

TLC Newsletter



Help Wanted – The TLC Looks For(ward to) New Tutors

Writing Center

This Spring, the Writing Center loses eight experienced peer writing consultants to graduation. This higher than usual rate of turnover is prompting us to revise our recruiting and training practices. It also means that faculty help in encouraging potential tutors to apply is more important than ever. The Writing Center's goal is to collect 20 applications by April 22nd.

Of course we are looking for excellent writers, but an excellent writer does not automatically make an excellent tutor. We seek attentive listeners, deep readers, and analytical, reflective thinkers. Traditionally, we have hired writing consultants with previous writing center experience or those who have completed TWRT 311, *Writing Center Theory*. Soon, an online pilot Prospective Tutor Module will engage applicants in reading, writing, and

other reflective exercises at their own pace. Online training modules will complement the shadowing that all new hires complete.

—Kelvin Keown

The TLC is hiring.

Please direct potential applicants to <http://www.tacoma.uw.edu/tlc/jobs> for position descriptions and hiring procedures.

Quantitative Center

A common misconception is that the smartest and most independent individuals are the ones best suited to be tutors.

Departing from this common thought, we at the Quantitative Center have realized that students who frequent the TLC for help tend to be excellent tutors.

Consider Arne. He was a student who spent a great deal of time at the TLC doing homework and seeking help for his science courses. As he received help, he would invite others to come to the TLC, and we observed him re-explaining concepts that he had grasped a few days before. It wasn't long until we asked him to consider applying to be a tutor. He was teachable, had good understanding of the course material but was not afraid to seek help, had natural empathy for others with questions, and truly enjoyed the course material. These are the traits we look for in quantitative tutors.

Arne's story is no longer unique. In fact, most recently we hired Megan, who had made the TLC her weekday home and would spend as much time here re-explaining and helping as she did receiving help.

—Dwayne Chambers

Inside this issue:

Quantitative Support Workshops 2

Services. Writing Consultants
Wrangle with Extended APA Review 2

Services. International Writing
Centers Week Report 3

Services. New Calculator Loan
Program 3

Congratulations. TLC student staff
graduate 3

Profile: Chemistry Lecturer Joan
Bleecker 4

New Scientific Calculator Loan Program

Students who need a scientific calculator for their classes have few options for borrowing one at UW Tacoma. With this pilot program, **the TLC offers short-term and long-term calculator loans** to students.

Currently, students can borrow a calculator at the TLC for day-of, in-center use by leaving one form of ID with a TLC receptionist. This program will continue

and be complemented by the new loan program.

Recognizing the difficulty students had in securing resources for doing their homework off-campus, the Quantitative Center created this pilot loan program to lend **TI-36x Pro calculators** to students **for work outside of the TLC**. The TI-36x is required for TMATH 110 and is useful for other math and science courses.

Short term loans are one-day only, e.g., for taking exams. Long term loans can be from two days to an entire quarter. Students must complete a loan form for TLC records but are

not required to leave any ID.

Our new program loans TI-36x Pro calculators to students.



Mathematics, Statistics, & Accounting Support Workshops

Weekly Workshops are led by Associate Director Dwayne Chambers and Quantitative Tutors Miranda Huber, Michael Wotherspoon, Damiene Stewart, and Marion Tibayan. The Weekly Study Group is facilitated by Instructional Consultant Su-Miao Lai.

The schedule is available [here](#).

Weekly Study Group

Quantitative Analysis (TBUS 310)

Weekly Support Workshops

Pre-calculus (TMATH 120)

Calculus I (TMATH 124)

Linear Algebra (TMATH 308)

Environmental Statistics (TMATH 310)

Discrete Structures (TCSS 321)

Periodic Refresher

Precalculus

Forgotten Algebra

Canvas Tips & Tricks

Environmental Chemistry (TESC 333)

Math for Economics

Microeconomics



Quantitative Tutor Marion Tibayan helps students during finals week.

