



ANNUAL REPORT 2021-22

W&M WRITING RESOURCES CENTER

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SUMMARY

Our Mission

Students who come to W&M participate in a rigorous liberal arts curriculum that cultivates their critical thinking, problem solving, and communication skills. The W&M Writing Resources Center (WRC) supports student progress with programming, resources, and one-on-one support to help them become more effective and confident writers and communicators.

Our Accomplishments in 2021-22

- Transitioned our consultation services from remote to hybrid, offering in-person, remote synchronous, and asynchronous options.
- Consulted with 683 students in 1,524 one-on-one sessions.
- Received an “Excellent” or “Very Good” rating from 96% of student clients.
- Provided 20 class visits by WRC consultants plus presentations to the Posse Scholars Program; the Student Veterans of W&M; the Sharpe Community Scholars; and the Undergraduate Honor Council. These visits put us in touch with approximately 580 students.
- Facilitated 15 workshops on writing or communication topics for classes or student groups. These workshops put us in touch with approximately 240 students.
- Provided training for consultants in all three A&S writing centers: WRC, Graduate Writing Resources Center (GWRC), and the Clem History Writing Center (HWC).
- Recruited 17 students into our 2022 trainee cohort.
- Attended the online Virginia Tutor Collaboration Day (TuColla-VA) with 4 undergraduate consultants.
- Attended the Southeastern Writing Center Association annual conference (held online) with 22 undergraduate consultants and trainees.
- Collaborated with the Office of Academic Advising, Swem Library, and the A&S Dean’s Office on the 2022 revision of the College Studies online summer course taken by all incoming freshmen and transfer students.



- Partnered with Swem Library and The Charles Center to support honors thesis writers during the Honors Thesis Writer's Retreat, and to support summer undergraduate research with relevant workshops.
- Partnered with Office of Undergraduate Academic Affairs National Fellowships Program to support students applying for prestigious national scholarships.
- With funding from Arts & Sciences and the support of Swem Library, we upgraded our physical space with new furniture, paint, and signage.

“I entered with no real idea how to improve my piece, just the knowledge that it wasn't working. Alex helped me analyze my writing in sections, asked me clarifying questions about my intended meaning, and encouraged me to use my own words and writing style.”

NARRATIVE

Programming for Students

The one-on-one consultation is the WRC's core student service. Trained peer consultants at the WRC provide individual support for any writing or communication assignment: academic essays, lab reports, presentations, storyboards, personal statements, creative writing, scripts, applications, and more. Our consultants are W&M students who come from a variety of disciplines and can help their peers at any stage of the writing or communication process—from idea, to draft, to revision. Writers from all disciplines and skill levels are welcome to make an appointment for a 50-minute session.

While each session is focused on a particular assignment, the broader goal is to teach students skills they can use in all their writing and communication tasks.

“Ceci quelled my fears of turning in my first college paper.”

Transition from Remote to Hybrid Services

When students returned to campus in Fall 2021, the COVID-19 pandemic was ongoing. Our transition from a remote to an in-person writing center required planning for staff and student safety and flexible protocols to meet changing needs.

Two peer consultants staffed the WRC during all open hours. They could accommodate scheduled in-person sessions, walk-in sessions, synchronous online sessions, and asynchronous video feedback. These varied options made it easier for our student clients to use our services even while learning remotely or from quarantine. In addition, we maintained several morning options to accommodate time zone variations among international students who were not yet back on campus.



Support for COLL, Major, and Elective Courses

The communication goals of the COLL general education curriculum include skills-building in traditional academic writing as well as in contemporary forms of communication that incorporate images, sound, gestures, and so on. To support students working in such varied modes across the curriculum, the WRC regularly augments student resources and staff training.

“Corina made the session feel like a collaboration; she never told me what to write but posed questions and provided comments to help me develop my piece.”

The WRIT 399 consultant training course in Spring 2022 included readings from *Multimodal Composing: Strategies for Twenty-First-Century Writing Consultations*, which provides practical advice for working with students on storyboards, artist statements, brochures, research posters, infographics, and more. Trainees were also introduced to discipline-specific writing conventions that take place within varied discourse communities.

Students scheduled consultations for assignments from many different types of courses. Consultations for College Curriculum (COLL) courses comprised 55% of appointments, while 37% were for major or elective courses. First-year COLL courses – COLL 100 and COLL 150 – were the focus of 38% of consultations.

When identifying goals for their consultations, most students indicated they wanted to work on issues of thesis or argument clarity, organization, or mechanics.

“Robel did a great job addressing my concerns. He helped me to re-read the paper from a non-major’s perspective, clarifying undefined terms and concepts.”

Resources for Writing and Communication

The WRC maintains and makes available a variety of resources for writing and communication for both students and faculty. We have writing, grammar, and citation handbooks available for use in the center; tabletop resource boxes at each consulting station; and an extensive selection of topical handouts.

Our [Re:Sources for Writing](#) webpage hosts curated links to help student writers understand, plan, draft, and revise assignments. These “self-help” options enhance the one-on-one peer consultations that are our primary service. In 2021-22, this page had nearly 750 unique pageviews, with an average time on page of almost three minutes. More than 360 handouts were downloaded.



Our consultants also produce the [From the Center](#) blog, which shares stories and advice about writing and communication. Posts this year included [Where Am I In This Paper?: Honing Your Academic Voice Through Journaling](#) and [A Simple Introduction to Scientific Writing](#) by Mary Beth Bauermann '24.

Promoting the WRC

Most of our marketing in 2021-22 was targeted to entering first-year and transfer students. Our goal was to introduce them to the services of the WRC early, during their transition to W&M. To reach this key group, we:

- Distributed our digital information flyer to all newly admitted students through the Student Transition Engagement Programs' digital orientation resources bags. (Appendix F).
- Sent informational emails and promotional packets to all COLL 150 faculty at the start of each semester. Emails included an invitation to schedule class tours or workshops and our digital information flyer to post on course Blackboard sites. Packets included our promotional postcards and stickers for class distribution.

