

The University of Montana Writing Center Annual Report:
Overview of Activities and Data

AY 2011-2012



Respectfully Submitted by Kelly Webster, Director of The Writing Center



CONTENTS

INTRODUCTION	1
UM Strategic Issues and Objectives Addressed by Writing Center Programming	1
Highlighted Instructional Contacts	1
New Initiatives	2
THE WRITING CENTER MISSION AND PROGRAMMING	3
The Writing Center Mission	3
Summary of Writing Center Programming	3
UNDERGRADUATE AND GRADUATE STUDENT TUTORING	4
Summary and Growth	4
Mountain Campus Tutoring	6
College of Technology Tutoring	7
Online Tutoring	7
Embedded Online Tutoring: Exploration of Online Learning (C&I 195)	8
UDWPA Tutoring	8
Tutoring Appointment Scheduling	8
Tutoring Numbers	9
SIDECAR PROJECT	12
Project Goals	12
Curricular Collaborations	12
Project Assessment	12
STUDENT WORKSHOPS	14
In-class Customized Workshops	14
College of Education and Department of Pharmacy Practice Application Workshops	14
UMCUR Presentation Workshops	14
UDWPA Workshops	15
GLOBAL LEADERSHIP INITIATIVE PARTNERSHIP	18
TRiO SSS COLLABORATION: THE WRITING MENTORSHIP PROGRAM	18
WRITING IN THE DISCIPLINES PROJECT	18

ACADEMIC COURSES	19
Research Portfolio Seminar	19
Peer Writing Tutor Preparation	19
FACULTY AND STAFF PROFESSIONAL DEVELOPMENT	20
Faculty and Graduate Student Teaching Assistant Workshops	20
Individual Faculty Teaching Consultations	20
Faculty and Staff Writing Consultations	20
TWC STAFF PROFESSIONAL DEVELOPMENT	21
COMMUNICATIONS AND MEDIA OUTREACH	22
Hobson’s Retain Communication Plans	22
TWC Website: Griz Online Writing Lab (GROWL)	22
UM Writes Blog	22
TWC Video: “How Pizza and Burritos Can Help You Start Your Paper”	23
UDWPA Website	23
ADMINISTRATION OF THE UDWPA	23
ASSESSMENT	26
Assessment Tools	26
Recommendations	27
FUNDING	27
APPENDICES	29
A: Faculty, Staff, and Student Feedback on Writing Center Services	29
B: The Writing Center’s Sidecar Project: Annual Report 2011-2012	33
C: Autumn 2011 and Spring 2012 Class Presentations, Orientations, and Workshops	36
D: The Writing Center/TRiO Writing Mentorship Program	47
E: Writing in the Disciplines Project: Writing in Economics; Writing in Social Work	49
F: Autumn 2011 and Spring 2012 Faculty and Staff Consultations	59
G: ASCRC Writing Committee Recommendation on Writing Assessment Practice at The University of Montana	63
H: Institutional Assessment: The Writing Center	66

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INTRODUCTION

During the 2011-2012 academic year, The Writing Center, an Office for Student Success department, implemented programming specifically to address the University of Montana's identified Strategic Issues and objectives. In doing so, The Writing Center (TWC) marshaled its resources to support students, faculty, and staff in their efforts to become more independent, versatile, and effective writers across the curriculum. This programming responded not only to the University's Strategic Plan but also to growing student and faculty demand for Writing Center services. Writing Center staff engaged students in intellectual conversations, challenging students to develop as writers and thinkers who contribute to local and global conversations. Staff also collaborated with faculty to positively impact student performance. An assessment cycle designed to track trends, strengths, and weaknesses in this programming allowed TWC to make informed decisions about how best to promote effective writing as a tool to communicate and learn at The University of Montana. Appendix A includes samples of faculty and student testimonials regarding their Writing Center experiences during the 2011-2012 academic year.

UM Strategic Issues and Objectives Addressed by Writing Center Programming

The following sections of this report provide detailed summaries of TWC's purposeful work in helping The University of Montana address identified priorities. In particular, TWC's programs address the following UM Strategic Issues and objectives:

- Partnering for Student Success
 - Transitioning to college
 - Engaging students
 - Strengthening student support
 - Emphasizing faculty and staff development
- Education for the Global Century
 - Strength in foundational academic programs
 - Discovery and innovation through graduate education
- Discovery and Creativity to Serve Montana and the World
 - Enhance contributions by faculty and students through research

Highlighted Instructional Contacts

During the 2011-2012 academic year, TWC took advantage of a diverse set of strategies to provide writing instruction and targeted support to UM writers. These strategies allowed TWC to

work closely with a large number of UM students and faculty, as evidenced by the highlighted numbers below. Writing Center staff:

- Facilitated **4,216** 30- to 60-minute one-to-one undergraduate and graduate student tutoring sessions.
- Tutored students writing in **55** different academic areas.
- Facilitated **169** general and discipline-specific, in-class writing workshops across the curriculum for **4,116** student participants.
- Facilitated **52** faculty and staff consultations for **115** participants focused on their own writing projects and on using writing to teach.
- Embedded small group Sidecar Project tutoring into **6** writing-intensive courses and programs at the 100, 200, 300 and 400 levels.
- Made at least **8,332** instructional contacts with students to support their development as writers (does not include semester-length courses taught).

New Initiatives

Persistent faculty and student desire for effective writing tutoring and instruction compelled Writing Center staff to find innovative ways to keep pace the growing demand for traditional Writing Center services. Continuing to work one-to-one with undergraduate and graduate student writers, TWC remained flexible enough to meet students' needs for well-informed readers and for writing instruction throughout their academic tenures.

While sustaining its traditional services, TWC also implemented new initiatives during the 2011-2012 academic year. Outlined in detail in later sections, these new services include:

- Global Leadership Initiative Partnership – TWC collaborated with faculty teaching GLI seminars to deliver course- and assignment-specific workshops and to help faculty design writing assignments.
- Sidecar Project – Writing Center tutors facilitated six new mandatory small-group tutoring sessions in the context of writing intensive courses and programs in African American Studies, Communications, Composition, the Department of Pharmacy, Education, and Sociology.
- Writing in the Disciplines Project – Writing Center staff worked with two new academic units—Economics and Social Work—to create discipline-specific writing resources.
- Hobsons's Retain Communication Plans – TWC designed and began implementing communication plans to communicate UDWPA and Writing Center information with targeted student populations at key moments during their academic tenures.
- Info Griz Reporting – TWC began collaborating with Julie Cannon in the Office for Student Success to find appropriate tools for more sophisticated assessment and reporting.
- Tutor Observation Cycle – TWC tutors participated in an on-going tutor observation cycle to ensure continued reflection, learning, and professional development.
- Media Outreach – TWC launched a new Writing Center blog, UM Writes, showcasing faculty and staff reflections on their own writing processes.

THE WRITING CENTER MISSION AND PROGRAMMING

The Writing Center Mission

As a University hub for campus conversations about writing, TWC helps undergraduate and graduate students in all disciplines become more independent, versatile, and effective writers, readers, and thinkers. We provide a comfortable environment where professional tutors engage students in supportive conversations about writing. Using a variety of strategies to honor a diversity of writers and writing, our tutors help writers at any point during their writing processes and with any writing task. Focused on the development of the writer, tutors help students to recognize their power as communicators and to practice strategies appropriate to various writing contexts. In each instance, the student writer retains responsibility for the written work and for all changes made to the work.

TWC treats writing both as a mode of communication and as a way to learn, and encourages all members of the University community to think more explicitly about their writing processes and the decisions they make as they write.

Summary of Writing Center Programming

Guided by its mission and acting as a gathering ground for campus activities that support writing instruction, TWC provides services for students, faculty, and the wider campus community. These services include the following programming:

For Students

- Academic Courses
 - For-credit courses (including Writing- and Ethics-designated courses)
- Tutoring
 - Face-to-face and online writing tutoring (available on a by-appointment and drop-in basis)
 - Guidance interpreting writing assignments
 - Reader feedback on any writing task, including research proposals and papers, response papers, reports, literature reviews, speeches, scholarship applications, graduate school applications, and thesis projects.
 - Help developing strategies for revision at any stage of a writing process
 - Assistance building strategies for timed-writing situations
- UDWPA Resources
 - Help registering and preparing for the UDWPA exam
- Writing Workshops and Resources
 - Workshops on specific types of writing and on the various parts of a writing process
 - Resources on writing in specific disciplines

For Faculty

- Global Leadership Initiative
 - Consultations on designing seminar assignments

- Class sessions designed to meet the pedagogical goals of each GLI seminar
- General and Discipline-specific Writing Workshops
 - In-class workshops tailored to courses, assignments, and discipline-specific conventions
- One-to-one Writing and Teaching Consultations
 - Help with faculty writing projects
 - Feedback and guidance on writing assignment design and response
 - Ideas for incorporating writing – both graded and non-graded – into courses
- Professional Development Workshops
 - Faculty and TA workshops on using writing to enhance student learning in any course
- Sidecar Project
 - Small-group writing tutoring integrated into writing intensive courses

For Campus and Community

- Collaboration with and Support for Affiliate Groups
 - Early Childhood Education, MSU Nursing, Writing Coaches of Missoula
- Collaboration with and Support for Campus Groups
 - American Indian Student Services, Athletics, Continuing Education, Disability Student Services, Foreign and International Student and Scholar Services, Freshmen Interest Groups, Internship Services, NCUR and UMCUR, Undergraduate Advising Center, Upward Bound
- One-to-one Writing Consultations
 - Help with staff writing projects
- TRiO Writing Mentorship Program
 - In-class workshops, writing assignment design, writing diagnostics, one-to-one tutoring for all TRiO students, writing focus project facilitation
- UDWPA Administration
 - Management of all aspects of the UDWPA exam, including exam design, scheduling, scoring, and assessment

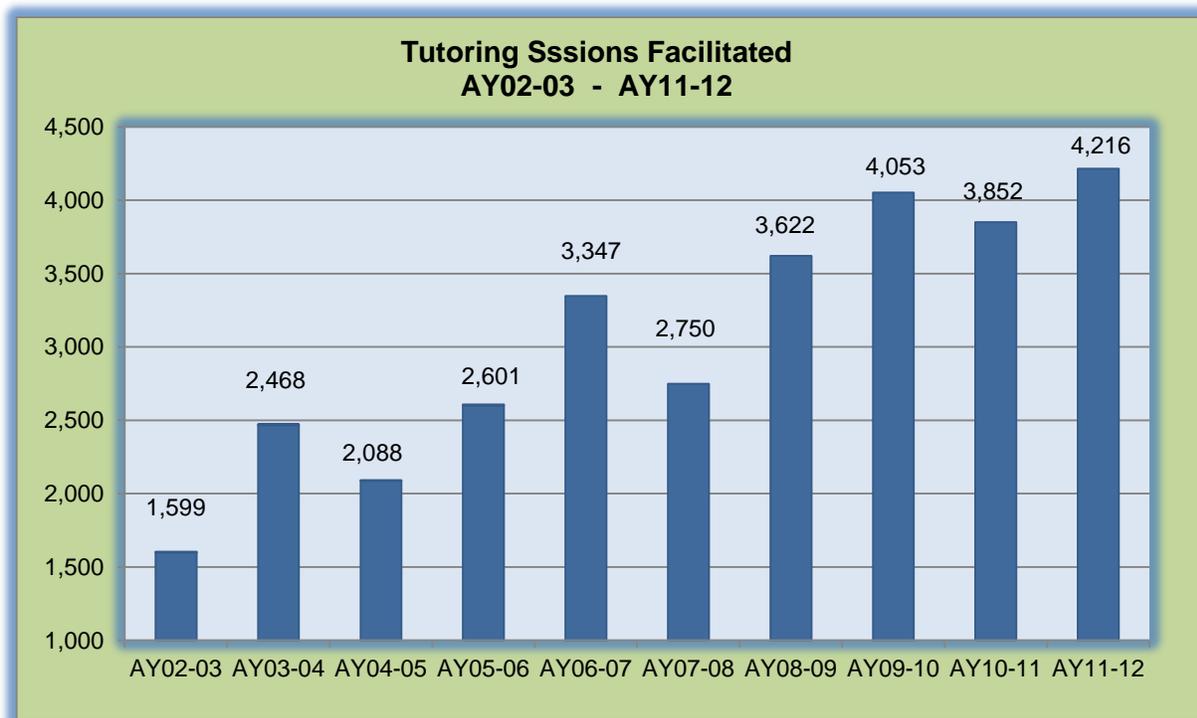
UNDERGRADUATE AND GRADUATE STUDENT TUTORING

Summary and Growth

At the heart of a one-to-one tutoring session is spontaneous, collaborative dialogue. Because dialogue is at the heart of social learning behaviors and because tutoring is an enactment of the social nature of learning, the tutorial setting in TWC is centered on evolving one-to-one conversation. Through dialogue, the tutor guides the student to develop strategic knowledge of how to compose a piece of writing within the constraints of a particular writing occasion and within the parameters of the student's own contributions to the conversation. This "tutorial talk" affords the student a unique and non-evaluative space in which to explore ideas and rehearse strategies that he/she can then apply in other rhetorical situations. In effect, tutoring in TWC promotes the development of student writers across their academic tenures, ultimately helping to bolster retention rates at the University.

Since autumn 2002, students have learned the value of a tutoring session at TWC. Seeking opportunities for discussion with other writers and readers, a growing number of students have used TWC since the 2002-2003 academic year, as shown in Table 1.

Table 1.
Number of tutoring sessions by year.



Tutoring sessions last 30-60 minutes and take the form of a structured conversation between tutor and student on the strengths and weaknesses of the student's thinking, planning, and writing in the context of a specific writing task. The majority of all tutoring sessions focus on planning or revising papers or theses for classes in academic disciplines and for admissions applications for varied programs. The multidisciplinary nature of these sessions makes TWC a critical site for the improvement of student writers across the curriculum. Tutors are professionals, most of whom have an advanced degree and prior teaching experience when hired. Each is trained and evaluated throughout each academic year of his or her employment. By offering face-to-face writing tutoring on two campuses and in three locations on the Mountain campus alone, and by offering online writing tutoring to distance education students, TWC reaches a broad audience of students and faculty. TWC's hours of operation in its varied locations are presented in Table 2.

Table 2.
The Writing Center’s hours of operation in each tutoring location.

By-Appointment Tutoring		
Location	Days	Hours
Liberal Arts 144	M – TH	9:30 am – 4 pm & 5 – 9pm
	F	9:30 am – 1 pm & 2 – 5 pm
	M – TH (International Students Only)	6 – 9 pm
Mansfield Library	SU	6 – 9 pm
Online	Su – F	Variable
Drop-In Tutoring		
Location	Days	Hours
Mansfield Library	M, T, TH	1 – 4 pm
	W	6 – 9 pm
PFNAC	T & W	2:30 – 5 pm
COT East (ASC)	M – TH	10:00 am – 1:00 pm

Mountain Campus Tutoring

LA 144 and Payne Family Native American Center

TWC was open for sixteen weeks of tutoring during each of the autumn and spring semesters and for limited tutoring hours during the summer and winter sessions. During the autumn and spring semesters, TWC opened for an average of sixty-nine hours per week on the Mountain campus in its LA 144, Mansfield Library, and Payne Family Native American Center (PFNAC) locations. A majority of tutoring sessions took place in LA 144 while only a few students used TWC’s new PFNAC location. American Indian Student Services currently is working with TWC to determine how best to encourage American Indian students to take advantage of writing tutoring. Additionally, during the weeks leading up to a UDWPA exam, supplementary tutoring hours in LA 144 accommodated student demand for help in preparing for the writing assessment. In addition to offering general tutoring hours open to all students, TWC opened for eighteen hours of day and evening tutoring for non-native speakers of English exclusively. These students—most of whom were international students—were also welcome to make appointments during daytime hours.

Mansfield Library and the Learning Commons

While serving a majority of student visitors in its LA 144 location, TWC also continued its collaborative relationship with the Mansfield Library. Drop-in tutoring provided on a first-come, first-served basis proved successful in that it allowed a population of students who might not otherwise have used TWC's tutoring services to receive writing tutoring. However, the time-intensive and attention-demanding nature of assessing a piece of writing and instructing a writer necessitates the preservation of a primarily by-appointment service. Still, offering some drop-in tutoring hours has allowed TWC to better meet the needs of individual student writers who might not schedule an appointment ahead of time. TWC continues to adjust its Mansfield Library drop-in tutoring days and hours to maximize student use of the tutors.

Promoting the new Learning Commons space in the Mansfield Library, TWC Director and the Executive Director of the Office for Student Success helped to inform plans to remodel the Library's main floor into a collaborative, student-centered space. The current Learning Commons plans include space for TWC to move its physical operations and offices to the Mansfield Library where more purposeful and frequent collaborations with library faculty will benefit students.

College of Technology Tutoring

TWC offered twelve hours of tutoring per week on a drop-in basis in the College of Technology's East Campus Academic Support Center. In response to requests from technical program faculty, funding for a portion of the COT tutoring hours was secured through a Perkins Grant intended to fund student support services for those students enrolled in technical programs. In addition to visiting the College of Technology campus tutors, two-year campus students made appointments for tutoring on the Mountain campus.

Online Tutoring

In response to the University's growing online course enrollment numbers and inspired by a commitment to providing quality and equitable student support services for online students, TWC continued to offer synchronous online tutoring for students enrolled in online courses and currently is offering online tutoring during the full ten-week summer session. Though use of the online tutoring services continues to be light, the number of students taking advantage of the service continues to grow among both undergraduate and graduate distance learners. Students are becoming more comfortable with the online tutoring environment as evidenced by those students who return for online tutoring help after a first appointment.

Since its inception, UM's online writing tutoring has taken place through Elluminate, a conferencing tool that allows for audio, chat, and file sharing. With UMOonline's move to the Moodle Learning Management System, TWC currently is evaluating a new online conferencing tool, Amvonet, available through Moodle. During the 2012 summer session, TWC will use Amvonet to conference with online students and will assess its effectiveness in delivering online tutoring.

