groups.
3. New Tutor Evaluation Forms.
 - a. Google form. More visual layout.
 - b. Only downside is that there is no total for the semester.
 - c. Links have been sent to each individual tutor.
 - d. You can check your feedback any time.
4. Requesting time off (3 weeks in advance).
 - a. Don't miss work! We're keeping track.
 - b. Please give as much notice as possible.
 - c. Please start and finish appointments on time!
 - d. Leave a minute or two at the end to fill in the Client Report Form for that client.
5. Lucie's Research Project.
 - a. You are not being evaluated, and Lucie will not even know who the tutors being recorded are. No names are collected.
 - b. Lucie is looking at what students bring into their tutorials in addition to writing (e.g. stress, midterm anxiety, disabilities, difficult clients, etc.).
 - c. Some of you will be interviewed as well about your experiences, if you wish to participate.
 - d. Tutors should not alter their methods of tutoring for the study. Use your judgement when dealing with other problems or difficulties. There is no typical response.
 - e. We will get used to recording over the semester.
 - f. Silvia - should clients have a "venting session" before tutoring happens?
 - g. Dylan - What do we do when a student doesn't care about their writing?
 - h. Let them know that this will help them in their writing now and in the future.
6. Birthdays
 - a. Please tell us your birthday!
 - b. You can email Justin or tell him in person.
7. Locked doors at 7:00pm.
 - a. Make sure you work together and nobody gets locked out.
 - b. Take your phone just in case!
8. How/when to do express tutoring (feedback form if more than 10 mins)
 - a. Leave the express tutoring forms in the basket on the desk.
 - b. Log the student as a regular appointment if it is longer than 10 minutes.
 - c. Cancel the placeholder to do this.
9. Do tutors attending workshops get paid?

- a. We need more people to attend workshops. Especially Grads. Please promote the workshops.
 - b. Tell students that the workshop handouts have 2 sides (regular and grad/post-doc).
- 10. International Week**
- a. We need doable and cheap ideas!
 - b. We will have clients write the C4W slogan in their native languages.
 - c. Treats from top 5 countries.
- 11. Other C4W Activities/Events: we need some ideas!**
- 12. Reading week (Feb. 19-22)**
- a. We need 2-3 grad tutors and 2-3 undergrad tutors for this week.
 - b. First come, first served.
 - c. Email Justin ASAP with availabilities.
- 13. Guidelines for the ethical editing of student texts, by the Editors Association of Canada:**
<https://www.editors.ca/hire/guidelines-ethical-editing-student-texts>
- a. Remember, we don't deal exclusively with grammar.
 - b. Different guidelines for graduate and undergraduate students.
- 14. Office of the Dean of Students Service Excellence Awards:**
<https://www.ualberta.ca/provost/dean-of-students/projects-initiatives/service-excellence>
- a. Please nominate someone!
- 15. Discussion items (things we discuss during staff meetings that were not in the agenda)**
- a. Online tutoring
 - b. 2 clients so far. Some interested clients in nursing.
 - c. Last semester, we emailed all the profs who teach online courses.
 - d. Writing Groups - so far, so good.
 - e. Silvia's students need exclusive grammar help.
 - f. Teach them, don't just correct grammar.

DATE: Feb. 5

In attendance: Lucie (chair), Justin, Kacey, Reza, Alex, Spencer, Moni, Sinjini, Bronte, Stephanie, Jacqueline, Majid, Shahnaz.

Visitors: None

Regrets: Rob

1. How is everyone doing?
 - a. One-on-one tutoring
 - b. Alex - good sessions.
 - c. Spencer - nothing out of the ordinary.
 - d. 265 lab report is a recurring issue.
 - e. Sinjini - TAs are not explaining things properly. Students have too many similar questions for the same report.
 - f. If you have this same issue, try to clarify their ideas, focus on the writing.
 - g. Check the rubric. Teach them about secondary sources.
 - h. Every answer should be in their lab manual.
 - i. Moni - helping grad students with statements of interest. S
2. Giving advice is good, but make sure they know that it is your advice, and not necessarily the "right" or only way to do things. Everybody has different ideas.

- a. Remember: you are PEER tutors. Sometimes, you need to take more of a peer role than just being a writing tutor.
 - b. Stephanie - things are picking up in the evenings.
 - c. Sometimes clients don't want to leave at 7:00.
- 3. The doors are locking in the evening.
 - a. The person at the desk needs to grab the signs at 6:15.
 - b. Workshops
 - c. Tutors can attend workshops and will be paid to do so (if you put it on your timesheet!).
 - d. Please advertise the workshops as much as possible!
 - e. Undergrads can also attend the Grad/Post-doc workshops.
 - f. Majid and Lucie are updating the materials for workshops.
- 4. Let Majid know if you have any useful information or resources that can be used.
- 5. Writing groups
 - a. Kacey - so far, so good. One student was worried, but crisis averted.
 - b. Shahnaz - this writing group is much better this semester. Not competitive amongst themselves.
- 6. Class Group Tutoring
 - a. So far, so good.
 - b. Bronte has a total of 9 sessions with her class.
- 7. Online
 - a. Jacqueline - working on a draft of best practices.
- 8. Reza is working on his training.
- 9. Please indicate on the little piece of paper which staff meetings you will attend this semester. Plan for at least 4, minimum attendance is 3.
 - a. Please turn in the checklist to Justin.
 - b. Please see Justin if you have not yet filled in the checklist.
 - c. If you have problems attending meetings, please email Lucie.
 - d. You get paid for attending meetings except if they're during your shift.
- 10. Remember to fill out client forms!!! Many are missing already. Justin can tell you if you've missed some.
- 11. Feedback forms, many are missing!!!
 - a. Tell the client that they are important.
 - b. Write your name on the feedback forms
 - c. Many clients leave with the forms.
 - d. Ask them to fill it out on the table by the door. NOT "by the front desk!"
- 12. Birthdays
 - a. If you wish, you can tell Justin your birthday.
 - b. You can bring cupcakes for everyone, too, whenever you want :)
- 13. If you are on desk, please take out the garbage cans at the end of the day. Please note that no one picks up recycling. DO NOT take out the blue bins.
- 14. Please be considerate and wash the coffee mugs that you use.
 - a. There is soap in the cupboard.
- 15. Fill out your timesheets properly!
 - a. Remember to write your name and ID# at the top, sign and date the bottom, and total the hours at the end of each pay period.
- 16. We still need activity/event ideas!
 - a. Things to make clients excited to visit the C4W.
 - b. Cheap but fun.

17. Write a valentine for a tutor!
 - a. Starts on Monday. Will be given out after Reading Week.
 - b. Place it in feedback form box.
 - c. We'll have cards (or you can bring your own).
18. Do NOT stay longer than your shift to help a student. Also make sure to end appointments on time. Be firm!
 - a. Come get Justin if a client won't leave.
19. The reading week schedule is now posted, and clients can book.
 - a. There are very limited hours.
20. "Safe word" for students who are a bit scary to warn tutors around you as well as person at the desk
 - a. **"I forgot to give a very important message to the Director."**
 - b. The other tutors who are present should tell their clients that they need to deal with an emergency if they hear this.
 - c. Go to the front desk person and call security if needed.
21. Security can be reached at 2-5050 on the front desk phone.
 - a. Call 911 in more serious situations.
22. Discussion items (things we discuss during staff meetings that were not in the agenda)
 - a. A client emailed Sinjini this week.
 - b. If a client emails you directly, NEVER respond. Forward these emails to Justin.
 - c. You should not work as a tutor or represent the C4W outside of your tutoring hours. If you are not on shift, it is not your responsibility. Things can go wrong, which cause bigger liability problems.
 - d. Writing groups in the future should have dedicated email addresses to avoid using personal emails.

DATE: Feb. 15

In attendance: Justin (chair), Rob, Silvia, Sinjini, Erin, Kristina, Breanne, Shahnaz, Jacqueline, Julia, Majid, Reza, Kelsey, Audrey.

Visitors: None

Regrets: Lucie

1. Lucie wants to remind you to please tell people to take notes while you're explaining stuff to them, as in "here's a pen so you can write things down" or "do you need a minute to write all these things down?" People won't remember everything you explain and sometimes expect YOU to write things down, which you shouldn't do. Let them do the work.
2. Reminder: "Safe word" for students who are a bit scary to warn tutors around you as well as person at the desk
 - a. **"I forgot to give a very important message to the Director."**
 - b. The other tutors who are present should tell their clients that they need to deal with an emergency if they hear this.
 - c. Go to the front desk person and call security if needed.
 - d. Security can be reached at 2-5050 on the front desk phone.
 - e. Call 911 in more serious situations.
 - f. There is often training done on this.
3. Reminder: The person at the desk needs to grab the signs at 6:15pm.
 - a. Has this been working better?

- b. (No one at the meeting has done this)
- 4. Reminders: Tutors can attend workshops and will be paid to do so.
 - a. Please advertise the workshops as much as possible!
 - b. Undergrads can also attend the Grad/Post-doc workshops.
 - c. Audrey - If enough people are interested in a past workshop, can we hold it again?
 - d. Maybe clients could write on the feedback sheet that they are interested in a certain workshop.
 - e. Put email on the workshop list. Justin can keep a tally.
 - f. Silvia suggested two workshops, one at beginning and one at the end of the semester?
- 5. Reminder: Timesheets
 - a. Name and ID #
 - b. Total hours
 - c. Sign and date
- 6. Please put money in Skully for more tea and coffee!
 - a. Maybe it's too scary?
- 7. Proof of Attendance forms are on the bookshelf (second shelf from the bottom of the right bookshelf, bottom right of the divider).
 - a. If Justin is not at the desk, the tutor at the desk can sign the form.
 - b. Workshop and Writing Group tutors can sign these too.
- 8. Please leave the laptops open and on at the end of the day. Just log off.
 - a. Justin will restart them on Fridays.
- 9. Evaluation forms! Make sure the clients are filling them out!
 - a. Emphasize how important they are.
 - b. Any ideas for getting more clients to fill them out?
 - c. Maybe have them fill it out while you do their Client Report Form.
 - d. Explain clearly where the box is.
 - e. Move the chair from the front table so no one sits there.
 - f. Why don't they fold it?
- 10. Discussion items (things we discuss during staff meetings that were not in the agenda)
 - a. Kristina is getting a lot of EAP students. What should we be aware of?
 - b. Majid - basically grammar, unless they state otherwise. Also check thesis statement and topic sentences.
 - c. Sinjini - Can we make the proof of attendance sheet more obvious? A client wanted to take a picture with her as proof.
 - d. Shahnaz - I asked a client to take a picture by the C4W door.
 - e. Kristina - attendance for online tutoring is very low. Can another email be sent out to the instructors? There have been about 4 total this semester. They provided good feedback.
 - f. Audrey - Access Outreach program is also low attendance. Needs more publicity.
 - g. Audrey, please send us the info so we can advertise.
- 11. Lucie - We cannot advertise Access Outreach without their Director's request and information.
- 12. Kelsey - can the screensaver be changed to wait a half hour before turning on? It is distracting when the screen goes black when you are with a client.
- 13. Action items (things Justin, Rob, or Lucie need to verify, investigate, find the answer to, or do, before next meeting).
 - a. Justin - make a proof of attendance sign.
 - b. Justin - send mass email to online professors about online tutoring.
 - c. Rob - look into adjusting the screensaver wait time.

- d. Justin - figure out how to advertise the Access Outreach Program in the C4W.

DATE: Feb. 27

In attendance: Lucie (chair), Justin, Tyler, Maryam, Kristina, Breanne, Alex, Spencer, Moni, Majid, Belinda, Julia, Jacqueline, Ravanne, Sinjini, Kacey, Kaarel, Nina, Kyla, Nikole, Audrey, Bronte.

Visitors: None

Regrets: Rob

1. How is everyone doing?
 - a. One-on-one Tutoring: Going fine. Quiet, especially in evenings and mornings. Lots of drops. Lots of returning clients.
 - b. Writing Groups: Belinda - Not going as well as the previous semester, possibly due to later time shift. About half the class comes regularly. Kacey - going well, got a lot of poetry!
 - c. Class Group Tutoring: Tyler - 5 people and up for attendance, professor not really talking to him. Ravanne - picking up. Maryam - good communication happening, everything is all planned out. Please don't wait to talk to Lucie about any problems, and copy Lucie on any correspondence.
 - d. Online Tutoring: Kristina - slow, but picking up. Justin sent a reminder to the profs. Jacqueline - working on the best practices document.
 - e. Workshops: Majid - Good turnout.
 - f. Access Outreach: Kyla - has yet to receive a client. Audrey - ditto.
2. Being late because of the weather is no longer an acceptable excuse!
 - a. Plan ahead! Come a bit early.
3. How are the new feedback forms?
 - a. Everyone seems happy with them.
4. Exam week schedule (April 11-18).
 - a. Some clients are interested in these times.
 - b. Please fill in the Google Form with the times you are available:
<https://goo.gl/forms/Lh0EGTc9z7i80pJo2>
5. Computers:
 - a. Laptops are to remain open and on.
 - b. Please log out after use.
 - c. Front desk computer also should remain on at the end of the night.
 - d. Please log off from mywconline when finishing a desk shift.
 - e. Please also log off the computer.
 - f. Hold the windows key and push L.
 - g. Please let Justin know if there are any problems with the computers.
6. Reminder: "Safe word" for students who are a bit scary to warn tutors around you as well as person at the desk
 - a. **"I forgot to give a very important message to the Director."**
 - b. The other tutors who are present should tell their clients that they need to deal with an emergency if they hear this.
 - c. Go to the front desk person and call security if needed.
 - d. Security can be reached at 2-5050 on the front desk phone.
 - e. Call 911 in more serious situations.
7. Reminder: The person at the desk needs to grab the signs at 6:15pm.

- a. Has this been working better? Maryam - yes.
- 8. Reminder: Timesheets - a few people were not paid this past pay period because of missing info. Their hours had to be added to this pay period instead.
 - a. Name and ID # - do this on the first shift of the pay period.
 - b. Total hours - this lets Justin know that you are done entering time for this pay period.
 - c. Sign and date - you can also do this on your first shift of the pay period.
- 9. Reminder: please make sure that your client receives and fills out a feedback form at the session's end. With your name on it. Instruct the clients where to put them.
- 10. What to do when clients don't show up (brainstorm).
 - a. Ask Justin if there is anything you can do.
 - b. Please don't just do your homework.
 - c. Read some of the training/writing centre books.
 - d. We have lots of interesting books.
 - e. Research grammar tips and other resources. Learn stuff!
 - f. You can do all the grammar exercises on Purdue OWL!
- 11. If you have a writing centre related project or idea in mind, let us know.
- 12. Client Report Forms: Overall, you are all doing a great job! Thank you!
- 13. Class Group Tutoring tutors, please encourage the students to come to the C4W for more help.
 - a. Show them how to use the system, how to create an account, book an appointment, etc.
 - b. Tell them there are lots of drop-ins
 - c. Encourage them to come for help with those papers, but also other classes too.
 - d. Class Group Tutoring and Writing Group dedicated emails
- 14. Would you be interested in a dedicated email address used to communicate with students/profs, or is it working now?
 - a. E.g. wg1@ualberta.ca, cgt3@ualberta.ca.
 - b. Tyler - this would be useful to maintain anonymity.
 - c. Maryam - doesn't see the point. eClass already shows her name and email.
 - d. Ravanne - not concerned about anonymity, but lots of students emailed her after the eClass sign-up deadline passed. Dedicated emails might help keep this separate.
 - e. Bronte - separate email would help with organization. I also don't like people seeing my personal information.
 - f. Kacey - not too many issues.
 - g. Belinda - prefers to use own email box. Not that many students, and they have not been obnoxious. Some past students were able to keep in touch. They have all been very friendly.
 - h. Lucie - Maybe it can be an option? Might be better for Class Group Tutors.
 - i. Maryam - these emails could access eClass, and profs could give those emails access so we wouldn't have to use our personal addresses.
- 15. Please make sure to check students' pictures on their OneCard. Also make sure that the paper's name is the same as the clients.
 - a. If the names don't match, write down both names, and write them in the Client Report form and send it to the administrator.
 - b. Three verifications: OneCard, Mywconline, Paper/document
- 16. If you are worried about plagiarism, ask questions to verify if they wrote the paper or not.
 - a. Watch out for Google Translate. Professors can tell if a paper is translated this way.

- b. If it is a co-authored paper, all of the authors of the paper must be present. Otherwise, only the sections that they wrote can be worked on. Have them show you which sections they wrote.
 - c. People may not always tell the truth. Do your best.
- 17. If you notice that a client has more than one WConline account (e.g., moussu@ualberta.ca and moussu@yahoo.com), or anything fishy, let Justin know.
- 18. If you tutor someone at the desk, there are two options:
 - a. Express tutoring (5-8 minutes)
 - b. Please fill out the Express Tutoring Report Forms and leave them in the basket.
 - c. You do not need to fill out a client report form.
 - d. Longer session (8+ minutes)
 - e. Cancel the placeholder in mywconline.
 - f. Enter the client as a drop-in.
 - g. Fill out a client report form.
- 19. Discussion items (things we discuss during staff meetings that were not in the agenda)
 - a. Please tell your profs that there are lots of drop-in opportunities. Tell your classmates, too!
 - b. Encourage your clients to book again. You can even book with them.
- 20. Action items (things Justin, Rob, or Lucie need to verify, investigate, find the answer to, or do, before next meeting).
 - a. Justin - update the list of things to do for desk tutors (remove “turn off computers”).
 - b. Justin - Create a google form for exam week availability, and put the link in the meeting minutes.

DATE: March 11

In attendance: Lucie (chair), Justin, Tyler, Maryam, Erin, Kristina, Kacey, Breanne, Kaarel, Belinda, Majid, Reza, Alex, Sinjini, Jasdeep, Julia, Kelsey, Nina, Silvia, Dylan

Visitors: None

Regrets: Rob

1. Justin now has a full-time position. Congratulations Justin!
2. How is everyone doing?
 - a. One-on-one Tutoring: Lots of cancelled appointments. Encourage students to come! We have plenty of space. Kaarel - a student came in with a paper that looked Google Translated. Tell the student that if you think it is Google Translated, the teacher will probably think so too. Write this in the Client Report Form.
 - b. Majid - is there any protocol for receiving gifts from a client? Lucie - not really. Be grateful! Don't accept cash, if they are insistent, say that it will go towards coffee/tea. Should we have a tip jar? No.
 - c. Alex - more ELL students than usual. Making sure that she caters to the individual student. Lucie - use online resources to give them strategies, e.g., Purdue OWL.
 - d. Jasdeep is beginning tutoring next week. She has a few more co-tutoring sessions this week.
 - e. Kelsey - Some students have very pretentious writing from using a thesaurus. Teach them how to use a thesaurus. Tell them that they may not sound smarter just because they use longer words or sentences. The teachers will not be impressed. Don't make the TAs use google Suggestion - ask them to tell you in their own words what they have

written, and write their response down. It is good to know how to write for a broad audience.