- Staffed virtual resource tables at the *Services. Outreach. Support (S.O.S.) Fair* and the *Student Employment Fair* during Fall and Spring orientations.
- Provided 20 class visits by WRC consultants plus presentations to the Posse Scholars Program; the Student Veterans of W&M; the Sharpe Community Scholars; and the Undergraduate Honor Council. These visits put us in touch with approximately 580 students.
- Staffed a table on the Sunken Gardens at the Day for Admitted Students.

“I entered the session feeling overwhelmed, but left the consultation feeling much better about my draft and with a clear idea of what to work on afterwards.”

This focus on promoting our services to first-year students and faculty teaching the first-year COLL courses shows up in our statistics:

- 58% of the WRC’s appointments were with first-year students and 14% were with transfer students.
- 54% of clients heard about the WRC from their professors, while another 17% heard about us from a friend or classmate.
- 38% of appointments were focused on a COLL 100 or COLL 150 assignment.

We also promote our services on social media: Facebook, Instagram, Twitter and, new this year, TikTok. The consultants on our social media team are responsible for creating and implementing a social media plan and developing content.

Student Consultants in the WRC

The WRC trains and mentors undergraduate peer consultants to provide high-quality, individual consultations. Our consultants are W&M students from across the university. Working at the WRC is an experiential opportunity for these students, who learn valuable academic and professional skills. For example, our student employees will:

- Gain practical experience, and demonstrate personal accountability, effective work habits, and time management skills.

- Build collaborative relationships with colleagues and clients.
- Work successfully within a team structure.
- Exercise sound reasoning to analyze issues, make decisions, and overcome problems.
- Demonstrate the ability to clearly express ideas to others in written and oral forms.
- Use interpersonal skills to coach and develop others.
- Demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people.¹

Recruiting and Hiring

The application process for new consultants begins each year after Fall Break. Completed applications—which include a personal statement, an academic writing sample, and a faculty recommendation—are due before Thanksgiving Break. Interviews are conducted during the first week of exams. Those accepted into the trainee cohort are enrolled in WRIT 399—*College Writing: Theory and Practice*, a two-credit course offered each Spring.

To enhance recruiting efforts, we offered two informational sessions for potential applicants. Facilitated by current consultants, these sessions allowed prospective consultants to ask questions and learn about the WRC.

In Fall 2021, we received 37 applications from eligible students. We interviewed 26 students and selected 17 to be our 2022 trainees.

Tutoring and Professional Development

Through the one-semester training course and ongoing professional development at staff meetings, our consultants learn about the history, theory, and practice of tutoring writing in academic settings. Course participants explore and discuss the ideas that shape writing center practices, and they develop a toolkit of practical strategies to use during one-on-one consultations.



¹ Skills list developed from the [NACE Career Competencies](#).

Course topics include: process pedagogy, collaborative learning, consulting across cultures and abilities, working with various genres and disciplines, global to local revision strategies, and information literacy. Assignments in this course allow participants to observe, analyze, and reflect on consulting sessions and culminate with a personal philosophy of consulting. Course texts include *The Bedford Guide for Writing Tutors*, as well as selections from *The St. Martin's Sourcebook for Writing Tutors*; *ESL Writers: A Guide for Writing Center Tutors*; and other sources.

“My consultation helped me feel more confident in my first paper and more prepared to write the second.”

Each consultant also participates in a team that collaborates on projects to support the WRC's mission. In 2021-22, team projects included developing student resources, providing peer review to our student bloggers, managing our social media presence, making connections with other writing centers in our region, and implementing our asynchronous video feedback option.

Mandatory staff meetings are held on alternate weeks throughout the semester. These meetings provide opportunities to share successes and challenges, build team rapport, and learn new skills and information. Guest presenters at staff meetings in 2021-22 included:

- Zarah Quinn, GWRC Lead Consultant, who provided an in-depth review of the anonymous evaluations collected from each student client in the WRC.
- Charlie Foster, Director of the Office of Student Veteran Engagement and Kate Milenski, President of Student Veterans of W&M who shared information about student veterans on campus.
- Grace Helmick, Educational Media Technician in the Studio for Teaching and Learning Innovation who facilitated a workshop on *Improv in the Writing Center*.

Consultants also met in groups with David Morales, Head of Circulation, for Library Safety Training.

Student Clients at the WRC

Client Demographics

In 2021-22, 683 individuals made appointments at the WRC. Here's who they were:

Freshman	396	58%
Sophomore	117	17%
Junior	89	13%
Senior	69	10%
Graduate Student	6	less than 1%
Faculty/Staff	2	less than 1%
Unidentified	4	less than 1%

Transfer students made up 12.88% of clients (88 students), while international students made up 13.18% of clients (90 students). A total of 18.30% of clients identified a language other than English as their first or home language.

Client Feedback and Assessment

After each appointment, a survey is sent asking about the student's experience in the WRC. Survey responses are reviewed by consultants during staff meetings to enhance future consultations. Of the 748 students who responded to the survey in 2021-22, the overwhelming majority indicated positive experiences.

Most students who used the WRC felt that their consultant was respectful, offered constructive advice, and addressed their needs. Respondents rated their consultations as "Excellent" or "Very Good" 96% of the time; 98% said they would recommend the WRC to others, and 96% said they would return for a future consultation.

The quotations featured throughout this annual report come from the client survey.

“Mary made me feel comfortable and more confident in my writing, and I left the session ready to finish my assignment.”