One advantage of Amvonet is its synchronous one-to-one and small-group conferencing capability. Though institutions across the country have responded to a growth in the online learner population with varied iterations of online writing centers, delivery often has been limited to an asynchronous format, a delivery method that threatens to compromise one tutorial element that is at the heart of a writing center's identity: spontaneous, collaborative dialogue. It is this social, dialogic nature of the tutoring session that UMOonline and TWC have worked to preserve in the design of a synchronous online tutoring experience. By using an appointment-based system that invites students into a tutor's Amvonet Room, TWC engages online students in real-time conversations about their writing, helping them to become more effective and versatile writers. TWC and UMOonline will continue to assess the success and usability of this new form of tutorial delivery.

Embedded Online Tutoring: Exploration of Online Learning (C&I 195)

In an effort to foster student awareness and use of TWC's online tutoring service, TWC continued partnering with UMOonline's new Exploration of Online Learning course (C&I 195). Intended to support retention by familiarizing students with online learning resources and promoting effective online learning behaviors, this course is an ideal site for exposing students to online writing tutoring. This collaboration, which embeds an online writing tutor into the course, was piloted in autumn 2010 during two eight-week sections of the course. The collaboration has continued each semester and currently is taking place in a summer 2012 section of C&I 195.

UDWPA Tutoring

In addition to coaching students as they work on writing assignments for academic courses and applications, TWC helps students prepare to take or retake the UDWPA. Tutors do not teach the UDWPA texts but rather show students how to read a text actively, how to interpret a timed-writing assessment prompt, and how to approach a timed-writing occasion. Tutors present students with an opportunity to engage in conversation about how to prepare prior to each exam, supplying students with reading questions, practice essay questions, and feedback when appropriate. The tutors also are trained in explaining the UDWPA scoring rubric and are available after an exam to interpret the results of the exam for each student who requests this service. Tutoring for the UDWPA is generally limited to appointments in LA144 and online, with additional UDWPA tutoring sessions offered during the two weeks prior to each exam.

Tutoring Appointment Scheduling

Web-based scheduling of student appointments allows scheduling at multiple locations and allows students conveniently to make, cancel, or change their appointments from any computer with an Internet connection. Students must register with the on-line system before making appointments, an extra step that may be an impediment to some students using the TWC's services. However, students also may make appointments by visiting TWC in person or by calling and speaking with a tutor. A receptionist in LA 144 who makes appointments and assists

with registration would greatly benefit students in that this individual would be able to answer student inquiries regarding the making of appointments; however, limited funding precludes the hiring of a receptionist.

Tutoring Numbers

The number and variety of students who use Writing Center tutoring indicate sustained need and demand for writing tutoring across campus. The history of student tutoring session totals and approximate hours of operation at TWC during autumn 2004 – spring 2012 are shown in Table 3. This table exhibits the steady growth in student use of TWC. During the 2011-2012 academic year, TWC tutors facilitated 4,216 visits with students working on writing assignments from 55 academic areas. User statistics according to student type and class are summarized in Table 4. Notable is the growing number of graduate students who are taking advantage of TWC's services. Additional user statistics by major, class for which the student is writing, and issues addressed during tutoring sessions are available upon request.

Table 3.
History of student tutoring session totals and hours of operation, autumn 2004 – spring 2012.*

Semester		A '04	S '05	A '05	S '06	A '06	S '07	A '07	S '08	A '08	S '09	A '09	S '10	A '10	S '11	A '11	S '12
Total Tutoring Sessions		989	1,099	1,200	1,401	1,671	1,676	1,442	1,308	1,805	1,817	2,028	2,025	1,865	1,987	2,038	2,178
Open Hours per Week by Location	All Locations	45	50	45	47	62	68	77	81	75	85	84	84	75	79	81	81
	UM Mountain (LA 144)	39	44	39	41	53	59	35	35	39	39	39	39	44	51	49	49
	UM Mountain (Library)	6	6	6	6	9	9	36	42	30	30	30	30	23	20	15	15
	UM Mountain (PFNAC)															5	5
	COT Main							6	4	6	6	6	6	6	6	12	12
	COT West											3		4	2	2	

* Autumn numbers include the previous summer's visits. Spring numbers include the previous winter's visits.

Table 4.
2011-2012 user statistics.*

Total 30-60-minute tutoring session: **4,216**

TWC Autumn 2011 User Statistics			TWC Spring 2012 User Statistics		
	Total Tutoring Sessions	2,038		Total Tutoring Sessions	2,178
Location	COT East	147	Location	COT East	89
	LA 144	1,410		LA 144	1,500
	Mansfield Library	337		Mansfield Library	328
	Online	19		Online	40
	PFNAC	13		PFNAC	21
	Sidecar (in-class tutoring)	112		Sidecar (in-class tutoring)	200
Student Type	COT (all locations)	196	Student Type	COT (all locations)	117
	ESL/International	356		ESL/International	372
	TRiO*	253		TRiO*	213
	UDWPA	191		UDWPA	224
	WRIT	375		WRIT	289
	*Self identified as TRiO; actual number is greater.			*Self identified as TRiO; actual number is greater.	
Student Year	Freshman	489	Student Year	Freshman	320
	Sophomore	272		Sophomore	354
	Junior	308		Junior	333
	Senior	510		Senior	556
	Grad	181		Grad	218
	Other/Undesignated*	278		Other/Undesignated*	397
	*Includes Sidecar sessions.			*Includes Sidecar sessions.	

*User statistics by major, class for which the student is writing, and issues addressed during tutoring sessions are available upon request.

SIDECAR PROJECT

The Sidecar Project, a new Writing Center initiative in 2011 inspired by a similar model at Washington State University, provides small-group writing tutoring in the context of writing intensive courses and programs across the curriculum. Appendix B includes a more detailed assessment of TWC's recent Sidecar collaborations. Writing tutors embedded into these courses and programs offer tutoring tailored to the writing tasks assigned. Focused on providing students with supplemental writing instruction that aligns with the partnering course or program's outcomes, TWC's Sidecar Project helps students become more effective writers and more critical readers *in the context of* a specific course or program and its writing assignments.

Project Goals

As TWC expands the Sidecar Project to include other disciplines and courses, TWC expects the Sidecar Project goals to change and emergent goals to arise. The following goals guide TWC's Sidecar Project collaborations:

- Reinforce the philosophy/pedagogy that informs the course curriculum.
- Encourage student writers to make strategic revisions as they compose and to interrogate these revision decisions.
- Provide in-depth feedback while major papers are still in-progress.
- Facilitate student understanding of the nature and value of substantial revision.
- Provide opportunities for students to develop procedural knowledge of the collaborative learning behaviors characteristic of strong writers.
- Provide faculty with feedback on their assignments and on their students' progress.

Curricular Collaborations

Encouraged by the success of the initial pilot, TWC has now offered or is in the process of offering Sidecar Project collaborations in the following writing intensive courses and programs:

- AAS/HSTA 415 – Black Radical Tradition (Dr. Miller Shearer)
- COMM 413 – Communication and Conflict (Dr. Sillars)
- DIS – Drug Information Service, Department of Pharmacy Practice (Dr. Brown)
- EDU 221 – Educational Psychology and Measurements (Dr. Stolle)
- GLI/PSCI 191 – Political Regimes and Societies (Dr. Saldin)
- SW 350 – Intervention Methods (Dr. Wozniak and Dr. Wellenstein)
- SOCI 441 – Inequality and Social Justice (Dr. Kuipers)
- SOCI 455 – Classical Theory (Dr. Rooks)
- WRIT 101 – College Composition (Prof. Brown)
- International Students/WRIT 101 – College Composition

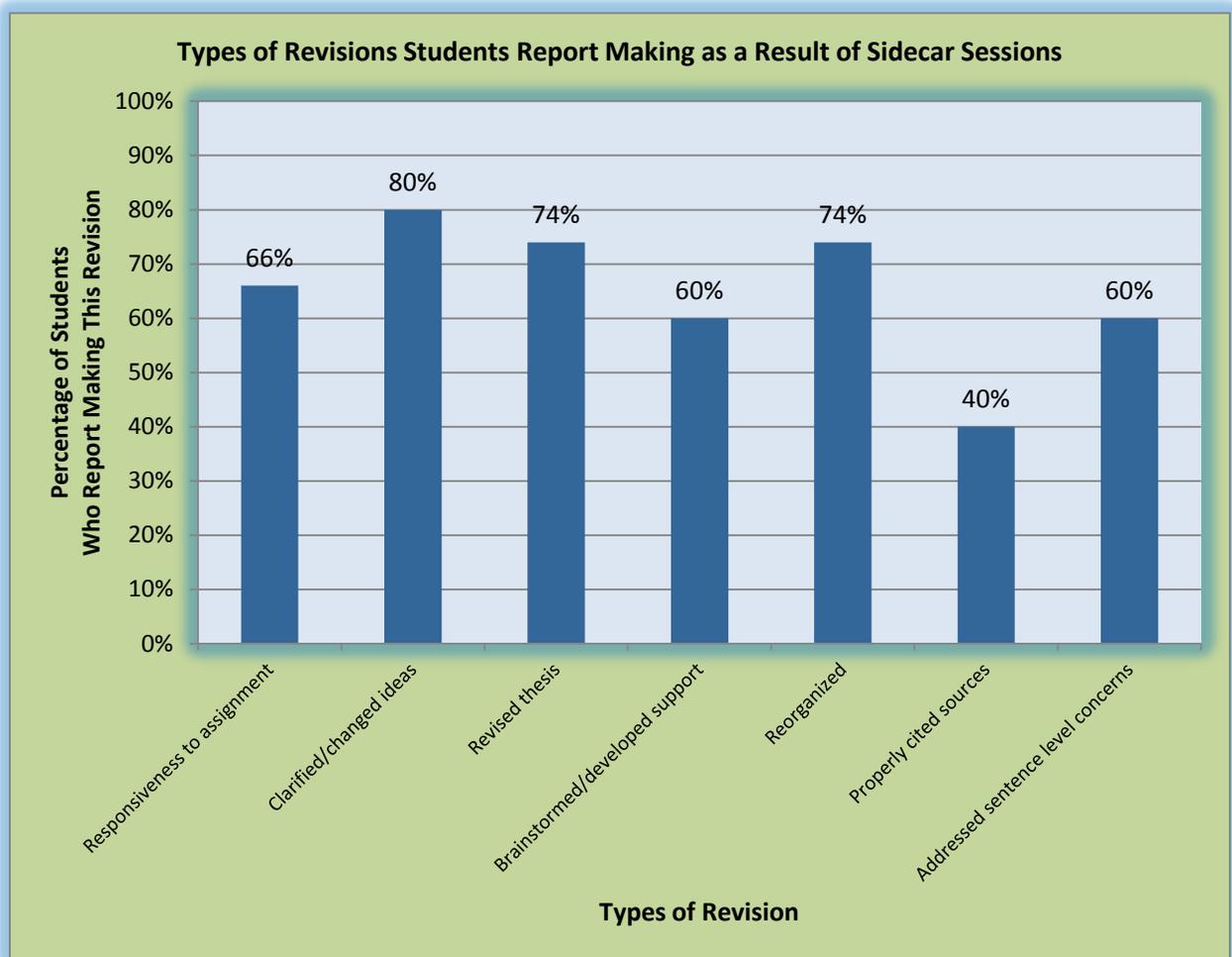
Project Assessment

Faculty surveys indicate satisfaction with Sidecar Project collaborations and reflect a desire for future opportunities to embed writing tutors into writing-intensive courses. Faculty appreciate the

tutors' attentive feedback to their students' writing, and in post-Sidecar debriefs, faculty outline ideas for how they will revise their writing assignments and embed writing-to-learn opportunities into their courses in the future. This last point highlights the Sidecar Project's professional development potential.

Anonymous student surveys reveal not only that students value frequent and in-depth feedback on their writing mid-process, but also that they made significant revisions in response to tutor feedback. These revisions addressed not only small-scale issues (line-edits, formatting) but also large-scale issues such as changing focus, revising the thesis, developing adequate support, and reorganizing content. Table 5 demonstrates this attention to small- and large-scale revisions. With adequate funding and staffing, TWC hopes to expand Sidecar Project collaborations to other writing intensive courses and programs across the curriculum.

Table 5.
Types of revisions students report making as a result of Sidecar sessions.



STUDENT WORKSHOPS

In-class Customized Workshops

TWC Director and Associate Directors led 169 in-class workshops and orientations customized to meet the instructional goals of the instructors who requested them. These workshops were designed for disciplines as diverse as Anthropology, Biology, Economics, Forestry, Linguistics, Literature, Microbiology, Pharmacy, Social Work, and Sociology, among others. Staff also designed and delivered workshops for academic units such as American Indian Student Services, Athletics, Foreign and International Student and Scholar Services, TRiO Student Support Services, and Upward Bound. Workshops range from a 20-minute overview of TWC's services, to multi-hour workshops that teach students how to better address the writing expectations and conventions of a specific course or discipline. These workshops enact the philosophy that students develop as writers across their academic tenures and in every discipline. In effect, discipline-specific workshops help to ensure that writing instruction is integrated across the curriculum and that support for student writing instruction is the shared responsibility of all departments. Steady growth in the number of workshops offered each semester is demonstrated in Tables 6 and 7. See Appendix C for a complete list of in-class orientations, presentations, and workshops and the courses in which they were delivered during the 2011-2012 academic year.

College of Education and Department of Pharmacy Practice Application Workshops

Writing Center staff also delivered workshops focused on writing essays for specific application processes. TWC facilitated these workshops for the College of Education and for the Department of Pharmacy Practice. These workshops focused on the essay-writing components and criteria particular to each application process, and many participating students scheduled appointments with Writing Center tutors following the workshops. The success of these workshops in helping students more effectively craft an application essay is evidenced by the successful admission of participating students into the College of Education and Department of Pharmacy Practice programs. For example, of the 24 students who participated in TWC's College of Education workshop, 100% were admitted to the program.

UMCUR Presentation Workshops

For students participating in undergraduate research opportunities, Writing Center staff also facilitate a workshop on how to effectively communicate research both visually and orally. This workshop, conducted as students prepare for the University of Montana Conference on Undergraduate Research, provides students with information on how to prepare a poster that effectively communicates the research the student has performed.

UDWPA Workshops

Writing Center staff continued to offer a preparatory one-hour workshop for the UDWPA twice prior to each of the six exams offered during the academic year (Table 7). In addition, TWC offered UDWPA workshops specifically for School of Education students and student Athletes. The UDWPA workshop presents exam preparation strategies and information on structuring essays of the type expected for the UDWPA. Workshops are most beneficial for students who have not previously taken the exam; students who have failed the exam are encouraged to schedule an individual appointment with a Writing Center tutor.

Table 6.
Workshops offered, autumn 2002 - spring 2012.

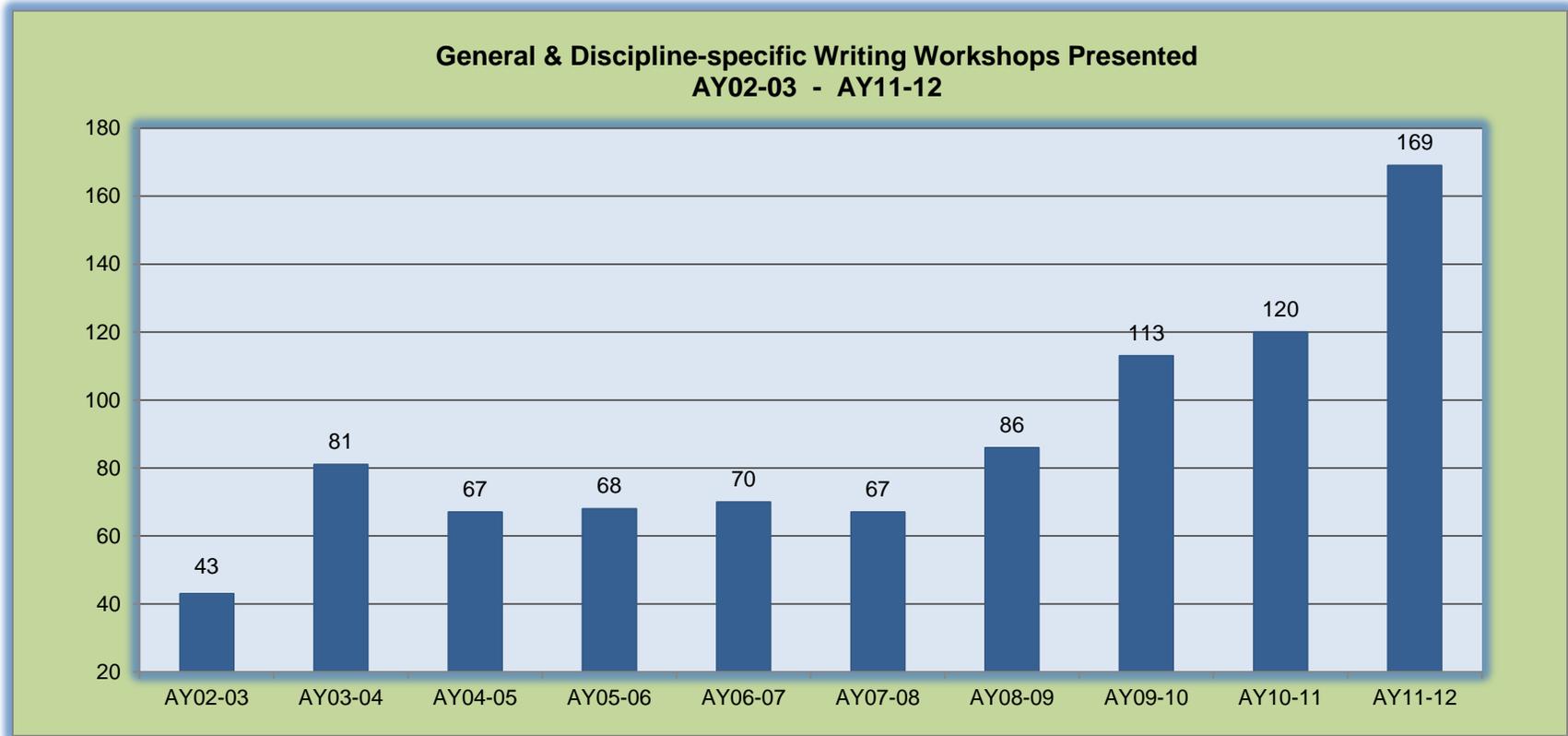


Table 7.
Workshops offered and participant numbers, by semester, autumn 2003 - spring 2012.