Science Support Workshops

Weekly Support Workshops

Chemistry II (TESC 151)

Chemistry III (TESC 161)

Weekly Study Group

Environmental Chemistry (TESC 333)

The schedule is available [here](#).

Science Support workshops and study groups are led by Instructional Consultant Carly Gelarden and Peer Tutor Alison-Marie Johnson.

Writing Consultants Power through APA Review Challenge

Students made more than 100 consultations last quarter to get help with APA style and formatting, according to our record of student requests. Therefore, **APA resources were the focus of our winter training for peer writing consultants.** Using the *APA Manual 6th Edition* and the *APA Style Blog* at blog.apastyle.org, we familiarized ourselves with referencing conventions and exceptions. **Consultants completed six quizzes, created their own quiz, reviewed sample student essays, and revised the existing APA Citation Guide.** As a group, we normed our responses to concerns about block quotes, abbre-

viations/acronyms, multiple authors, alphabetization, capitalization, numerals, spacing, and more. We learned that we can't know everything, but **we have each other, the Manual, and the blog at hand to help.**

If you haven't perused the TLC reference sheets for APA Style, you can find the Citation Guide, Checklist, Common Questions, and Running Header sheets [here](#).

The TLC has also recently revised citation guides for MLA, IEEE, and Chicago, and posted SAM's revised CSE guide, [here](#).

Test your APA knowledge!

- 1) **True/False?** Numbers below 10 must always be spelled out in words.
- 2) Which parenthetical citation is written correctly? **A:** College students love coffee (Morrissey, 1972; Killmiester, 1977; Bart, 2015). **Or B:** College students love coffee (Bart, 2015; Killmiester, 1977; Morrissey, 1972).
- 3) **Yes/No?** If referencing a title in text, do reference page capitalization rules apply?

Answers: 1) False, pg. 112 in the Manual; 2) B, pg. 117; 3) No, pg. 101

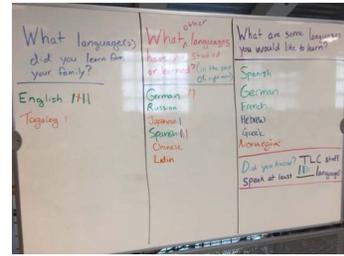
International Writing Centers Week Gets the Word Out

The TLC promoted tutoring, languages, and research with many activities. Some of our efforts are documented here—

.... from a **feature story by Margaret Lundberg** on writing and the writing center (click image below to read it) ...



...to a tally of languages learned and loved by the TLC community (11!)...



...to a poster about writing center and composition scholarship done collaboratively by all peer writing consultants (excerpted in the sidebar)...

An excerpt from our collaborative research poster, *Writing Centers are Scholarship Centers*

In our words, scholarship is important because...

...to a striking promotional video produced by student staff Mengmeng Liu and Rhoda Ayapog-maa. Click the image to view it!



"Academic scholarship on writing centers brings to light many of the issues faced by students who fall outside of the majority."

"Writing center scholarship means the pursuit of an even better understanding and application of teaching methods to promote equality and success."

"The writing center is not just an editing service; it is a place of learning and growing as a writer. Looking at the scholarship that surrounds writing centers helps to make this idea more tangible."

"It challenges dominant ideologies surrounding English and the monolingual-ism in the US, which promotes greater inclusivity and social justice within the academic institution."

-Compiled by Patrick Hardin

New Interactive, Collaborative Tool

Present information, annotate the presentation in real time, Skype in a colleague, and record the interactions for all—a new tool coming to the library and TLC is a **hub for collaborative, multimedia activity**.

The Microsoft Surface HUB is a **55" touch screen computer** (think *giant tablet*) with dual mounted cameras, a digital pen, and whiteboard software.

The HUB is useful for **in-person and virtual attendance in student workgroups, informal meetings, and structured mini-workshops**.

"The creativity of our students is boundless," says Jenny Quinn, Interim Associate Vice Chancellor of Academic Affairs. "They will find more ways than we can imagine to use this exciting tool."

