

2014-15 Annual Report UCF University Writing Center (UWC)

The following are selected highlights from the work of the University Writing Center during 2014-15.

Mission

The UWC's mission emphasizes *learning*, both for writers seeking help and for the peer tutors who assist them:

The University Writing Center has a dual mission. One goal is to provide individual and small-group writing support to UCF students, faculty, and staff from first-year to graduate in every discipline. Our purpose is not merely to fix papers or to make better writers, but to teach writers strategies to understand and to navigate complex situations for writing, both in and outside the University. A second goal is to provide peer consultants with a rich teaching and learning experience via ongoing education and professional development in writing center research, theory, and practice.

Highlights

- Based on a research project and proposal written by Texts & Technology PhD students Brandy Dieterle and Landon Berry, the UWC designed, implemented, and began promoting a new digital workspace for individuals and small groups to work on digital projects, presentations, and multimodal compositions. This initiative signals a move from conventional Writing Center to Multiliteracies Center.
- Collaborated with Pavel Zemliansky, Director of the WAC program, and Steffen Guenzel, WAC Coordinator, to continue disciplinary tutoring in the Chemistry Tutoring Lab.
- Awarded the second “Atkins Award for STEM Writing Excellence” to undergraduate peer consultant and psychology pre-med. major, William Butler.
- Promoted a new scholarship to cover the costs of in-state tuition, fees, and books for STEM majors to enroll in ENC4275, the required tutor-education course for novice peer consultants.
- Revised program assessment plan to target four specific tutoring practices, which previous assessment results identified as troublesome for tutors.
- Expanded collaboration with the SOAR Summer Bridge program to provide 270 twice-weekly small-group tutoring sessions to SOAR students enrolled in ENC 1101 and SLS 1501 during Summer B.
- Collaborated with the Global Achievement Academy (GAA) to provide a Graduate Teaching Assistantship and education to a graduate student to tutor part-time in the UWC and part-time in the GAA.

Faculty and Staff

- Hired a new Academic Support Services Coordinator, Mariana Chao, and a new

Assistant Director, Dr. Mary Tripp.

- UWC Orlando employed and educated 43 consultants, undergraduate and graduate students from 20 majors across the curriculum.
- The EFSC-UCF Writing Center employed two writing instructors as tutors.
- The DSC-UCF Writing Center employed nine professional tutors, including one designated UCF Writing Specialist, Janson Jones.

Use

- Graphs comparing use to the previous academic year, by semester:
 - [Summer](#) 2013/2014
 - [Fall](#) 2013/2014
 - [Spring](#) 2014/2015
- Provided over 14,000 writing consultations for students, faculty, and staff from first-year to graduate across the disciplines:
 - Orlando: 7,613 consultations with 5,910 contact hours from 3,335 unique students.
 - EFSC-UCF: 338
 - Daytona State-UCF: 6,288 consultations; 15,925 total visits with 17,555 contact hours from 3,482 unique students; 89 workshops. UCF students can now utilize the DSC-UCF Writing Center resources (including consultations) at any of multiple DSC sites, including the DSC DeLand, New Smyrna, Flagler-Palm Coast, and Deltona.
- Provided more than 1,500 consultations to nearly 500 graduate students across the disciplines.
- Provided 448 online consultations via Adobe Connect.
- Provided 40 disciplinary writing consultations.
- Offered tutoring in multiple locations, including the main Orlando location in Colbourn Hall, two sites in the Hitt Library, the Rosen College of Hospitality Management Library, the Chemistry Tutoring Lab, and the joint Regional Campus Writing Centers at Eastern Florida State College and Daytona State College.

Outreach & Promotion

- Offered more than 300 presentations and writing workshops for classes and a variety of campus events.
 - Mary Tripp offered workshops for faculty on exploring primary research methods for ENC1102 and on teaching writing online.
 - Mark Hall designed a workshop on writing personal statements for medical school for students in the UCF PRIME STEM Project.
- Consulted with Glenridge Middle School, Orlando, FL. and Bernice Johnson on designing a middle school writing center.
- Continued to promote the UWC via its Facebook page. To that end, a new committee of peer consultants composed daily updates. At the end of the year, the page had 481 likes and a rating of 5.0/5.0.
- Undergraduate consultant Andres Gonzalez designed a database of

frequently-used tutoring resources. He then presented this work at the International Writing Centers Association (IWCA) conference.

- Mary Tripp collaborated with the UWC marketing team to develop new posters and recruitment cards to distribute across campus. Our classroom PowerPoint presentation was also revised.
- Mary Tripp collaborated on QEP proposal “uC4F” to incorporate peer research coaches in undergraduate courses.
- Engaged Richard Lee, Ed.D. student in Organizational Learning & Leadership at Barry University, to conduct an external program assessment of the UWC. This ADDIE assessment included 5 phases: Analysis, Design, Development, Implementation, and Evaluation. Recommendations from this project aimed at improving the UWC’s marketing and promotion efforts. Lee completed his dissertation detailing this project in Dec. 2014.
- With funding provided through a grant written by Mary Tripp, five graduate peer consultants, Somaily Nieves, Garrett Arban, Stephanie Livigni, Brandon Hopkins, and Emily Proulx, worked with students in Dr. Tripp’s ENC 1102, Matt Bryan’s ENC 1101 and 1102, Dr. Rovito’s HSC 4730, and Dr. Garcia’s SPW 4604 courses as writing/research coaches.
- Joined the UCF Downtown Campus Student Academic Support Services Committee to contribute to the design of a Writing Center and a Community Literacy Center at the new Downtown Campus.
- Mary Tripp has taken the lead to collaborate with CAH Tech to revise and update the UWC website, which we expect to launch August 2015.