Semester	A '03	S '04	A '04	S '05	A '05	S '06	A '06	S '07	A '07	S '08	A '08	S '09	A '09	S '10	A '10	S '11	A '11	S '12
In-class workshops	31	27	31	14	27	21	36	18	27	30	42	34	55	46	63	51	96	61
In-class workshop attendees			785	391	652	605	782	567	870	733	912	851	1,332	1,045	1,447	1,326	2,171	1,525
UDWPA workshops	14	9	9	13	8	12	8	8	4	6	4	6	6	6	6	6	6	6
UDWPA workshop attendees	311	213	127	265	244	213	186	NA	140*	210*	140*	210*	210*	210*	210*	210*	210*	210*

* Approximations

GLOBAL LEADERSHIP INITIATIVE PARTNERSHIP

Writing Center staff partner with Global Leadership Initiative (GLI) faculty by collaborating to improve students' thinking through writing in the context of the GLI seminars. Faculty integrate TWC into the pedagogical arc of their seminars, inviting Writing Center representatives to address the discipline- and assignment-specific needs of GLI student writers. During the 2011-2012 academic year, TWC provided the following services to GLI faculty:

- Customized in-class GLI writing workshops
- Feedback and guidance on GLI writing assignment design
- Feedback and guidance in assessing and responding to GLI student writing
- Ideas for incorporating writing—both graded and non-graded—into the GLI seminar
- In-class orientation to TWC's services

TRiO SSS COLLABORATION: THE WRITING MENTORSHIP PROGRAM

TWC continued its collaboration with TRiO Student Support Services through the Writing Mentorship Program. This Writing Center program helps TRiO students prepare to meet the University's writing proficiency requirements and to become more successful writers in their academic courses. In an effort to improve the Writing Mentorship Program, Writing Center and TRiO staff revised the writing portion of the C&I 160 curriculum in spring 2010, focusing on building student awareness of their own writing processes and of TWC as a service available throughout their academic careers. For a description of this curriculum, see Appendix D. Working closely with TRiO's C&I 160 course instructors, TWC's Associate Directors facilitated in-class workshops, met one-to-one with each student to discuss drafts of a writing assignment, and advised each student regarding the necessary steps to meet the University's writing competencies and General Education Writing Requirements. Comments from TRiO staff and students regarding the revised Writing Mentorship Program continue to be extremely positive, reiterating the program's positive impact on students' academic writing abilities (see Appendix A). Data suggest that this program has also influenced TRiO students' successful completion of the UDWPA requirement.

TRiO student use of TWC is difficult to track with precision since not all TRiO students who make appointments at TWC identify themselves as participating in TRiO. However, data show that the 2011-2012 academic year saw at least 466 TRiO student consultations with a writing tutor in TWC.

WRITING IN THE DISCIPLINES PROJECT

TWC's Writing in the Disciplines Project enacts the philosophy that the campus community has a shared responsibility for supporting students' development as writers. In an effort to foster this shared responsibility, TWC selected two academic departments during the 2011-2012 academic year—Economics and Social Work—and collaborated with faculty in these departments to create discipline-specific writing resources aimed at making public the writing conventions unique to

each discipline. Appendix E provides an example of the type of resource created through this project. Working with faculty representatives from each academic area, TWC now has developed or is in the process of developing the following discipline-specific writing resources, which are available on TWC's website:

- Writing about Literature
- Writing in Economics
- Writing in Environmental Studies
- Writing in Social Work
- Writing in Sociology

The Writing in the Disciplines Project has resulted not only in discipline-specific resources available to students on TWC's website but also in professional development opportunities for TWC tutors. Faculty from English, Social Work, and Sociology have attended Writing Center tutor meetings to discuss with tutors writing in their respective disciplines. TWC plans to collaborate with two new academic disciplines each semester to build a bank of discipline-specific resources and to foster relationships with academic departments.

ACADEMIC COURSES

Research Portfolio Seminar

In collaboration with the Davidson Honors College, TWC offers one section each semester of Research Portfolio Seminar (HC 395). During the 2011-2012 academic year, Associate Director Gretchen McCaffrey taught the course as a three-credit Ethics-designated course (HC 320E), fulfilling the Ethics and Human Values General Education Requirement. This revision allowed for a joint focus on students' research projects and on the ethical concerns in research. The purpose of the material on ethical traditions is to "teach students how to approach the ethical decisions they will make as researchers." After teaching the Ethics-designated version of the course, Dr. McCaffrey and Dean McKusick determined that while integration of some material on ethical considerations should remain, the Ethics-designation should be removed. During the 2012 autumn semester, the course will be taught without the Ethics designation. Assisting undergraduate students with their independent research projects, which are directed by their research advisors, the course will continue to emphasize writing strategies, including extensive revision and disciplinary conventions. Class size is capped at ten students, and participants are often, but not limited to, students completing their Honors Research Project.

Peer Writing Tutor Preparation

Peer Writing Tutor Preparation (HC 295) is a Writing Center course offered in collaboration with Davidson Honors College. The course was not offered during the 2011-2012 academic year due to limited funding available to hire additional peer tutors. This seminar offers students the opportunity to move from the traditional role as student to the more dynamic role as peer writing tutor. Throughout the semester, students not only learn how to facilitate others' growth as writers but also become more effective writers themselves as they explore the value of collaborative

learning, the effectiveness of one-to-one tutoring, and the theories and pedagogies of writing and peer tutoring. Through a combination of readings, writings, discussion, and experiential practice in the art of student-to-student tutoring and in the art of providing written feedback to writers, students develop confidence and experience in helping their peers to develop as writers.

FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

Faculty and Graduate Student Teaching Assistant Workshops

TWC periodically facilitates faculty workshops on writing-related instruction. During the 2012 spring semester, for example, TWC Director presented a new workshop on preventing plagiarism and on effective writing assignment design. These workshops often lead to follow-up Writing Center consultations with individual faculty members seeking guidance in designing writing assignments and evaluating student writing.

Individual Faculty Teaching Consultations

Writing Center staff also continued to facilitate one-to-one consultations with faculty members in order to support effective teaching. These consultations focus on assignment design, methods for responding to student writing, and ideas for using writing in large classes as a means to promote thinking and learning. In some cases, a consultation with a faculty member leads to consultations with other faculty members in the department and to Writing Center facilitated in-class workshops. For a complete list of teaching-related consultations with faculty, see Appendix F. Table 8 summarizes the number of faculty teaching consultations facilitated during the 2011-2012 academic year.

Faculty and Staff Writing Consultations

During the 2011-2012 academic year, the Director and Associate Directors continued to offer writing consultations for faculty and staff. Faculty and staff took advantage of this service as they worked on a variety of writing projects, which included grant proposals, article manuscripts, internal UM documents, book manuscripts, and dissertations. TWC will continue promoting faculty and staff use of experienced Writing Center readers.

For a complete list of faculty and staff consultations on their own writing, see Appendix F. Table 8 summarizes the number of faculty and staff consultations facilitated during the 2011-2012 academic year.

Table 8.
 Faculty and Staff Writing and Teaching Consultations

Semester	A '11	S '12
Consultations on Writing	24	9
Participants	24	9
Consultations on Teaching	10	9
Participants	45	37

TWC STAFF PROFESSIONAL DEVELOPMENT

TWC staff initiate and participate in on-going professional development activities throughout the academic year. The Director, Associate Directors, and tutors attend monthly professional development meetings during which staff discuss tutoring strategies, meet with faculty to explore discipline-specific writing expectations, and share insights. In addition to participating in these mandatory meetings, tutors also participate in a tutor observation cycle. The observation cycle pairs tutors for tutor session observations throughout a semester and results in written reflections that provide a learning opportunity for both the observing tutor and the observed tutor. Tutors discuss these recorded reflections one-to-one and revise their tutoring strategies accordingly.

The Director and Associate Director also participated in professional development opportunities outside of the University. Director Webster and Associate Director Hansen presented on the Sidecar Project at the Rocky Mountain Tutoring Conference held in March at the University of Utah. This conference, which focused exclusively on writing tutoring, afforded participants an opportunity to network with writing center professionals from Arizona, Idaho, Nevada, New Mexico, Oregon, Utah, and Washington, and provided the Directors with an arsenal of strategies for better delivering tutoring to UM's diverse population of undergraduate and graduate students.

Finally, Associate Director McCaffrey participated in a workshop sponsored by The National Science Foundation and Montana EPSCoR. This workshop, titled "Science: Becoming the Messenger," focused on strategies for writers in the sciences to more effectively communicate with a broad audience.

COMMUNICATIONS AND MEDIA OUTREACH

Hobson's Retain Communication Plans

In an effort to more strategically communicate with targeted populations of students at key moments during their academic tenures, TWC designed two communication plans utilizing the Office for Student Success's powerful new online communication tool, Hobson's Retain. This tool, which loads student attributes from Banner, allows TWC to provide "just-in-time" information to students as they navigate the University's General Education Writing Requirements. During the 2011 autumn semester, TWC designed a UDWPA Communication Plan and a Writing Center Communication Plan, both aimed at helping students complete their requirements and to take advantage of TWC as a valuable resource on campus. During summer 2012, TWC will work with Julie Cannon in the Office for Student Success to more effectively harness the capabilities of Hobson's Retain.

TWC Website: Griz Online Writing Lab (GROWL)

New in 2011, TWC website effectively serves as a one-stop location advertising TWC's services, providing an entry point for appointment scheduling and archiving writing-related resources for students, staff and faculty. The Griz Online Writing Lab—affectionately named GROWL—allows TWC to build a virtual hub for campus conversations related to writing. In addition to providing a professional and user-friendly public face for TWC, the website offers resources for writers at any level and for teachers interested in integrating writing into any class. TWC website also provides routinely updated announcements.

UM Writes Blog

The 2011-2012 academic year saw the launching of TWC's first blog, UM Writes, for a student audience. Faculty and staff across campus submitted blog entries describing the idiosyncrasies of their writing processes in order to demonstrate for students the varied and complex nature of writing in our working lives. Reading about the processes of successful writers outside of the classroom shows students that writing is difficult for everyone, that writing well takes a bit of strategy, and a lot of work and that good writers embrace the struggle and use a variety of strategies to write effectively.

Students are often stymied by the myth that there is one standard process for writing. They stick with familiar but ineffective methods, or they block themselves from making intuitive improvements to their process. Reading the UM Writes blog and learning about the variety of effective writing strategies faculty and staff use can encourage students to experiment with their own processes and evaluate what does and does not work for them as writers.

TWC Video: “How Pizza and Burritos Can Help You Start Your Paper”

During the 2011-2012 academic year, students and faculty continued to view TWC’s video on how to begin writing an academic paper. This video production was the result of a partnership between TWC and the Peer Connection Network, both housed in the Office for Student Success. Titled “How Pizza and Burritos Can Help You Start Your Paper” and designed to help students attend to the thinking that needs to happen as they interpret their writing assignments and begin to generate ideas for a paper, the video provides strategies for successfully starting a paper and establishes TWC as a resource.

UDWPA Website

The UDWPA website efficiently and clearly communicates UDWPA-related information to students, faculty, and staff. The independent UDWPA website allows for a more distinct separation of TWC’s role in helping students develop as writers and in administering the UDWPA. This independent website serves two critical purposes: it precludes conflation of TWC and the UDWPA, and it provides a more professional and user-friendly forum for communicating UDWPA information to the University community. This site went live at the beginning of spring 2010, and feedback from advisors and students continues to be positive. Users can easily navigate information outlining 1) the purpose of the exam, 2) recent announcements regarding current academic year exams, 3) how to register for the exam, and 4) how to prepare for the exam. Writing Center staff will continue to update and revise this new website based on campus feedback.

ADMINISTRATION OF THE UDWPA

TWC administers all aspects of the UDWPA with the assistance of the Registrar’s Office. The exam is offered six times each academic year: twice each autumn, three times each spring, and once each summer. To avoid the higher costs of administering the exam in the GBB computer labs, as many sections as possible this academic year were held in the LA and UC computer labs. Student performance on the UDWPA exam by semester is summarized in Table 9.

During the 2011-2012, the ASCRC Writing Committee devoted its attention to helping develop a pilot program-level writing assessment for the University of Montana. This pilot was in response to ASCRC’s spring 2011 report (“The ASCRC Writing Committee Recommendation on Writing Assessment Practice at The University of Montana”), which made two recommendations: 1) discontinue large-scale individual writing assessment in the form of the UDWPA exam and 2) implement program-level writing assessment. The spring 2011 recommendation report is included in Appendix G.

Working with Associate Provost Walker-Andrews, Writing Committee members created a rubric for assessing Writing Course and Upper-division Writing Requirement submissions, and drafted a separate rubric to assess student papers composed in approved Writing Courses. As an ex-officio member of this committee, TWC Director contributed to this work. In addition, as a part

of the assessment pilot, both the Director and the Associate Directors participated in a full-day spring writing assessment retreat.

Table 9.
Summary of student performance on the UDWPA exam, by semester, spring 2003 - spring 2012.

Semester	A '02	S '03	A '03	S '04	A '04	S '05	A '05	S '06	A '06	S '07	A '07	S '08	A '08	S '09	A '09	S '10	A '10	S '11	A '11	S '12
UDWPA attempts	572	697	1,665	537	985	1,654	922	1,649	887	1463	764	1,338	731	1,288	781	1,495	936	1,381	982	1,245
UDWPA Passes	295	474	1,076	285	550	904	611	1,052	602	943	596	1,166	592	1,050	649	1,168	715	1,055	787	941
UDWPA Fails	277	223	589	252	435	750	311	597	285	520	168	172	139	238	132	327	221	326	195	304
% passing	51.5	68.0	64.6	53.0	55.8	54.6	66.2	63.7	67.8	64	78.0	87.1	80.9	81.5	83.1	78.1	76.4	76.4	80.1	75.6

*Does not include June 2012 UDWPA test results.

ASSESSMENT

TWC is engaged in a number of on-going assessment procedures. These formative assessment practices inform TWC's efforts to marshal resources to positively impact student retention. TWC's 2011-2012 academic year assessment activities indicate an increase in undergraduate student, graduate student, and faculty demand for Writing Center services. Results indicate that TWC successfully is meeting this growing demand and doing so in a way that addresses diverse student and faculty needs. Student and faculty perceptions of Writing Center services indicate that the campus community is deeply engaged in critical writing practices, that students and faculty see value in Writing Center programs, and that University resources are being marshaled to support student success. See Appendix H for TWC's Institutional Assessment Report for the 2011 calendar year.

Assessment Tools

The following types of assessment practices currently are a regular part of TWC's assessment cycle:

- Student Tracking: TWC uses an Access database, which is connected to Banner, to track student use of writing tutoring and to store important information from each tutoring session. This information also is connected to Hobson's Retain, a system that allows for targeted communication with students. TWC tracks the following attributes for each tutoring session:
 - Major
 - Class
 - Key Cohorts (e.g., international student, COT student, TRiO student)
 - Course for which the student is writing
 - Referrals
 - Areas of focus during the tutoring session (global and local writing issues)
 - Location
 - Tutor
- Student Surveys: TWC invites all student Sidecar Project participants to complete a comprehensive survey aimed at assessing students' understanding of the role of revision. These surveys also assess students' perception of their own development as writers during the course of the Sidecar experience.
- Faculty Surveys: TWC asks faculty who participate in the Sidecar Project and some faculty who collaborate with TWC through other in-class workshops to complete a survey aimed at assessing the strengths and weaknesses of the collaboration as perceived by the faculty member.
- Tutor Observations and Evaluations: Professional and graduate student tutors in TWC participate in an on-going observation and evaluation cycle. Tutors observe their colleagues and complete observation forms for each observation. These forms are then used to facilitate discussions about best practices and to inform the tutor evaluation process.

- TRiO Student Survey: In partnership with TRiO Student Support Services, the TWC asks all students who participate in the Writing Mentorship Program to complete a survey aimed at encouraging the student to both reflect on his or her own writing strengths and weaknesses and aimed at collecting student perceptions of the experience.

Recommendations

Assessment activities and results during the 2011 calendar year led to a set of recommendations that currently are guiding TWC's planning and implementation cycle. Some key recommendations include:

- Continue partnerships with faculty in the academic departments to deliver discipline-specific writing workshops in the context of specific courses and writing assignments.
- Continue to provide faculty with professional development opportunities. Plan and deliver new workshops on how to incorporate and assess writing in courses across the curriculum.
- Expand Sidecar Project collaborations to all Colleges.
- Build a more robust relationship with the Global Leadership Initiative by providing support to GLI seminar faculty and to GLI students throughout their academic tenures at the University.
- Revise writing tutoring by-appointment and drop-in hours to ensure resources are marshaled to support our most high-demand hours.
- Provide increased infrastructure to handle growing demand from graduate and international students.
- Develop new tutor training opportunities to ensure on-going professional development.
- Continue partnering with TRiO Student Support Services to provide the Writing Mentorship Program.

FUNDING

The 2011-2012 academic year posed financial challenges to TWC in light of increased student demand for one-to-one tutoring sessions and increased faculty demand for Sidecar Project collaborations, one-to-one consultations, and in-class workshops. These challenges are not unique to TWC as they are part of the larger fiscal landscape at the University. To meet increased demand and to offset the cost of sustaining tutoring services, TWC Director and Associate Directors tutored a significant number of hours, absorbing into their salaries a large portion of tutoring costs. While this impacted their ability to work on and expand other important Writing Center projects such as various writing across the curriculum initiatives, the increase in student demand necessitated this move.

Despite a challenging budget landscape, TWC facilitated thousands of tutoring sessions with students during the 2011-2012 academic year. This was facilitated, in part, by resources allocated from the Office of the Provost's Course Repeat Fee funds and by additional one-time sources of

funding secured by the Director. UOnline partnered with TWC to fund online writing tutoring. TRiO Student Support Services provided funding for some TRiO student programming. The Davidson Honors College also contributed instructional support funding to TWC in return for the teaching of the Research Portfolio Seminar. Perkins money funded some tutoring hours on the College of Technology campus.