- f. Writing Groups: Erin - good attendance and engagement. Kacey - groups are busy. Belinda - one student hasn't shown up for 6 weeks, sends lots of excuses. Some students don't know how to start writing a paper at all, need lots of guidance. Tell your students about the Grad workshops. Silvia - best group I ever had! Some of the students are coming for one-on-one tutoring, and it helps! Thank you!
 - g. Class Group Tutoring: Maryam - Going well, low attendance at first, better now.
 - h. Online Tutoring: Kristina - a client had a 35 page paper! Good expectations set.
3. Exam week Availability (April 11-18)
 - a. Please respond by Thursday, March 14 if you are interested.
 - b. Fill out the form here: <https://goo.gl/forms/yuGRTKMOQp0gKXTA2>
 4. Spring/Summer availabilities:
 - a. Shorter hours, more grads than undergrads in the summer, particularly interested in science tutors
 - b. 4-6 hours/week (roughly)
 - c. Fill out online form by **Monday, March 25** to indicate if you're interested
 - d. Fill out the form here: <https://goo.gl/forms/cVK0Pe17foHWURln1>
 5. Fall availabilities:
 - a. Onitial online form by end of March
 - b. Second (more detailed) form by early August
 6. CAWS call for proposals (see call on Tutors' Corner)
 - a. Great opportunity to practice presenting at a conference in a low-stress, low-stakes environment.
 7. WRS 301 is scheduled for the Fall semester! (WRS 201, too). Please advertise!
 8. Self-directed studies during Spring/Summer to be ready in the fall: WRS 201 is for BP and WRS 102. WRS 301 is for the C4W.
 9. Poetry Week (March 25-29) ideas
 10. Tutors, give us your poems! Clients can vote on their favorites. Prizes given. Submit a poem. For prizes? Name and email need to be on submission. Magnetic poetry.
 11. Posting poems about writing, FaceBook. Collaborative poem? Each student adds a line.
 - a. Feature some UofA/local poets. Connect with local writers.
 - b. Micro poems given out with candy.
 - c. Bring in your favorite poems.
 - d. Have something visible when clients walk in.
 - e. Keep brainstorming! Send any ideas to Justin.
 12. Action items (things Justin, Rob, or Lucie need to verify, investigate, find the answer to, or do, before next meeting).
 13. Writing Groups for Spring and Summer? Lucie will look into it.
 - a. Education, nursing, science, engineering, native studies.
 - b. WG tutors - tell the students to email the deans to express interest.
 14. Propose Group Tutoring with creative writing classes.

DATE: March 26

In attendance: Lucie (chair), Justin, Stephanie, Audrey, Monique, Reza, Kaarel, Belinda, Jacqueline, Sinjini, Jasdeep, Kelsey, Kacey, Maryam, Bronte.

Visitors: Barbara and Miles (Justin's wife and their baby).

Regrets: Wendy, Rob.

1. Wendy and Rob:
 - a. Wendy Doughty is now our first point of contact, but Rob is still connected to the C4W.
 - b. We will continue to CC both Rob and Wendy in email communications until told to stop.
 - c. Tutors can still email Rob if they have contract/salary questions.
2. The exam week schedule has been entered into mywconline, and the tutors working then have been confirmed.
 - a. Thank you to all who were interested, but we were limited by the budget as to the number of tutors and hours we could assign.
3. Barbara and Miles arrived (Justin's wife and their baby)!
4. Spring/Summer: has everyone let us know if they want to come back during Spring/Summer? Please do so RIGHT NOW by **Friday 1pm**.
 - a. Fill out the form here: <https://forms.gle/v7QXCdeeXX8C84uJ7>
 - b. Audrey - How soon will we know the schedule? When will summer schedule be decided?
 - c. We should have the spring schedule decided by the end of the semester (April 10).
 - d. We will try to have people decided by next staff meeting.
 - e. Summer will be decided in the Spring semester.
 - f. Hours and number of tutors will be reduced for spring/summer.
 - g. There will be a preference for science and grad tutors in the summer, due to clientele. Spring will be more open.
5. WRS 301:
 - a. Please advertise the course (grads/undergrads), especially if you are in Science/Engineering.
 - b. The course counts as an arts elective
 - c. 3 credit course
 - d. Grads can take it to, for full credit or as an audit (it's cheaper).
 - e. Any suggestions on how to recruit more tutors for the course? Audrey - maybe look into training students learning other languages because they can relate to the international students.
 - f. We can distribute a pamphlet if that helps, ask Justin if you'd like copies.
 - g. You do not have to be a native speaker of English to apply.
 - h. We especially need more science tutors.
6. Dear Andre notes:
 - a. If you wish to make a suggestion or have a question or tell a funny/sad/scary story, write a note on the back of an evaluation form or on a piece of paper, and drop it in the box by the door. These can be anonymous, and will be discussed at the next staff meeting.
7. Christina Grant's WRS 101 students doing their projects in the C4W:
 - a. In partnership with Community Service Learning.
 - b. Please help these students with questions, interviews, tutorial recordings, etc.
8. UofA+: who's interested? (August 19-23, more info on the form below)
 - a. We need both grads and undergrads
 - b. Please fill out the form here: <https://forms.gle/unTzwXR3zkEinsb88>
 - c. Deadline to apply: April 10, 4:00 pm.
 - d. Please ask Lucie or Justin if you have questions.
9. CAWS conference:

- a. Lucie hopes you'll submit/present at this very low key and nice "conference" (taking place at MacEwan).
 - b. Deadline for proposal submission is April 5.
 - c. See details about proposals/conference posted at the tutor corner.
10. The list of extension courses that want online tutoring from March 30-June 30 has been submitted:
- a. Online tutor(s) will be selected and notified soon, since Extension doesn't follow the north campus semester schedule.
 - b. If you want to confirm your interest in online tutoring, please let Justin know by email.
11. Where to put the sandwich boards?
- a. On the front sidewalk leading to the front door. By the tree in the back on the south side.
 - b. There is a typo on one of the boards?!?
12. Poetry week:
- a. Please post some poems on the bulletin board!
 - b. Add to the collaborative poem(s).
 - c. Encourage students to do so, too!
13. SVCC opportunity:
- a. SVCC mentioned that they might be looking for additional volunteers for the Spring/Summer 2019 terms. While the registration has not opened yet, someone may find this to be an interesting opportunity. (Jacqueline) (see tutor corner)
 - b. <https://sites.ualberta.ca/~svcc/about.html>
 - c. <https://sites.ualberta.ca/~svcc/volunteering.html>
14. Statistics: Justin talked about no-shows and when they tend to be more likely. Tutors can also ask how many no-shows they've had this semester (although these numbers are not significant, since the more hours you work, the more likely you are to have no-show students).
15. What to do if a client wants to record their tutorial:
- a. Legally, you cannot say no. They have the right to record you. But you can tell them that it would make you uncomfortable.
 - b. If you are really uncomfortable and they still want to record you, you can talk to Justin, or possibly switch clients with another tutor.
16. What to do with a client who is pushy/obnoxious/wants you to edit their paper or write it for them, etc.
- a. Do not let students bully you, you know what you are allowed to do or not.
 - b. Tell them that you are simply not allowed to write/edit for them and that your boss will fire you if you do!
 - c. Refer them to the tutoring guidelines posted on the walls.
 - d. Give them the centreforwriters@ualberta.ca or Lucie's email for complaints.

DATE: April 4

In attendance: Lucie (chair), Justin, Tyler, Erin, Spencer, Majid, Ravanne, Belinda, Nikole, Sinjini, Jasdeep, Kaarel, Kacey

Visitors: None

Regrets: Wendy, Rob

- 1. How is everyone doing?
 - a. Good, tired. Lots of grading to do.

- b. Good luck to everyone :)
- 2. Exam week, Spring, Summer, and Fall
 - a. Please check the exam schedule to see if you have shifts.
 - b. Tell students we are open during exam week.
- 3. Spring/Summer
 - a. We will have approx 2-3 each of grad and undergrad tutors.
 - b. Writing Groups info to follow. We will be in touch.
 - c. Science, Arts, MEng, UAI departments are interested, but nothing is decided yet.
 - d. If you are an undergrad and want to know if you will work in the spring, please ask Lucie or Justin.
 - e. Prioritized by feedback results
 - f. For summer, we need more science tutors.
- 4. WRS 301 in the fall
 - a. Please advertise the course and peer tutoring.
 - b. We have handouts for those interested. Please have a look at the desk.
 - c. The one-on-one tutor training can (probably) also be done through a directed reading course. This way, both the student and Lucie will get credit. It will be a 500 or 600 level course.
 - d. Talk to Lucie if you or your friends are interested.
- 5. C4W Potluck on Friday, April 12 at 5:00pm, room 1-26
 - a. Come enjoy some time together!
- 6. UofA+: who's interested? (August 19-23, more info on the form below)
 - a. We need more undergrads
 - b. Please fill out the form here: <https://forms.gle/unTzwXR3zkEinsb88>
 - c. Deadline to apply: April 10, 4:00 pm.
 - d. Looks good on your CV!
 - e. Please ask Lucie or Justin if you have questions.
- 7. CAWS conference (See Tutors Corner for more info)
 - a. April 26. Proposals due April 8 (extended from April 5).
 - b. Really small, one afternoon at Grant MacEwan
 - c. Give a presentation about writing studies, tutoring
 - d. Get those proposals in!
 - e. Please register if possible. It is free!
 - f. Lucie can drive if you need a ride.
- 8. Research and conference money
 - a. Lucie had a meeting with the dean about getting the C4W back on track.
 - b. Before 2015, we did a lot more with conferences and other activities.
 - c. Tutors submitted proposals, did research, wrote articles, etc.
 - d. C4W paid for conference fees and such.
 - e. We were the only writing centre in Canada in 2014 that had tutors presenting. Other universities only had Directors presenting.
 - f. We have fallen on hard times, but we are trying to get things started again.
 - g. Please start thinking about ideas for proposals, research topics, etc.
 - h. You could end up presenting at an international conference!
 - i. Look at something you could branch out from. If you're working in the C4W, it means you are interested in writing, and you could probably link it to your field.
 - j. The dean and his associates are interested in supporting these endeavours.
 - k. Not just for grads; undergrads can participate, too.

- l. Lucie is going to the International Writing Centres Association in October. Deadline is April 15. Learn a lot about Writing Centres. Hear from and meet the people whose articles/books you've read. Learn new strategies and get inspired! Ask Lucie if you're interested.
9. We want to promote the C4W more. Suggestions?
 - a. Possible opportunity for a table in SUB every now and then for drop-in tutoring and popcorn. (pop-in tutoring?)
 - b. Kacey - Have C4W tutors go to labs and promote us, make a slide for science profs. Move the Science Writing workshop earlier in the semester.
 - c. Tyler - Are posters effective? Branding is not very noticeable.
 - d. Sinjini - putting up 4 or 5 posters together, like campaign posters. It is really eye catching. Is this allowed?
 - e. Tyler - multiple posters on the wall of SUB (outside)
 - f. Kacey - lawn signs?
 - g. Lucie - we gave out candy attached to postcards in quad, but littering ensued and we got in trouble.
 - h. Social media? UofA app?
 - i. Please let us know of any ideas you have.
10. If you are involved with or know of orientations in your department/faculty, etc., please let them know about us. Spring and summer are good times for presentations.
11. Writing groups in spring and summer
 - a. Justin will email you if you said you were interested to see if you want spring or summer or both.
 - b. Some writing groups may be over both terms, or they may be intensive 6-week writing groups.
12. Access Outreach = more tutor hours available that the C4W doesn't have to pay for. UPDATE: they don't expect to hire tutors during Spring/Summer terms.
13. Dear Andre note: Lots of questions about how to write conclusions / people having too short of conclusions.
 - a. Conclusions should be as long as or longer than your introduction.
 - b. Reiterate the thesis statement, introduction's main points, and summary of findings.
 - c. Should mirror the scope of the introduction, and also be the opposite of the introduction. (e.g., intro=broad to narrow, conclusion=narrow to broad).
 - d. For literary analysis, restate the thesis, restate concluding statements in body of essay, talk about the significance of the thesis as it relates to the work as a whole.
 - e. Definitely depends on the type of writing assignment.
 - f. Don't bring up new information.
 - g. Leave the reader wanting to learn more.
14. How has the semester been?
 - a. Tyler - Class group tutoring - the prof gave a high incentive for attending, but attendance was low, and another prof did not give any incentive and attendance was high. This is confusing. We could have a feedback form at the end of class group meetings. Immediate feedback would be good. Also anonymous.
 - b. Spencer - could it be similar to USRIs. Lucie will contact USRI people to ask.
 - c. Erin - Writing group is going well, but attendance has dropped drastically since reading week. The people who attend are still really invested. Science writing groups don't like time for individual writing in the group meetings. They would rather go over feedback instead.

- d. Kaarel - are there any resources for speaking English on campus? Conversation groups led by the International Students Office.
 - e. Lucie - got an email from a lab prof (and students) who was not a native speaker of English and who had \$12000 for writing support. Lucie told him about the Writing Groups, which cost \$45/hour. He responded that he did the calculations, and we should pay our tutors \$30/hr so they could all get enough help! Don't ever do arrogant stuff like that in your own lives! Be respectful of other people's work!
- 15. Action items**
- a. Justin will email you if you said you were interested in a writing group to see if you want spring or summer or both.

Appendix C: Tutoring Session Evaluation Feedback Form

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

Please fill out this form following the session with your Tutor

What Department / School are you in? _____

Tutor's Name: _____ Date: _____

Are you an International Student? Yes No

How useful was the tutoring session?

Very Useful Somewhat Useful Not Useful (please explain)

Did your tutor explain concepts clearly?

Very Clearly Somewhat Clearly Not Clearly (please explain)

How likely are you to come back to the Centre for Writers?

Very Likely Somewhat Likely Not Likely (please explain)

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

Very Likely Somewhat Likely Not Likely (please explain)

Do you have any comments about the Centre for Writers?

How did you hear about the Centre for Writers?

- Professor / TA
- Word of Mouth (peers)
- In-Class Presentations
- Website/Internet
- Outside Signs / Posters
- Orientation
- UofA+ Program
- You Have Been Here Before
- Other

Appendix D: Workshop Info Sheet

Workshop Facilitator Information

Workshop Folder

Each workshop for each day will have a separate folder devoted to it. The workshop folder will contain that day's attendance sheet, feedback forms, proof of attendance forms, and any materials you requested printing. The folder can be picked up from Justin on the day of the workshop at the C4W front desk.

The workshop folder must be returned to Justin right after the workshop. If Justin is not in the C4W when the workshop concludes, please leave the folder at the main desk.

Room Key

If you are facilitating a workshop that begins at 11:00am or 1:00pm, Justin will pick up the room key for you. The key will be with the workshop folder in the C4W.

Once the workshop is over, the key needs to be returned to Karen in SUB 5-02 **(before noon for the Tuesday workshops, as they close for lunch until 1:00. Run!)**. **If you did not return the key before noon on Tuesdays, you will need to bring it back to Justin immediately following the workshop.**

If you are facilitating a Grad/Post-Doc workshop (which begin at 5:00pm), you will need to pick up the key **before 4:30 pm** from SUB 5-02. Once the workshop is over, bring the key and the workshop folder to the C4W. Justin will return the key the next morning.

Materials to Print

If you would like handouts for your workshop, please email them to Justin at centreforwriters@ualberta.ca by 3:30 pm the day before the workshop. The handouts will be added to the workshop folder, with the attendance sheet and feedback forms.

Attendance Sheet

The attendance sheet is found in the workshop folder, and should be passed around to the clients at the beginning of the workshop. Any late clients should also sign the attendance sheet. The attendance sheet must be returned to the workshop folder and handed in to Justin right after the workshop.

Feedback Forms

Client feedback is important to improve our workshops. The feedback forms are also found in the workshop folder. As the workshop ends, please ask the clients to fill out the feedback forms you have passed around. Once finished, they must be collected and returned to the workshop folder and handed in to Justin right after the workshop. Any extra forms should be returned as well.

Proof of Attendance Forms

Some instructors give extra credit or other incentives for attending workshops. If a student requests a proof of attendance form, some are included in the workshop folder. Please fill out the proof of attendance form and sign it for them. You do not need to put your last name on the form.

Appendix E: Complete Writing Group Student Feedback

What were your goals when you joined the writing group?

- The overall goal was to improve my writing skills. Particularly, I wanted to acquire a good understanding of where to put punctuations.
- Get better at academic writing as I embark on writing my thesis. Most of the skills I learnt are and will be useful when I'm editing my thesis.
- to be proficient in writing
- improve my English
- To enhance my writing skills and to fix some of the problems of my MA thesis.
- Finish my resume and cover letter writing and get more writing practice.
- Improve my grammar and try to delivery words more cohesively
- To improve my writing skills and have a professional performance in academic writings
- Framework of an article, improve writing skills on abstract, grammar improvement
- get better in grammar
- The main purpose to join this group was to improve my academic writing skills
- I wanted to improve my academic writing skill towards scientific journal publication. I also would like to improve the efficiency of the manuscript preparation.
- Improve my writing skills in general (e.g efficient way of collecting information; organizing sentences in a way that can flow better, etc).
- cultivate writing habit
- improving my writing and gaining confidence in writing (I used to hesitate a lot when writing anything)
- To be able to write faster and to be able to better detect persistent grammar issues.
- well organized writing, good sentence variety, correct use of punctuation
- To write in an academic and correct way which is difficult for me as I am an international student.
- I just know basic things about how to write an academic paper so I wanted to know more techniques
- Have some chances to practice writing and get them revised.
- 1. Develop writing habit, 2. Improve flow and logical connection
- Improve writing and presenting skills
- To get some help how to start a writing, keep it specific and short
- know more about how to write MA thesis
- Better flow, conciseness when writing, vocabulary, learning from my basic mistakes.
- One of my goals was to enhance readability of my papers.
- As a graduate student, professional writing is a very important skill and will make great help and contribution to the research life. Since English is not my first language, I sometimes feel a little bit tough and struggle on writing and concerned if my writing can fully explain my idea and easy to be understood.
- I want to join a writing group because it is a great opportunity for me to continuously improve my writing. Since I am working on my thesis currently, I believe joining this writing group will help me to build a better sense of writing and do a better job on my thesis.
- Improve my scientific writing and communication with others
- Finish my thesis chapters
- To systematically learn academic writing, and write better papers and thesis of course.
- Learn more about academic writing and also presentation skills a bit
- My goals as a writer were to write precise and clear ideas in the most organized and engaging form.