Campus Collaborations

University Committees

In 2021-22, the Writing Resources Center Director was involved in several university committees and collaborative initiatives. As a result, the WRC has a voice on the Assessment Steering Committee (ASC); the COLL 100/150 Subcommittee of the Educational Policy Committee (EPC); and the Phi Beta Kappa Committee on Nominations for Members-in-Course.

“[The consultation] helped me to understand what was asked of me precisely in the guidelines for my essay because, as a non-native English speaker, it can be tough sometimes to understand what teachers expect of me. But thankfully, Henry made things much easier for me to understand.”

Course Support and Faculty Development

The WRC works with faculty to integrate writing and other communication projects into courses across disciplines, to support special writing projects, and to accept individual student referrals. We offer class visits from consultants and class tours of the WRC, often coordinated with Swem Library research orientations.

In addition, through the Center for the Liberal Arts, the WRC collaborates with colleagues from across the university to produce *Frame and Fine-Tune Your COLL 100-150 Course*, twice-yearly course-planning workshops for faculty teaching the communication-intensive first-year courses. With this same team, we offer touchpoint opportunities between workshops that provide faculty with peer feedback and resources.

The WRC also collaborates with the Studio for Teaching and Learning (STLI) Innovation to support faculty development. In AY 2021-22, the WRC Director facilitated a syllabus design workshop during STLI’s New Faculty Course Design Institute and published two articles (one co-authored by writing consultant Sydney Hamrick) in STLI’s online publication *Drive-Thru Pedagogy*. (Appendix G)

College Studies

The WRC's Director collaborated with the Dean's Office, Office of Undergraduate Academic Affairs, Swem Library, and the Center for the Liberal Arts, to produce the College Studies online summer mini-course administered to all entering freshmen and transfer students.

Community Outreach

Our community outreach in 2021-22 prioritized local service and cross-institutional connections:

- Community Connections Team coordinated a writing club for residents at Commonwealth Senior Living in Williamsburg.
- Director served as the Virginia State Representative of the Southeastern Writing Center Association (SWCA-VA) and sat on the selection committee for the SWCA's Christine Cozzens Research Grant & Initiative Program.

W&M Honor Council

With the Dean of Students Office, we maintain a referral process for the Honor Council to use with students whose Honor Code violations are related to writing assignments. Students referred to the WRC receive an action plan designed to help them develop the skills they need to complete college writing assignments successfully and ethically. In AY 2021-22, the WRC facilitated 5 of these action plans.

Arts & Sciences Writing Centers

The WRC is affiliated with two other writing centers at W&M: the [Graduate Writing Resources Center](#) (GWRC) and the [Clem History Writing Center](#) (HWC). By providing training to GWRC and HWRC consultants, the WRC helps to ensure that methodologies for tutoring writing are consistent across campus.

In addition, shared scheduling and data-management software allows us to reduce costs and take a more comprehensive look at writing center usage at William & Mary.

Graduate Writing Resources Center (GWRC)

The Graduate Writing Resources Center is staffed by master's and doctoral students who are trained to understand the unique genres and scenarios faced by graduate students at W&M. When our centers offer in-person consultations, the WRC and GWRC share space in Swem Library. In AY 2021-22, all GWRC appointments were held online. The GWRC's Lead Consultant also serves as the WRC's graduate

assistant, providing technical support, web maintenance, and assistance with the hiring process.

The WRC provides annual training for new and returning GWRC consultants. In Fall 2021, we offered a one-day workshop. GWRC consultants in AY 2021-22: Sarah Donovan (History); Chandler Fitzimons (Anthropology); Sydney Hamrick (Education); Meagan Thompson (American Studies); Zarah Quinn (American Studies). The GWRC is coordinated by Sarah Glosson, Director of the A&S Graduate Center.

“Collaborating with another individual on my ideas was extremely beneficial in helping me get past my writers block and the initial anxiety of preparing for a speech.”

Clem History Writing Center (HWC)

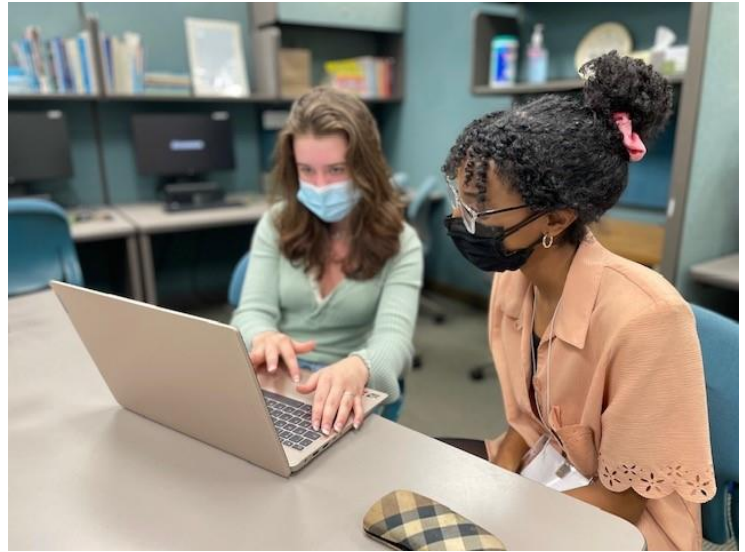
The Clem History Writing Center is located at Blair Hall, in the Department of History. It is staffed by Ph.D. candidates in the department and provides consultations for undergraduate history department writing assignments.

The WRC partners with the HWC by facilitating an annual training workshop for new and returning consultants. HWC consultants in AY 2021-22: Frances Bell, James Rick, Kaila Schwartz, Holly Gruntner, Mitchell Oxford. The HWC is coordinated by Prof. Carol Sheriff.