While these additional funding sources were essential to TWC's ability to meet student demand for its services and while TWC Director plans to continue seeking out such partnerships and funding sources, a more sustainable investment is necessary. TWC's tutoring hours currently are at capacity while demand continues to grow. One-time, ad hoc investments will neither ensure that the programs and initiatives added remain viable nor that the number of tutoring hours available to students during the 2011-2012 academic year become regularly offered Writing Center hours. With additional resources, TWC would be able to increase the number of tutoring appointments available for students and would be able to expand its writing across the curriculum initiatives, specifically TWC's discipline-specific writing workshops, the Sidecar Project, and the Writing in the Disciplines Project. TWC's valuable role in supporting students' development as writers and in bolstering retention rates at the University requires a sustainable investment.

Report prepared and respectfully submitted by Kelly Webster, Director of The Writing Center.

APPENDIX A

Faculty, Staff, and Student Feedback on Writing Center Services

Examples of Faculty and Staff Feedback

“One of the great joys of this Sidecar process is learning from you and the rest of the Sidecar team. I deeply appreciate the thoughtful and reflective attention you bring not only to the individual students but the process of forming them as writers as well. If only all our students could get this kind of focused attention.”

-Professor Tobin Miller Shearer, African American Studies

“The Writing Center’s presentations in my upper-division writing course, Cultural Ecology, are remarkable for their substance, clarity, and sensitivity to the needs of our students. The students are provided with detailed information on each step involved in the production of a formal term paper... Measured by the improved quality of research papers submitted by my students, the results have been remarkable. The University of Montana is fortunate to have an academic asset such as The Writing Center...”

-Professor Jeffrey Gritzner, Geography

“Thank you for your wonderful presentation on writing sociological literature reviews for the Department of Sociology’s graduate students! Your presentation raised some critical issues on keeping records as we read the academic literature and on locating our own research in a niche within the broader literature. We greatly appreciate your willingness to share your experiences and insights with us.”

-Professor Teresa Sobieszczyk, Sociology

“[The Sidecar student evaluations] are uniformly positive. The students appreciated the extra help. I also thought that the quality of commentary on student drafts was quite good.”

-Professor Alan Sillars, Communications

“MANY THANKS for a great presentation in my GLI seminar! I wish I had been inviting you to my classes for the last 15 years! I'll try to make up for lost time. The students remarked how helpful your talk was. SUPERB job!”

-Professor Clary Loisel, Modern and Classical Languages and Literatures

“I am writing to express my gratitude for the amazing work your tutors do in the library (and elsewhere!). We receive so much positive feedback at the Reference Desk about the instruction, advice and guidance provided by your generous and smart tutors. I hope you know how much your service is appreciated on campus—we certainly feel the value it brings to student research here in our building. We are so delighted, and honored, that you have chosen to set down roots in our library. We are thankful for your good work every day of the year!”

-Professor Megan Stark, Mansfield Library

"[The tutor] from the Writing Center was such a pleasant surprise and inordinately helpful to my students and me. He offered practical advice, gave us examples to look at, and helped dispel myths of writing – and all with a smile and great sense of humor. We will definitely ask him back again."

-Professor Yolanda Reimer, Computer Science

"Thank you for visiting my class, ARTH 250. It is beneficial to students to learn about using writing to learn and communicate. And it's always valuable for students to learn about the Writing Center and what it offers."

-Professor Valerie Hedquist, Art History

"Thank you for your exuberant connection with our program and our students. The success of the link to TWC has been rewarding for students and for me."

-Janet Zupan, TRiO SSS

"The workshops that the Writing Center provides to our student-athletes are invaluable. They are tailored to the students' writing needs, but also empower the students to find solutions to the writing challenges they face."

-Darr Tucknott, Athletics

"Thanks for your presentation in our class today. Your presentation synthesized so much of the basics of our project, allowing us to focus on student concerns that we didn't expect until much later in the process. We truly appreciate your help."

-Bryn Hagfors, FIG Leader

"In the 1990's I ran the CIS Computer Help Desk. Sitting in the Writing Center's waiting room today, I loved the tone of all three tutors I could hear communicating with students: positive, supportive and clear. As I move back and forth between my roles as staff, adjunct instructor and doctoral student, I work with Writing Center staff whenever I am heading into new writing projects or when I get stuck. They've always been very helpful with creative organizational ideas, English grammar review, editing assistance, and precise word smithing help."

-Janet Sedgley, Information Technology

Examples of General Student Feedback

"[The tutors] encouraged my thoughts, helped me to succeed, and worked with me to improve my writing. I would encourage any student...to set up an appointment with the Writing Center. I will continue to use the Writing Center because I believe it has played a vital role in my college writing success."

-Shane Red Crow, Mountain Campus student

"[The tutor] asked us to really critically challenge our own ideas. This, in turn, made my paper stronger. I had to step back and try to read it from another person's perspective."

-Sidecar student

“I think the Sidecars are a terrific, efficient way to further students’ writing abilities. I would like to see Sidecars attached to the required upper division and lower division classes. It could only improve the future success of University of Montana students.”

-Sidecar student

“The tutor and students helped me to look at my topics in ways I hadn’t thought of before.”

-Sidecar student

“I feel like I learned a lot about organizing ideas, and large complex ideas from Classical Theory especially, into a cohesive paper. Also, having someone check on your writing weeks before was essential to motivation... Otherwise, I would have waited until the last moment.”

-Sidecar student

“Discussing ideas and brainstorming with our sidecar group was extremely helpful, and I always had a lot of good revisions ideas after our discussions.”

-Sidecar student

“I really liked how much [the tutor] looked into each paper and gave feedback on every level – sentence structure, organization, and overall focus. I liked being able to run ideas past people who knew my paper.”

-Sidecar student

“I always felt extremely motivated to go write after an appointment with a Writing Center tutor.”

-Haley Kramer, Mountain Campus student

“Thank you for finding the money to get tutors out to the COT Campus for those of us who need the help. The encouragement that the tutors gave me affected my work ethic as well as my attitude. I don’t think I could have stayed focused without you.”

-James Hansen, COT West Campus student

“Since writing well is a foundational skill for a college education, the Writing Center is needed by all students in order to obtain that education... All students should have access to the Writing Center.”

-Katie Harris, non-traditional UMOnline student

Examples of TRiO Student Feedback

“This writing sample experience was a good introduction to writing for me. I have done very little writing academically and struggle to put my ideas together. I had plenty of ideas... [The tutor] helped me direct those ideas into a more structured outline... He was able to encourage me not to get stuck... This has influenced me by creating an awareness of my skills and the setbacks connected to my writing.”

-Lauren Gampa, TRiO student

“When I met with [the tutor] he said to improve my writing I have to keep doing it every day. He compared my writing to running because that is what I like to do. I didn’t start off as a good runner, but I worked hard to become one. He said that’s the same with writing papers. I never thought of it this way, and it is a good analogy. I am looking forward to taking all my papers to the Writing Center.”

-Alexandria Hansen, TRiO student

“All I have to say is that [the tutor] was awesome. She was able to convey ideas to me in a way I was able to understand the problem areas and strengths in my paper. She told me to reread my papers out loud to check for mistakes... I hope to become better at writing in general because I still do not care for writing. This exercise actually made me realize ...I need to write more in order to be good at it so that I don’t fear it.”

-Ben Rioux, TRiO student

“I am not a confident writer. I struggle with words and with paragraphs. I struggle to find out what I think about certain subjects.... However, this experience has helped me find a new way of looking at writing. The idea that writing is a process and that I can learn ways to help this process become easier for me is taking hold within me... [The tutor] was right. Writing is getting a bit easier. Her suggestions have been helpful and, although I know there is still a lot of struggle ahead for me, I am more confident knowing that there are people at the Writing Center who are available to help me with the various stages and aspects of the writing process.”

-Marcia Wangerin, TRiO student

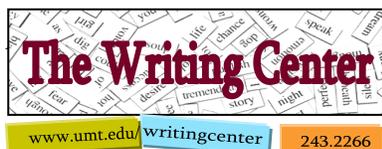
“When I came to meet [the tutor], I was embarrassed because I was not happy with my writing sample. I had writer’s block and could not get past it. [The tutor] offered suggestions and outlined my strengths and weaknesses. Knowing that the Writing Center is available is a relief. I know I will have many more papers to complete in my future classes, and I want to be a good writer.”

-P.M. Petinga, TRiO student

“[The tutor] advised that I should better clarify my thesis. I had good examples of evidence supporting my thesis, but she advised that identifying my thesis could help me to better evaluate and use my evidence. This activity highlighted my strengths and weaknesses in writing.”

-Nina Araos, TRiO student

APPENDIX B



The Writing Center's Sidecar Project: Annual Report 2011-2012

Project Overview

The Sidecar Project embeds small-group tutoring in writing courses across campus. Experienced tutors meet with faculty to learn about course assignments, instructor preferences, and discipline-specific writing conventions. Tutors then work with students in small groups during four or five class sessions.

The Sidecar Project aligns with a number of established best practices in writing instruction, including some that are difficult to achieve in conventional courses: spending class time on writing; writing for a real audience (the tutor and other group members); creating a supportive setting for shared learning, the exchange of student ideas, and collaborative small-group work; and providing time for constructive and efficient evaluation that involves informal oral responses while students work.¹

This year we embedded the Sidecar Project in six courses and programs:

- AAS 415/HSTA 415: The Black Radical Tradition *w/Tobin Miller Shearer* (Autumn '11)*
 - COMM 413: Communication and Conflict *w/ Alan Sillars* (Spring '12)*
 - EDU 221: Educational Psychology and Measurement *w/Darrell Stolle* (Spring '12)
 - DIS: Drug Information Service, Dept. of Pharmacy Practice *w/Sherrill Brown* (Spring and Summer '12)
 - SOCI 445: Classical Theory *w/Daisy Rooks* (Summer '12)*
 - WRIT 101: College Composition (International Students only) (Spring '12)
- (* denotes designated upper-division writing course)

Student Responses

Students unanimously find the Sidecar Project helpful as they write their papers. They often report wishing “that other classes did this,” or that their group could have met for additional sessions. A number of trends have emerged from their end-of-course evaluations.

In-depth Feedback Before it's Too Late

One of the strongest features of the Sidecar Project is the in-depth feedback students receive on their writing. Very small groups (3-5 students) allow tutors to work extensively with each student text, and class sessions devoted to Sidecar meetings give the group time to process and apply feedback. Students notice and appreciate these factors: “The long length of time and small group allowed us to go through papers thoroughly.” Feedback is also offered in a low-stakes way *while major papers are still in-progress*, which allows students time to apply new insights before more formal/summative assessment takes place.

Social Learning: Reading One Another's Drafts and Talking about Ideas

Students often report learning from reading one another's work: “It helps me see how others dealt with similar issues.” Even less-than-perfect writing can be instructive: students note being able to find their “own mistakes in the writing of others.”

Students and tutors alike report that some of the most productive moments in Sidecar sessions occur when the conversation goes to the concepts that the course or paper is trying to address. “[It was] great to discuss topics and themes so that they make more sense.” These discussions build from each student's knowledge of course material as well as from the understanding tutors gain in their meetings with the instructor.

Writing Instruction in the Context of Course Material

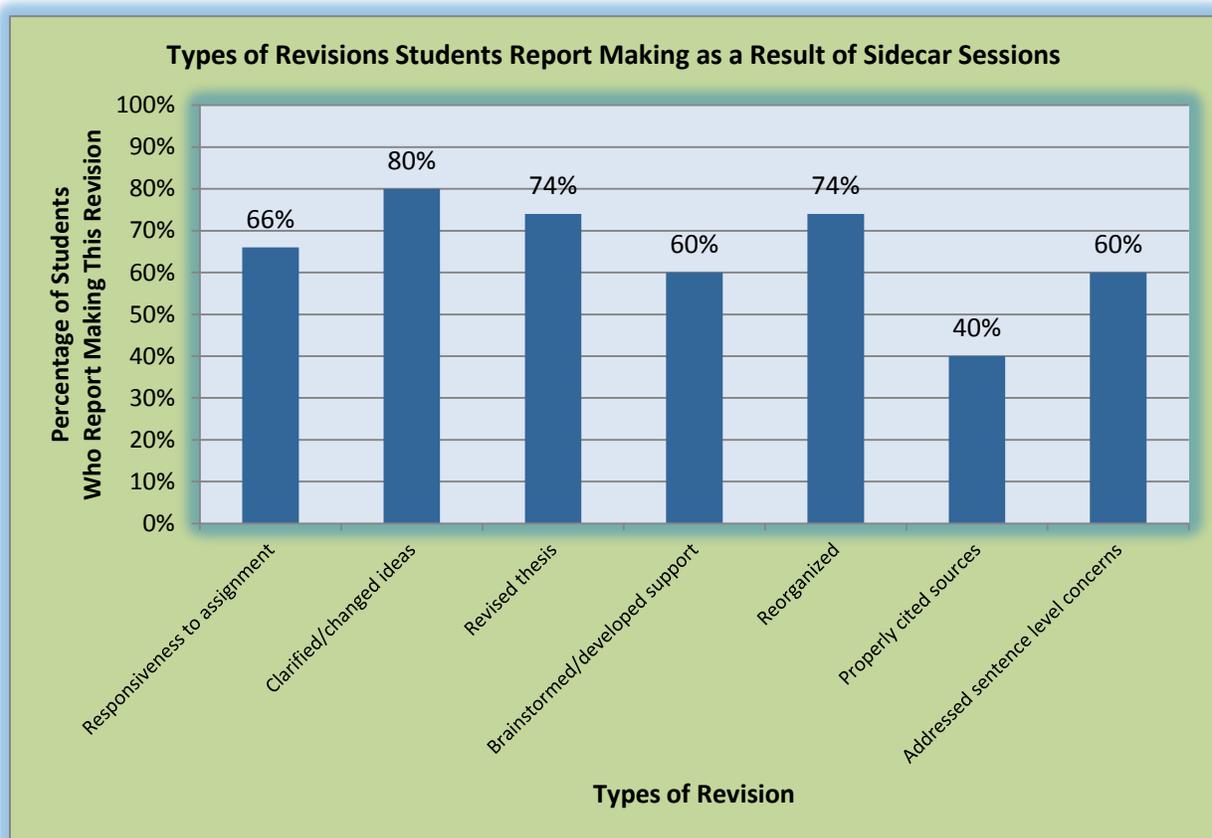
¹ Zemelman, Steven; Daniels, Harvey; & Hyde, Arthur (1998). *Best Practice New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.

Sidecar sessions can focus both on students' writing and on course concepts, and the two tasks support each other synergistically. Learning-about-writing and learning-through-writing are interwoven with the learning of course material: "I learned a lot about organizing ideas, large complex ideas from classical theory especially, into a cohesive paper." The students and the tutor together become mini-experts both in the challenges of a given writing assignment and in the challenges present in the course material.

Significant Revision

The in-depth and timely feedback students receive in Sidecar sessions helps them make significant revision. Faculty across campus often complain about how difficult it is to get students to make "real changes" to their papers. Even in classes where multiple drafts are assigned, students often address small-scale issues (line-edits, formatting) without working on the more daunting revision tasks required in academic and professional writing.

In our small group tutorials, though, students are given focused coaching on the kinds of revision essential for good writing. As a result, students report making changes to major aspects of a paper as well as formatting and sentence-level concerns.



Faculty Responses

Good Enough to Ask for Seconds

Faculty also appreciate the Sidecar Project. Most of the faculty we've worked with have requested additional Sidecars (and are disappointed when we're not able to accommodate them). Alan Sillars appreciated "the extra help and extra feedback for students," and found "the quality of comments on student drafts quite good." Tobin Miller Shearer, who gave the most quantifiable feedback, noted the following improvements in his students' performance:

I've taught upper division writing classes at UM five times since arriving here. Compared to those previous efforts, this class:
- had the highest percentage of A's that I've given out thus far;

- had the highest overall class grade of any class that I've taught thus far;
- had no instances of intellectual dishonesty.

Shaping Writing Instruction through Mid-Stream Assessment

Another benefit of the Sidecar Project for faculty is the opportunity to receive feedback on their assignments, writing instruction, and tactics for addressing common writing challenges. By checking in with tutors, instructors can learn about how their students respond to assignments and where students are struggling. Instructors can also brainstorm with tutors on how the assignments/instruction could be adapted. Like the assessment of students' writing, this assessment happens before it's too late—instructors have time to address emergent concerns while students are still working. This feedback can shape writing instruction both during the Sidecar collaboration and in future courses taught by the instructor. The Writing Center will continue to assess the ways in which the Sidecar Project helps to shape writing instruction on campus.

Ongoing Challenges

Staffing

The success of the Sidecar Project is almost completely due to our expert and experienced tutors. The number of Sidecar collaborations we can offer—already fewer than have been requested—is most significantly limited by the number of trained, experienced tutors we have available to meet during given class times. Even with additional funding, staffing more than two Sidecar collaborations is difficult due to the logistical challenge of scheduling around our tutors' schedules. For Sidecar to scale any further, we would need a larger active pool of tutors who are also tutoring regularly in The Writing Center.

Student/Faculty Buy-In

The only consistent, non-logistical glitch in the Sidecar process connects to student and faculty motivation. When students are motivated to participate fully, the process invariably leads to progress both in the specific piece of writing and in the writer; without that participation, the process falls apart.

While student motivation is not a challenge unique to the Sidecar Project, our interactions with students are not fueled by the same motivation as their interactions with faculty. We find that instructors need to emphasize the mandatory nature of Sidecar (with structured participation points and/or with frequent verbal/written reminders) in order for Sidecar to work well. Full and engaged participation in Sidecar sessions needs to be seen as a crucial and integrated part of succeeding in the class in order for the project to work.

Faculty also need to be fully engaged in the project. Setting up Sidecar sessions requires a bit of extra logistical work on the part of the instructor; without that logistical support students quickly become confused and participation decreases. When instructors are able to follow-up with their portion of Sidecar work, students benefit tremendously.