Efforts toward Diversity & Inclusion

- Hosted 270 small-group consultations with SOAR (first-time in college students in need of academic support).
- UWC became a pilot location, with training for all UWC staff from Disability Services for Read and Write Gold Literacy software.
- Designed and delivered a semester-long tutor education seminar with readings, assignments, and strategies for tutoring multilingual writers.
- 5 students developed inquiry projects on tutoring multilingual writers, and 2 students developed inquiry projects on tutoring students with learning disabilities.
- Collaborated with Knights Academic Resource Services (KARS) university working group to coordinate academic support services across campus and to design new print and digital promotions: <http://kars.sdes.ucf.edu/>.
- Mary Tripp and Mark Hall participated in discussions with DWR’s Multilingual Reading Group.

Tutor Education & Professional Development

- Based on UWC program assessment findings, revised ENC 4275/5276: Theory & Practice of Tutoring Writing, the required course for novice undergraduate and graduate peer consultants.
- The Fall 2014 weekly tutor-education seminar for experienced peer consultants was revised to focus on tutoring multilingual writers. Also included were multiple

- video observations conducted by peer consultants throughout the semester and written reports, each focused on enacting specific valued tutoring practices.
- Weekly seminar was further enhanced by the design and implementation of a new Canvas Webcourse.
 - In Spring 2015, UWC Orlando consultants developed and presented research projects as part of the tutor-education seminar. Small groups: 1) identified an issue in writing center studies that interested them, 2) conducted a literature review to learn more about the issue from multiple perspectives, and 3) gave research presentations in which they taught their peers about the issue and recommended changes to UWC practices based on the research evidence.
 - GTA Megan Lambert worked to catalogue a new collection of video recordings of tutoring consultations for tutor education. When this archive is complete, UWC will have easy access to a library of video clips showing tutors enacting specific valued practices in authentic consultations, which will have multiple applications in tutor education.

Research

- Funded 15 peer writing consultants and 4 administrators to attend the International Writing Centers Association (IWCA) conference in Orlando, FL.
- Lambert, Megan. "Opportunities for Learning: Understanding the Role of Resources in Tutoring Sessions. CCCC Tampa, FL. 20 Mar. 2015.
- Hassan, Komysa. "Meaning Making at the Intersection of Literacies." CCCC Tampa, FL. 19 Mar. 2015.
- Clement, Nicolette Mercer. "Risks, Writing, and Recursive Learning: the Role of Writing's Threshold Concepts in Navigating 'Risky' Transitions." CCCC Tampa, FL. 19 Mar. 2015.
- Hall, R. Mark. "Writing Center Program Assessment: Risks and Rewards of Observing Tutors ." CCCC. Tampa, FL. 19 Mar. 2015.
- Tripp, Mary. "Assessing the Effectiveness of Peer Research Coaches." Research Network Forum. CCCC 17 Mar. 2015.
- Tripp, Mary. "From Workshop to Reality: Pedagogical and Discipline-Specific Factors Influencing the Selection of 'Research Coaches' for Course-integrated Undergraduate Research." 7th Annual Statewide Symposium: Engagement in Undergraduate Research. Orlando, FL. Oct. 2014.
- Mary Tripp. "From Workshop to Reality: Undergraduate Research Coaches." *Faculty Focus*. April 2015.
- Mary Tripp (member of QEP team). "uC4f: Creativity + Critical thinking + Communication + Collaboration=future Career" *Faculty Focus on QEP*. October 2014.
- Higgins, Rachel, Brianna Williams, Elizabeth McDonald, Matt McBride, and R. Mark Hall. "Building a Writing Center Culture of Observation." IWCA. Orlando, FL. 30 Oct. 2014.
- Gonzalez, Andres, Megan Lambert, and Aleksandra Krawczyk. "Tools for Tutoring Practice: Developing a Peer-Curated Resource Catalog for Using and Sharing Resources." IWCA Orlando, FL. 31 Oct. 2014.

- Dieterle, Brandy and Landon Berry. “Questioning and Reimagining Classroom-Based Tutoring” IWCA Orlando, FL. 30 Oct. 2014.
- Block, Rebecca, R. Mark Hall, Jessica Kester, Elizabeth Barnes, and Scott Sands. “Reimagining Writing Centers as Dynamic Networks.” IWCA. Orlando, FL. 30 Oct. 2014.
- Guenzel, Steffen, Daniel Murphree, and Emily Brennan. “Embedding a Writing Consultant in a U.S. History Course: Three Perspectives.” IWCA. Orlando, FL. 31 Oct. 2014.
- Hall, R. Mark. “Writing Assignments to Enhance Student Learning.” UCF Faculty Center for Teaching & Learning (FCTL) Summer Conference, May 2014.

Grants

- Course-Integrated Research in Undergraduate Programs. UCF Office of Undergraduate Studies. \$7000 for research and writing coaches in undergraduate courses. co-PI Mary Tripp with Linda Walters (Biology), Martha Garcia (Spanish), Michael Rovito (Health Sciences), Amanda Anthony (Anthropology).