Innovations and Initiatives

Managed a Smooth Return to In-Person Consulting

- Developed training and support to prepare consultants for a return to in-person consulting, including early semester workshops and one-on-one mentoring throughout the year.
- Increased team building opportunities to help consultants make supportive connections with each other.
- Maintained substantial time at staff meetings for consultants to share experiences and advice.



Refined and Expanded the Asynchronous Video Feedback Option

- Analyzed asynchronous consulting protocols and addressed areas for improvement.
- Refined video feedback training materials.
- Expanded the number of trained consultants offering the asynchronous option.
- Assessed the usage and impact of asynchronous sessions.

Established an Editorial Team for the WRC blog *From the Center*

- Appointed three co-editors to promote the blog, find writers (consultants and guests), set deadlines, write one blog post per semester, and review and edit submissions.
- Updated editorial guidelines and established a content development schedule.
- Migrated to W&M's new WordPress blog platform.

“Brooke helped me to see where I needed to elaborate more or reword some parts of my papers. She was encouraging and asked insightful questions.”

Expanded Consultant Participation in Regional Conferences

Participation in regional conferences exposes peer consultants to current best practices and creates connections between writing centers across our state and region. In 2021-22, we:

- Attended the online Virginia Tutor Collaboration Day (TuColla-VA) with 4 undergraduate consultants. Consultants presented sessions relevant to the conference theme *Leaning into Change & Healing from Crisis*. (Appendix E)
- Attended the Southeastern Writing Center Association (SWCA) annual conference (held online) with 22 undergraduate consultants and trainees. Five consultants presented sessions relevant to the conference theme *Present Tense, Future Perfect: Shaping Purposeful Writing Center Practices*. (Appendix E)

Upgraded our Physical Space

With funding from Arts & Sciences and the support of Swem Library, we refreshed our space with new furniture, paint, and signage. We now have:

- Comfortable, clean, open, and inviting space for one-on-one sessions.
- Flexible furniture for individual or group work that includes access to relevant technology.
- Individual nooks for online consulting.
- New enclosed room for presentation practice or quiet consultations (beneficial for students who want less noise or stimulation and those working on personal or sensitive topics).



2022-23 Goals

Strengthen and Expand Campus Collaborations

We will seek out opportunities to build strong relationships with relevant units across A&S and the wider campus community.

- Collaborate with the Studio for Teaching and Learning Innovation (STLI) on relevant projects such as the student partner program, New Faculty Course Design Institute, and Teaching & Learning Symposium.
- Engage with student groups to promote the WRC's services among underserved populations.
- Work with the Office of Student Veteran Engagement (OSVE) on academic support initiatives and increase WRC usage among W&M student veterans.
- Partner with the Speech Program to develop tutor training and other initiatives that support skills building in public speaking and communication.

Host 2022 Virginia Tutor Collaboration Day at W&M

- Work with a team of WRC consultants and the Virginia network of the Southeastern Writing Center Association to organize and facilitate the Tutor Collaboration Day virtual conference (TuColla-VA 2022).

Enhance Consultant Training and Professional Development

- Develop a Fall Tutoring Skills Retreat for consultants to clarify the WRC's mission and goals, recall and reflect on best practices, provide a team building experience, and inspire excellence for the new academic year.
- Increase participation in regional writing center conferences, including Tutor Collaboration Day (November 12, 2022) and the Southeastern Writing Center Association Conferences (February 9-11, 2023).
- Offer WRIT 401 *Multilingual Writers in the Writing Center*, a new one-credit course for consultants who have completed the WRIT 399 training.

“She provided me with strategies that I'll definitely use going forward, for this paper and others.”

Launch the Mapping Virginia Writing Centers Project

- Work with a team of WRC consultants, the W&M Center for Geospatial Analysis, and the Virginia Network of the Southeastern Writing Center Association to map all writing centers in Virginia.

Establish Summer Writing Support at W&M

- Work with stakeholders to assess needs and develop a program to extend writing support on campus through summer session.

APPENDICES

A. Student Use of the WRC

In the 2021-22 academic year, WRC student consultants met one-on-one with 683 individual students, approximately 10% of the undergraduate student population. These students made a total of 1,524 appointments. There were 191 more appointments than in the prior year, an increase attributed to our return to in-person consulting following the COVID-19 pandemic shutdown.



Our student clients could opt for one-of-two session types during any hour: face-to-face or synchronous online (“real-time online”). In addition, some consultants offered an asynchronous option (“video feedback”). All scheduled sessions lasted 50 minutes during the semester and 30 minutes during the first week of final exams. Students could schedule up to two appointments per week.