2012-2013 Academic Year Sidecar Collaborations

The Writing Center has scheduled the following Sidecar collaborations to take place during the 2012-2013 academic year:

- SW 350: Intervention with Individuals and Families *w/Charlie Wellenstein* (Autumn '12)
- PSCI 191: Political Regimes and Societies** *w/Robert Saldin* (Autumn '12)
- SOC 441: Inequality and Social Justice* *w/Kathy Kuipers* (Spring '13)
(* denotes upper-division writing course, **denotes GLI seminar)

We look forward to these and future iterations of this new initiative. We welcome questions, feedback, and the opportunity to discuss the project further with any interested parties.

APPENDIX C

Autumn 2011 Class Orientations, Presentations, and Workshops

Date/Time	Course	Professor/Instructor	Content	Location	Coverage	Students
June 9 1:10	ELI WG 5	Heather Breckenridge Heather.breckenridge@mso.umt.edu	WC Orientation Citation	DAH 004	Kelly	25
June 22 1:00	Upward Bound - Bridge	Christine	WC Orientation College Level Writing	LA 144	Kelly	7
July 5 9:30	SOC – Crim.	Dan Doyle Dan.doyle@umontana.edu	Writing a Summary Writing to Compare and Contrast	SOC Seminar Rm	Kelly	11
Aug. 22 1:15	Foreign Student Orientation	Mona Mondava Mondava@umontana.edu	WC Orientation	UC Theater	Kelly	60
Aug. 22 2:15	Foreign Student Orientation	Mona Mondava Mondava@umontana.edu	WC Orientation	UC Theater	Kelly	60
Aug. 23 10:00	TA Orientation	Rick Kmetz Rick.kmetz@umontana.edu	What is a WC? What is a writing tutor?	LA 235	Kelly	27
Aug. 30 12:40	SOC 438	Dan Doyle Dan.doyle@umontana.edu	WC Orientation/Figuring out your Purpose	SS 330	Jake	22
Sept. 7 12:15	COEHS	Jayna Lutz Jayna.lutz@umontana.edu	SoEd App/WPA	SoEd	Jake	5
Sept. 7 10:10	WRIT 101	Jordan Rossen Jordan.rossen@umconnect.umt.edu	WC Orientation	HS 301	Jake	24
Sept. 7 9:45	WRIT 101	Jessica Jones Jessica.jones@umconnect.umt.edu	WC Orientation	LA 338	Jake	24
Sept. 8 11:15	JOUR 410	Jeff Hull Jeffrey.hull@umontana.edu	WC Orientation/Process	DAH 301	Jake	15

Sept. 8 12:40	CSCI	Yolanda Reimer Yolanda.reimer@umontana.edu	Revision Workshop/WC Orientation	SS	Jake	10
Sept. 8 2:30	PSYX 400	Lois Muir MuirL@umontana.edu	Writing a Summary Writing to Compare and Contrast	NAC 205	Kelly	40
Sept. 12 5:30	COEHS	Jayna Lutz Jayna.lutz@umontana.edu	SoEd App/WPA	SoEd	Jake	9
Sept. 12 4:10 PM	WRIT 101	Tamara Love Tamara.love@mso.umt.edu	WC Orientation	HB 17 COT	Kelly	24
Sept. 12 12:10	WRIT 101	Michelle Brown michelle.brown@umontana.edu	WC Orientation	LA 102	Jake	24
Sept. 13 7:00	Athletics	Darr Tucknott Darr.tucknott@umontana.edu	WPA Workshop	EL 271	Kelly	20
Sept. 14 11:10	SOC 306	Daisy Rooks Daisy.rooks@umontana.edu	WC Orientaiton	FOR 303	Jake	50
Sept. 14 3:30	COMM Pro-Sem	Steve Yoshimura Steve.yoshimura@umontana.edu	WC Orientation	LA 302	Jake	10
Sept. 15 2:10	Writing Methods	Heather Bruce Heather.bruce@umontana.edu	WC Orientation/Contract Grading	LA 304	Jake	26
Sept. 15 11:10	ANTH 417	Noriko Seguchi Noriko.seguchi@umontana.edu	Writing Research papers	SS ANTH Sem Room	Gretchen	11
Sept. 16 11:10	WRIT 101	Liz Boeheim eboeheim@gmail.com	WC Orientation	NAC 103	Kelly	24
Sept. 19 9:10	WRIT 095	Naomi Kimbell Naomi.kimbell@umontana.edu	WC Orientation	LA 306	Kelly	24
Sept. 19 9:10	WRIT 101	Liz Holden Elisabeth.holden@umontana.edu	WC Orientation	LA 102	Jake	24
Sept. 19 10:10	WRIT 101	Nicole Peterson Nicole.peterson@umontana.edu	WC Orientation	LA 307	Jake	24
Sept. 19 2:10	CSCI 216	Alden Wright Alden.wright@umontana.edu	Workshop/Process	SS 362	Jake	26

Sept. 19 11:10	New Students Athletes	Darr Tucknott Darr.tucknott@umontana.edu	Intro to College Writing	EL 272	Jake	15
Sept. 19 1:10	New Student Atheletes	Darr Tucknott Darr.tucknott@umontana.edu	Intro to College Writing	EL 272	Jake	15
Sept. 20 8:10	WRIT 095	Naomi Kimbell Naomi.kimbell@umontana.edu	WC Orientation	JRH 204	Kelly	24
Sept. 20 10:45	WRIT 101	Lauren dePaepe Lauren.depaepe@umontana.edu	WC Orientation	LA 102	Jake	24
Sept. 20 11:10	JOUR	Gita Saedi Kiely	WC Orientation/Condensing Language	DAH 210	Jake	16
Sept. 20 11:10	ART 250	Valerie Hedquist Valerie.hedquist@umontana.edu	WC and ART 250 assignments	SS 356	Kelly	60
Sept. 21 1:10	WRIT 095	Naomi Kimbell Naomi.kimbell@umontana.edu	WC Orientation	LA 244	Jake	24
Sept. 21 10:10	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Academic Writing Tips/Assignment	LA 138	Jake	31
Sept. 21 11:10	FIG – ENCR	Lindsey Appell Lindsey.appell@umconnect.umt.edu	WC Orientation	LA 249	Kelly	15
Sept. 21 2:10	WRIT 101	Sam Jack Samuel.jack@umontana.edu	WC Orientation	LA 102	Jake	24
Sept. 21 2:10	WRIT 101	Khaty Xiong Khaty.xiong@umontana.edu	WC Orientation	LA 205	Kelly	24
Sept. 22 9:10	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Academic Writing Tips/Assignment	FA 211	Jake	32
Sept. 22 10:10	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Academic Writing Tips/Assignment	FOR 106	Brooklyn	28
Sept. 22 10:10	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Academic Writing Tips/Assignment	NAC 202	Jake	32
Sept. 22 11:00	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Academic Writing Tips/Assignment	LA 140	Jake	22

Sept. 23 10:45	WRIT 101	Jenny Douglass Jennifer.douglass@umontana.edu	WC Orientation	LA 102	Jake	24
Sept. 23 11:10	WRIT 101	Liz Boeheim eboeheim@gmail.com	WC Orientation/First Assignment	NAC 103	Kelly	24
Sept. 23 12:10	WRIT 101	Barth Walsh Bartholomew.walsh@umontana.edu	WC Orientation	LA 308	Jake	24
Sept. 26 1:10	WRIT 101	Mary Harrington Mary.harrington@umontana.edu	WC Orientation	LA 302	Jake	24
Sept. 23 2:10	WRIT 101	BJ Saloy William.saloy@umontana.edu	WC Orientation	LA 304	Jake	24
Sept. 23 3:10	LIT 110	Liz Boeheim eboeheim@gmail.com	WC Orientation	McGill 237	Kelly	25
Sept. 26 1:00	HC 120	Megan Stark Megan.stark@umontana.edu	Peer Review Workshop	DHC	Kelly	20
Sept. 27 9:00	Plains High School	Deborah Morey dmorey@blackfoot.net	WC Orientation	ML Lobby	Kelly	40
Sept 27 11:10	WRIT 101	Liz Boheim eboeheim@gmail.com]	WC Orientation/First Assignment	LA 303	Jake	24
Sept. 29 10:10	TRIO C&I 160	Janet Zupan Janet.zupan@umontana.edu	Clipboard/Revision	LA 138	Jake	31
Sept. 28 8:10	WRIT 101	Rachel Dunn Rachel.dunn@umontana.edu	WC Orientation	LA 102	Kelly	24
Sept. 28 9:10	WRIT 101	Heather Tone Heather.tone@umontana.edu	WC Orientation	Griz House 9A	Kelly	24
Sept. 28 9:30	WRIT 101	Brooklyn Walter Brooklyn.walter@umontana.edu	WC Orientation	Griz House 9B	Kelly	24
Sept. 28 1:10	WRIT 101	Kevin Kalinowski Kevin.kalinowski@umontana.edu	WC Orientation	LA 201	Kelly	24
Sept. 29 9:10	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Clipboard/Revision	FA 211	Jake	32
Sept. 29 10:10	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Clipboard/Revision	FOR 106	Brooklyn	28

Sept. 29 10:10	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Clipboard/Revision	NAC 202	Jake	32
Sept. 29 11:00	TRIO C&I 160	Janet/Tammy Janet.zupan@umontana.edu	Clipboard/Revision	LA 140	Jake	22
Sept. 29 11:10	WRIT 101	Kaylen Mallard Kaylen.mallard@umontana.edu	WC Orientation	LA 102	Kelly	24
Sept. 29 2:15	WRIT 101	Nick Engelfried Nicholas.engelfried@umontana.edu	WC Orientation	LA 102	Jake	24
Sept. 30 10:15	WRIT 101	Jenny Daniels Jenny.daniels@umconnect.umt.edu	WC Orientation	LA102	Jake	24
Sept. 30 10:10	WRIT 101	John Moore jonathan.moore@umontana.edu	WC Orientation	LA 303	Kelly	24
Sept. 30 2:15	WRIT 101	Jon Backman Jon.backmann@umontana.edu	WC Orientation	CHEM 102	Jake	24
Oct. 3 9:15	WRIT 101	Asta So astaso@gmail.com	WC Orientation	CHEM 102	Jake	24
Oct. 3 9:40	WRIT 101	Jake Egelhoff Jacob.egelhoff@umontana.edu	WC Orientation	SG 303	Jake	24
Oct. 3 11:10	FIG	Karilynn Dowling Karilynn.dowling@umontana.edu	WC Orientation/Intro to College Writing	LA 249	Jake	6
Oct. 3 1:15	WRIT 101	Peter Schumacher Peter.k.schumacher@gmail.com	WC Orientation	MCG 237	Jake	24
Oct 4 12:40	NASX 340	Kate Shanley Kate.shanley@umontana.edu	WC in NAC Orientation	NAC201	Jake	19
Oct. 4 8:30	WRIT 101	Hudson Spivey Hudson.spivey@umontana.edu	WC Orientation	LA 102	Jake	24
Oct. 5 2:15	WRIT 101	Megan Telligman Megan.telligman@gmail.com	WC Orientation	LA 202	Jake	24
Oct. 5 4:00	TRiO C&I 160	Darlene Sampson Darlene.sampson@umontana.edu		EL 272	Kelly	4
Oct. 6 3:40	C&I 160	Heather Tone Heather.tone@umontana.edu	WC Orientation	LA 342	Kelly	24

Oct. 6 4:15 PM	WRIT 101	Andrew Smith Andrew.88martin@gmail.com	WC Orientation	LA 102	Kelly	24
Oct. 7 12:15	WRIT 101	Adam Elliott Adam.elliott@umontana.edu	WC Orientation	LA 202	Jake	24
Oct. 14 8:45	French 101	Tonya Smith Tonya.smith@umontana.edu	WC Orientation	LA 305	Kelly	29
Oct 17 10:10	FIG	Grace Yon Grace.yon@umconnect.umt.edu	WC Orientation/Cohesion	LA 249	Jake	6
Oct. 17 3:10	HC 120 PLS	Jim McKusick James.mckusick@umontana.edu	FYRE Essay Contest	DHC 119	Kelly	40
Oct. 19 12:45	NASX 280	Wade Davies Wade.davies@umontana.edu	WC Orientation	NAS 201	Jake	8
Oct. 21 3:30	SOC Grad Seminar	Teresa Sobieszczyk Teresa.sobieszczyk@mso.umt.edu	Literature Reviews	SS Seminar Room	Kelly	20
Oct. 25 9:40	NAS/LLC	Mary Groom-Hall HallMG@mso.umt.edu	Navigating Writing Roadblocks	NAS 102	Jake	8
Oct. 25 6:00	NAS/LLC	Freddie Hunter	Getting Started Workshop	NAS 102	Jake	8
Oct 27 11:00	C&I 221	Darrell Stolle Darrell.stolle@umontana.edu	Writing Assessment/WC Orientation	EDU 314	Jake	30
Oct. 27 6:00	C&I 221	Darrell Stolle Darrell.stolle@umontanae.du	Writing Assessment/WC Orientation	EDU 123	Jake	30
Oct. 26 9:10	HC 120	Coleen Kane Coleen.kane@umontana.edu	WC Orientation	DHC 117	Kelly	20
Oct. 31 3:10	ECNS 391	Sakib Mahmud Sakib.mahmud@mso.umt.edu	Term Paper	JRH 204	Kelly	10
Nov. 1 12:40	CSCI	Yolanda Reimer Yolanda.reimer@umontana.edu	Feedback on Early Drafts	SS 362	Jake	11
Nov. 1 12:00	FIG	Bryn Hagfors Bryn.hagfors@umconnect.umt.edu	Information Literacy Project	Knowles Basement	Kelly	15
November 2 4:15	SOC 561	Daisy Rooks Daisy.rooks@umontana.edu	Writing a Proposal/Literature Review	SS 330	Kelly	6

Nov. 2 10:10	NASX 280	Wade Davies Wade.davies@umontana.edu	Writing a Research Paper	NAC202	Jake	7
Nov. 8 10:10	FIG	Megan Hatcher Megan.hatcher@umontana.edu	Responding to a Writing Assignment	NAC 202	Kelly	9
Nov. 10 11:15	ELI	Lee Ann Millar Leeann.millar@umontana.edu	WC Orientation	LA 144	Heather	15
Nov. 15 2:10	FIG	Kathleen Steinhoff kathleen.steinhoff@umconnect.umt.edu	WC Orientation	GBB L13	Gretchen	15
Nov. 30 2:10	NASX 280	Wade Davies Wade.davies@umontana.edu	Thesis Development and Proofreading Tricks	NAC 202	Jake	5
Nov. 28 5:00	Pharmacy	Erika Claxton Erika.Claxton@mso.umt.edu	Pharmacy application essay workshop	Skaggs 114	Gretchen	50
Dec. 7 10:10	NASX280	Wade Davies Wade.davies@umontana.edu	Revision/First Draft Struggles	NAS 202	Jake	6

Spring 2012 Class Orientations, Presentations, and Workshops

Date/Time	Course	Professor/Instructor	Content	Location	Coverage	Students
Jan. 17 10:30	FISS Orient.	Mona Mondava Mona.mondava@umontana.edu	International Student Orientation Sessions	UC 330	Kelly	60
Jan. 26 12:40	SOCI 488	Rob Balch Robert.balch@mso.umt.edu	Orientation	SS 333	Kelly	10
Jan. 27 2:10	WRIT101	Megan Telligman Megan.telligman@gmail.com	Orientation	LA102	Jake	24
Jan 30 10:10	WRIT101	John Moore jonathan.moore@umontana.edu	Orientation	LA207	Jake	24

Jan. 30 12:10	WRIT101	Jordan Rossen Jordan.rossen@umconnect.umt.edu	Orientation	LA202	Jake	24
Jan. 31 10:35	MGMT 444	Caroline Simms Caroline.simms@business.umt.edu	Orientation/WPA/Writing Strategies	GBB 225	Jake	35
Jan. 31 11:00	MGMT 444	Caroline Simms Caroline.simms@business.umt.edu	Orientation/WPA/Writing Strategies	GBB 225	Jake	35
Jan. 31 12:40	SOCI 191 (GLI)	Teresa Sobieszczyk Teresa.sobieszczyk@umontana.edu	Orientation	EL 272	Kelly	17
Jan. 31 3:40 PM	ENLT 210	Donna Mendelson Donna.mendelson@umontana.edu	Orientation	LA 342	Kelly	25
Feb. 1 2:10	WRIT 101	Khaty Xiong Khaty.xiong@umontana.edu	Orientation	LA 304	Jake	24
Feb. 2 3:40	WRIT 101	Mackenzie	Orientation	LA102	Jake	24
Feb. 2 5:10	COEHS	Jayna Lutz Jayna.lutz@umontana.edu	Application Essay Workshop	EDU 322	Jake	13
Feb. 2 9:40	SOCI 488	Teresa Sobieszczyk Teresa.sobieszczyk@umontana.edu	Orientation	SS 330	Kelly	18
Feb. 2 11:30	WRIT 101	Jessica Jones Jessica.jones@umontana.edu	Orientation	LA 244	Kelly	24
Feb. 2 2:10	PSYX 400	Tom Seekins Tom.seekins@umontana.edu	Compare/Contrast Paper	CLAPP 131	Kelly	35
Feb. 2 4:00	TRIO	Darlene Samson Darlene.samson@umontana.edu	WPA workshop	EL 271	Kelly	19
Feb 3 11:10	WRIT101	Jessica	Orientation	LA102	Jake	24
Feb. 3 1:10	WRIT 101	Lauren Koshere Lauren.koshere@umontana.edu	Orientation	LA 302	Kelly	24