- I want to improve my writing skills by minimizing the errors.
- Improve my writing style; get tips and instructions about academic writing; get feedback on my writing.
- I wanted to improve my writing skills and figure out what is my problems with writing.
- To write an effective critical review manuscript.
- Improve my technical writing
- to find out my most common mistakes and try to avoid them
- improve my writing skills and decrease my fear of writing
- to improve my academic writing and keep myself working on my thesis
- 1. To familiarize myself with academic writing in English; 2. To prepare for my MA thesis; 3. To get feedback from the writing group facilitator and other group members on a book chapter I was writing.

Have these goals been met? Please explain:

- Without any doubt, I can say my writing has significantly improved. This improvement is evident in my writing style and the ease with which I do write nowadays. Grammarly, a website used for proofreading, makes my assertion much clearer. Although with some arguable deficiencies, Grammarly's usefulness cannot be disregarded entirely by me. For one, the website has helped me to make some necessary changes -- punctuations, spelling, and style -- to my work in the past. Therefore, I consider it a useful tool. Part of the way I utilized Grammarly was to resort to its score-feature. The score-feature used to assign me an average score of 85, but things have taken a positive turn now. Lately, I score an average of 92, and that is even before I make any edit to my work. I consider this a worthy improved since I could not easily achieve this in the past even after several edits.
- Yes they have. I've become good at editing my own work thanks to the skills. My current work and even previous papers that I had written before joining the writing group.
- Belinda did a good job while I was in attendance and I have good lessons from those times
- I believe I have learnt to focus more on aspects I took for granted in the past.
- Yes, all my problems are fixed under Belinda's instruction.
- Yes. Kacey helped me a lot in editing resume and cover letters. We also got some practice every week.
- yes, I improved in some of the things, but still need some improvement, as there is always room for improvement.
- Definitely yes! A well-organized structure in writing was introduced, and I found it easier to organize an academic writing.
- Some of my goals have been met for sure. I have learned some great tips during my writing. Constructive feedback have been received from both the instructor and peer reviews.
- Yes, absolutely. Understanding of the writing process and how much is a common problem for international students helped me a lot; moreover, I learn both to use tools that were provided by Silvia and to find tools by myself.
- Yes, now I feel more confident when writing, and I learned new strategies that I can use when writing.
- Mostly met. First, the group provided a great learning push and experience for writing; second, Silvia helped revise personal writing drafts with huge care; last but not least, I cultivated better understanding and concept for English writing, and definitely, writing could be enjoyable rather than be scary.
- Yes, I have more confidence now. I learned about sentence structure, active reading, and punctuation.
- The presentations were great for obtaining writing skills but I need to practice more paying attention to what I have already learned
- At least I can write with 70% academic paper after this group. In addition, I learned how to achieve cohesion and coherence in my writings.

- Yes, Mansoureh read my writing and revise them every week which is very helpful.
- I improved a lot and my goals have been met.
- Yes, I know the proper flow of thinking and presenting.
- Part of my goals have been achieved. I have learned more writing strategies.
- Yes. The weekly sessions and the material provided helped a lot. Shahnaz would also read and provide feedback on our writing every week.
- It has improved but I still have some issues.
- I probably got better a little bit, but scientific language is hard to get good in just after 10 lessons with each different topics
- Yes, I fell I am writing better. Although I still need to work hard, I believe the course will benefit my further writing.
- Yes, I have finished already my thesis documents
- more than 80%
- Yes, Kacey is a really good teacher. She helped me to understand that academic writing is highly analytic, and I have a much more deeper understanding about cohesion and coherence.
- I improved a lot, but still need more practice to achieve the goal.
- Yes, I am very happy
- I wouldn't say I met the goals, but I have definitely made significant progress. Learning sentence structure with the instructor and discussing concepts with class mates makes the learning process much more efficient.
- Certainly. I had attended a few other writing courses before I took this course. The system that you used in this course is different than the others. I think, Silvia mostly focused on the most frequent mistakes in writing practice generally, and it helped us to gain a different point of view.
- Partially yes. This group, at least, forced me to write something every week.
- Yes, I think all the three goals have been met. Mansoureh's lectures covered almost every important aspect of English academic writing, from macro-level concerns like basic structure and paragraph development to micro-level ones like punctuation and word choice. I also used the free writing hours (the second hour of each session) to brainstorm and outline my thesis. Meanwhile, I was working on a book chapter for the rest of each week, and I would upload two to three pages of what I had produced to the designated Google Drive folder as my weekly writing. Mansoureh gave her feedback on my writing in a timely fashion, and I liked the suggestions or comments she made!
- Yes, I know the ways to make my paper have more coherent through organizing and modifying these statements by myself.

What did you like about your writing group?

- I liked the interactive style Shahnaz introduced. The in-class activities were also super helpful as they made it easier to understand the lesson taught for the day.
- The topics were all relevant and the facilitator was open to addressing particular problems within the group. The group discussions were also quite engaging in tackling some of the group exercises that we looked at together. Having people at various proficiency levels helped a lot because we were all improving through the facilitator and questions were asked freely.
- Submit my writing and get feedback
- She was patient with many questions and corrects us with smiles
- It's active and productive.
- The comradeship between the facilitator and the students.
- collaborative learning

- I like the instructor most, who is always professional, patient and nice to all of the students in the group.
- make friends, getting feedback from instructor
- is scientific writing and there's not a grade
- I really enjoyed the casual and friendly working environment.
- The facilitator is very dedicated and the student group was really committed
- I love the discussion way that we get the information through. Also, I love when I see my mistakes and how to correct them in my writings.
- Belinda was so cheerful and always encouraged us to write a good paper. It was really enjoyable to join each session
- Friendly and small group
- It is a supportive group. I'm not worried about making mistakes.
- Very practical, short lessons that built into exercises, very relevant topics.
- The personal feedback! Really helpful!
- Small group meeting in which we could ask for help from the instructor any time.
The instructor lead me to something I didn't know before.
- I like how each class is focused on different things, and somehow they are connected.
- We can share each other writing experience and discuss together.
- I liked that we learnt condensed and specific material during the meetings and that we didn't spend time on everything but what is more important to scientific writing. I liked that we didn't have other tasks to do except for weekly writings about our own research. Most of us don't have the time or mental energy to do homework and think and write about something else.
- We were able to discuss relevant topics for scientific writing and learn with peers.
- The instructor. She is so friendly, and willing to teach. She always emphasised that she is also an ESL student, and that increased my confidence level.
- 1. The casual, but encouraging learning environment; 2. Insightful lectures; 3. The chance to get feedback on my writing from other people; 4. Getting exposed to other disciplines (knowledge, codes of behavior, interdisciplinary perspectives, etc.)
- I think it provided an opportunity on regularly writing so that I could learn a lot from the lecturer's feedback.

What did you not like about your writing group?

- Not being able to send weekly writing samples. Some of my writings were too rough to share weekly. I think this is a good requirement still and should continue to be part of the writing groups. However, it may not work for all students writing style and pace to have readable draft to send every week.
- It closes very late during the winter period and I was cold going home
- The time is a little bit inconvenient. It's too early to have dinner before the meeting but we were starving half way.
- I personally didn't enjoy when other students gave us feedback because we are from such different backgrounds.
- No much disliking. Maybe provided with a syllabus of course topics in advance will help.
- I hope we can have more sessions to cover other aspects.
- This is my personal view, but this course should have more groups so students can enroll them since they start their graduate programs. Follow up courses would be very helpful too.
- I actually wish we had assignments, maybe I am not too self-motivated. I feel like assignments will help me reinforce the things I learned in class.

- I did not like that some people did not put enough effort, were not engaged, or stopped coming to class. Of course, that is not a problem with the course itself but with the participants.
- I hope I could read the materials before class
- The length of the course. I would like to take this course for a year, and it would definitely help a lot.

Was your facilitator's teaching useful or not? Please give specific examples:

- She was useful. And she exhibited this in a number of ways. For example, she allowed us to send our write-ups to her for review. Also, she attended to each person in the class to give feedbacks on our works.
- It was quite useful because they we dealt with problems facing the group members. At one point I pointed out my challenges in how to use tenses when writing. The facilitator incorporated that to in one of the session and this turned out to be one engaging group that I think other members found useful.
- It was useful. We did some class exercises to practice anything she teaches
- Yes. She gave us samples to work on together and discuss about the answers in class. Each class was filled with heated discussions.
- Useful. Shannaz was generally receptive and welcome to individual learning skills as well, and she met each person based on their needs.
- Very useful. Belinda's crystal-clear explanation of quoting and paraphrasing indeed help me to improve my MA thesis writing.
- Useful. Especially the content about how to describe data in research and how to write the abstract.
- Yes! Kacey is perfect. She gave us some practices on articles problem and paraphrasing. Also, she is patient and friendly. Any questions raised were well answered.
- Yes, she was super open to help me with my pieces of writing. Also, she brought extra exercises for almost each lecture.
- Erin is very useful in terms of providing great and extensive feedback and suggestions on the weekly write-ups. She is also a great lecturer by sharing her own writing experiences and tips.
- Very useful. She explained concepts completely new to me like sentence variety, i.e., the different types of sentences that make a writing work readable and enjoyable by the reader. Especially this feature is one of the main skills a researcher has to acquire to communicate findings.
- Yes, she was very helpful. She provided amazing material that we can use for later, gave good feedback, and made of a class a friendly space.
- Absolutely yes. I have learnt so many important lessons under Silvia's careful revision of my drafts. Besides, the interactive course style and practices in class did huge helps.
- She was really helpful. She went all her way to make sure that everyone understands and improves in his writing. One time, someone was late, and she waited until the break to explain to her what she has missed.
- Her presentations were important to learn and remember grammar, punctuation and structural elements, such as from general ideas to the specific ones.
- It was very useful. I waited for this class weekly to learn new things with Belinda's brilliant way of explaining and discussing ideas.
- Yes ...she was useful. Giving us feedback on the writhing was awesome
- Yes. She provided a great deal of help with feedback on a specific paper I was writing, while always going over the lecture notes with me in the days I was late due to my TAs.
- Sure, the teaching is useful. For example, she gave interesting examples when trying to explain oxford comma.
- Yes, she really make an effort to focused on scientific writing, the style, organization etc

- Yes. Mansoureh is very patient and knowledgeable. Before her teaching, she listened to us to understand our needs and expectations. I gave her some feedback when the half of the course ends, something about adding more teaching related to grammar since that is something lots of us struggle with. She took it and added some tips and exercises about grammar to the class.
- Yes she was. She welcomed ideas and questions in each session and gave us time at the end of the class to ask about or discuss her feedbacks on submissions.
- Very useful. The instructor helped us with our own writings, and indicated all the problems we have in our writings, which make us improve significantly.
- I think she was really good at teaching. I would suggest spending less time on individual and specific questions made by participants.
- Well prepared and tried to understand what we did although her major was not science.
- Belinda was always prepared to our weekly meetings and tried to answer all our questions. She brought diverse examples for us to discuss and exercises to practice.
- It was useful. I feel more confident after I took the course, and even if I am still making some mistakes, the time I spend on my papers is reduced significantly.
- Yes. I especially enjoyed Mansoureh's lecture on cohesion and coherence, which had not been my strong suit for a very long time. The strategies she offered, such as repeating keywords, using pronouns and synonyms, and altering parts of speech, were very feasible. More importantly, her teaching made me become aware of the significance of using connectors in my writing. After all, it was the writer, not the audience, who was responsible for making the logic work and his or her ideas accessible to the reader. Mansoureh's lecture on punctuation was also very interesting. I still remember how she used an acronym (FANBOYS) to remind us of the instances when a comma is needed before a conjunction.

Was your facilitator's feedback on your writing useful or not? Please give specific examples:

- Yes it was useful. The facilitator would add suggestions and sometimes follow-up in class to clarify some of the suggestions. This was useful in improving my style of writing to one that is active and engaging the reader better.
- It was okay and she also pointed me to more resources online for where I need to do more
- Useful. I got an interview with the edited resume and cover letter.
- Yes! She would point out my grammar mistakes and give some suggestions to make my writing more natural and fluent in a good flow.
- Absolutely. I sent Kacey my each section from my article during writing. She helped me a lot on articles, comma, and framework.
- Sometimes yes. But it is also true that supervisor's expectations are different from facilitator's.
- yes. I'm writing my thesis proposal and the grammar and structure is definitely looking better. My supervisor told me the same after he read it.
- Very useful. She helped me a lot and made me realize some bad habits that I had in my writings. Then she helped me to improve my way of writing.
- Yes, on a weekly basis she gave me feedback about my writing work. I used not to pay attention to the use of semicolon because in my mother language is not so important as it is in the English language. Besides, I noticed the employment of very long sentences in my writing, which makes it somehow confusing to the reader.
- Yes, I had a poster presentation during this term, and her feedback made my poster better.
- Yes, I was preparing for my candidacy exam. Therefore, I kept sending her sample from my report. Her feedback was really useful.
- Her feedback was accurate and complementary to the topics presented. It was important to me read her comments since they made me realize of repetitive mistakes I am making when writing

- Very useful. It gave me the chance to improve coherence in sentences that should go in line with the topic sentence and also gave me the experience to pay attention for cohesion in the overall organisation and structure of the writing.
- Yes, she is very specific and actually talked to me about why she made those comments. She also tells me about the common mistakes I make and ask me to avoid it. It is a fresh view and I really thank her for that.
- Most of the times it was, but, of course, I would find suggestions that would clash with my supervisor's suggestions. That is expected, they are suggestions at the end.
- Yes, it was. Belinda's feedback helped me to think critically about my writing pieces, and mostly important, to improve the conciseness of my writing.
- Mostly. I think it is field depended. I always sent my papers to Silvia, before I shared them with my supervisor. After I gave her feedbacks, I sent them to my supervisor.
- Yes. Mansoureh was very careful about both the presentation of overall ideas and the supporting evidence/arguments. Since I had a hard time making my paragraphs cohesive and coherent, she would pay extra attention to the connecting words/phrases I used and the link between the opening sentence and the following arguments when she commented on my writing. Her feedback was always straight to the point and I found it very clear as to how to revise my writing.

Was the time you spend talking about your own writing, face-to-face with your facilitator during meetings, useful or not? Please give specific examples:

- Yes. She pointed to specific sections/sentences of my work and told me why I needed to make changes. Passive and active voice errors were mostly rectified.
- Yes it was although short in some classes that I would have wanted but it got better as classes got smaller and smaller. A good one in particular was the last class reviewing my résumé.
- Yes, it is quite useful. the face-to-face meeting helps me to integrate the theoretical knowledge into my own writing better.
- Useful. When we have face to face conversation, it makes things more easier to explain. I can explain what exactly I want to say in my writings.
- Yes. It was useful. Sometimes I didn't understand some comments she made in my work but during the class we clarify everything
- Yes, she clarified some times what I did not understand just from looking at the comments and corrections. Actually, Silvia used to explained and receive feedback from my side in case it was needed to better understand the purpose of why I wrote something.
- Yes, when revising my feedback with the facilitator, she explained a little bit more on what that feedback was about and suggested ways to improve the text.
- Sometimes. It was useful. I learnt to organize the drafts better and corrected many mistakes about parenthesis and punctuation, for example.
- Yes. Belinda gave advice not only on my writing but also on how to deal with the pressure I feel in the process.
- Class was a grind, probably because we touched on many topics, but never got into depth and the level was low, we spoke hardly about my writing because her written feedback was already good!
- It was awesome! She helped students in person by giving feedback and challenging them positively.
- Yes, she responded with detail to my questions and make me suggestions and question that allowed me to analyse my text and improve it.
- Yes, Shahnaz helped me to find out the problems of my own writing. And gives some suggestions.
- Yes, but could have been well explored as I found some exercises not useful. Maybe to have the possibility to have online meetings could have matched more with my needs.

- Despite short, these meetings were helpful, yes. I had the chance to ask questions directly, question the suggestions and to hear more detailed feedback.
- Yes, it was. Belinda was frequently checking how I was doing with my writing pieces. Her feedback during the meetings were fundamental to improve my writing style and become more enthusiastic to progress with my work.
- Yes, of course. I mean, one of the reasons I signed up for the writing group was that I could talk to someone about my own writing and get their feedback or suggestions.

Overall, have you noticed an improvement in your writing knowledge and skills? Why or why not? Please be specific about what improved and what didn't:

- Yes. Without any doubt, I can say my writing has significantly improved. This improvement is evident in my writing style and the ease with which I do write nowadays. Grammarly, a website used for proofreading, makes my assertion much clearer. Although with some arguable deficiencies, Grammarly's usefulness cannot be disregarded entirely by me. For one, the website has helped me to make some necessary changes -- punctuations, spelling, and style -- to my work in the past. Therefore, I consider it a useful tool. Part of the way I utilized Grammarly was to resort to its score-feature. The score-feature used to assign me an average score of 85, but things have taken a positive turn now. Lately, I score an average of 92, and that is even before I make any edit to my work. I consider this a worthy improved since I could not easily achieve this in the past even after several edits.
- I think my writing and editing have improved. The latter more than the former. Because I joined the groups at an early stage of writing my thesis, I did not have a lot of work to edit and I think most of the topics we covered in the term were things you do when editing work. At the stage I'm in, I do not wish to be critical of my writing until I'm close to the end of the first draft, at-least.
- Yes, after this writing group, it becomes more easier for me to organize my argument. Also, now I know better about how to deal with the secondary resources, my understanding about MLA format becomes more accurate.
- Yes. Seven common mistakes were introduced in session to help me avoid them like usage of comma, period, and articles. My writing looks more professional.
- Not a lot and I blame this on myself because I didn't practise a lot after class.
- Absolutely. I am far more confident in writing emails, an article I was working on, and right now in writing information regarding my research (a poster last week). Particularly, I am now able to analyze my writing, for example to notice if the use of semicolon is correct or perhaps I have to double check information about the usage. My ability to write quickly increased as well, perhaps related to the experience I acquired during the writing course.
- Yes, I do improve so many. Rome was not built in one day. The important way to improve writing still is keeping on practicing, drafting and revising. This writing course, which could act as a crucial push, paved ways to my future academic career.
- I think I have improved. I am writing a paper right now. I am actually more confident about my writing. Also, I have a lot of sources to ask for help.
- Absolutely YES. I'm clearer about the use of punctuation and how to organize my paragraphs.
- Yes. I wrote the term paper without too much pain.
- I can say that I am more aware of certain elements highlighted in the sessions. I pay more attention to elements that haven't paid before
- Yes. I noticed some of my bad habits, which I didn't notice, like tense. But I still have a lot to do to improve my overall writing strategy, because it do need a lot of practice, and it is not practical to improve it significantly in limit time.

