

# TLC Newsletter



## Message from Jenny Quinn, Interim Director

Spring is a time for growth and renewal; the TLC is no exception. Since February, the professional staff and I have worked together to clarify our mission. I share it with you now:

*The TLC supports the development of all UW Tacoma students into self-directed, lifelong learners on their pathways to academic success and beyond.*

With student needs as our motivation, we are eager to test new ideas and partnerships. Chip and Dan Heath, authors of *Decisive: How to Make Better Choices in Life and Work*, call this “ooching”—my favorite new word. By trying small changes, we can determine if what we intend is a good thing or not.

Current TLC ooches include:

- Dramatically increasing the available drop-in hours for writing consultations (from 9 am-6 pm M-Th and 9 am-3 pm F), so all students, even those who leave things to the last minute, can have access to TLC resources.
- Tripling online writing consultations during the weekend.
- Welcoming faculty (including part-time lecturers) to share our space for office hours. Connecting directly with those faculty while here helps TLC tutors better support the faculty members’ classes.



Are you perhaps interested in improving UWT students’ writing but don’t have time to make writing practice part of your course? Consider ooching with us and pilot a “TLC draft-to-final-submission” workshop.

*Interested in learning more? I hope to hear from you directly.*

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## Open House Attracts Instructors, Librarians, Administrators

Thank you to all who came to our open house!

Jenny Quinn extended a special invitation to all instructors to share ideas and refreshments on April 1 in the TLC on the 2nd floor of the Snoqualmie building.

Instructors and others came to tour the space, meet our staff, peruse our resources, and discuss opportunities for collaboration. Come see us again soon!



## Mathematics and Statistics Support Workshops

*Do you have outstanding students to recommend as quantitative tutors? We consider applications from students on a rolling basis.*

Quantitative Course Support workshops provide students with weekly group sessions led by Instructional Consultant Su-Miao Lai and Lead Tutor Julian Atencio.

Please encourage your students to attend a workshop or inquire about other kinds of support.

The complete list of TLC workshops is available [here](#).

**TMATH 110** Statistics  
Tues. 2-3pm & Thurs. 11am-12pm

**TMATH 116** Precalculus II  
Wed. 12:30-1:30 pm

**TMATH 120** Precalculus  
Mon. 11am-12pm

**TMATH124** Calculus  
Mon. 10-11am

**TCSS321** Discrete Structures I  
Wed. 2-3pm

**TMATH 390** Probability & Statistics in Engineering & Math  
Thurs. 3:30-4:30pm

**TBUS 301** Quant. Methods  
Fri. 11am-12pm

## Science Support Workshops



The TLC has science & other textbooks for student use.

Science Course Support workshops provide students with weekly group sessions led by Instructional Consultant Carly Gelarden and Tutor Rachael Hupp.

Please encourage your students to attend a workshop or inquire about other kinds of support.

The complete list of TLC workshops is available [here](#).

**TESC 151** Chemistry II

Monday 4-5pm

Tuesday 10:30-11:30am

**TESC 161** Chemistry III

Wednesday 11:30am-12:30pm

## More Drop-In and Weekend Hours for Writing Consultations

*¡Hola y Bienvenidos!*

*We continue to hold Spanish conversation hour in the TLC every Wednesday from 12:30-1:30pm.*



With 16 peer and professional writing consultants on staff, **the TLC is offering 240 hours of writing consultations per week.**

This number exceeds the hours that have been offered during Fall quarters, historically our busiest time of the year.

We hope that increasing availability will better meet students' needs and provide useful data for determining future coverage.

### DROP-IN

*Students do not need an appointment.*

9am-6pm Monday-Thursday

9am-3pm Friday



### WEEKEND

*Online "e-Tutoring" only*

16 hours available

Saturday & Sunday

Morning & Afternoon

## TLC Professional Staff Hold Teaching Appointments in IAS

In Winter Quarter, Instructional Consultant **Su-Miao Lai** taught **TMATH 124: Calculus with Analytic Geometry I**.

Su-Miao likens her course to “brain exercise”—and a key way that students can solve “a wide variety of problems in science, medicine, business, and other professions.”



In Spring Quarter, Writing Coordinator **Jeff Fitzgerald** will teach **TWRT 311: Writing Center Theory**.

*Did you know?* Several of the students in Jeff’s classes go on to become writing consultants in the TLC. TWRT 311 gives them the knowledge and insight to work well with diverse student-writers.

In Spring Quarter, Instructional Consultant **Carly Gelarden** will teach **TCORE 122: Fifty Shades of Green: Exploring the Diverse Ecosystems and Natural Resources of Washington State**.

Carly says wetlands are her favorite ecosystem because of the vital ecological functions they serve, like cleaning water and providing necessary habitat for migratory birds.



*TLC professional staff engaging with UW Tacoma students in the classroom—especially by serving as a course lecturer—improves everyone’s experience and expectations in the Center.*

-Jenny Quinn

## TLC Presentations & Publications Contribute to Scholarly Community

Our writing expertise and other skills play a critical role in helping us successfully tutor writing in unfamiliar subjects. According to TLC Instructional Consultant Ruiming Cash and TCC colleagues, writing consultants must be mindful of teaching students transferrable skills in addition to helping improve individual assignments. **Ruiming presented “How to bridge tutoring writing and content?” at this year’s Northwest Tutoring Center Conference** in February. Jeff Fitzgerald and Carly Gelarden also attended the conference.