Feb. 6 9:10	WRIT101	Adam Elliott Adam.elliott@umontana.edu	Orientation	LA307	Jake	24
Feb 6 10:10	WRIT101	Liz Boheim Elizabeth.boheim@umontana.edu	Orientation	LA102	Jake	24
Feb. 6 2:10	WRIT 101	Khaty XiongKhaty.xiong@umontana.edu	Follow Up Session	LA 304	Kelly	24
Feb. 6 11:00	WRIT 101	Sam Jack samtjack@gmail.com	Orientation	LA 102	Kelly	24
Feb. 7 9:40	WRIT 101	Hudson Spivey Hudson.spivey@umontana.edu	Orientation	LA 102	Kelly	24
Feb. 7 12:40	SOCI 438	Dan Doyle Dan.doyle@umontana.edu	Orientation	Schriber Gym 203	Kelly	25
Feb. 8 10:10	TRIO C&I 160	Tammy/Janet Janet.zupan@umontana.edu	Academic Writing/Introduce Assignment	CHEM 102	J/G	24
Feb. 8 12:10	WRIT101	Jordan Rossen Jordan.rossen@umconnect.umt.edu	Follow Up Session	LA302	Kelly	24
Feb. 8 2:00	WRIT 101	Andrew Martin Andrew.martin@umontana.edu	Orientation	La 105	Kelly	24
Feb. 9 9:40	WRIT 101	Jayme Fraser Jayme.fraser@umontana.edu	Orientation	Schreiber Gym 203	Kelly	24
Feb. 9 10:10	TRIO C&I 160	Tammy/Janet Janet.zupan@umontana.edu	Academic Writing/Introduce Assignment	NAC 202	Jake/ Gretchen	20
Feb. 9 11:10	TRIO C&I 160	Tammy/Janet Janet.zupan@umontana.edu	Academic Writing/Introduce Assignment	FOR 206	Jake/ Gretchen	30
Feb 9 9:40	LING 484	Leora Bar-el Leora.barel@umontana.edu	Research process/writing	LA 105	Jake	17
Feb. 9 2:15	WRIT101	Noel	Orientation	LA303	Jake	24

Feb 10 2:10	WRIT 101	BJ Saloy William.saloy@umontana.edu	Orientation	LA302	Jake	24
Feb. 10 2:10	ECNS 433	Helen Naughton Helen.naughton@umontana.edu	Research Paper	JRH 204	Kelly	25
Feb. 13 8:45	WRIT101	Jake Egelhoff Jacob.egelhoff@umontana.edu	Orientation	LA102	Jake	24
Feb. 13 3:40	COMM Pro-sem	Steven Yoshimura Steve.yoshimura@umontanae.du	Peer Thesis Workshop	LA 302	Jake	7
Feb. 14 12:00	SOC 325	Daisy Rooks Daisy.rooks@umontanae.du	Time Writing	EDU 312	Jake	45
Feb. 14 9:40	GPHY 433	Jeffrey Gritzner Jeffrey.gritzner@umontana.edu	Research Paper – reading for a topic	Old Journ 217	Kelly	25
Feb. 14 2:30	ANTH 500	Gilbert Quintero Gilbert.quintero@umontana.edu	Writing a Year in Review Topic/Synthesis/Analysis	SS 252	Kelly	6
Feb. 15 10:10	TRIO C&I 160	Tammy/Janet Janet.zupan@umontana.edu	Revision/Clipboard	CHEM 102	Jake/ Gretchen	34
Feb. 15 2:10	SOCI 441	Celcia Winkler Celia.winkler@umontana.edu	Literature Reviews	SS 330	Gretchen	13
Feb. 15 1:00	WRIT 101	Liz Boheim Elizabeth.boheim@umontana.edu	Follow Up Session	FA211	Kelly	24
Feb. 16 10:10	TRIO C&I 160	Tammy/Janet Janet.zupan@umontana.edu	Revision/Clipboard	NAC 202	Jake/ Gretchen	20
Feb. 16 11:10	TRIO C&I 160	Tammy/Janet Janet.zupan@umontana.edu	Revision/Clipboard	FOR 206	Jake/ Gretchen	30
Feb. 17 2:10	GPHY 433	Jeffrey Gritzner Jeffrey.gritzner@umontana.edu	Research Paper – using soucras	Old Journ	Kelly	25
Feb. 21 11:10	ART 250	Valerie Hedquist Valerie.hedquist@umontana.edu	Orientation WPA	JRH 202	Kelly	60

Feb. 23 1:10	MCLL 195 (GLI)	Clary Loisel Clary.loisel@umontana.edu	Refining a literary analysis topic	LA 234	Kelly	6
Feb. 21 2:30	SOC 488	Rob Balch Robert.balch@umontana.edu	Responding to Instructor Feedback	SS Sem Rm	Kelly	10
Mar. 6 4:00	TRiO	Darlene Samson Darlene.samson@umontana.edu	WPA Workshop	EL 271	Kelly	4
Mar. 15 2:30	SOC 488	Rob Balch Robert.balch@umontana.edu	Peer Review	SS Sem Rm	Kelly	10
Mar. 20 4:10	UMCUR	Rachael Caldwell Rachael.caldwell@umontana.edu	Poster presentations	UC Theatre	Gretchen	74
Mar. 21 4:10	UMCUR	Rachael Caldwell Rachael.caldwell@umontana.edu	Poster presentations	UC Theatre	Gretchen	53
Apr. 10 7:00	ResHall	Christina Zeak	Writing Center/WPA Orientation	Knowles Lobby	Jake	10
Apr. 11 4:10	PSCI 191 (GLI)	Peter Koehn Peter.koehn@umontana.edu	Research Writing Starting a Paper	NAC 202	Kelly	15
Apr. 17 1:10	MCLL 195 (GLI)	Clary Loisel Clary.loisel@umontana.edu	Revision Peer Review	LA 234	Kelly	6
Apr. 17 8:00	Aber Hall Residents	Emily Dunaway Emily.dunaway@umontana.edu	Writing Center Orientation	Aber Hall 11 th floor	Kelly	15
Apr. 24 1:10	ANTH 500	Gilbert Quintero Gilbert.quintero@umontana.edu	Peer Review	SS 252	Kelly	6

APPENDIX D

The Writing Center/TRiO Writing Mentorship Program

Program Objectives

- Provide a writing diagnostic as an entry to discuss writing with students on a one-to-one basis in The Writing Center;
- Provide one-to-one feedback on the writing diagnostic, discussing the student's approach to the writing task, indicating writing strengths and weaknesses, and framing effective writing as a process of revision;
- Introduce students to academic writing and to the composing process The Writing Center endorses;
- Offer course counseling;
- Provide writing support in the form of on-going tutoring, encouraging students to use The Writing Center as a resource throughout their academic careers;
- Meet and consult with TRiO staff as needed for planning, adjustments to the program, or any other matter that will help TRiO students develop into proficient writers.

Process

- 1) Provide students with a writing assignment that includes choice and evaluative criteria: offer two choices in the context of a writing assignment, making it clear that students must choose and respond to one of the choices while considering the assignment criteria;
- 2) Visit C & I 160 sections to discuss the assignments and strategies for addressing it;
- 3) Allow students at least one week to compose a typed essay in response to the chosen prompt. During this week, C & I 160 faculty will encourage students to begin early, to brainstorm, to draft, and to compose over time;
- 4) Allocate one hour of class time during this week to allow students to work on their drafts;
- 5) Collect drafts from students and distribute to The Writing Center for reading.
- 6) Visit C & I 160 sections to discuss academic writing, the power of approaching writing as a process of revision, and general observations of the students' drafts;
- 7) Provide one-to-one feedback on students' drafts and course counseling in the Writing Center (using clipboard sign ups);
- 8) Invite students to revise their drafts based on feedback in The Writing Center.

Rationale

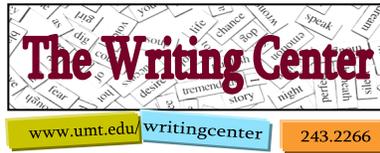
If a primary goal of the Writing Mentorship Program is to help students develop into proficient writers in an academic environment, The Writing Center's first introduction to them will be more effective if it is not in the context of a timed and scored writing assessment. The Writing Center is in the business of helping students see writing as a complex and uneven process that requires revision over time, a view of writing that will serve students as they approach other writing tasks across their academic courses. The diagnostic we use should embody this, and students should

come to view The Writing Center as a part of this prolonged process, not as the site for timed writing instruction only, nor as the site for high-stakes evaluation. If we want students to develop the skills necessary to demonstrate their writing proficiency as college students, we need first to help them understand that the “magic” in effective writing is revision. If we want students to perceive The Writing Center tutors as allies, we need to avoid any potential suggestions that tutors formally evaluate student writing beyond assessing strengths and weaknesses in order to aid in a revision process and in meeting the expectations of various writing tasks, including timed assessments.

Additionally, a timed writing diagnostic is not an accurate representation of a student’s ability. While no single writing sample can give a comprehensive view of a student’s ability as a writer, inviting a student to write in response to a prompt over the course of one week can at least offer some insight into a student’s writing process without the constraints and anxieties imposed by a timed and scored assessment. Allocating a week for the writing of the diagnostic allows the writing tutor to discuss with the student how he/she approached the writing task over time.

Finally, student writing in response to the Writing Mentorship Program diagnostic should not be scored for two reasons: writing tutors should not provide formalized evaluations of student writing, whether in the form of grades or numbers based on a holistic rubric; and the numerical score does not serve any of the stated objectives of the Program. These objectives are better served by a writing assignment with specific expectations, expectations that the writing tutor can then refer to as he/she works with the student during a tutoring session. C & I 160 faculty report that the numerical score often looms larger than the feedback received in a one-to-one session with a writing tutor and that the score often prompts a negative response from students. Some students who receive a low score see it as confirmation that they are weak writers, and some who receive a mid-range or high score see it as justification that no further work on their writing is necessary. In both cases, the score becomes the focus, not the valuable feedback offered by the writing tutor, feedback that the C & I 160 instructors identify as the “most valuable part of the process.”

APPENDIX E



Writing in Economics²

General Advice and Key Characteristics

An Economic Approach to Knowledge

Economists take a unique approach to thinking and writing about their topics: by subjecting phenomena to economic analysis, economists write to describe how a particular part of the economy works or how people, individual agents, or organizations make decisions. UM economics majors have focused their senior thesis projects on a broad range of topics such as Mexican migrants, the music industry, climate change, and health care. When performing an economic analysis, a writer in economics might make one or more of the following assumptions:

Assumption: Problem of scarcity

Working under the assumption that resources are limited, economics is preoccupied with the problem of scarcity. **How do individuals make choices when these decision makers are working under constrained resources?**

For example:

- When deciding how to allocate your time during a given day, you are making choices under the constraint of scarcity since you have a limited number of hours in the day.
- When a government makes efforts to meet its population's needs, decision makers must consider how to allocate scarce resources.

Assumption: Rationality

In approaching the problem of scarcity, traditional economics assumes that individuals behave rationally. This assumption is a cornerstone of economic thinking. "Economics can be distinguished from other social sciences by the belief that most (all?) behavior can be explained by assuming that agents have stable, well defined preferences and make rational choices consistent with those preferences."³

Assumption: Theory of incentives

Economics assumes that when economic agents make decisions, they compare costs and benefits. In the context of this comparison, economics assumes incentives influence behavior.

²Handout Sources:

Dudenhoefer, Paul. "A Guide to Writing in Economics." Duke University's Department of Economics, December 2009.

Jacobson, Mireille and Neugeboren, Robert. "Writing Economics." The President and Fellows of Harvard University, 2001.

³ Camerer, Colin F. and Thaler, Richard H. "Ultimatums, Dictators and Manners." *Journal of Economic Perspectives*, Spring 1995, 9 (2), pp.209–20.

Assumption: Ceteris paribus (“other things being equal”)

Economics attempts to isolate causal connections, “other things being equal.” This allows economists to make precise observations about hypothetical relationships. For example, an economist might ask, *other things being equal*:

- How do weather patterns influence visitation at ski resorts in Montana?
- How does pine beetle infestation impact housing prices in the western United States?

Common Writing Tasks

No paper in economics starts from scratch. As a cumulative enterprise, research and writing in economics responds to what has been done before. As a writer, you may work to improve an existing model, use different or richer data, or ask a slightly different question. Economics and your writing in the field represent a growing body of knowledge.

Empirical Paper (testing a model)

Most UM senior thesis projects in economics take the form of an empirical paper. In this type of paper, the writer demonstrates how she has used already collected data to test a particular hypothesis and assesses how well the hypothesis or model represents reality. In drafting and revising, the writer will:

- Contextualize the topic in the field of economics by identifying theories, models, and findings that inform and lead to the writer’s current work.
- Identify a question/problem worth investigating.
- Use an economic model to generate a hypothesis. For example, the writer might hypothesize that a high unemployment rate is related to increased enrollment at four-year universities.
- Use a data set to test the hypothesis.
- Describe and interpret the results.

These papers generally include the following sections:

1. Abstract
2. Introduction
3. Literature review (sometimes combined with the Introduction)
4. Economic model (a theory, usually mathematical, to describe a relationship between variables)
5. Empirical methodology (known as econometrics or economic methods for testing a hypothesis)
6. Empirical analysis (results and techniques)
7. Conclusions (answers the research question based on analysis)

Theoretical Paper (proposing a model)

The theoretical paper criticizes a currently used model and proposes a better one with the intention of improving the conceptual foundations of economic analysis. The writer’s task is to argue for a model’s ability to predict that an economic agent will make a particular choice. The empirical paper would later test the model with data. Theoretical papers include a significant amount of math with proofs in an appendix.

These papers generally include the following sections:

1. Abstract
2. Introduction

3. Literature review (sometimes combined with the introduction)
4. Basic model (a theory, usually mathematical, to describe a relationship between variables)
5. Various scenarios as model is extended

Public Policy Analysis Paper

Public policy analysis papers use techniques for critically evaluating the effectiveness of public policy. By understanding the outcomes of these policies, economists can inform future decision making.

These papers generally include the following sections:

1. The Issue: Clearly define the issue that public policy is addressing.
2. Institutional Background: Describe the setting and institutional framework.
3. Economic Principles: Describe the economic principle that applies and explain how it applies.
4. Analysis: Analyze the policy or proposed policy, describing potential costs and benefits.
5. Conclusion

Literature Survey Paper

While a literature review is included in both empirical and theoretical papers, a survey of literature also can stand alone. In this type of paper, the writer reveals the common patterns, trends, weaknesses, and strengths in a particular area of research. For example, the writer might reveal a current debate or a problem not yet solved.

Common Moves

Narrow your focus to a feasible topic

Narrowing the scope of your topic is a critical step in economic thinking and writing. Make note of the topics covered in other senior theses and published papers, and commit yourself to finding a topic that will sustain your interest. Once you settle on a broad topic, begin to narrow your scope by time period, demographic group, or geographic region. For example:

- *Broad topic:* national park visitation rates
- *Narrowed topic:* Glacier National Park visitation rates
- *Further narrowed topic:* Glacier National Park visitation rates and media coverage of climate change

Identify a question or problem and formulate a meaningful hypothesis

A key step in writing in economics is identifying a question or problem worth investigating. You cannot identify methods or data appropriate for answering the question/solving the problem if you do not have a clear understanding of the problem in the first place. To do this, use an economic model to formulate a hypothesis you will test. As you identify your variables and an appropriate data set, you also will make a move to tentatively answer your question. For example, a writer might ask:

- What is the relationship between residential property values and pine beetle infestation in Montana?

Provide appropriate evidence

Most papers in economics require that you use purposefully presented evidence to form an argument.

Types of evidence:

- *Assumptions, concepts, theories:* Describe what others have said.

- *Quantitative data*: Measure subjects' or objects' behaviors or characteristics that differ in quantity. Quantitative data are expressed numerically, e.g. quantities, income level, prices. Most likely, you will not be compiling your own empirical data but rather will access existing data.
- *Economic modeling*: Use models to organize data and generate hypotheses. Models, usually mathematical in nature, are theories represented in precise terms to describe relationship between variables. Apply accepted models to new evidence or compare models and decide which better explains the data.
- *Econometrics (methods of hypothesis testing)*: Reduce complexity to simpler parts through statistical analysis to show correlation, e.g. regression analysis.

Use subject librarians throughout the research process

Librarians at the Mansfield Library can help you identify and evaluate source materials, narrow your focus, and refine your ideas. Effective research strategies are a key part of a successful writing process.

Use tables, graphs, figures, and displayed equations purposefully

Make purposeful decisions about which information needs to be presented visually, then present precisely and in a simplified form. Be clear. Be brief. Don't force a reader to work too hard to understand your visual. Also, describe these visuals in the text, explaining the main point and significance of the information presented.

Document sources accurately and ethically

Writers in economics generally use citations to document a source's author and date of publication. While there is no standard style of documentation in economics, a good style to use is the one outlined in the Chicago Manual of Style or in the *The American Economic Review*, an influential economic journal.

Using proper citation allows you to:

- Join a community of writers and readers who share certain values and a common citation system.
- Build credibility as a writer and researcher in the field of economics.
- Provide readers access to your sources.

Make clear where your ideas end and another's begin. Whether you are quoting, summarizing, or paraphrasing in your own words, you *must* cite your sources. Even if you do not intend to plagiarize, if you do not properly cite your sources, you have plagiarized.

Some Tips

Questions to Ask of Your Draft

As you write and receive feedback on your papers, consider asking the following questions (not all questions are applicable to all types of assignments):

- Does my paper reflect an economic approach? Is it informed by the field's assumptions?
- Do I make clear what problem or question I am exploring?
- Is my paper clear and to the point, avoiding unnecessary information and showy phrasing?
- In solving the problem or answering the question, do I use evidence that is grounded in the reading, in collected data, in an appropriate economic model, and in sound econometrics?

- Do I distinguish my ideas from those of the authors/theories/articles I discuss? Do I make clear where others' ideas end and where my ideas begin?
- Do I waste space on excessive summary of sources? Do I make purposeful choices about when to summarize, paraphrase, and quote primary and secondary sources?
- If I am writing an empirical or theoretical paper, does my paper follow a proper ordering of sections?
- Do I use subject headers in longer papers to help my reader organize the argument?
- Do I use proper formatting for my paper and in documenting sources?