- Yes, I'm a lot more aware of what is important for writings. While every new writing I think back to what I've learned in the group
- Yes. I start writing easily. It does not take me longer to start writing the first paragraph. I realized that I can express better what I want to say than before.
- I think so. Using variety of sentences based on the concept and purpose of the writing is an important skill which I have learned during the class.
- Yes, I totally have. I used to struggle with connections and sequence of ideas when writing manuscripts, and I have improved considerably my writing and have fewer mistakes. My writing flows better now.
- Yes. The main two things I learned is: 1. academic writing is highly analytical; 2. the importance of cohesion and coherence.
- Yes, I know where to start to polish the writing now. For example, sentence structure, long sentence to short ones, delete the repeat ones, and logical consistent.
- Yes. I started to pay attention to my writing flow. Flow is always important to let readers understand what we expressed. I didn't realize my flow problems before the class. But now I can always write with good flow.
- Yes, I wrote faster and good quality. My sentence formation improved. I understood the unnecessary terminologies I used before the class
- Whenever I am citing, now I am more aware and careful on summarizing the study and mentioning the corresponding results in a more structured fashion.
- Definitely, I have seen an improvement on my writing. Particularly, now I carefully think about the grammatical structure of sentences, how it should be structured to convey the message, and the purpose of paragraphs.
- Certainly. Main problem is, the time limitation. I would expect the university to provide more support for ESL student, but as we know the resources are limited too. On the other hand, I should say-at least after that course-I am aware of some of my mistakes, and I know it takes time to improve my writing skills.
- I noticed difference in my writing. I was constantly making same mistakes on parallelism and dangling modifiers now I am more careful
- I think I have learned several ways of keeping my writing coherent and making effective (counter-) arguments. I am also more aware of the proper use of punctuation (especially comma). Meanwhile, I believe I still need to work on writing insightful and concise thesis statement.

Did the format of the writing groups (2 hours/week, lecture + practice + feedback on individual writing) work for you? Why or why not?

- It worked for me. I like the class time and the fact that it wasn't too long. I find the 2hours to be more effected because anything more than that might cause me some fatigue.
- The duration, lecture + practice worked great for me. Feedback worked good partly because initially I had been working on my initial chapter drafts. I wish I was at final stages to better utilize the feedback writing which I missed in the couple of weeks I wasn't able to submit.
- I need more writing practice and need someone's help to correct where I go wrong including teaching me grammatical technique. Indeed, Shahnaz tried to cover these all aspects, however, just 1 class in a week and 4 in a month is not not enough. Please initiate a regular writing program would be really productive for us.
- It does worked very well for me. I have two kids. I can't spend more time in evenings. So, once in a week worked well for me.
- Yes, the format works for me. It matches my these writing progress, all the skills I learnt in the writing group could be applied into my own writing immediately.
- Yes,it enables a continuous writing practice.

- Yes, but the only thing that didn't work that well was having to write something each week. Sometimes I didn't have anything to submit.
- Yes, but maybe to elongate the course hours or to increase frequencies (i.e. 2 sessions per week) would be very appreciated. But actually, instructors are so busy as well as writing skill is not easy to gain, thus, follow-up courses about academic writing is very helpful and yearning to me. I really appreciate this precious course, along with Silvia's great efforts to this course.
- not really. Because 2 hours/week is not enough time for covering scientific writing
- I hope it could be longer.
- I think it works but one of my goals was to write since I was working on a writing project; sometimes I feel pressure to write. However, I believe the format works really well for practicing and learning at the same time.
- Yes, it helped a lot. The format is not too stressful.
- I think the writing time can be replaced with lecture, so that we can learn more about better writing. We would be spending time on our writing anyway.
- It works for me. Practice after lecture allows me to learn new things better and also we have time to work on our individual writing and could ask question immediately.
- Absolutely, it was good, as I also had to work during the summer in my experiments and go to some conferences. I think that this schedule gave me good time to write and analyses the feedback and do my other responsibilities.
- Yes, it did. Most of the students are very busy during the summer time (e.g. attending conferences, doing fieldwork, writing manuscripts/Thesis, etc.), so I consider that 2 hours per week plus the individual writing at home/Lab time is good enough.
- It would be better to have 2 sessions each week.
- Yes. It's very useful. I practice writing once a week for submitting the assignment in the beginning. And it will help me develop writing weekly. At least, it is a good start and good habit.
- As I have some unexpected issues, I would appreciate to have something online.
- I have just seen some improvements after the week 10th, and the course is ended. If you could extend the length of the course, that would be great.
- I think if we have more time like 3 hours would be better, so we can cover more topics during the term.
- Yes, it works very well for me. Practice and individual writing are the most important parts in the group, because sometimes I thought I had understood but when I did the practice I knew I was still unable to master the knowledge taught in class.
- It generally works and beneficial for students, but personally I think more in class practice would be better
- The format definitely worked for me, since I am the kind of person who likes putting things down on paper immediately and getting feedback from other people. I believe writing has always been an interactive process: you communicate with the readings, you talk to your inner self, and you take in other people's responses to your draft. The format of writing groups shows exactly this kind of interactivity.
- Yes, the format worked for me because it provided enough time for me to digest what I learned in the class and tried to apply these skills into my writing assignments.

Would you like to share any other thoughts about these writing groups?

- It would be a great if grad students receive this training earlier in their program. I can imagine the impact this would have had on my previous years. Shahnaz is awesome! :)
- I think it would be a good idea to have groups for students in the later stages of writing their theses or dissertations. This would be useful to improve editing skills since most of the writing is already done.

- Every international student should participate in it.
- I do not think this feedback form is well designed. It has too many sections requiring me to give specifics. At this time of the term, everyone is busy with writing paper or studying for exams. It is very time consuming to give specific answers in a feedback form like this.
- It was all fine. I appreciate Shahnaz's efforts.
- I think it is a very useful workshop. However, I'll suggest that it is introduced in the first year of PhD programmes. This is because most of the students, outside of Canada, come from different writing requirements, and this workshop constitutes a good place to start understanding the academic writing requirements of a North American university.
- It gave me a clear idea about the expectations of reader and how to improve my flow of writing.
- Thank you for offering free writing groups for us. I really had a good time with our group members and our beloved instructor!
- If the individual writing of each week can change to a given topic writing practice , I think it would more push students to practice.
- Maybe some recommendation on some books and websites will be better for further self-improvement.
- I found the exercises very useful to practice the topic we were learning, then I think more exercises should be included
- I feel very grateful. Thank you.
- Would be better to have students from same or similar academic background then instructors can give example papers that students all familiar with.
- I really appreciate the support of Silvia and my colleagues to improve my writing skills. Making questions, listening attentively and giving feedback was an essential part of this program to me. As well, the University interest on improving the self-confidence of its students is highly appreciated.
- It was a nice experience and I hope other students can use the service.
- Maybe to hold some follow-up writing courses (but with deeper and harder topics) will help improve further.
- I really like the experience and I am planning to take more writing courses.

Appendix F: Online Tutoring Handbook (Draft)

Introduction to Online Tutoring with C4WOnline

This document is not yet approved by the Academic Director.

Online tutoring is a fun and challenging activity that provides many opportunities for helping clients who cannot access the C4W's main office.

This document gives a general overview of the process employed by the University of Alberta's C4WOnline. The goal is to provide a starting point for anyone interested in working as an online tutor.

While there appear to be many complex rules, you will find that you have a high degree of latitude when tutoring online. Try to think of this as a guide to best practices.

TO DO

Add further resources

Add more flowcharts?

Add screenshots (remove any personally identifying information)

Subsections:

Responding to difficult clients

Wording is important

Organizing the inbox: using labels

Optional follow-up sessions

General Safety Protocol

These are some relatively straightforward measures for safely interacting with clients:

Only use your first name in emails and feedback documents.

Do not give out your University of Alberta email or any other personal contact information.

Do not release any other personally identifying information, such as your student ID, place of residence, etc.

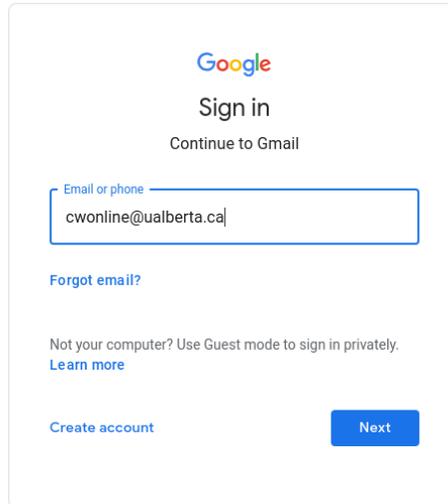
If a client is abusive, notify the Academic Director by forwarding the email along with a description of the issue.

Response Protocol

Logging Into the Gmail Account

One of the easiest ways to log into the Gmail account on a personal or shared computer is to use an Incognito Tab and visit **gmail.com**.

Next, input the C4W email account and password to log in.



You should be taken to the **Campus Computing ID UAlberta Login**. Input cwonline for the username, then the password of the email account.

Another way to access the account is to go to <https://apps.ualberta.ca/> and click on the Mail tab. This page can be accessed from the University of Alberta’s homepage (<https://www.ualberta.ca/>).

Overview of a Response: Initial Inquiries and Requests for Information

There are two general types of requests that we receive at C4WOnline. The first kind are general questions about the service, and the second are requests for assistance. In both cases, we should ensure that the sender has the appropriate information about how the service works, as some prospective clients forget to check the available information before sending us their work and/or questions.

General questions:

For email inquiries of any kind from people who we have not communicated with before, try to let them know about how the C4W works. There will be a template introduction available. It should contain all of the information shown in the “Providing the Introduction” section, below.

If the template is unavailable, check the most recent introductory email sent to a new client. It should be acceptable to copy and paste the necessary information, adding appropriate modifications as necessary for the client’s needs.

Feel free to append notes to relevant sections of the template and highlight or bold these notes. For example, if a client has not provided any specific questions for us, it is perfectly fine to include a note and mark it with special formatting.

For email inquiries of any kind from people who have not communicated with us since any policy updates, provide them with a modified introduction that gives them an idea of what may have changed since they last used the service.

For general questions about C4WOnline, try to determine the nature of their inquiry.

If the client is looking for information that is provided in the introduction template, you can append a note to the corresponding section of the template and highlight or bold your answer. This is most useful when you are sending the full introduction out in your response.

If the client has already received the full introduction, you can copy the appropriate section for them and provide a similarly highlighted answer.

If the client is looking for resources from other campus services, you can direct them there with links.

For requests for assistance, ensure that the prospective client's coursework is eligible (see the "Requests for Assistance: Checking Eligibility" section, below).

Whenever writing substantive responses to clients, include a standard greeting at the beginning and a signature at the end.

Response Time

In general, respond to initial queries and general questions as soon as possible – within one business day or even sooner.

Try not to respond at unusual times, such as before 7:30 AM or after 8:00 PM. Certain clients see it as unprofessional if you answer emails outside of "normal business hours." However, with some clients, if they send emails outside of typical business hours, it may be acceptable to respond in a likewise fashion.

Sometimes you might need to send an expedient response outside of typical business hours. If it's relatively clear that the client will find it helpful, feel free to make reasonable exceptions as your schedule allows.

Providing the Introduction

The introductory template should include the following information:

Eligibility criteria for using C4WOnline (see below)

How feedback for an assignment is broken down into one 1.0h initial session with an optional 0.5h follow-up, upon request

That our preferred filetypes are DOC, DOCX, and PDF

That we typically prefer to have between three to five focused questions or areas of concern to inform the tutoring process

That we generally require the course's name, number, and section

That our maximum turnaround time is two business days from the day that we receive a writing sample, except that work received on a Friday will have feedback returned by Monday

That we will include a link to an anonymous feedback form upon returning our comments to clients

Who is currently operating as a tutor through the account (first-name only)

Requests for Assistance: Checking Eligibility

Always make ensure that a prospective client is eligible to use C4WOnline before providing feedback.

Individuals who are part of the following categories can receive assistance from us:

Students enrolled in Faculty of Extension courses

People completing internships and/or work-terms at the University of Alberta

Students engaging in distance education courses

Anyone who has gotten special permission to use C4WOnline from the Academic Director

The following types of work, regardless of the client's enrolment status, are not accepted by C4WOnline:

Work that is not the client's own

Take-home exams

Legal documents
Work that is not written in English

If you are ever unsure of whether a client or their work is eligible or not, you may forward the email to the Academic Director for clarification.

Contacting the Academic Director

While tutoring with C4WOnline, you may encounter ambiguous situations that demand further clarification from the Academic Director. If you ever find that you are confused by the way that a request or an inquiry should be handled according to C4W policy, forward the email to the Academic Director. In your message, include a complete yet concise description of the issue.

In further correspondence with the client, remember to send replies that do not include your forwarded question. Go back to the client's most recent email and reply to that message.

Responding to Difficult Clients

Some clients may present difficulties when corresponding with us. The reasons for this may include frustration, stress, rapidly approaching deadlines, a dislike of their coursework, or other problems.

When interacting with difficult clients, remember to always remain professional. If a client is outright abusive, forward the correspondence to the Academic Director and remind the client of our policies surrounding respectful behaviour.

If a client tries to pressure you to violate C4W policies, you can always let them know that you do not want to do anything that will cause you to lose your job. When in doubt, forward the correspondence to the Academic Director.

Other Tips

The two-business-day maximum turnaround time is an upper limit only. If you can, and if you want to, preparing feedback sooner usually results in greater client satisfaction.

It can also be useful to save a draft email until an appropriate time to send it. The "In Progress" label, along with a label bearing your name, should be enough to let everyone know what is going on.

Team Communication

At the beginning of a contract period, online tutors should meet to discuss scheduling, task distribution, and training. It's also important to determine a default communications platform, such as email, Google Hangouts, or text messaging.

Distribution of Tasks

Whoever finds the email in the C4WOnline account first should notify the other online tutors after providing a greeting to the client.

A team can try to make sure that the hours are evenly distributed in a "round-robin" fashion. However, sometimes certain tutors are busier than others. Having more people operating the account can allow a team to be more robust during busy times. It is not uncommon for tutors to negotiate exceptions with one another in this model.

Using Labels

With our current system, we have a series of labels for our online tutors on our Gmail account. This is especially useful for avoiding confusion when coordinating with teammates. When you find a new email in the account, send an appropriate greeting and add the designated label with “**Unassigned.**” Next, add a label for the weekday that the feedback is due, such as “**Due Monday,**” “**Due Tuesday,**” etc. Then, using whichever task distribution system you have collectively agreed upon, determine who will assist the client. Once this has been determined, remove and replace the “**Unassigned**” tag with **your own label**. This helps to streamline the process of determining which tutor can take the client, according to their own schedule, and with providing timely feedback.

If you’re a brand new online tutor, you can [make your own label with your name](#) to use.

Other helpful organization strategies include creating a **label for the current semester**, labelling general inquiries with “**General Questions,**” and so on.

Whenever adjusting the labelling system, be sure to check with your teammates first.

Writing Feedback

The first round of feedback should be completed in one hour. Optional follow-ups should be completed in half an hour.

Here are some general tips and guidelines:

Try to avoid making excessively positive or negative qualitative statements. Do not write things such as “This paper should get an A,” or “Everything is perfect/terrible ...”

Always create and upload a new document for all comments; don't mark up clients' work

Try to focus on a small handful of issues, and pay attention to clients' initial questions about the assignment

Try to balance out positive and critical comments, and try to be constructive and encouraging at the same time

Try to keep an eye on the time

If you are unsure, you can default to a reverse-outline method to maintain your pace and focus

Keep in mind that you can't address everything and that clients can only put their energy into so many things at once

Over time, you will develop a feedback style that suits you best.

After the first round, ask your client if they're interested in a follow-up session.

After any round of comments, provide your client with a link to the anonymous feedback form. Try to encourage them to spend a few minutes completing it. These surveys are extremely helpful for tracking statistics and improving services. The link should be included in a draft saved to the account, but if you are unsure, check with the Academic Director to ensure that it is up-to-date.

Optional Follow-Up Sessions

Optional follow-ups are written in thirty minutes. It is critically important to focus on being as efficient as possible with your time.

There are several approaches to writing follow-ups:

If the client would like you to look through a revised version of the same sections:

Take any previous feedback into account. Try to avoid repeating yourself.

Make a note of what they have changed.

If the client would like you to look through a different section of their writing:

If you notice the same issues from the first session repeating themselves in other sections of the work, it may be appropriate to reiterate your suggestions.

You will continue to develop your own approach and style over time.

Academic Integrity Issues

If you notice that your client has violated the Student Code of Conduct or academic integrity rules, either accidentally or intentionally, you must make it clear to them that the consequences for such infractions can be severe. Try to let students know how they can correct their issues whenever possible. Because disciplinary action can have serious and permanent consequences for one's academic career, academic integrity violations should be prioritized whenever you notice them. Finally, do not be afraid to forward any such correspondence to the Academic Director.

Some of the most common, relevant issues include:

Inappropriate collaboration

Receiving too much assistance

As a tutor, one of your responsibilities is to avoid offering too much compositional assistance. One rule of thumb is to aim to provide constructive feedback rather than supplying direct solutions. See the links below for more information.

Plagiarism

Failure to cite any sources, (including primary or secondary sources, images, videos), is a serious violation of academic integrity. Always pay attention to whether clients are providing complete citations.