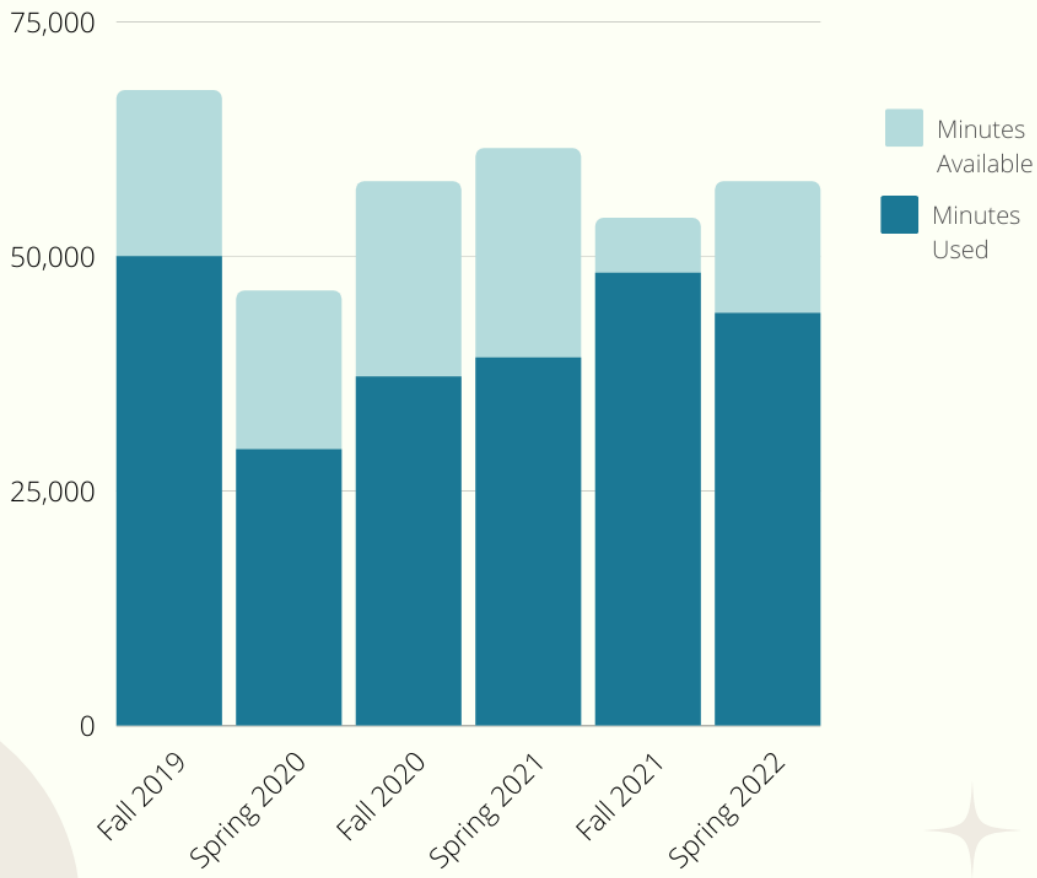
Highlights

- The WRC operated at 84% capacity, 94% in Fall 2021 and 75% in Spring 2022. We have an increase capacity in the Spring semester as our trainees begin consulting.
- Freshmen made 54% of the appointments in the WRC.
- Transfer students made 14% of appointments in the WRC.
- International students made 18% of appointments in the WRC.
- Of the 683 individual students who made appointments at the WRC, 290 returned for at least one more visit, a 42% return rate.
- 55% of consultations were focused on an assignment from a College Curriculum (COLL) course; 38% were focused on a COLL 100 or COLL 150 assignment.
- 23% of consultations were focused on a course in the student's major. The top ten majors of students visiting the WRC (after "Undecided") were Biology, Government, International Relations, Psychology, Neuroscience, Business, Economics, English, Kinesiology, and Computer Science.
- 54% of clients learned about the WRC from their professors. Another 17% learned about it from a friend or classmate.

“I feel more confident in my writing abilities. I was dragging my feet coming to this appointment today, but Tara really put my mind at ease. Tara gave me writing strategies that would be beneficial in all of my classes, and I cannot wait to use them!”

B. 2021-22 Center Statistics

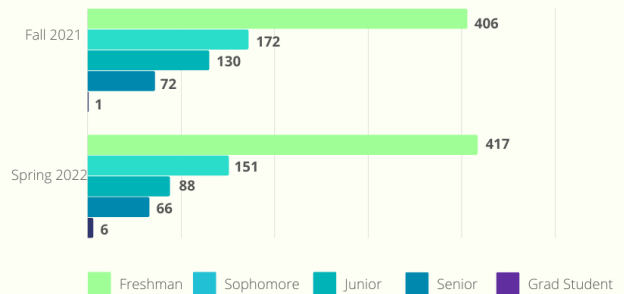
SERVICE USAGE PRE-PANDEMIC TO PRESENT



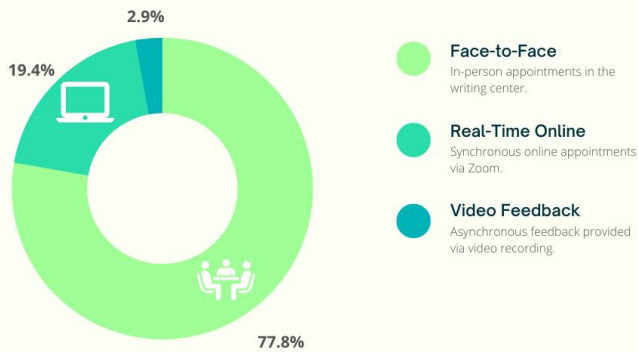
1,524 appointments
683 clients
42% return rate

APPOINTMENTS BY CLASS STANDING

The Writing Resources Center serves undergraduate students through all four years at W&M.



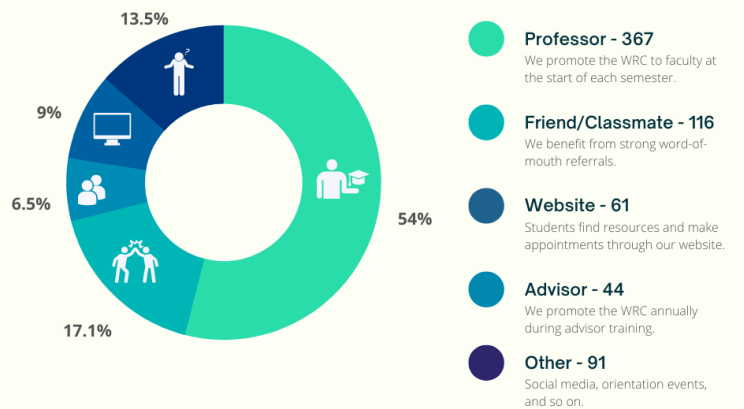
SESSION TYPES



55% sessions for COLL courses
14% sessions for electives
23% sessions for major courses

58% freshmen
14% transfer students
18% international students

HOW DID YOU HEAR ABOUT THE WRC?