Common Pitfalls to Avoid

When writing a paper for an economics course, take care to avoid the following common pitfalls:

- *Lack of an adequately complex thesis or clear hypothesis:* A good thesis moves your reader beyond a simple observation. It asserts an arguable perspective that requires some work on your part to demonstrate its validity. A clear hypothesis grows out of an appropriate economic model and should signal to your reader what relationship you will test.
- *Lack of adequate support:* A well-crafted thesis requires substantiation in the form of acceptable evidence. Take care to develop a thesis that will require purposeful use of evidence.
- *Lack of data:* For empirical papers, take care to ask questions for which there is data available to formulate an answer.
- *Type III errors:* A Type III error occurs when you provide the right answer to the wrong question or problem. This can happen when there is a significant gap between your data and modeling exercise on the one hand, and the policy situation on the other.
- *Improper use of a theory or model:* If you are applying or testing a particular theory or model, be sure you have a good understanding of this theory or model.
- *Excessive summarizing/lack of analysis:* Your task is to move beyond mere summary to help a reader understand your evaluation and analysis of the texts or data.
- *Plagiarism:* Plagiarism is the use of someone else's work or ideas, in any form, without proper acknowledgement. Whether you are quoting, summarizing, or paraphrasing in your own words, you *must* cite your sources.
- *Use of unreliable electronic sources:* Take care to rigorously evaluate your sources, particularly ones from the Internet. Ask who authored the information, who published or sponsored the information, how well the information reflects the author's knowledge of the field, and whether the information is accurate and timely.
- *Use of personal opinion or anecdotes:* Personal opinions or anecdotes generally do not qualify as rigorous and appropriate economic evidence. Your opinion does not qualify as data.
- *Excessive quoting:* When quoting a source in order to provide evidence, use only the relevant part of the quotation. When you establish a claim/assertion and provide textual support, be sure to explain the relationship between the quotation and the assertion. Your reader can't read your mind.
- *Shifting verb tense:* Take care to shift verb tense only when necessary. Science's strong sense of timing requires that you accurately reflect that research was performed in the past and that certain knowledge is current.
- *Passive voice:* Use active voice as often as possible. Active voice generally is more concise and lively than passive voice.



General Advice and Key Characteristics

A Social Work Approach

The field of social work is concerned with the welfare of others and with social change that promotes social justice. Taking a client-oriented and solution-focused approach, social workers improve individuals' and families' social functioning. This approach requires social workers to remain aware of the connections between the individual and societal structures, of the importance of practicing at multiple levels, and of the ways in which theory and practice inform one another.

Social workers take a unique approach to thinking and writing in that they view social issues and problems from a broad perspective. Writing in social work reflects this generalist approach. This approach requires social workers to:

- work at **multiple levels** of practice (micro, mezzo, macro).
- play **multiple roles**, depending on the client or client system need.
- view the **client in context**, making note of interconnected issues.
- apply **theoretical frameworks** that explain certain aspects of the world (e.g., social systems theory, human development theory, organizational theory, and social development theory).
- use **perspectives frameworks**, which offer lenses through which to view client situations (e.g., strengths perspective, ecological perspective, and diversity perspective).
- employ **practice theories and models** to guide practice (e.g., crisis intervention, empowerment model and cognitive behavioral model).

By taking this broad view of social functioning problems, social workers make informed decisions about how to intervene into key aspects of client situations.

Common Writing Tasks

As a student in the School of Social Work, you will produce academic papers that will help you learn, critically consider, communicate, and apply key social work concepts. You also will produce professional writing that mirrors the types of writing common in the profession.

Critical Review of a Book, an Article, or the Literature

Whether you are reviewing a book, a selected article, or literature on a particular topic, your task is not only to summarize but also to *analyze* and sometimes *evaluate* in order to identify the key patterns, implications, strengths, and limitations of what you have read.

⁴Handout Source:
BSW Program Overview at www.health.umt.edu/schools/sw/BSW/bsw_overview.php

In the case of a book review or article critique, you will:

- ✓ *Summarize*—identify the text’s thesis, the methods used, the evidence/data presented, and any contributions to the field.
- ✓ *Analyze and Evaluate*—move beyond summary to analyze the text’s relationship to key concepts and other texts in the field, its implications, its applicability to other scenarios, and its strengths and weaknesses.

In the case of a review of literature—an assignment that requires you to look at the relationships among texts—you must not only identify, summarize, and compare literature relevant to the topic under consideration, but also synthesize this literature in order to argue a point about the current state of knowledge.

Description and Critical Reflection

These types of papers ask you to describe and reflect upon a particular agency, a particular individual or group, a role play exercise, or an in-class interview. In this type of assignment, you must not only accurately describe your subject, but also move beyond reporting to critically analyze what you have described. To analyze and uncover underlying reasons, answer *how and why questions*. For example:

Topic: Big Brothers Big Sisters of Missoula

- ✓ *Describe* Big Brothers Big Sisters of Missoula’s history, mission, goals and objectives, structure, and programs.
- ✓ *Analyze why* Big Brothers Big Sisters of Missoula is structured in this way and how certain practice models and theoretical frameworks influence the agency’s mission.

Topic: Cultural Differences

- ✓ *Describe* a group whose experiences differ from yours.
- ✓ *Analyze why* these differences exist and how they might pose barriers to understanding.

Application of a Theory

Some social work assignments ask you to apply an orienting theory to a particular case. Orienting theories help to explain why things such as child abuse and addiction happen. For example, you may be asked to apply the social systems theory to explain poverty in a certain community. Before you successfully can *apply a theory* to a case study, it is imperative that you have a good understanding of the theory. Once you have a good understanding of the theory, you can apply the theory to a specific case study that focuses on a particular unit of analysis (i.e. a social group, agency, or individual). When applying a theory to a particular example, you must analyze the example as it compares to the theory. That is, what does the theory help you to understand about the example? What does the theory fail to help you understand (where is it not a good fit)?

Social Work Research Paper

Research papers in social work require that you identify a problem or question worth investigating and perform research that will help you to solve the problem or answer the question. Therefore, a key step in writing a social work research paper is identifying an important question or problem, a step that requires lots of reading and note taking. Invest time in formulating a strong research question or problem that you can then work to answer or solve by collecting data or by reading relevant literature. For example:

- ✓ Identify a focused topic—depression among the elderly
- ✓ Formulate a question—what are the unique barriers to addressing depression among the elderly?

Social Policy Analysis

Social policy analysis papers critically evaluate the effectiveness of social policy. By understanding the outcomes of these policies and making recommendations, social workers inform future decision making.

These papers generally include the following sections:

6. The Issue: Clearly define the social problem the policy addresses.
7. Background: Describe the historical development and original intent of the policy and how it attempts to address the social problem in question.
8. Analysis: Analyze the social policy, focusing on its strengths and limitations in addressing the problem.
9. Recommendation: Propose social policy alternatives that might better address the problem.
10. Conclusion

Professional Writing Assignments

Writing is an important part of a social worker's professional life. Often, a client's welfare is dependent on the social worker's ability to write in a professional manner. Three common types of professional writing in social work are case notes, assessments, and treatment plans. Each type grows out of good listening skills; accurate case notes, a clear assessment, and an effective treatment plan rely on accurate and objective details recorded during client interviews. This means you must record facts as opposed to opinions. When you do offer a professional opinion, support it with relevant facts.

- ✓ *Case Notes*—These are objective descriptions or observations of a situation. Case notes are accurate, clear, and concise, and should represent what you've observed, not your personal opinions.
- ✓ *Assessments*—These are descriptive compilations of data gathered to present a cohesive view of an individual or family. Assessments represent what you think professionally, not personally, and are descriptive, not diagnostic.
- ✓ *Treatment Plans*—These outline an intervention that includes specific goals and objectives. Goals are usually broad statements while objectives are measurable actions to be taken.

Keep in mind that these documents become part of a client's record and that others will read and make decisions based what you've written.

Common Moves for Writers in Social Work

Understand the Task and Revise

Before you begin thinking, researching, and writing in response to an assignment, know what is being asked of you. Are you being asked to analyze, describe, discuss, evaluate, explain, reflect, or summarize? Each of these verbs directs you to do something different, and sometimes you may be asked to do more than one thing in a single assignment. Also, do not confuse your writing process with your final product. The magic in good writing is careful revision. Make use of Writing Center tutors and other expert readers as you revise and refine your thinking and writing.

Provide Relevant Details

When describing a client, group, or agency, provide only those details that are relevant to the purpose of the piece of writing. Avoid extraneous details that will not help the reader understand your subject, and avoid inserting opinions and judgments. Provide details that *show* rather than *tell*. For example, instead of claiming that a client's house is "dirty," provide the concrete details that led you to this conclusion.

Move beyond Description

Some assignments will ask you not only to describe an agency, policy, situation, or text but also to analyze your subject. This means you must pay attention to underlying explanations (perhaps using orienting theories), potential implications, and practice theories and models that may have influenced decisions. Critical analysis seeks to *understand the why and how* behind an agency, policy, situation, or text.

Use Appropriate Evidence

Whether you are making a critical argument about a text or set of texts or a data-oriented argument, you must substantiate your argument with appropriate evidence. In social work, always take care to distinguish between your opinion and evidence that is grounded in what a text actually says or in what the data actually tell you. Be rigorous in making this distinction.

Use subject librarians throughout the research process

Librarians at the Mansfield Library can help you identify and evaluate source materials, narrow your focus, and refine your ideas. Effective research strategies are a key part of a successful writing process.

Document sources accurately and ethically

Writers in social work use the American Psychological Association (APA) format for citation. Developed by professionals in the field, this documentation style allows writers to document consistently those aspects of source materials that most matter to the discipline. For example, APA style places importance on authorship and on time and its passage. Because APA format for citation is a complex and strict citation system, refer to a style guide such as the *Publication Manual of the American Psychological Association* (6th ed.) or visit the Writing Center to learn how to use the APA citation system.

Using proper citation allows you to:

- Join a community of writers and readers who share certain values and a common citation system.
- Build credibility as a writer and researcher in the field of social work.
- Provide readers access to your sources.

Make clear where your ideas end and another's begin. Whether you are quoting, summarizing, or paraphrasing in your own words, you *must* cite your sources. Even if you do not intend to plagiarize, if you do not properly cite your sources, you have plagiarized.

Some Tips

Questions to Ask of Your Draft

As you write and receive feedback on your papers, consider asking the following questions (not all questions are applicable to all types of assignments):

- Does my paper reflect a social work approach? Is it informed by the field's concepts and values?
- Does my paper accomplish the task described in the assignment? For example do I move beyond reporting and describing in response to an assignment that asks me to analyze or evaluate?
- Is my paper clear and to the point, avoiding unnecessary information and showy phrasing?
- Do I use evidence that is grounded in the reading or in observable, collected data? Do I include only those details that are relevant to the purpose of the piece of writing?
- Do I distinguish my ideas from those of the authors/theories/articles I discuss? Do I make clear where others' ideas end and where my ideas begin?
- Do I waste space on excessive summary of sources? Do I make purposeful choices about when to summarize, paraphrase, and quote primary and secondary sources?
- Do I use proper formatting for my paper and in documenting sources?

Common Pitfalls to Avoid

When writing a paper for a social work course, take care to avoid the following common pitfalls:

- *Lack of an adequately complex thesis:* A good thesis moves your reader beyond a simple observation. It asserts an arguable perspective that requires some work on your part to demonstrate its validity.
- *Lack of adequate support:* A well-crafted thesis requires substantiation in the form of acceptable evidence. This may come from observations, collected data, or published research.
- *Use of personal opinion or anecdotes:* Personal opinions or anecdotes generally do not qualify as rigorous and appropriate evidence. Your personal opinion does not qualify as data.
- *Improper use of a theory or model:* If you are applying a particular theory or model, be sure you have a good understanding of this theory or model.
- *Excessive summarizing/lack of analysis:* Your task often is to move beyond summary to help a reader understand your evaluation and analysis of the text, data, client, agency, or issue.
- *Plagiarism:* Plagiarism is the use of someone else's work or ideas, in any form, without proper acknowledgement. Whether you are quoting, summarizing, or paraphrasing in your own words, you must cite your sources.
- *Use of unreliable electronic sources:* Rigorously evaluate your sources, particularly ones from the Internet. Ask who authored the information, who published or sponsored the information, how well the information reflects the author's knowledge of the field, and if the information is accurate and timely.
- *Excessive quoting:* When quoting a source in order to provide evidence, use only the relevant part of the quotation. When you establish a claim/assertion and provide textual support, be sure to explain the relationship between the quotation and the assertion. Your reader can't read your mind.
- *Shifting verb tense:* Shift verb tense only when necessary. Your writing should accurately reflect that research was performed and events took place in the past and that certain knowledge is current.
- *Passive voice:* Use active voice as often as possible. Active voice generally is more concise and lively than passive voice.

APPENDIX F

Autumn 2011 Faculty and Staff Consultations

T = Consultation on Teaching Strategies

W = Consultation on Own Writing

Date/Time	Dept.	Faculty/Staff Member	Content (Teaching or Writing?)	Location	Coverage	Participants
June 8 10:45	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
June 9 12:15	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
June 13 8:50	IT	Janet Sedgley Janet.sedgley@umontana.edu	Dissertation (W)	EL 281	Kelly	1
June 14 12:30	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
June 21 10:00	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
June 22 2:30	IT	Janet Sedgley Janet.sedgley@umontana.edu	Dissertation (W)	EL 281	Kelly	1
July 6 10:45	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
July 14 9:30	IT	Janet Sedgley Janet.sedgley@umontana.edu	Dissertation (W)	EL 281	Kelly	1
July 14 10:30	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
July 18 4:00	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
Aug. 3 1:30	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1

Aug. 15 9:30	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
Sept. 6 11:00	FIG	Grace Yon Grace.yon@umontana.edu	Assignment Design/Progression (T)	LA144	Jake	1
Sept. 6 10:30	ECON	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Article Manuscript (W)	EL 281	Kelly	1
Sept. 9 4:15	ECON	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Article Manuscript (W)	LA 144	Kelly	1
Sept. 13 3:30	ECON	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Article Manuscript (W)	LA 144	Kelly	1
Sept. 13 11:00	CSCI	Yolanda Reimer and Blaine (TA) Yolanda.reimer@umontana.edu	Feedback on 1 st assignment (T)	SS 411	Jake	2
Sept. 13 2:00	CSCI	Yolanda Reimer and Blaine (TA) Yolanda.reimer@umontana.edu	Feedback on 1 st assignment (T)	SS 411	Jake	2
Sept. 14 9:00	FIG	Lindsey Appell Lindsey.appell@umconnect.umt.edu	Assignment Design (T) Informal Writing Ideas	EL 281	Kelly	1
Sept. 14 4:00	WRIT TAs	Rick Kmetz Rick.kmetz@mso.umt.edu	WRIT 101 Research Log (T)	LA 233	Kelly	15
Sept. 15 2:30	SOC	Teresa Sobieszczyk Teresa.sobieszczyk@mso.umt.edu	Working with First-year graduate students (T)	Buttercup	Kelly	1
Sept. 16 1:30	CSCI	Alden Wright Alden.wright@umontanae.du	Feedback on 1 st Assignment (T)	SS407	Jake	1
Sept. 19 5:00	ECON	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Article Manuscript (W)	LA 144	Kelly	1
Sept. 22 5:00	ECON	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Article Manuscript (W)	LA 144	Kelly	1
Sept. 23 3:45	GPHY	G. Narayanaraj Ganapathy.narayanaraj@umontana	Article Manuscript (W)	EL 281	Kelly	1
Oct. 5 12:00	IT	Janet Sedgley Janet.sedgley@umontana.edu	Work-related writing (W)	EL 281	Kelly	1
Oct. 17 2:45	FIG	Megan Hatcher Megan.hatcher@umconnect.umt.edu	Assignment Design (T)	EL 281	Kelly	1

Oct 19 3:30	CSCI	Yolanda Reimer Yolanda.reimer@umontana.edu	Responding to Drafts (T)	SS	Jake	1
Oct. 20 6:00	Mansfield Center	Mija Park Mija.park@umontana.edu	English Language (W)	LA 144	Tom	1
Oct. 28 12:10	Advisors	Beth Howard Beth.howard@umontana.edu	Advising Conversation: Referring Students	EL 272	Kelly	20
Oct. 31 3:30	COMM	Steve Yoshimura Steve.yohsimura@umontana.edu	Paper Feedback (W)	LA 303	Jake	1
Nov. 9 9:30	COMM	Steve Yoshimura Steve.yohsimura@umontana.edu	Paper Feedback (W)	LA 303	Jake	1
Nov. 9 4:45	HIST	Tobin Miller-Shearer Tobin.shearer@umontana.edu	Paper Feedback (W)	BreakEsp	Jake	1
Dec. 7 9:30	COMM	Steve Yoshimura Steve.yohsimura@umontana.edu	Paper Feedback (W)	LA 303	Jake	1

Spring 2012 Faculty and Staff Consultations

Date/Time	Dept.	Faculty/Staff Member	Content (Teaching or Writing?)	Location	Coverage	Participants
Dec. 21 8:30 AM	ANTH	Gilbert Quintero Gilbert.quintero@umontana.edu	Assignment Design and Writing Workshop (T)	SS 224	Kelly	1
Jan. 11 2:10	TRIO	Janet/Tammy Janet.zupan@umontana.edu	TRIO Debrief/Planning (T)	FFT	Jake/Gret chen/Broo klyn	2
Jan. 17 2:00 PM	SOC	Rob Balch Robert.bach@umontana.edu	Assignment Design (T) Workshop Design	EL 281	Kelly	1
Jan. 27 2:00 PM	ECNS	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Manuscript (W)	LA 144	Kelly	1

Feb. 8 9:30 AM	SWK	BSW Faculty Committee Danielle.wozniak@umontana.edu	Writing Center-Social Work Collaborations (T)	JRH 19	Kelly	4
Feb. 10 3:15 PM	UAC	Carol Bates CBates@mso.umt.edu	NACADA article (W)	EL	Kelly	1
Feb. 16 3:30 PM	FOR	Libby Khumalo Libby.khumalo@umontana.edu	Assignment Design (T)	CLAPP 420	Kelly	1
Feb. 21 9:00 AM	SOC	Rob Balch Robert.balch@umontana.edu	Reading set of student papers (T)	EL 281	Kelly	1
Feb. 22 8:30 AM	UAC	Carol Bates & Shannon Jansen CBates@mso.umt.edu	NACADA article (W)	EL 281	Kelly	2
Feb 27 11:00 AM	UAC	Carol Bates & Shannon Jansen CBates@mso.umt.edu	NACADA article (W)	EL 281	Kelly	2
Feb. 28 11:30 AM	IT	Janet Sedgley Janet.sedgley@umontana.edu	Staff document (W)	LA 144	Kelly	1
Mar. 22 2:00 PM	ECNS	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Manuscript (W)	LA 144	Bri	1
Apr. 13 3:30 PM	ECNS	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Manuscript (W)	LA 144	Kelly	1
Apr. 19 12:00 PM	UAC	Shannon Janssen Shannon.janssen@umontana.edu	Abstract (W)	EL 281	Kelly	1
Apr. 23 5:00 PM	GLI	GLI Faculty Arlene Walker-Andrews	Including the Writing Center in Course Planning (T)	UH 004	Kelly	13
Apr. 25 11:30 AM	ECNS	Sakib Mahmub Sakib.mahmub@mso.umt.edu	Manuscript (W)	LA 144	Kelly	1
May 9 4:00 PM	SOC	Sociology Faculty and TAs Daisy.rooks@umontana.edu	Designing Writing Assignments Preventing Plagiarism (T)	SS Sem Room	Kelly	12
May 17 2:00	PHARM	DIS—School of Pharmacy Sherrill Brown	Feedback on Student Writing (T)	Skaggs 219	Jake	2

APPENDIX G

ASCRC Writing Committee Recommendation on Writing Assessment Practice at The University of Montana

Based on the findings of the Spring 2010 ASCRC Writing Committee Report on Writing Assessment Practice at UM, and at the request of ASCRC to make a specific recommendation based on our study, the Writing Committee (WC) offers the following recommendation regarding the Upper-Division Writing Proficiency Assessment (UDWPA) at The University of Montana. The WC recommends discontinuing the UDWPA and implementing writing program assessment in its place. Program assessment is a contextualized form of assessment that can be scaled and shaped locally to address questions and issues that matter to faculty. This recommendation endorses a proven method for studying writing instruction at UM and for effectively devising ways to address it through student learning opportunities.