For more information, please check the following resources:

<https://www.ualberta.ca/current-students/academic-resources/academic-integrity>

<https://www.ualberta.ca/current-students/academic-resources/academic-integrity/collaboration>

<https://www.ualberta.ca/current-students/academic-resources/academic-integrity/plagiarism>

<https://www.ualberta.ca/current-students/academic-resources/academic-integrity/substantial-assistance>

<https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour>

Building Rapport

Helping clients feel welcome is an important part of the tutoring process. When using asynchronous, text-based communications, such as email, it can be very difficult to gauge tone. Try to ask precise questions and anticipate how your feedback may be received.

Don't be too formal or too informal. For instance, if someone leaves a happy face smiley or emoji, you can be reassured that you have probably established good rapport with the client (unless you detect sarcasm). Sending an appropriate smiley back is usually acceptable in these cases.

Housekeeping Tasks

Always keep track of your hours. A simple plain-text document, spreadsheet, or similar system will do. This can also help you when entering information into the collective tutoring spreadsheet (see below) that describes services over a semester.

Update the collective spreadsheet sooner rather than later.

C4WOnline Services Spreadsheet

During each term, we collect data about each of our feedback sessions in a collective spreadsheet. This helps to give the administration an overview of what kinds of services were provided, to whom, and for which classes.

For each session, include the following information in the spreadsheet:

The name of the tutor who provided feedback

The date that the feedback was sent to the client

The type of assignment

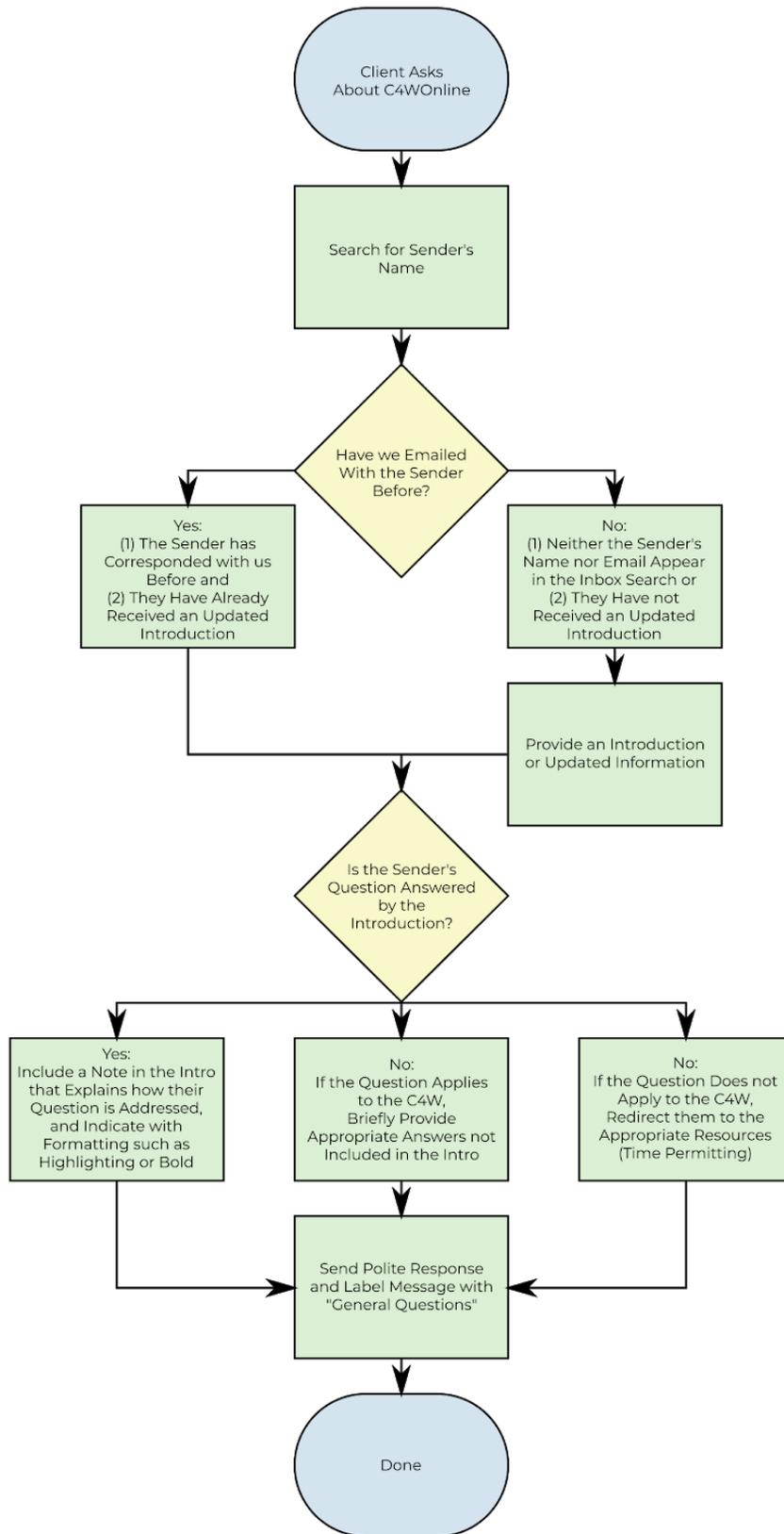
The length of the session (1h or 0.5h)

The client's first name

The course's name, section, and number

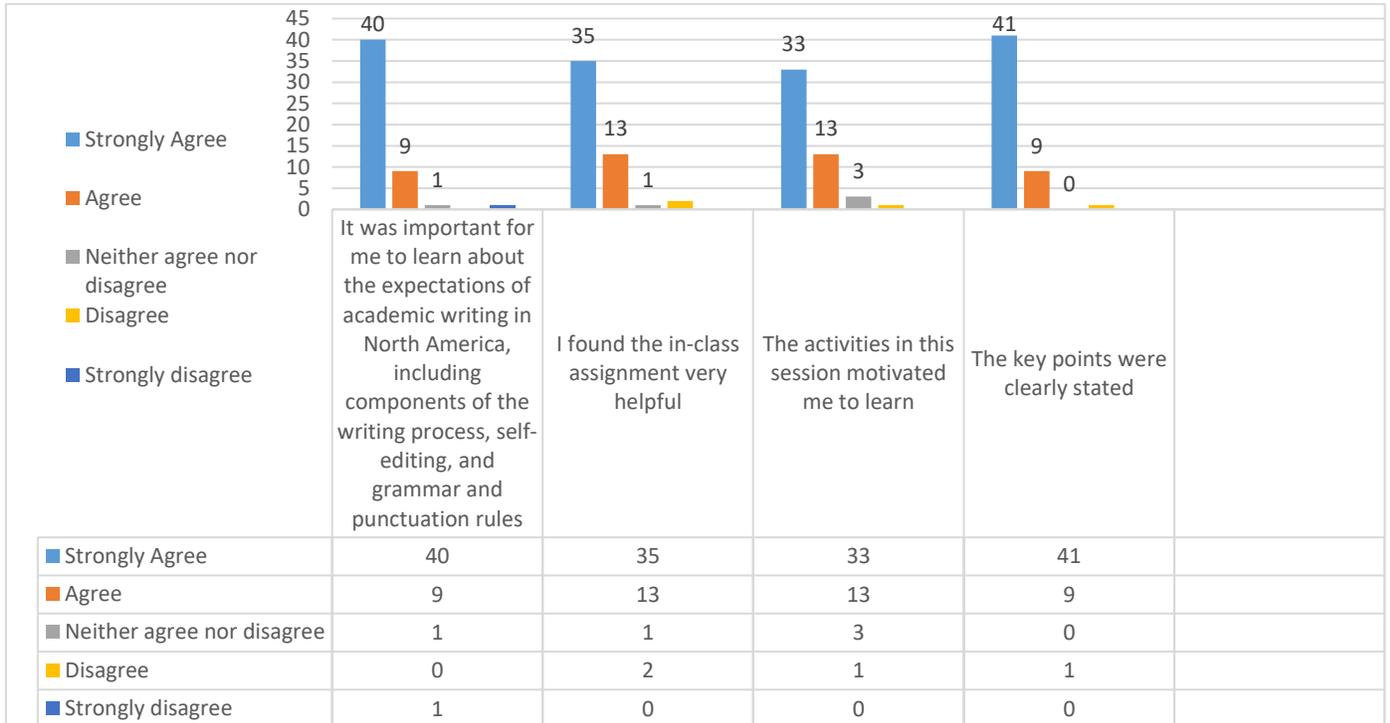
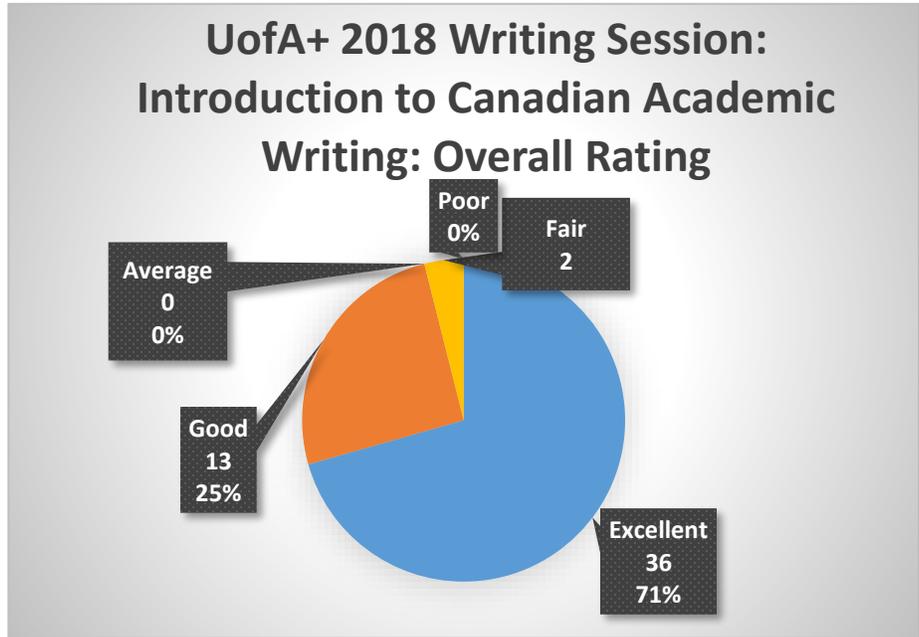
At the end of every semester, share the spreadsheet with the Academic Director.

Because we currently provide services to the Faculty of Extension, we also share the data with the LEOLearn Director at the end of each semester, upon request.

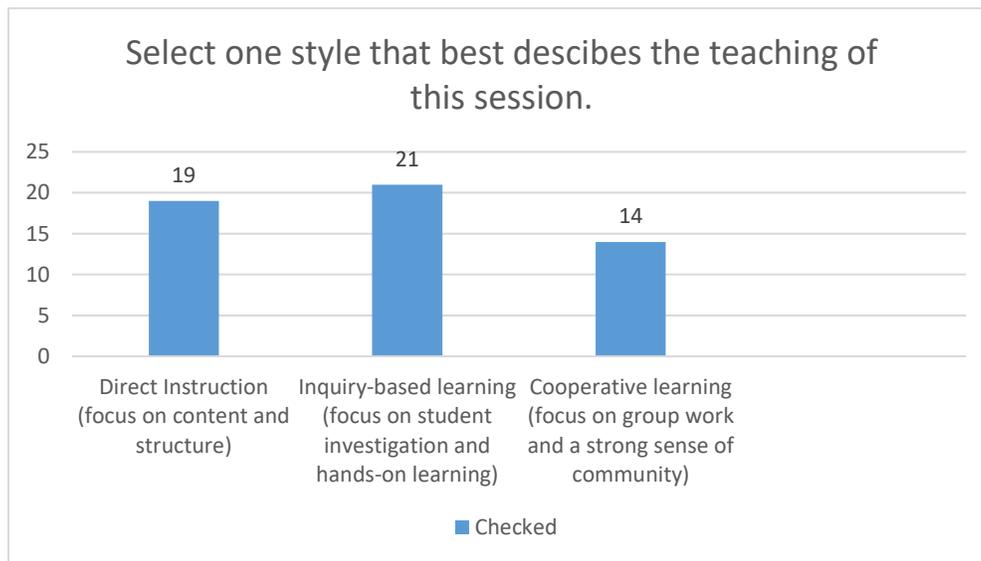
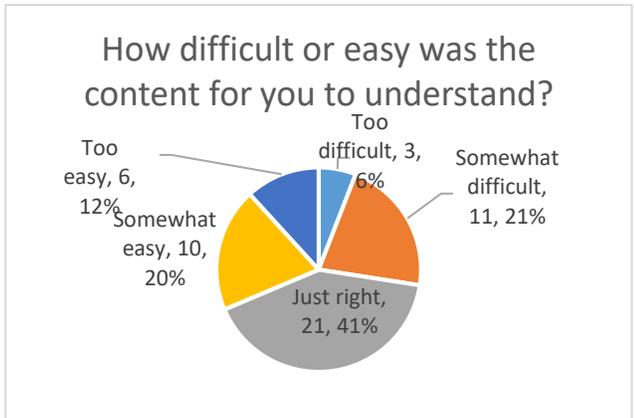


2018 UofA+: Writing Session: Introduction to Canadian Academic Writing

Present: 230
 Registered Students: 292
 Attendance: 78.77%
 Evaluation Forms received: 51



	How difficult or easy was the content for you to understand?	Percentage
Too difficult	3	6%
Somewhat difficult	11	21%
Just right	21	41%
Somewhat easy	10	20%
Too easy	6	12%
Total	51	100%



There are two students checked both 1&2, and one student checked 1&3, that were not included in the chart above.

How helpful was the teaching style selected above for your own learning?

1. Very helpful that now I know how writing works here
2. It allowed me to find which level of writing strategy I prefer
3. This really helps me a lot both thinking and writing
4. Helping me knowing how to write the Canadian academic writing
5. Super helpful. Instructors not just showing how to write essays, but also give us actual tasks to try out what we just learnt.
6. Happy, with break, candy provided

What did you learn or find most useful in this session?

1. How to write a good academic assignment
2. The clear outlines and the reverse outlining techniques
3. how to summary and paraphrasing instead of rephrasing
4. How to cite and prevent plagiarism
5. Resources that are available to help me in writing
6. Writing is so difficult for me. There is a lot of difficult words.

What would you do differently if you were to deliver this session?

1. Include video clips
2. No, couldn't do better.
3. The content of the class is a little easy, so I could try and make it more interesting or have some for activities to keep the class awake.
4. I won't waste time explaining APA format too much, because it's almost impossible for students to memorize and understand so many materials. Also, resources are available
5. Do some studying up activity. 2 hours of sitting in the same place can make people sleepy
6. Give more sample essays
7. Teach it a little bit slowly, so the students can remember all the stuff
8. Would go more into how to cite
9. I would give out more timbits!!!

Any additional comments?

1. It's good. Very clear. But kind of bored
2. More sessions like this
3. This class is awesome! (for free food and candy)
4. To slow down
5. Summary is quite challenging please explain 5-10 mins more

Appendix H: Tutor Recruitment Pamphlet

WRS 301: Introduction to Writing Centre Theory and Practice

WRS 301 introduces students to writing centres' work and the collaborative learning theory and practices necessary to successfully work as peer writing tutors in universities, colleges, and high schools across the world. WRS 301 includes a tutoring practicum and guides students through readings and discussions on tutoring strategies, the writing process, plagiarism, English as a Second Language, citation styles, grammar, writing across different disciplines, writing research, learning disabilities, online tutoring, etc.

The Centre for Writers (C4W) regularly hires graduate and undergraduate students who have taken WRS 301 (or equivalent) and 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 mentoring and teaching techniques. Students of all academic and linguistic backgrounds are encouraged to take WRS 301 and then apply for a tutoring job in the C4W.

Peer tutors encourage students to become confident in their writing skills by reviewing writing projects and developing strategies that the students can apply to their future writings. They help students to understand the requirements of various writing genres (for example, research papers, theses, lab reports, case studies, conference abstracts, grant proposals, reflection papers), and focus on the specific needs of the student. Tutors help both undergraduate and graduate students, as well as post-degree students, faculty, and alumni.

NOTE: WRS 201 is not an alternative to WRS 301. Students who successfully completed WRS 201 and want to become peer tutors in the C4W must still complete WRS 301.

For more information, please contact us at centreforwriters@ualberta.ca

WHAT IS PEER TUTORING?

- Working one-on-one with students on writing and reading skills
- Talking about academic writing and other kinds of writings, too
- Providing a second pair of eyes to anyone, from amazing writers to struggling writers
- Discussing Canadian writing conventions and instructor expectations with international and multilingual students
- Visiting classrooms and promoting our services
- Creating teaching materials
- Delivering workshops and presentations on a variety of topics
- Working with a dedicated and creative group of people
- Teaching and practicing effective writing strategies that students can use on their own later

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 writing styles and genres
- To work with students from all faculties, departments, cultures, ages, and languages and make a real difference in other people's lives
- To work in a relaxed environment with a fun team
- To learn all kinds of random facts about a multitude of interesting topics
- To gain experience in coaching and active listening

WHAT DO PEER TUTORS HELP WITH?

- Understanding assignments and texts
- Reviewing research papers, creative and personal narratives, lab reports, reflections, posters, law memos, policy briefs, conference abstracts, grad school applications, reviews of literature, poetry, case studies, and many other writing genres
- Assisting graduate students with theses, dissertations, journal articles, grant proposals, teaching philosophies, scholarship applications, research abstracts, and more
- Discussing brainstorming, drafting, organizing, and developing ideas
- Developing effective thesis statements
- Exploring research strategies and effectively integrating sources
- Helping students with revising, formatting, spelling, grammar, style, usage, mechanics and more
- Encouraging students to become confident in their writing skills

WANTED

Fall 2019

WRS 301/603 STUDENTS

Writing Centre Theory and Practice

DO YOU LIKE TO HELP OTHERS?

WOULD YOU LIKE TO IMPROVE YOUR WRITING SKILLS?

ARE YOU LOOKING FOR A FANTASTIC JOB ON CAMPUS?

WOULD YOU LIKE TO IMPROVE YOUR TEACHING,
PRESENTATION, AND PUBLIC SPEAKING SKILLS?

DO YOU LIKE TO INTERACT WITH PEOPLE OF ALL AGES,
DEPARTMENTS, CULTURES, AND LANGUAGES?