C. Leadership and Staff

In 2021-22, the Writing Resources Center was directed by Lori Jacobson. She was supported by two administrative assistants who were selected from the student consulting staff. The GWRC's graduate assistant provided technical support, web maintenance, and assistance with the hiring process. In addition, Sharon Morris in the A&S Dean's Office provided administrative support.

The WRC was staffed by 32 undergraduate writing consultants. During the Fall 2021 hiring period, another 17 students were recruited to the Spring 2022 trainee class.

“It was helpful to read my writing out loud and have that second, non-judgmental perspective.”

Director: Lori Jacobson, Ph.D.

Administrative Assistants: Alex Johnson ('22, Fall), Rebecca Wagner ('23, Fall and Spring), Brielle Perry ('22, Spring).

Graduate Assistant: Zarah Quinn (GWRC)

Consultants: Sabrien Abdelrahman, Mary Beth Bauermann, Henry Buron, Colleen Cecil, Isabel Conti, Ciara Curtin, Julia DeKorte, Robel Eyasu, Taylor Fisher, Sophia Haile, Andrew Hoffman, Cecilia (Ceci) Hughes, Mary Kardos, Corina Kowalski, Kimberly Lores, Katie Lynch, Grace Mak, Tara Malloy, Karen Minecci, Amanda Mullet, Zoe Roberts, Grace Scott, Divya Sharma, Katie Taguchi, Woodie Tirfie, Grace Tramack, Laura Tutko, Lauren Wilson, Sumie Yotsukura.

Trainees: Veronica Bondi, Abigail (Abby) Clark, Caleb Fulford, Elizabeth Gale, Natalie Garrigan, Alys Goodwin, Anna Harshman, Brooke Hemingway, Vivian Hoang, Katalina Li-Kroeger, Allyson Lowe, Harper McCall, Katherine (Kia) Morawetz, Colleen Polka, Anwasha Satapathy, Megha Vasudevan, Chloe Wright.

D. Conferences and Workshops

The WRC Director participated in the following professional development events in 2020-21:

August 10	<i>Introduction to Digital Accessibility Principles</i> Online Writing Center Association (OWCA) Webinar
August 16	<i>Syllabus Design Deep Dive</i> (Facilitator) W&M New Faculty Course Design Institute Studio for Teaching & Learning Innovation (STLI)
August 24-26	Frame and Fine-Tune Your COLL 100/150 (Facilitator) W&M Center for the Liberal Arts Workshop
October 2	<i>Leaning into Change and Healing from Crisis</i> Tutor Collaboration Day (TuColla-VA 2021)
December 2	<i>Universal Design: Making Classes More Accessible & Rigorous</i> Studio for Teaching & Learning Innovation (STLI)
January 12	<i>Write More, Stress Less</i> Stearns Center for Teaching and Learning (GMU)
January 18-20	Frame and Fine-Tune Your COLL 100/150 (Facilitator) W&M Center for the Liberal Arts Workshop
February 10-12	<i>Present Tense, Future Perfect:</i> <i>Shaping Purposeful Writing Center Practices</i> Southeastern Writing Center Association Conference 2022
February 15	<i>Scaffolding: Helping Every Student Succeed</i> Norton Workshop Series on Equity-Minded Pedagogy
February 24	<i>Human Memory in the Classroom</i> Studio for Teaching & Learning Innovation (STLI)
March 15	<i>Writing Well at Work: Websites</i> (Speaker) W&M Human Resources Training & Development Series

March 25	<i>How to Propose a COLL 100/150 Course</i> W&M Center for the Liberal Arts Workshop
April 7	<i>Writing Well at Work: Emails (Speaker)</i> W&M Human Resources Training & Development Series
April 28	W&M Teaching & Learning Symposium (Partner's Session) Studio for Teaching & Learning Innovation (STLI)
June 14	<i>Writing Personal Statements & Scholarship Essays</i> (Facilitator with Grace Scott '23) Office of Undergraduate Academic Affairs National Fellowships Program
June 15	<i>Social Justice in the Post-Pandemic Writing Center</i> SWCA-VA Summer Director's Meeting
July 14	Lessons in Leadership: Integrity Mentoring W&M Human Resources Leadership Series

“She helped me think through how to shorten my sentences, remove unnecessary parts, and remember to always connect my paragraph to my thesis. Very helpful in improving my self-confidence.”

E. Conference Presentations in 2021-22

Tutor Collaboration Day (TuColla-VA - October 2, 2021)

Leaning into Change & Healing from Crisis

- *Mentorship Matters: The Value of Mentoring Programs in the Post-Pandemic Writing Centers* – Alexandra Johnson '22, Mary Beth Bauermann '24, and Grace Scott '23
- *Focused Consultation: Time Management in the Writing Center* – Tara Malloy '22

TuColla-VA 2021 SCHEDULE
SATURDAY, OCTOBER 2 • 10 AM – 3 PM

LEANING INTO CHANGE & HEALING FROM CRISIS

10:00 AM – 11:00 AM

KEYNOTE:
Change by Design
MARGA ODAHOWSKI, MSE
ZOOM LINK: <https://vccs.zoom.us/j/82731892195>

In this highly engaging presentation, Odahowski will introduce the change process and skills resilience. Participants will experience a designer's mindset for a change and be introduced to a process for moving through obstacles with self-compassion and ease. Participants will leave with a Designing for Calm Resource guide.

Marga Odahowski is a speaker, coach, and author whose mission is to bring together the integration of research and practical skills to help people thrive during challenging times.