Rationale for Discontinuing Large-Scale Individual Writing Assessment

The UDWPA is classified as large-scale individual student assessment. A student's individual performance on a test is used to make a high-stakes decision about his or her academic progress. We recommend discontinuing this kind of writing assessment altogether because it lacks validity and efficacy as an assessment tool. The use of UDWPA test scores to make decisions about a student's progress is not grounded in a current, sound theoretical foundation regarding the teaching and learning of writing. More specifically, the UDWPA **does not**

- Help students to produce rhetorically effective writing.
- Accurately reflect a student's overall writing ability.
- Improve teaching or learning. It focuses on gating students not guiding student learning.
- Align with writing course outcomes at UM (including WRIT 095, WRIT 101, Approved Writing Courses or the Upper-Division Writing Requirement in the Major).
- Align with our accrediting body's focus on using assessment to evaluate and improve the quality and effectiveness of our programs (see <http://www.umt.edu/provost/policy/assess/default.aspx>).

In addition, large-scale individual student assessments that might more accurately reflect the complexity of writing and the conceptual framework that informs UM's writing course outcomes, such as portfolio assessment, are quite simply cost prohibitive.

Program Assessment

We offer a brief definition and description of program assessment to introduce this method of assessment to members of ASCRC and the wider campus community. The overall aim of program assessment in the context of writing instruction at UM is to improve the quality of student writing by improving the writing program (*note*: We define writing program here as the writing-related instruction that the WC oversees. The WC is charged with designing and assessing the Approved Writing Courses and the Upper-Division Writing Requirement in the Major, and with supporting the Writing Center.).

Definition

Program assessment is “the **systematic and ongoing** method of **gathering, analyzing and using information** from various sources about a program and measuring program outcomes in order to **improve student learning**” (*UFC Academic Program Assessment Handbook* 3). In short, program assessment allows for the gathering of available, relevant information in response to locally constructed questions about student writing or writing instruction that will influence decisions about how programs and student learning can be improved.

The characteristics of program assessment valued by the WC include the following:

- Because program assessment is formative, it focuses on studying (aspects of) programs to improve and modify them accordingly. Focused on answering specific questions, program assessment results in qualitative and/or quantitative data to shape appropriate next steps.
- Because program assessment is contextualized, it can be scaled and shaped locally to address questions and issues faculty care about. This allows for assessment practices that are responsive to the values and expectations defined not only by the institution but also by varied academic departments.
- Because program assessment focuses on studying the efficacy of learning outcomes, it aligns with the current writing course guidelines for Approved Writing Courses and the Upper-Division Writing Requirement in the Major.

Program assessment is a recursive process:

- Articulate a program’s mission and goals,
- Define relevant student outcomes and select outcome(s) for study,
- Develop assessment methods that address the outcome(s),
- Gather and analyze data (qualitative or quantitative),
- Document the results,
- Use the results to improve student learning by strengthening the program.

Writing Program Assessment at UM

As a contextualized form of assessment that can be scaled and shaped locally to address questions and issues faculty value, program assessment at UM could take several forms. This flexibility means that faculty would articulate their writing related values and expectations in particular contexts and would shape questions that could be answered through the systematic collection of quantifiable data. In all of these contexts, program assessment practices would be ongoing opportunities to promote faculty engagement in conversations about writing instruction.

Starting with an inventory of what assessment-related information and processes already are in place, writing program assessment at UM would take advantage of existing tools and processes. For example, UM’s laudable writing curricula that require students to write throughout their academic tenures are currently positioned for program assessment. The Approved Writing Courses and the Upper-Division Requirement in the Major now utilize sets of carefully defined learning outcomes. In addition, WRIT 095, WRIT 101, and WRIT 201 (under the guidance of the Basic Writing Director and the Director of Composition and with the support of their respective departments) also utilize

carefully defined learning outcomes and are likewise poised to embark on program assessment projects. Conducting program assessments of outcomes-based writing courses across campus could provide the basis for better understanding the varied ways in which teaching supports student writing and of the extent to which students are meeting these outcomes as demonstrated in their written work. Assessment methods may include:

- Studying culminating assignments in capstone courses,
- Conducting content analysis of student writing, such as final research papers or reflective essays, to assess student writing samples,
- Analyzing curriculum, including reviewing course syllabi, textbooks, and writing assignments, to assess the effectiveness of instructional materials,
- Organizing focus groups of department faculty and/or students to collect data about the beliefs, attitudes and experiences of those in the group to gather ideas and insights about student writing and writing instruction,
- Collecting institutional data on writing courses or using other university assessments, like NSSE (National Survey of Student Engagement), to consider writing data.

Such program assessments would allow us to articulate and reinforce discipline-specific expectations and would enable us to learn about our students' patterns of writing strengths and weaknesses, identifying them using collected evidence rather than relying on anecdotes. Ultimately, this gathered information would shape future steps to support instructional development and student learning.

Additional Options for Improving the Quality of Student Writing through Writing Instruction at UM

Formative program assessment at UM would allow us to better understand how we can improve the quality of student writing through instruction. Program assessment's primary value, then, would be in its ability to gather and analyze data in order to make decisions about appropriate strategies for improving student writing. For example, the WC imagines a number of options that might grow out of program assessment:

1. Create a 100 or 200-level writing course as a second general education writing requirement to replace the current Approved Writing Course. Such a writing course could give students an opportunity to learn strategies for writing in the disciplines (broadly conceived as social sciences, humanities, technical writing) by reading in the genres. In addition, such a course would serve as a bridge between WRIT 101 College Writing I and the Upper-Division Writing Requirement in the Major.
2. Create more rigorous writing requirements for the Approved Writing Course and Upper-Division Writing Requirement in the Major.
3. Require students to take more than one Approved Writing Course or Upper-Division Writing Requirement in the Major.
4. Offer additional writing related workshops and resources tailored to faculty teaching goals and student learning needs.
5. Create a Center for Writing Excellence to support faculty and students in writing instruction and learning to write in different contexts at UM.

APPENDIX H

Institutional Assessment: The Writing Center April 14, 2012

I. Summary

The Writing Center

As a University hub for campus conversations about writing, the Writing Center administers programs to help undergraduate and graduate students in all disciplines become more independent, versatile, and effective writers, readers, and thinkers. Writing Center tutors engage students in structured discussions about writing, challenging them to develop as writers and thinkers who contribute to local and global conversations. Focused on the development of the writer, tutors help students to recognize their strengths and weaknesses as communicators and to practice strategies appropriate to various writing contexts.

The Writing Center also collaborates with faculty to positively impact student performance. These collaborations include delivery of discipline-specific writing workshops across the curriculum and professional development opportunities such as workshops on how to design writing assignments and how to provide students with effective feedback on their writing. In an effort to support all writers at The University of Montana, the Writing Center also supports faculty and staff writers by providing one-to-one consultations on their professional writing projects.

Strategic Issues and Objectives Addressed by Writing Center Programming

The Writing Center's programs address the following Strategic Issues and objectives. Section II describes the Writing Center's contribution to each of these strategic objectives.

- Partnering for Student Success
 - Transitioning to college
 - Engaging students
 - Strengthening student support
 - Emphasizing faculty and staff development
- Education for the Global Century
 - Strength in foundational academic programs
 - Discovery and innovation through graduate education
- Discovery and Creativity to Serve Montana and the World
 - Enhance contributions by faculty and students through research

Highlighted Results from 2011

The Writing Center's on-going assessment activities indicate an increase in undergraduate student, graduate student, and faculty demand for Writing Center services. Results indicate that the Writing Center successfully is meeting this growing demand and doing so in a way that addresses diverse student and faculty needs. Student and faculty perceptions of Writing Center services indicate that the campus community is deeply engaged in critical writing practices, that students and faculty see value in Writing Center programs, and that University resources are being marshaled to support student success.

Section IV further explains the results briefly summarized below.

- Facilitated over 4,000 30- to 60-minute one-to-one undergraduate and graduate student tutoring sessions.
- Tutored students writing in 55 different academic areas.
- Facilitated 120 discipline-specific, in-class writing workshops for over 2,000 student participants.
- Facilitated 46 faculty and staff consultations.

- Embedded small group Sidecar Project tutoring into 5 writing-intensive courses at the 100, 200, 300 and 400 levels.
- Made over 9,362 instructional contacts with students to support their development as writers.

II. Relationship to Strategic Issues: Writing Center Programming

Partnering for Student Success

The following Writing Center programs promote achievement of key Partnering for Student Success Strategic Issue objectives. These programs increased undergraduate and graduate student use of one-to-one writing tutoring, increased the number of students reached through writing workshops, and increased faculty commitment to delivering effective writing pedagogy.

These programs support student retention by directly strengthening students' ability to read, write, and think in an academic context and by enhancing faculty members' ability to support student writers.

Programming for students:

- Tutoring: Undergraduate and graduate student face-to-face and online tutoring **strengthen student support** in the areas of critical thinking, reading, and writing. Tutoring also serves to help first-year students **transition to college** writing expectations.
- TRiO Writing Mentorship Program: This program engages TRiO students by providing them with timely **student support** and making clear how to **transition to college** writing expectations.
 - Workshops: Writing workshops across the curriculum provide discipline-specific **student support** in writing.
 - Sidecar Project: The Sidecar Project engages students in the context of their courses by providing discipline-specific small-group **student support** in writing over the course of a semester.
 - Writing in the Disciplines Project: The Writing in the Disciplines Project provides students with **student support** resources available online. These resources are collaboratively designed by academic departments and the Writing Center staff.
 - KPCN/Writing Center Video: The Writing Center video serves to **engage students** through a dynamic medium and by emphasizing key features of college writing, thereby serving students' **transition to college** writing expectations.

Programming for faculty and staff:

- One-to-one Teaching Consultations: Writing Center consultations with faculty **emphasize faculty development** by providing individualized feedback and guidance on writing assignment design and response, and by providing ideas for incorporating writing—both graded and non-graded—into courses across the curriculum.
- Professional Development Workshops: Writing Center workshops **emphasize faculty development** by helping faculty learn to use writing to enhance student learning in any course.

Education for the Global Century

The following Writing Center programs promote achievement of key Education for the Global Century Strategic Issue objectives. These programs increased graduate and international student use of one-to-one writing tutoring. These programs also supported the University's Global Leadership Initiative by embedding writing workshops across the GLI seminars. These programs support the student retention by **strengthening foundational academic programs** such as the first-year GLI seminar and by supporting **discovery through graduate education**.

Programming for students:

- Graduate and International Student Programing: One-to-one and small-group writing tutoring meets unique international and graduate student needs and engages students in interdisciplinary problem-solving conversations focused on writing.

Programming for faculty:

- Global Leadership Initiative Support: In-class workshops tailored to GLI seminar writing assignments and interdisciplinary big questions, supports students' development as critical thinkers in a global context.

Discovery and Creativity to Serve Montana and the World

The following Writing Center programs promote achievement of key Discovery and Creativity to Serve Montana and the World Strategic Issue objectives. These programs promote and support student and faculty research, scholarship, and creative work by providing students and faculty with the tools necessary to communicate their work. These programs help to **enhance contributions by faculty and students through research**.

Programming for students:

- Research Portfolio Honors College Seminar: The Writing Center's for-credit course (HC 320E) offered through the Davidson Honors College supports undergraduate students completing independent research projects in the natural and physical sciences, social and behavioral sciences, arts, and humanities. In addition to providing students with guidance as they communicate their research in writing, the course coaches students in presentation techniques for the UMCUR and NCUR settings.

Programming for faculty and staff:

- Faculty and Staff Writing Consultations: Writing Center consultations with faculty and staff provide feedback and guidance how to communicate research projects through writing and for a variety of audiences.

III. Indicators and Assessment

The Writing Center is engaged in a number of on-going assessment procedures. These formative assessment practices inform the Writing Center's efforts to marshal resources to positively impact student retention. The following types of assessment practices currently are a regular part of the Writing Center's assessment cycle.

- Student Tracking: The Writing Center uses an Access database, which is connected to Banner, to track student use of writing tutoring and to store important information from each tutoring session. This information also is connected to Hobson's Retain, a system that allows for targeted communication with students. The Writing Center tracks the following attributes for each tutoring session:
 - Major
 - Class
 - Key Cohorts (e.g., international student, COT student, TRiO student)
 - Course for which the student is writing
 - Referrals
 - Areas of focus during the tutoring session (global and local writing issues)
 - Location
 - Tutor
- Student Surveys: The Writing Center invites all student Sidecar Project participants to complete a comprehensive survey aimed at assessing students' understanding of the role of revision. These surveys also assess students' perception of their own development as writers during the course of the Sidecar experience.
- Faculty Surveys: The Writing Center asks faculty who participate in the Sidecar Project and who collaborate with the Writing Center through other in-class workshops to complete a survey aimed at assessing the strengths and weaknesses of the collaboration as perceived by the faculty member.
- Tutor Observations and Evaluations: Professional and graduate student tutors in the Writing Center participate in an on-going observation and evaluation cycle. Tutors observe their colleagues and complete observation forms for each observation. These forms are then used to facilitate discussions about best practices and to inform the tutor evaluation process.
- TRiO Student Survey: In partnership with TRiO Student Support Services, the Writing Center asks all students who participate in the Writing Mentorship Program to complete a survey aimed at encouraging the student to both reflect on his or her own writing strengths and weaknesses and aimed at collecting student perceptions of the experience.

IV. Results

The following numbers represent results from Spring 2011-Autumn 2011.

- Student demand for one-to-one tutoring continues to increase.
 - Facilitated over 4,000 60- to 30-minute undergraduate and graduate student tutoring sessions.
 - 23% with freshmen
 - 16% with sophomores
 - 16% with juniors
 - 28% with seniors
 - 10% with graduate students
 - 7% with other
- International student demand for one-to-one tutoring continues to increase.
 - Facilitated over 700 tutoring sessions with international students.
- Graduate student demand for one-to-one tutoring continues to increase.
 - Facilitated over 400 tutoring sessions with graduate students.
- Student demand for writing tutoring in the context of courses across the disciplines continues to increase.
 - Tutored students writing in 55 different academic areas.
- Faculty demand for in-class writing workshops continues to increase.
 - Facilitated 120 discipline-specific in-class writing workshops for over 2,000 student participants.
- Faculty demand for one-to-one consultations on their teaching, and faculty and staff demand for one-to-one consultations on their own writing continue to increase.
 - Facilitated 46 faculty and staff consultations.
- Students and faculty who participate in Sidecar Projects express satisfaction and a desire for additional opportunities to embed small-group tutoring into courses.
 - Embedded small group Sidecar Project tutoring into 5 writing-intensive courses at the 100, 200, 300 and 400 levels.
- Students who participate in the Sidecar Project saw value in the experience and made significant revisions to their papers.
 - 92% strongly agreed or agreed that Sidecar sessions were helpful as they wrote their papers.
 - 100% strongly agreed or agreed that Sidecar sessions helped them better understand the expectations of the instructor and assignment.
 - 100% made changes in their papers as a result of the feedback they received during Sidecar sessions.
 - 100% made major revisions (overhaul of ideas, started over, re-visioned the essay) and/or mid-level revisions (organization, further development of existing points).
 - 92% strongly agreed or agreed that the opportunity to give feedback and receive feedback from peers was helpful.
- Overall instructional contacts continue to increase.
 - Made over 9,362 instructional contacts with students to support their development as writers.
- Tutors need additional training opportunities around discipline-specific writing conventions and the needs of English Language Learners.
- TRiO students who participate in the Writing Mentorship Program become more confident in their ability to write in an academic context and are more likely to use the Writing Center as a resource throughout their time at the University.

V. Recommendations

- Continue partnerships with faculty in the academic departments to deliver discipline-specific writing workshops in the context of specific courses and writing assignments.
- Continue to provide faculty with professional development opportunities. Plan and deliver new workshops on how to incorporate and assess writing in courses across the curriculum.
- Expand Sidecar Project collaborations to all Colleges.
- Build a more robust relationship with the Global Leadership Initiative by providing support to GLI seminar faculty and to GLI students throughout their academic tenures at the University.
- Revise writing tutoring by-appointment and drop-in hours to ensure resources are marshaled to support our most high-demand hours.
- Provide increased infrastructure to handle growing demand from graduate and international students.
- Develop new tutor training opportunities to ensure on-going professional development.
- Continue partnering with TRiO Student Support Services to provide the Writing Mentorship Program.