WOULD YOU LIKE TO WORK IN A RELAXED ENVIRONMENT
WITH A FUN TEAM?

DO YOU MANAGE YOUR TIME EFFECTIVELY, HAVE A LOT OF
PATIENCE, AND LOVE TO LEARN NEW THINGS?

WOULD YOU LIKE TO GAIN EXPERIENCE IN COACHING,
MENTORING, AND ACTIVE LISTENING?

THEN THIS COURSE IS FOR YOU!

FOR MORE INFORMATION, PLEASE CONTACT US AT
CENTREFORWRITERS@UALBERTA.CA



WIN House Edmonton

WIN House provides a safe place and emergency services for women and children fleeing domestic abuse. Through comprehensive programs, support and advocacy, we're shifting the scales. As a safe haven for victims, we connect and equip individuals with the support and hope they need to overcome an abusive situation.

We're focused on what we *can* do to support Edmonton's domestic abuse victims and their families. Together, we will make victims victorious.

Back to School Items:

Our WIN School is available to children from kindergarten to grade nine. This gives children normalcy and a place to learn while mom is in shelter healing and building strength for the next chapter of their lives. To help mom, we are seeking back to school items for families who cannot afford basic school supplies.

- Notebooks
- Duo-tangs
- Packs of lined paper
- Pencils
- Pens
- Crayons
- Markers
- Scissors
- Rulers
- Glue sticks
- Erasers
- Pencil sharpeners
- Pencil cases
- Backpacks

Please help the Centre for Writers support this worthy cause for children and families in need.

* You can find more information at winhouse.org

Appendix K: Fall Letter to Instructors to Advertise Class Group Tutoring

August 21, 2018

Dear Instructor,

We are now offering dedicated group tutoring for classes that plan to make regular use of the C4W and, XXX, an experienced dedicated class group tutor, has recommended I contact you first, to see if you'd be interested in participating during the Winter 2019 semester.

What is group tutoring?

A C4W tutor will work with you all semester to help small groups of students (5-10 at a time) from your class start and work on their writing assignment(s). You may choose to offer group tutoring for one or more assignments. Our tutor can offer 2-3 different meeting times per assignment, so students can choose what works best with their schedules.

Why should you consider group tutoring?

Many instructors find that visiting the C4W improves students' writing skills; therefore, they strongly encourage their students to visit us. If you plan to require your students to visit the C4W, or give them extra credit for visiting, group tutoring is an excellent way to ensure that your students receive the help they need with your specific assignments, will be able to see a tutor, and won't have to stress about making an appointment before our schedule fills up.

How do you set up group tutoring for your class?

1. Fill out our online form with all the necessary information. We will connect you with a dedicated tutor for your class, and the tutor will meet with you to discuss your assignment(s), your expectations, and your goals for this project.
2. Consider giving some extra credit or other incentive to students who attend these dedicated writing groups.
3. With your dedicated tutor, you will decide on group meeting times that will meet the specific needs of your class. These meetings should coincide with assignment due dates.
4. You could also ask your dedicated tutor to help with peer tutoring sessions in your class.
5. Encourage your students to sign up for group meeting(s) in advance.
6. Communicate with your tutor to help them prepare for group meetings, and let them know about how the group meetings are progressing throughout the semester.
7. At the end of the semester, give us some feedback and ask your student for some feedback about dedicated group tutoring, too, so we can improve our services.
8. We will organize a small orientation meeting to discuss all the details with you.

Will your group tutor have taken your class?

Not necessarily, though you may get to work with a tutor who has taken a class with you before. All C4W tutors are trained to help students write in any area of study. The tutor's job is to help your students improve their writing skills, for example, analysis, clarity, structure, and flow. It is the students' responsibility to know the course material, and the tutor will have talked with you about the specifics of the assignment(s), your concerns, and your expectations.

Please contact us with any inquiries about this project, or about our services in general.

Sincerely,

The C4W team

Appendix L: Winter Letter to Instructors About Class Group Tutoring

Dear Instructor,

We are now offering dedicated group tutoring for classes that plan to make regular use of the Centre for Writers (C4W) and [tutor's name], an experienced C4W tutor, has recommended I contact you first, to see if you'd be interested in participating during the Winter 2019 semester.

Why should you consider group tutoring?

Many instructors find that visiting the C4W improves students' writing skills; therefore, they strongly encourage their students to visit us. If you plan to require your students to visit the C4W, or give them extra credit for visiting, group tutoring is an excellent way to ensure that your students receive the help they need with your specific assignments, will be able to see a tutor, and won't have to stress about making an appointment before our schedule fills up.

What is group tutoring?

A C4W tutor will be assigned to your class and work with you all semester to help small groups of students (5-10 at a time) from your class work on their writing assignment(s). You may choose to offer group tutoring for one or more assignments. Our tutor can offer 2-3 different meeting times per assignment, so students can choose what works best with their schedules. The tutor's job is to help your students improve their writing skills, for example, analysis, clarity, structure, and flow. It is the students' responsibility to know the course material.

How do you set up group tutoring for your class?

1. Fill out our online form (<https://goo.gl/forms/GWk5q8Pt0N9YulqK2>) with all the necessary information. We will connect you with a dedicated tutor for your class, and the tutor will meet with you to discuss your assignment(s), your expectations, and your goals for this project.
2. Consider giving some extra credit or other incentive to students who attend these dedicated writing groups.
3. With your dedicated tutor, you will decide on group meeting times that will meet the specific needs of your class. These meetings should coincide with assignment due dates.
4. You could also ask your dedicated tutor to help with peer tutoring sessions in your class.
5. Encourage your students to sign up for group meeting(s) in advance.
6. Communicate with your tutor to help them prepare for group meetings, and let them know about how the group meetings are progressing throughout the semester.
7. At the end of the semester, give us some feedback and ask your student for some feedback about dedicated group tutoring, too, so we can improve our services.
8. We will organize a small orientation meeting to discuss all the details with you.

Will your group tutor have taken your class?

This semester, we are trying to match tutors and instructors better, so you may get to work with a tutor who has taken a class with you before or who has already tutored your students. All C4W tutors are trained to help students write in any area of study, so even if they have not taken your course before, we are convinced that with your guidance, they will still be able to help you and your students.

Please contact us with any inquiries about this project, or about our services in general.

Appendix M: Class Group Tutoring Report (Winter 2018)

By Maryam Rana

Planning

In the process of organizing the group tutoring consultations that we would be running a few things needed to be laid out. When it came to deciding how many consultations we would be running in the semester the decision we reached was to run two consultations per paper. The SOC 212 class was writing four papers in total this semester, with the papers being due on Tuesdays. The consultations were run the Friday prior to the Tuesday they were due, with one consultation being run from 1pm to 2:30pm, and the second consultation being run from 3pm to 4:30pm.

In order to decide on the best time for running the consultations I asked Dr. Westerman to send out a Doodle poll to his students, with a list of times and dates that would work for me, so that they could select all dates and times they would be available for. The dates and times with the highest number of available students were the ones we used (Figure 1).

	Mar 30 FRI 12:00 PM - 1:30 PM	Mar 30 FRI 1:00 PM - 2:30 PM	Mar 30 FRI 1:30 PM - 3:00 PM	Mar 30 FRI 2:00 PM - 3:30 PM	Mar 30 FRI 2:30 PM - 4:00 PM	Mar 30 FRI 3:00 PM - 4:30 PM
26 participants	✓11	✓14	✓14	✓14	✓11	✓11
	★	★	★	★	★	★
Ke		✓	✓	✓	✓	✓
An	✓	✓	✓			
An		✓	✓	✓	✓	✓
An				✓	✓	✓
Ch	✓	✓	✓			
Th	✓					
Be						
Er	✓	✓	✓	✓	✓	✓
Be	✓	✓	✓	✓	✓	
Ju			✓	✓	✓	✓
M	✓					

Figure 1: A Doodle poll that was used for the March 30th consultation. The students' names are blocked for privacy.

In order to ensure that the groups remained at a manageable capacity we restricted the consultations to no more than eight students for class papers and no more than 12 students for the final paper. In order to register for the consultations, the students had to sign up in class to be put on Dr. Westerman's mailing list for consultation information, once the list was conceived I developed separate google forms for the two consultations being run per paper. The google form links were sent out to the students who

had signed up for the mailing list on Mondays and consultations would be held on the Friday of that same week.

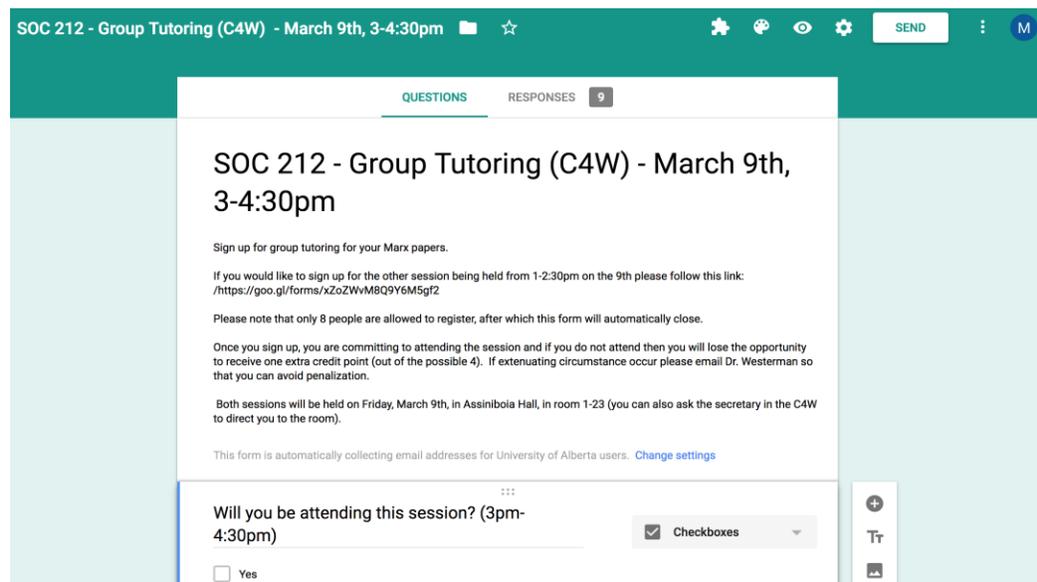
The image shows a Google Form titled "SOC 212 - Group Tutoring (C4W) - March 9th, 3-4:30pm". The form is displayed in a browser window with a green header. The form content includes: "Sign up for group tutoring for your Marx papers.", "If you would like to sign up for the other session being held from 1-2:30pm on the 9th please follow this link: /https://goo.gl/forms/xZoZWvM8Q9Y6M5gf2", "Please note that only 8 people are allowed to register, after which this form will automatically close.", "Once you sign up, you are committing to attending the session and if you do not attend then you will lose the opportunity to receive one extra credit point (out of the possible 4). If extenuating circumstance occur please email Dr. Westerman so that you can avoid penalization.", "Both sessions will be held on Friday, March 9th, in Assinibola Hall, in room 1-23 (you can also ask the secretary in the C4W to direct you to the room).", "This form is automatically collecting email addresses for University of Alberta users. Change settings". The form has a question: "Will you be attending this session? (3pm-4:30pm)" with a "Yes" checkbox selected. The form is displayed in a browser window with a "SEND" button and a "RESPONSES" tab showing 9 responses.

Figure 2: One of the google forms used. The extension "formlimiter" (on Google chrome) was used in order to limit the number of responses each form could receive.

Location-wise, three out of the four consultations were held in the Centre for Writers, room 1-23, and one consultation was held in a conference room on the 6th floor of Tory Building (which Dr. Westerman booked in advance).

Tutoring

The tutoring consultations mainly focused on content-specific planning. I specifically recommended that Dr. Westerman make it clear that it would be encouraged to come to the consultations with nothing written, and this was for two reasons. The first being that once students are halfway into writing an essay, it can be difficult for them to backtrack and adjust their course, and the second reason being that I wanted all students to feel comfortable coming, even if they had yet to bring their papers.

Using both the syllabus, the assignment descriptions, and the paragraph-by-paragraph breakdowns (Figure 3), which were all provided to students, I guided students through the organizational structure that was expected (using the 'Logical Analysis' column of the essay plans (Figure 3 below) as a guiding tool). Once the students were comfortable with the structure we moved onto developing thesis statements.

For the consultations, I did not move beyond organization and thesis/introduction work, partly due to time constraints but more importantly because I was confident that, once the groundwork was laid, the students would feel comfortable working on their body paragraphs.

2h. Paper 2: commodity fetishism

Logical analysis	Content/substance
1. What is Marx's basic paradigm or premise?	<u>Materialist conception of history</u> : defines societies by <i>modes of production</i> , in which social relations are built on the organization of subsistence.
2. Why does a capitalist mode of production entail commodity fetishism?	In a capitalist society of independent producers, we must all trade our goods on the basis of abstract Value – thus obscuring their basis in real labour.
3. What are the immediate effects of commodity fetishism?	The relations between real humans are hidden behind the abstract relations of commodities; we relate to one another as abstract Values alone.
4. What longer-term social effects does he identify?	Society appears to be a world of objects that have their own intrinsic value, over which we have no control: we feel powerless to change this.
5. What would it mean to overcome commodity fetishism?	Because this problem is caused by <i>individualised, private</i> ownership of means of production, it can be solved by <i>communal</i> ownership of those means.

Figure 3: One of the essay plans Dr. Westerman includes in the lecture slides he provides to students. These essay plans exist for all possible topics and each paper.

Administration

Attending these consultations would allow the students to receive extra credit, following the extra credit template that Dr. Westerman was already using (Figure 4).

Soc 212: Writing tutorial attendance form

You can earn extra credit equivalent to up to 10% of your final grade (i.e. up to a 0.4 grade point 'boost' when calculating your course grade) by meeting with tutors at the Centre for Writers (<http://c4w.ualberta.ca>; 1-42 Assiniboia Hall).

No. of Tutorials	1	2	3	4+
GPA boost	0.1	0.2	0.3	0.4

To avoid people crowding the C4W at busy times, extra credit is subject to these caveats:

- You will only be credited for **one session per calendar week**; i.e. if you do two back-to-back sessions, you'll only be credited for one).
- You will only receive credit for a **maximum of two sessions taken after 16th March** (the latest date your Marx paper would be due if you took the 48 hour extension); i.e. you cannot cram all your sessions in to the final weeks of the semester, but should take some earlier.

Please fill in the name of your tutor, and ask them or the staff at the C4W to **stamp and date** to confirm your attendance. Please also indicate (generally) what you covered (e.g. 'Planning,' 'Structure.'). **Submit this form to me with your final paper** to receive credit. It is **up to you to ensure you have a signature and date stamp** from your tutor. No signature = no credit.

To the tutor:

Please provide the usual confirmation that the student attended the session with you. If you have any questions about the course or other concerns, please feel free to email me at rwesterm@ualberta.ca.

Tutor name and signature	Date stamp	Topics covered

Figure 4: The extra credit form that Dr. Westerman uses. There is room for four extra credit slots on the full document.

In addition to allowing them to receive extra credit, we also wanted to avoid having students sign up for the consultations and then not attend (potentially taking away a spot for a student who *would* show up). In order to avoid this problem, we decided to introduce a penalty for failing to attend a consultation that students signed up for: they would lose the chance to receive one extra credit point (amounting to 0.1 of their total GPA in the class). This was made clear both in class and over email by Dr. Westerman and on the google sign-up form (Figure 2). Attendance was taken at every consultation and forwarded on to Dr. Westerman in order to ensure the penalties were being administered.

Recommendations

Though the consultations generally went quite well there were a few things that, going forward, I would recommend doing differently. For one, rather than doing a doodle poll for each paper in order to decide time and day I would recommend simply doing so for the first consultation only, and keeping that consistent throughout the semester in order to avoid going through the trouble every time.

When it came to content-specific instruction I met with Dr. Westerman intermittently throughout the semester in order to clarify concepts as well as ask if there were any particular mistakes he wanted me to warn the students against. Despite this, I did have to re-learn quite a lot of the material in order to feel comfortable teaching it. This is unavoidable but I would recommend that, in the future, meetings continue to be arranged for the professor to explain concepts to the tutor running the consultation. This will allow both the tutor to feel comfortable advising the students, and the professor to feel comfortable knowing that the student is aware of the material as well. I had the added benefit of already having taken the class, and so did not need an excess amount of instruction, but it would be even more imperative to have these meetings if a tutor had *not* taken said class before.

Appendix N: Class Group Tutoring Handbook

Class Group Tutoring Handbook For Instructors and Tutors Centre for Writers Winter 2019

The Class Group Tutoring program is offered by the University of Alberta Centre for Writers. We would like to thank and acknowledge information provided from similar programs at the following universities: George Mason University, the University of Wisconsin/Madison, Brigham Young University, and Boise State University.

Introduction

Many instructors find that visiting the Centre for Writers (C4W) improves students' writing skills; therefore, they strongly encourage their students to visit us. While C4W tutors are always happy to help students with their writing, they sometimes find themselves repeating the same information over and over to students from the same classes. In addition, with the limited number of tutorials we can offer and the very high demand, students often complain that there are no appointments available on our schedule. This is why we created the "Class Group Tutoring" (CGT) program.

If an instructor plans to require their students to visit the C4W, or if they often give them extra credit for visiting, CGT is an excellent way to ensure that more of their students will receive the help they need with their specific assignments, will be able to see a tutor, and won't have to stress about making an appointment before our schedule fills up.

What is Class Group Tutoring?

CGT is a program offered by the C4W where experienced undergraduate tutors offer course-embedded writing support to instructors and students in writing intensive courses.

The class group tutors assigned to a class will work with the instructor and students throughout the semester. Tutors will meet with instructors a few times during the semester to discuss expectations, schedules, assignments, and tutoring suggestions. Then, tutors will meet with small groups of 5-10 students at a time in order to focus on major writing assignments students will have to write.

To accommodate student schedules, tutors will offer 2-3 different meeting times per assignment before the assignment due dates. Tutors and students will work together to improve writing skills such as analysis, clarity, structure, and flow, based on the instructor's suggestions and the tutor's experience.

Each CGT meeting is one to two hours long and is similar to a workshop. First, tutors will review one or two useful writing strategies with the group, and then, participating students will work on their assignments under the guidance of their tutors.

Instructors can ask tutors for some input on the syllabus, assignment descriptions, and grading rubrics for the course in order to get a student's perspective. They can also ask tutors to help with peer review sessions in their classes if tutors are available.