She was on the faculty at the University of Virginia for 24 years where she taught mindful leadership and experiential-based academic courses and workshops to faculty, students, and staff. As a consultant, she developed and taught the Mindful Executive program for the MBA Executives Program at the University of Virginia's Darden School of Business, and a Mindful Leadership course at the University of Virginia's McIntire School of Commerce. In addition, she has been guest faculty with the Federal Executive Institute and the Brookings Institute, focusing on bringing her program Designing Calm into the workplace. She is currently on staff with the University of Virginia's Contemplative Science Center.

THE SOUTHEASTERN WRITING CENTER ASSOCIATION, VIRGINIA

PVCC PIEDMONT VIRGINIA COMMUNITY COLLEGE **Innovative Educators** (accelerating healthy, staff & student change)

Southeastern Writing Center Association (February 10-12, 2022)

Present Tense, Future Perfect: Shaping Purposeful Writing Center Practices

- *Self-Reflective Worksheets: A Metacognitive Strategy for Student Writing Empowerment* – Zarah Quinn (GWRC)
- *Cultural Capital in the Writing Center: Supporting Socially and Economically Disadvantaged Students* – Rebecca Wagner '23
- *Teaching an Appreciation of Writing* – Henry Buron '23
- *Time Management in the Writing Center* – Tara Malloy '22
- *Developing Asynchronous Consulting* – Isabel Conti '22

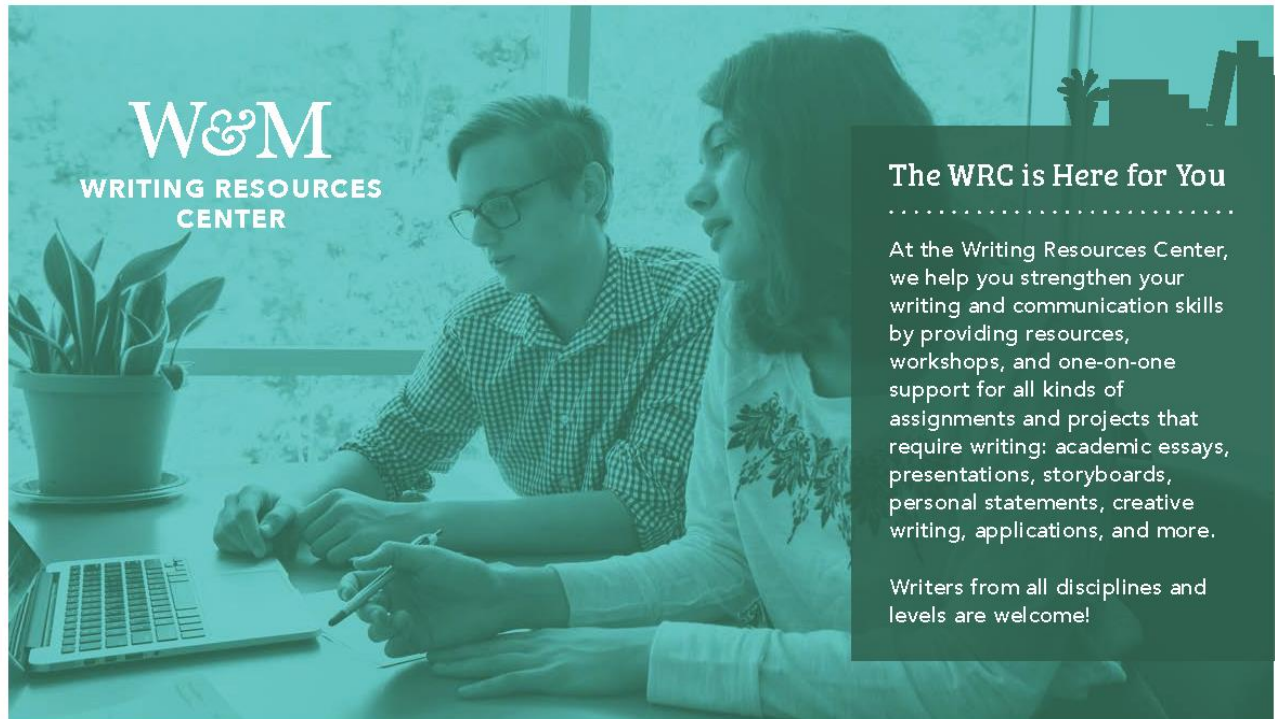
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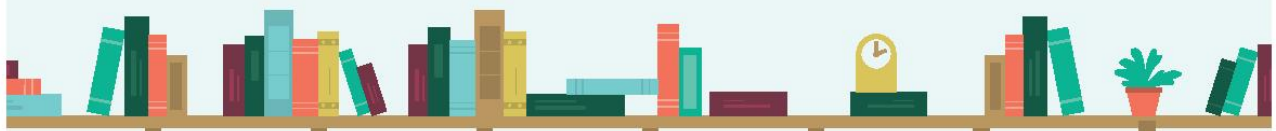
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G. Drive-Thru Pedagogy: Pick Up Something Practical

SafeAssign as a Tool for Learning

April 18, 2022 | By Sydney Hamrick '21 and Lori Jacobson

Teaching the ethical use of sources in academic writing is a challenge. Some faculty address this issue by using SafeAssign, the “plagiarism prevention tool” integrated into Blackboard. When used with care, SafeAssign can (in its own words), “create opportunities to help students identify how to properly attribute sources.” In that sense, it can facilitate learning. However, when used strictly to monitor citation habits, SafeAssign can impede learning by raising student anxiety.

This post describes variations in student experiences with academic writing and offers low-stress strategies-with and without SafeAssign-for teaching responsible use of sources.

Understand Your Students' Needs

Students arrive in your classroom with varying academic writing experiences, so it's important to resist making assumptions about what they know about using sources.