The purchase and installation of three HUB units are possible with funding from Student Technology Fees.

[Learn more about the HUB](#) from Microsoft's website.



Congratulations to our Graduating Student Staff!

The TLC would not be able to offer the thousands of support hours for students if not for the **knowledge, diligence, and friendliness of our quantitative tutors and writing consultants**.

To all our graduating student staff members,



Rhoda Agyapomaa, Rahul Deshpande, Torren Nace, Courtney Harris, and Kebra Thompson are transitioning to **full-time jobs in their disciplines**.



Marinda Huber, Alison Johnson, Chelsea Vitone, and Michael Wotherspoon are starting **graduate school**.



Ella Hu, Mindy Huynh, Brett Kenney, Jane Lee, Matthew McInay, Patrick Hardin, Kayla Halseth, Arne Gratijs, and Duong Nguyen are graduating.

We are so proud of Spanish Consultant **Kayla Halseth, who was honored as a UW Tacoma Outstanding Woman!** Kayla is the mother of two and works two jobs in addition to maintaining nearly a 4.0 GPA at UW Tacoma. Years ago, she took an introductory Spanish course and became so intrigued by the language that she has since taught herself higher-level vocabulary, grammar, and conversation skills. Kayla was the only student recipient among several staff and faculty.



Jennifer Quinn, PhD, Interim AVCAA

Snoqualmie Building, 2nd For
University of Washington Tacoma
253-692-4417
uwtteach@uw.edu

 **UW Tacoma Teaching and Learning Center**

 Follow @UWTTLTC



uwt_tlc

www.tacoma.uw.edu/tlc

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, Associate Director, is trained in TESOL (Teacher of English to Speakers of Other Languages). 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 students to the TLC with several classroom visits this quarter. Write to uwtteach@uw.edu to collaborate with us on classroom instruction for special topics.

Call for Proposals from Graduate Students

TAC Talks Research Presentations & Multimedia Showcase

- **Proposals due April 20** • Public Event on May 19

More info available at <http://guides.lib.uw.edu/tactalks>

View previous TAC Talks here on [Digital Commons](#).

TAC
talks

W UW TACOMA

Profile: Joan Bleecker, Chemistry Lecturer, On Building Bonds at the TLC

Chemistry lecturer **Joan Bleecker** meets with her students and Chemistry colleagues in the TLC multiple times every week. She earned her PhD from UW Seattle for research on the biophysics of lipids. *Here's why—*

Why study chemistry?

To me it's amazing that everything I experience in my world, from being alive, to having emotions, to watching TV, is possible because the movement of trillions upon trillions of little atoms.



What do you say to students who think chemistry is super hard?

Chemistry does take a lot of work to understand. It takes practice to learn anything new, and for chemistry we're talking about the workings of all matter! So rather than saying "hard" or "easy" I tell students that chemistry takes a lot of work, and I'm not offended if students would rather put work into other things.

What's it like to watch students work together on a problem set?

It's so fulfilling! As a student, I learned difficult material more quickly and in more depth when I worked with other students. I think there is an added motivation to understand the material when you work with others; you feel accountable for someone else's learning.

How is the TLC different than the classroom for your chemistry students?

There is no way that my students could learn all of the general chemistry material just from coming to my lectures

(though I'm sure many students would like to think that they can!). The TLC gives students the physical space, the time, and the help from tutors that they need to really learn the material. My students commonly cite working with Carly Gelarden [TLC Instructional Consultant] and attending her workshops as the most helpful tools to get a better grade in my class.

As an undergraduate, did you have a chemistry professor who made an impression on you?

Yes, and it may be why I love physical chemistry so much! My first physical chemistry professor, besides being a wonderful lecturer, created online forums, called on students from the class to answer questions, and organized office hours as study groups in which we took turns answering problems on a white board. The class was difficult, but I had such a wonderful time working on challenging problems with my classmates and subsequently did quite well. I knew I wanted to incorporate the tools from my physical chemistry class into my own teaching.