How can teachers help students with writing through their response strategies? In **“Responding to Student Writing,” English Language Consultant Kelvin Keown co-led a faculty workshop** with Director of Writing Dr. Asao Inoue. Kelvin and Asao presented perspectives from the fields of linguistics and composition studies and facilitated a collaborative activity for faculty.

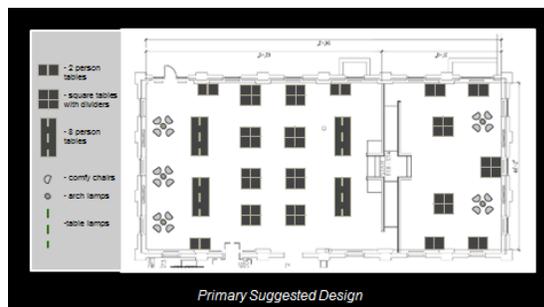
More contributions by TLC staff:

- Kelvin presented “Supporting International Students” with Akane Yamaguchi, Assistant Director of International Student Services, as part of CORE faculty development.
- Kelvin attended the annual Conference on College Composition and Communication in March. Jeff presented at the conference last year.
- Amy published “Blurring My Boundaries: Insights from Tutoring a Student with Visual Impairments” in the December 2014 issue of *Writing Lab Newsletter*.
- Kelvin has been nominated for the UW and UW Tacoma Distinguished Staff Awards.

## TLC Student Employees Improve the Campus Experience through Research

**Sophomore and Writing Consultant Brett Kenney** knows what students need to make the most of the Powerhouse Room (in the SNO building). He and three classmates from “User-Centered Design” (TWRT 350) **recently presented** ideas for a library redesign to Librarian Jennifer Sundheim and Architect Ross Johnson, among other UWT staff and administrators. After conducting surveys, interviews, and observations,

and following iterative and participatory design methods, the team recommends changes to furniture, furniture arrangement, and signage.



Brett’s team’s design for Powerhouse improvements.

Congratulations to our **Front Desk Staff member Omer Adam**, recipient of a **Rangel Scholarship** to study international affairs in Washington, D.C., this summer. Omer was one of 15 students selected out of more than 500 applicants.

**Writing Consultant Leah Montange**, in the Masters of Arts in Interdisciplinary Studies program, will participate in this year’s TacTalks and Graduate Student Showcase on May 21.



*Jennifer Quinn, PhD, Interim Director*

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### Faculty and Staff Referrals to the TLC

Referrals to the TLC are greatly encouraged. Faculty members are welcome to request verification that a student has met with a TLC tutor or consultant.

### Support for Multilingual Students and Concerned Faculty

Kelvin Keown, English Language Consultant, works predominantly with students whose first language is not English. Contact Kelvin directly (kelvin3@uw.edu) if you would like to make a student referral or meet with him for a faculty consultation.

### Support for Graduate Students and Concerned Faculty

Amy Whitcomb, Instructional Consultant, focuses on learning and applying best practices for working with graduate students in a writing support center. Contact Amy directly (amyw24@uw.edu) if you would like to make a student referral or meet with her for a faculty consultation.

### Classroom Presentations

Tutors and consultants will introduce new students to the TLC with several classroom visits this quarter. Write to [uwtteach@uw.edu](mailto:uwtteach@uw.edu) to collaborate with us on classroom instruction for special topics.

## Profile: Alan Bartlett, Part-time Mathematics Lecturer and TLC Regular

**Alan holds office hours in the TLC** almost every day. He is often surrounded by a couple or as many as ten students as he demonstrates problems on the whiteboard to explain calculus and geometry. We caught up with him after finals to **learn more about him and his work.**

**TLC:** *How would you describe your teaching philosophy?*

**AB:** I think mathematics is a language for representing abstract ideas. Learning mathematics requires practice expressing basic notions as well as developing the ability to use these to understand and solve complex problems. As an instructor, I try to emphasize how old concepts relate to new ones. I also place a great deal of emphasis on being available to students, so that they have more opportunities to practice using the language of mathematics.

**TLC:** *What about holding office hours in the TLC helps you realize that philosophy?*

**AB:** Some of my favorite moments in the TLC are when I notice students try to explain an idea I had helped them with to another student: this shows that the student has internalized the idea and is able to express it to others in a useful way. The TLC tutors are wonderful, and students benefit from being able to communicate mathematics with different people—an important part of learning any language.



**TLC:** *What was one mathematical concept that challenged you as an undergraduate?*

**AB:** I remember one of my first homework sets in college had a problem to prove that the square root of 2 was irrational; I had never done a formal proof of any kind before. Although I taught myself calculus in high school, I could not for the life of me figure out how to illustrate a simple concept like the irrationality of a number. I realized that mathematics was about more than just *computing* things; it also requires an ability to *relate* abstract concepts to understand a problem.

**TLC:** *How did you overcome that challenge?*

**AB:** When I started working in groups, my ability to tackle the more difficult problems and concepts in a course improved rapidly. I started volunteering in a math help room on campus, much like the TLC. It challenged me to rethink new ways to explain ideas to someone struggling to understand the traditional explanations. By my second year, I was taking senior level math courses, when working in groups often led the discussions and provided many of the insights.