This program should be seen as a great opportunity for instructors to receive additional writing support for their students, but also an opportunity to mentor future educators and professionals. Instructors

also benefit from talking over assignments and evaluation criteria with the class group tutors, who in turn can offer suggestions from a student's perspective. By engaging in these processes, both instructors and class group tutors gain valuable insights about teaching, learning, writers, and their own writing.

This program may or may not result in improving students' grades.

Who are these class group tutors?

Class group tutors are trained Centre for Writers tutors who come from a wide variety of disciplines and are selected based on their tutoring experience, their performance as writers, and their ability to help others improve their writing. They are motivated by their own enjoyment of writing, their desire to learn something new, and their ability to relate to faculty and peers.

Class group tutors do not give grades, teach class, or take the place of the teacher in responding to writing; rather, they supplement the writing instruction and sometimes clarify instructors' directions and expectations for students.

Class group tutors will benefit from the opportunity to learn about a potentially new area of study and to have focused discussions about content, the writing processes, and communication practices in this new area with instructors. It is important for instructors to remember that these tutors are undergraduate students and thus might still need guidance and support, especially if they are working in a completely new area of study.

What is expected from Instructors?

Instructors should attend an orientation meeting at the beginning of the semester so they can meet other CGT tutors and instructors.

Instructors need to work together with their tutors to ensure that things go smoothly for the tutors, students, and instructors during the entire semester. A minimum of three meetings per semester is required between instructors and tutors:

- The first meeting should occur within the first week of class to discuss the course, syllabus, assignments, assignment due dates, possible times when the Class Group Meetings will occur, and which class meetings tutors could attend. Tutors need to receive a copy of the course syllabus and, if applicable, access to eClass courses. Instructors and tutors must also come up with **an estimated number of hours tutors will work for the course, per week and during the entire semester**. (It is expected that the weeks before major assignments are due will be busy and other weeks will be less busy.) Instructors and tutors must also decide if tutors will communicate directly with students (to send meeting reminders, for example). Any other concerns or expectations should be discussed in this meeting.
- The second meeting should occur a few days before the first Class Group Meeting. Instructors should be prepared to discuss students' needs and challenges and what the focus of the first Class Group Meeting could be. If possible, instructors should provide tutors with marking rubrics, any material that could be useful (slides, handouts, etc.), and examples of previous marked papers to demonstrate what they are looking for, the types of comments they make, and typical student mistakes. It might be helpful to provide examples of papers in the A, B, and C ranges.

- The third meeting should occur after the final paper deadline. Instructors and tutors will discuss the successes and challenges of CGT and if the students implemented the strategies taught by the tutors.

Of course, more meetings between instructors and tutors can occur if they feel it is helpful. More communication means more success. Regular email contact between instructors and tutors will benefit everyone involved and will help to alleviate any problems that may arise.

However, instructors must also be reasonable in their requests and not ask tutors to go over the estimated number of weekly hours that was agreed on during the first meeting, as the C4W has a strict and limited budget, and tutors are busy with their own classes.

Early in the course, instructors should introduce their class group tutors to the class, so that students are familiar with them, and reinforce how the CGT program is an integral part of the course. Instructors can tell the class about the program or ask tutors to do so. This short introduction should be discussed in the first meeting between instructors and tutors.

Instructors should not ask tutors to meet with them or with students during Reading Week, weekends, or on university holidays.

Instructors must ensure that their students know exactly about the benefits (**extra credit or other incentives**) of attending CGT meetings. Past experiences have shown that students won't attend CGT meetings if they are not getting some incentive to do so, even if it is only participation marks. On the other hand, too much extra credit can also encourage students to attend meetings but not participate at all, simply to receive the extra credit. It is thus crucial that instructors strongly encourage their students to participate in the program and give them reasonable incentives to do so, so that resources and time are not wasted.

Instructor are required to find and schedule rooms for the Class Group Meetings based on tutors' availabilities, and to provide tutors with the necessary information once the rooms are booked. It is important to discuss the type of room the tutor may need before booking the room (for example, whether or not the tutor requires a computer, projector, whiteboard, etc.).

Instructors must clearly communicate meeting times/days/locations to their students and ask students to indicate their willingness (or not) to attend meetings on sign-up sheets. Tutors are responsible for creating sign-up sheets to ensure that they can keep track of the number of students who want to attend, while instructors are responsible for the distribution of these sheets to their students.

Instructors must remind their students to bring a draft of their writing assignments with them to Class Group meetings. If students do not bring their own writing to work on, then they will not benefit fully from the Class Group meetings.

Instructors should not attend Class Group Meetings, as doing so can make the students and tutors uncomfortable. The purpose of the Class Group Meetings is to provide students with a relaxed and pressure-free environment to work on their writing with someone who won't be grading their papers, as is the case in the Centre for Writers.

Instructors must also remember that class group tutors are students, too. This is why they need to ensure that tutors plan their CGT work carefully and reasonably early in the semester in order to avoid conflicts with their own classes, exams, and other activities.

If, at any time, instructors have questions or concerns about their tutors or this program, they should immediately contact Dr. Moussu at moussu@ualberta.ca.

What is expected from class group tutors?

All of our tutors have been trained to help students write in any area of study, as they have passed a tutor training course required for tutoring in the C4W. Even if tutors have not taken the class they are matched with, they most likely know or have taken a course with the instructor, and this will help them provide valuable assistance to the instructor and students. Even if they have not taken the course before, we are convinced that with instructors' guidance, they will still be able to help students with their writing. Tutors are not responsible for course content, but focus on the quality of student writing.

Class group tutors are not TA's, graders, or copy editors. They are student peers who support students in their writing by providing valuable writing strategies and feedback. As such, tutors should not be expected to help students without instructor guidance. Tutors will not lead class, grade papers, or replace the instructor in responding to student writing, but they will supplement the writing instruction and help clarify the instructor's expectations.

Tutors are not required to attend all of the class meetings. However, it may be beneficial for the class group tutors to attend the meetings when major assignments are discussed so that they can listen to the specific instructions given and also understand the assignment from the students' point of view. This will happen at the recommendation of the instructor and will also depend on the tutor's availabilities.

Tutors may also be invited to help with peer tutoring sessions in their dedicated classes, but are not required to accept if there is a conflict in schedules or number of hours.

Tutors are expected to meet instructors three times during the semester:

- The first meeting should occur within the first week of class to discuss the course, expectations, syllabus, assignments, assignment due dates, possible times when the Class Group Meetings will occur, and which class meetings tutors could attend. Tutors need to ask for a copy of the course syllabus and, if applicable, access to eClass courses. Instructors and tutors must also come up with **an estimated number of hours tutors will work for the course, per week and during the entire semester. Tutors must send this approximate number and a plan for the semester to Dr. Lucie Moussu** (moussu@ualberta.ca) as early in the semester as possible, for budgetary and scheduling reasons. (It is expected that the weeks before major assignments are due will be busy and other weeks will be less busy.) Tutors and instructors must also decide if tutors will communicate directly with students (to send meeting reminders, for example). Any other concerns or expectations should be discussed in this meeting.
- The second meeting should occur a few days before the first Class Group Meeting. Tutors should be prepared to ask their instructor about students' needs and challenges, typical mistakes, specifics of the assignment, what the focus of the first Class Group Meeting could be, marking rubrics, and, if available, examples of previous marked papers to demonstrate what instructors are looking for, the types of comments they make, and typical student mistakes. It might be helpful to look at examples of papers in the A, B, and C ranges.

- The third meeting should occur after the final paper deadline. Tutors and instructors will discuss the successes and challenges of CGT and if the students implemented the strategies taught by the tutors.

Tutors are expected to ask questions to instructors about the course and specific assignments so that they can plan their CGT meetings efficiently. They can also provide some respectful input on the syllabus and assignments for the course to give a student's perspective.

Tutors must discuss the best potential schedule for Class Group Meetings with their instructors as early in the semester as possible. Tutors are then responsible for scheduling these meetings based on their availabilities and **close enough to the assignments' due dates so that students will be able to bring a draft** to the meeting. Tutors are also responsible for communicating the selected meetings' days/times/location to instructors, so that instructors can share this information with students early enough.

Tutors are also responsible for creating sign-up sheets to ensure that they keep track of the number of students who want to attend every meeting. It is better to have 10-12 students sign up for each meeting so that in the end, 8-10 students show up.

Tutors are also responsible for creating attendance sheets to ensure that they keep track of the number of students who attend meetings. These attendance sheets must then be sent to instructors so that students can receive extra credit or other expected bonus points.

Tutors are not expected to find a room for their meetings but must remind their instructors that they need a room and give clear instructions as to what kind of room they need (e.g., with a projector).

In their email communications with students (if applicable), tutors must remind students who want to attend the Class Group Meetings that they need to bring a draft of their writing assignments with them. If students do not bring their own writing to work on, then they will not benefit fully from the Class Group meetings.

Tutors should not go over the estimated number of weekly hours that was agreed on during the first meeting, as the C4W has a strict and limited budget, and tutors are busy with their own classes.

Tutors should not plan to meet with instructors or students during Reading Week, weekends, or on university holidays.

During CGT meetings, tutors should:

- Deliver a short "lesson" (10-15 minutes) on a specific topic of instruction related to the assignment due soon before helping students work on their individual drafts for the remaining meeting time.
- Address global issues such as thesis statements and organization.
- Briefly discuss lower order concerns (grammar, punctuation, citation style, and format) if necessary.
- Answer questions students might have about assignments based on rubrics, assignment descriptions, instructors' suggestions, and meeting notes.
- Avoid falling into the trap of making value judgments of teachers and grades.

- Give a bit of additional support to struggling ESL writers.
- Understand and implement the C4W's theory and practice of teaching writing.

Tutors must also remember that they are students, too, first and foremost. This is why they need to plan their CGT work carefully and reasonably early in the semester in order to avoid conflicts with their own classes, exams, and other activities.

If, at any time, tutors have questions or concerns about their instructors or this program, they should immediately contact Dr. Moussu at moussu@ualberta.ca.

How is the program evaluated?

At the end of the semester, evaluation forms will be sent/distributed to collect feedback for the CGT program. These evaluations are crucial, as they help us to improve the program and alert us to any challenges. We welcome everyone's suggestions for improvement.

Evaluation forms must be filled out by all instructors and tutors, and instructors will also distribute an evaluation form to their students. The feedback will be anonymous and only used to improve the CGT program in the future. Anonymous student feedback can also be shared with instructors and tutors if requested.

Finally, we hope that instructors will consider taking their class group tutors out to lunch or coffee, or maybe just invite them to their office, to discuss how the semester went and formally thank them.

If there are any questions or 'concerns, they can be directed at any time to Dr. Lucie Moussu at moussu@ualberta.ca.

Appendix O: Excel Tutor Feedback Example

Name of Tutor: TUTOR										
September 16-30, 2018										
	Very	%	Somewhat	%	Not	%	No answer	%	Total Forms	
How useful was the tutoring session?	9	100.00%	0	0.00%	0	0.00%	0	0.00%	9	
Did your tutor explain concepts clearly?	9	100.00%	0	0.00%	0	0.00%	0	0.00%	9	
How likely are you to come back to the Centre for Writers?	9	100.00%	0	0.00%	0	0.00%	0	0.00%	9	
How likely are you to recommend the Centre for Writers to other students?	9	100.00%	0	0.00%	0	0.00%	0	0.00%	9	
Averages	9		0		0		0		9	
Percentages	100.00%		0.00%		0.00%		0.00%		100.00%	
October 1-15, 2018										
	Very	%	Somewhat	%	Not	%	No answer	%	Total Forms	
How useful was the tutoring session?	10	83.33%	2	16.67%	0	0.00%	0	0.00%	12	
Did your tutor explain concepts clearly?	12	100.00%	0	0.00%	0	0.00%	0	0.00%	12	
How likely are you to come back to the Centre for Writers?	11	91.67%	1	8.33%	0	0.00%	0	0.00%	12	
How likely are you to recommend the Centre for Writers to other students?	12	100.00%	0	0.00%	0	0.00%	0	0.00%	12	
Averages	11.25		0.75		0		0		12	
Percentages	93.75%		6.25%		0.00%		0.00%		100.00%	
October 16-31, 2018										
	Very	%	Somewhat	%	Not	%	No answer	%	Total Forms	
How useful was the tutoring session?	14	93.33%	1	6.67%	0	0.00%	0	0.00%	15	
Did your tutor explain concepts clearly?	14	93.33%	1	6.67%	0	0.00%	0	0.00%	15	
How likely are you to come back to the Centre for Writers?	14	93.33%	1	6.67%	0	0.00%	0	0.00%	15	
How likely are you to recommend the Centre for Writers to other students?	14	93.33%	1	6.67%	0	0.00%	0	0.00%	15	
Averages	14		1		0		0		15	
Percentages	93.33%		6.67%		0.00%		0.00%		100.00%	
November 1-15, 2018										
	Very	%	Somewhat	%	Not	%	No answer	%	Total Forms	
How useful was the tutoring session?	7	77.78%	2	22.22%	0	0.00%	0	0.00%	9	
Did your tutor explain concepts clearly?	9	100.00%	0	0.00%	0	0.00%	0	0.00%	9	
How likely are you to come back to the Centre for Writers?	6	66.67%	3	33.33%	0	0.00%	0	0.00%	9	
How likely are you to recommend the Centre for Writers to other students?	6	66.67%	3	33.33%	0	0.00%	0	0.00%	9	
Averages	7		2		0		0		9	
Percentages	77.78%		22.22%		0.00%		0.00%		100.00%	
November 16-30, 2018										
	Very	%	Somewhat	%	Not	%	No answer	%	Total Forms	
How useful was the tutoring session?	10	100.00%	0	0.00%	0	0.00%	0	0.00%	10	
Did your tutor explain concepts clearly?	10	100.00%	0	0.00%	0	0.00%	0	0.00%	10	
How likely are you to come back to the Centre for Writers?	10	100.00%	0	0.00%	0	0.00%	0	0.00%	10	
How likely are you to recommend the Centre for Writers to other students?	10	100.00%	0	0.00%	0	0.00%	0	0.00%	10	
Averages	10		0		0		0		10	
Percentages	100.00%		0.00%		0.00%		0.00%		100.00%	
December 1-15, 2018										
	Very	%	Somewhat	%	Not	%	No answer	%	Total Forms	
How useful was the tutoring session?	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Did your tutor explain concepts clearly?	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
How likely are you to come back to the Centre for Writers?	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
How likely are you to recommend the Centre for Writers to other students?	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
Averages	0		0		0		0		0	
Percentages	#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	

Totals for the Semester									
	Very	%	Somewhat	%	Not	%	No answer	%	Total Forms
How useful was the tutoring session?	50	90.91%	5	9.09%	0	0.00%	0	0.00%	55
Did your tutor explain concepts clearly?	54	98.18%	1	1.82%	0	0.00%	0	0.00%	55
How likely are you to come back to the Centre for Writers?	50	90.91%	5	9.09%	0	0.00%	0	0.00%	55
How likely are you to recommend the Centre for Writers to other students?	51	92.73%	4	7.27%	0	0.00%	0	0.00%	55
Averages	51.25		3.75		0		0		55
Percentages	93.18%		6.82%		0.00%		0.00%		100.00%