- New undergraduate students might never have written an academic paper using appropriately cited source material.
- Advanced undergraduates might be unfamiliar with the citation style expected in your field.
- Graduate students might struggle to transfer what they learned as undergraduates to the higher stakes of graduate-level writing.
- Professional students making a career shift or returning to school after a long absence might stumble over unfamiliar expectations.
- International students might have developed their understanding of academic writing in cultures that view copying work as neutral or even positive and might be completely unfamiliar with U.S. expectations related to academic integrity.

Help Students Develop Expertise

To help, first consider how your field uses source materials and make sure your students understand those expectations. Watch out for your own expert blind spots, the tendency to forget how challenging it is for novices to learn what has become second nature to you. Spending class time looking at examples and teaching fundamental citation skills will help students move forward on the path from novice to expert.

For example, if your field prioritizes paraphrasing over quoting, show students examples of quality paraphrasing and have them practice on low-stakes assignments. Paraphrasing is a

notoriously difficult skill to master, and many students who are “caught” plagiarizing aren’t intentionally trying to deceive. Instead, they are simply inexperienced with the writing task. If your field prioritizes direct quotations, show students examples of disciplinary writing with effectively selected, integrated, and cited quotations. Have them practice this skill and be sure to provide feedback.

If you assume your students know fundamental citation skills in your field, tell them that in the syllabus and point them to resources that will help. Here’s an example:

Your writing assignments in this class will often require you to use outside sources, and you should cite those sources using APA style. I am assuming that you are familiar with APA style, but if you need a refresher, take a look at the video tutorials and other useful information at apastyle.apa.org.

Use SafeAssign as a Learning Tool

If you opt to build SafeAssign into your course design, focus on using it as a learning tool. To do that, you’ll need to spend some time discovering how SafeAssign works and developing strategies for its use in your class.

When students submit papers to SafeAssign, the software compares their work to a database of existing academic papers and highlights areas of similarity. It then generates an [Originality Report](#), which provides information about these areas. You and your students will need to learn how to interpret the Originality Report, and you should decide in advance how you plan to use this information. [SafeAssign’s help pages](#) indicate that “instructors and students need to determine if the matching text is properly referenced. Investigating each match prevents detection errors due to differences in citing standards.” In other words, you can’t simply rely on SafeAssign to red flag plagiarism.

Instead, offer students the opportunity to use the Originality Report to assess and revise their work. Common student errors when working with sources include [incorrect paraphrasing](#) and incomplete or [missing documentation](#). SafeAssign works best when used to help students see, correct, and learn from their own errors.

Resources

- [Developing Confident and Responsible Writers in the Digital World](#)
- [What Is Plagiarism?](#)
- [Writing Across Borders](#)
- [Using SafeAssign: The View from the Writing Center](#)

Improve Student Writing with Peer Feedback

December 6, 2021 | By Lori Jacobson

Peer feedback makes assignments more social and collaborative, creating opportunities for students to learn from one another. In conversations about shared assignments, students can make connections to lectures, readings, and other course elements. They can also use time in feedback groups to clarify the goals of the assignment and discover varied methods for fulfilling those goals. Collaborative learning helps mitigate the isolation some students feel when working independently.

Most importantly, a peer group is a real audience. The effort of articulating their ideas for peers helps students recognize gaps in logic and the need for context. As a result, they develop a stronger audience awareness and learn to produce more reader-friendly prose.

Building peer feedback into assignments helps students see revision as an essential part of the writing process. Drafting assignments for their peer groups well ahead of the final deadline allows time for constructive feedback and revision.

But successful peer feedback doesn't just happen. It requires planning and some dedicated class time for preparation.

Before their first peer feedback session, prepare students to do high-quality peer review.

1. Start by asking them to reflect on the qualities of good feedback:

For one minute, write a response to the following prompt:

"When I receive feedback on my writing, I find it most helpful when _____."

Then facilitate a discussion where they generate a best practices list called "How to Give Effective Feedback." This list can guide their peer groups for the remainder of the semester.

2. Teach students to respond as intelligent, compassionate readers.

One reason peer feedback sometimes fails is that students don't always feel competent judging someone else's writing. Reassure them that they can make observations based on their experience as readers. For example, a student responding as a reader might say: "I really liked all the details you provided in this paragraph because I got a clear picture of your main idea, but then I got a little lost in the next paragraph. What was the point you were trying to make there?"

3. Ask students to resist the urge to copy edit. Instead, they should offer feedback on big-picture issues such as ideas, purpose, audience, evidence, analysis, and organization.
4. Give students guidelines to follow (for example, the rubric that will be used for grading, or a [feedback form](#) with questions to answer about the work).
5. Have them practice their feedback skills. Ask all students to read and comment on the same sample student work, using the “How to Give Effective Feedback” list for guidance. Then review their feedback as a class.

It’s critical to get student buy-in on peer feedback so they understand it as essential to the writing process (not busy work). Here are a few ideas to promote peer feedback as a skill:

Emphasize that giving and receiving feedback are lifelong skills used by most professionals. Practicing these skills in your class is preparing them for future success.

Demonstrate the role of peer feedback in your own work. Bring in an example of an article, conference proposal, etc. that you received comments on, and show how that feedback translated into revisions.

Remind them of the [giver’s gain](#): giving feedback benefits students just as much as receiving it (and perhaps more). When a student identifies a particular concern in a peer’s work, she is much more likely to recognize the same concern in her own. In this way, peer feedback encourages students to become more competent editors of their own work.

References:

- [Improving Student Peer Feedback](#)
- [Benefits of Peer Review](#)
- [Using Peer Review to Help Students Improve their Writing](#)
- [Giver’s Gain in Peer Learning](#)
- [Giver’s Gain: How to Improve Student Writing by Coaching Helpful Feedback in Peer Response Groups](#) [VIDEO]