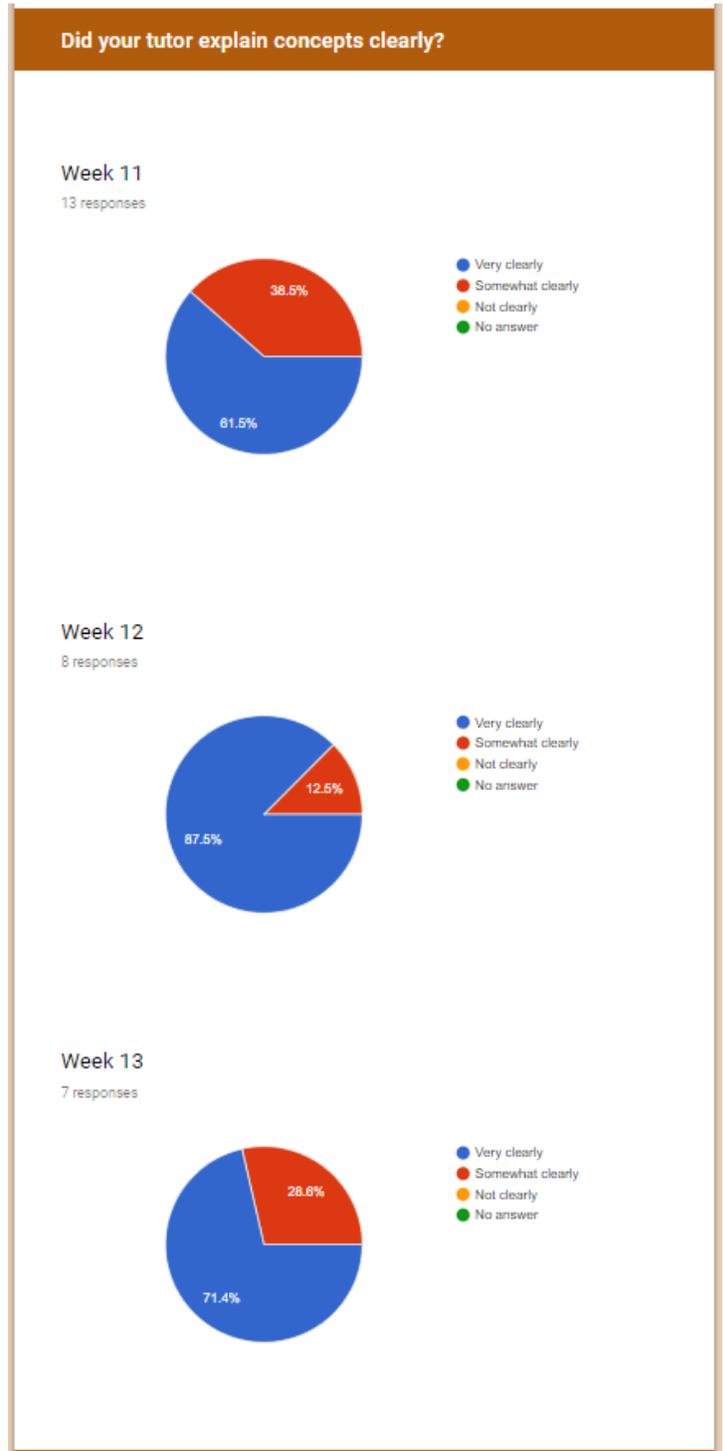
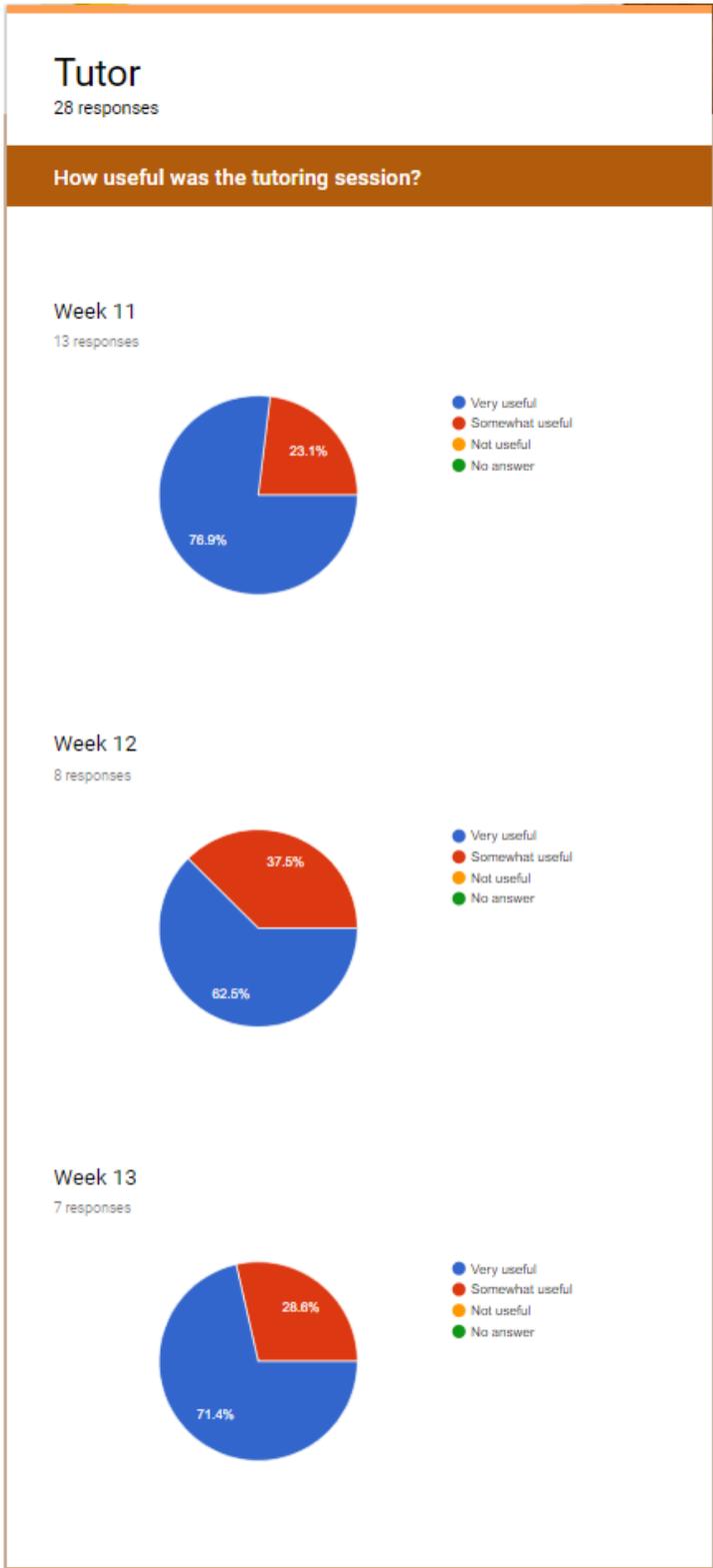
How did you hear about Centre for Writers?How did you hear about Centre for Writers?How did you hear about Centre for Writers?									
Professor/TA	13	24%							
Word of Mouth (Peers)	10	19%							
In-class Presentations	2	4%							
Website/Internet	6	11%							
Outside Signage/Posters	3	6%							
Orientation	8	15%							
U of A+ Program	3	6%							
You Have Been Here Before	7	13%							
Other*	2	4%							
TOTAL	54								

*other could be: UofA+ program / libraries/ International Student Offices / CAPS/ Intolinks

General Comments	
General Positive (thank you, that was helpful, great job, etc.)	5
General Negative (not useful, etc.)	0
Need longer sessions.	6

Specific Comments	
More workshops at the beginning of the year. I missed the first one.	
The people in here are really awesome and amazing.	
Talking to the tutor about my piece eased my anxiety about writing it!	
Very helpful to have another set of eyes read over a paper and be dedicated to just that for 1/2 an hour.	
It would be great if sessions and times were more accessible.	
The appointments are very short we took up 5-10 mins just talking about the assignment guidelines.	
Thank you so much! Always really helpful :)	

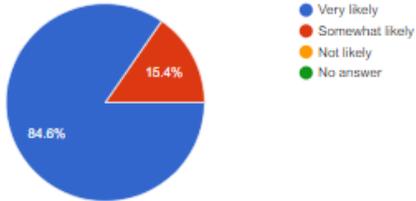
Appendix P: Example of Pilot Google Tutor Feedback Forms (Weekly)



How likely are you to come back to the Centre for Writers?

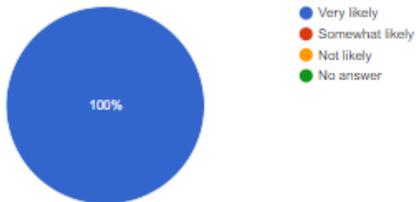
Week 11

13 responses



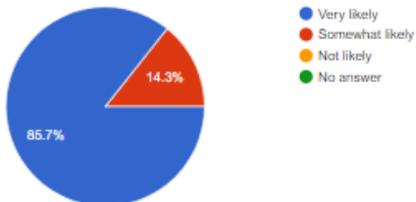
Week 12

8 responses



Week 13

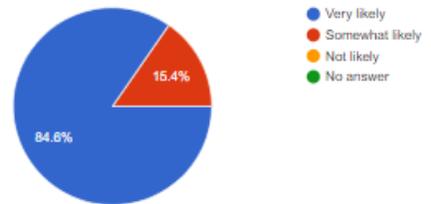
7 responses



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

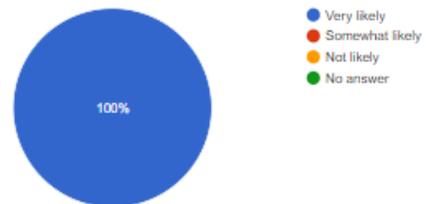
Week 11

13 responses



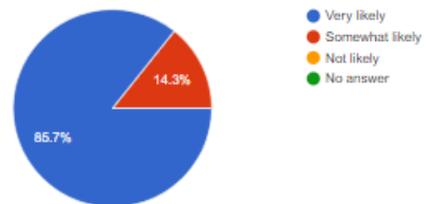
Week 12

8 responses



Week 13

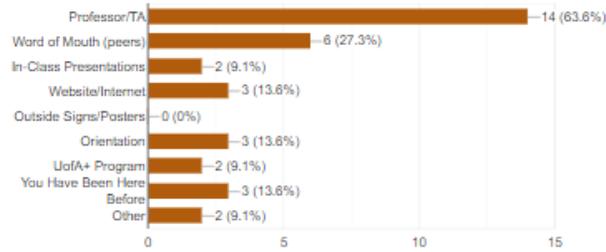
7 responses



Comments

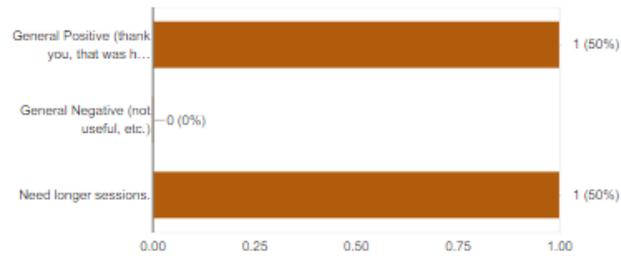
How did you hear about the Centre for Writers?

22 responses



General Comments

2 responses



Specific Comments

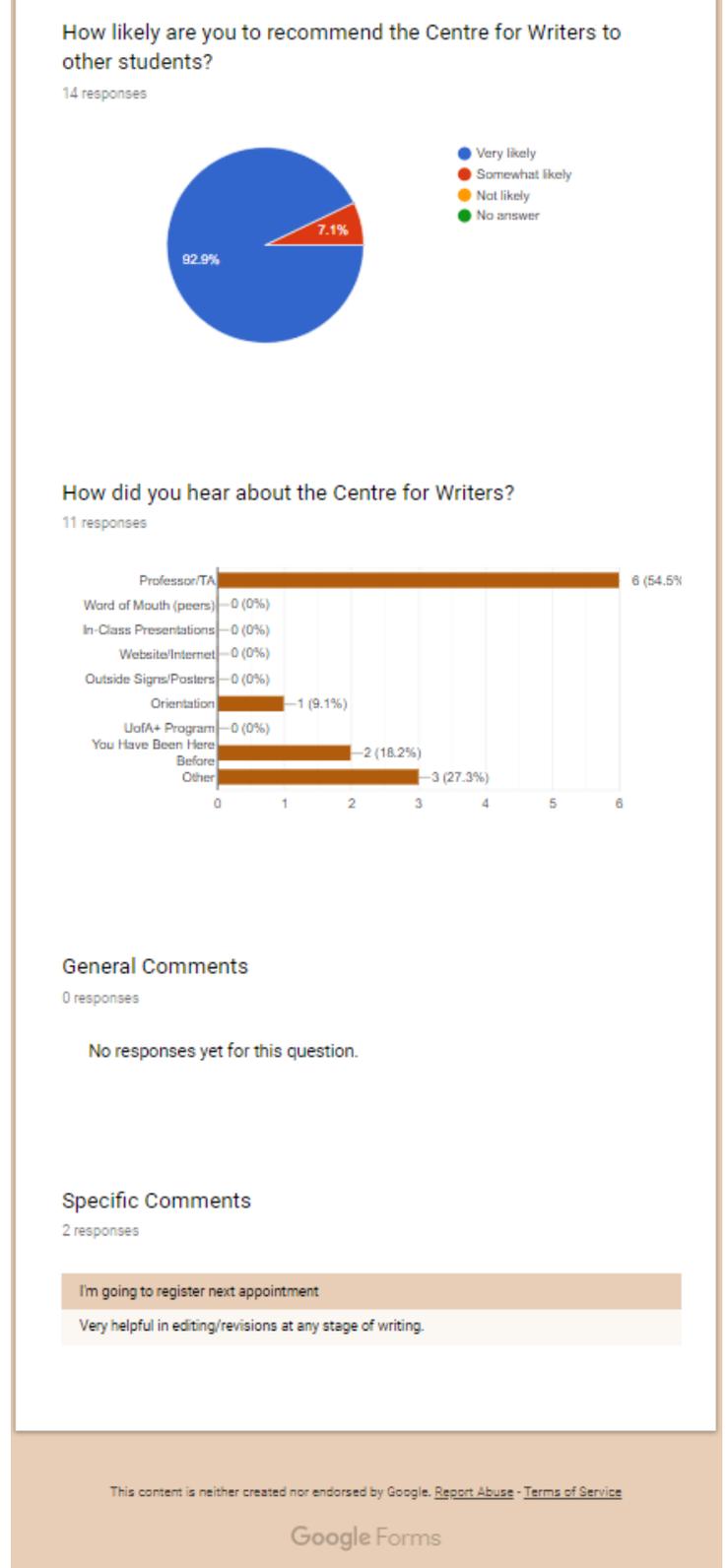
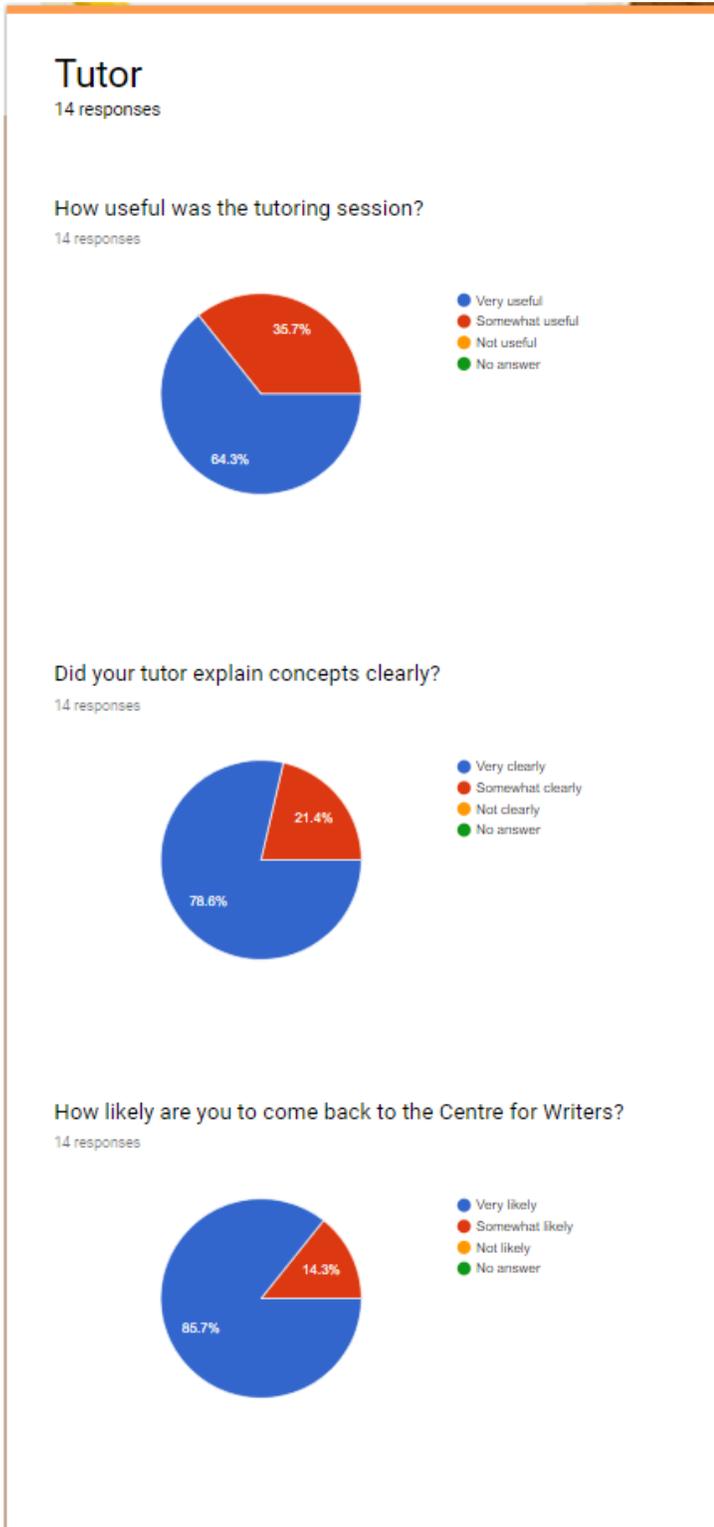
4 responses

- This is useful. I solve some of my problems in writing with the help of instructor.
- It's really useful to have help editing from people who have experience writing. I also like that it's free.
- Please add more tutors cause the appointments are full till the week after next week.
- was very helpful and broke the steps down for me so I could understand what I needed to do.

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Google Forms

Appendix Q: Example of Pilot Google Tutor Feedback Forms (Cumulative)



Appendix R: Online Form for Fall 2018 Workshop Feedback

Workshop feedback

Thank you for giving us some feedback about our workshops

***Required**

Which workshop would you like to give us feedback on? *

- Writing Tips for ESL Students
- Grammar Power
- Intro to Quoting, Paraphrasing, and Summarizing
- Writing Concisely—an Introduction
- Using Passive and Active Voice
- Intro to In-class Essays and Short Answer Exam Questions
- Science Writing for Undergraduate Students
- Punctuation Power
- Editing Strategies—an Introduction

In which Faculty are you studying? *

- ALES
- Arts
- Augustana Campus
- Business
- Campus Saint-Jean
- Education
- Engineering
- Extension
- Kinesiology, Sport, and Recreation
- Law
- Medicine and Dentistry
- Native Studies
- Nursing
- Pharmacy and Pharmaceutical Sciences
- Public Health
- Rehabilitation Medicine
- Science
- St. Joseph's College
- St. Stephen's College

Are you a *

- first-year undergraduate student
- second-year undergraduate student
- third-year undergraduate student
- fourth-year undergraduate student
- fifth-year undergraduate student
- after-degree student
- graduate student (Master's degree)
- graduate student (PhD)
- post-doc
- instructor/faculty member
- visiting scholar
- staff member
- alumni
- Other: _____

How useful did you find that workshop? *

- 1 2 3 4 5
- Not useful Very useful

Would you be interested in attending other one of our workshops in the future? *

- Yes
- No
- Maybe

Do you have any workshop topic suggestions for other workshops you would like to attend?

Your answer _____

SUBMIT

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Google Forms

Appendix S: Paper Form for Winter 2019 Workshop Feedback

University of Alberta Centre for Writers
WORKSHOP EVALUATION

Please fill out this form following the workshop today.

Today's Workshop Topic: _____ Date: _____

What Department / School are you in? _____

Please circle to indicate your current academic standing or level of study:

Undergraduate						
1st Year	2nd Year	3rd Year	4th Year	Master	PhD	TA
Staff	Faculty	Visiting Speaker	Post Doc	Extension		

How useful did you find the workshop today? (Please circle one)

Not very useful
Somewhat useful
Very useful

Are you interested in attending future workshops?

YES NO

What topics would you would like to see covered in future workshops?

Do you have any comments about today's workshop?

How did you hear about the workshop?

- | | |
|---|--|
| <input type="checkbox"/> From a C4W Tutor | <input type="checkbox"/> Signs / Posters |
| <input type="checkbox"/> Professor / TA | <input type="checkbox"/> Orientation |
| <input type="checkbox"/> You Have Attended Before | <input type="checkbox"/> UofA+ Program |
| <input type="checkbox"/> Word of Mouth (peers) | <input type="checkbox"/> Other |
| <input type="checkbox"/> In-Class Presentations | |
| <input type="checkbox"/> Website or Social Media (FaceBook/Twitter/Instagram) | |