

# TLC Newsletter



## Ruiming Cash joins Writing Staff

Ruiming has a master's degree focusing on Teaching English as a Second Language, and her master's thesis intended to explore nonnative speaker students' perceptions on the writing help they received from the writing center.

As a bilingual person, she is very sensitive to the relationship between language and idea. Her research interests include exploring what aspects of writing skills can be transferred between different languages, and how multilingual students can take advantage of their language backgrounds to enhance their learning.

One of her goals working at the TLC is to assist students to develop their own voices in their



writing and find the ways that they feel conformable to write, thus reducing their writing anxiety.

Contact Ruiming at [rcash2@uw.edu](mailto:rcash2@uw.edu) or x2-4582.

All professional staff bios are available on the TLC website and in the UWT staff directory.

*"So far, I have met many wonderful students and faculty members on this campus, and I am so excited to work with all of you!"*

– Ruiming

### Inside this issue:

Mathematics and Statistics Workshops 2

Science Workshops 2

Spanish Tutoring Options and Outcomes 2

Report: Record Number of Writing Consultations 3

Insight: Response to Multimodal Compositions 3

Invitation: Faculty Members Hold Office Hours at the TLC 3

Announcement: Search for a New Quantitative Coordinator 4

## TLC Student Employees Develop Marketable Skills

Last quarter, three of the TLC's student staff were recognized for their academic and interpersonal skills with meaningful opportunities: full-time employment as an accountant, admission to a PharmD program, and a scholarship to study abroad.

This quarter we have 27 students on staff as receptionists, writing consultants, and quantitative tutors. Thanks to the following students for their hard work:

- |                      |               |                       |
|----------------------|---------------|-----------------------|
| Omer Adam            | Emma Allen    | Brett Kenney          |
| Tre' Carver          | Torren Nace   | Thai-Nguyen Le        |
| Rahul Deshpande      |               | Viktoriya Rossiytseva |
| Xinjia Duan          | Duong Nguyen  | Keith Lueneburg       |
| Dustin Hill          | Nhan Nyugen   | Lydia Mautz           |
| Che Arlag Hok        | Tori Olive    | Matthew McInay        |
| Rachael Hupp         | Stefan O'Neil | Devang Patel          |
| Aimee Huynh          | Thao Le       | Chelsea Vitone        |
| Alison-Marie Johnson |               | Leah Montange         |
| Chetan Kandkur       |               |                       |

## Mathematics and Statistics Workshops



Students working together in the TLC to complete problem sets for a math course.

Quantitative Course Support workshops provide students with weekly group sessions led by Instructional Consultant Su-Miao Lai or 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  
Wed. 1-2pm & Thurs. 3-4pm

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

**TMATH 124** Calculus  
Mon. 10-11am

**TCSS 321** Discrete Structures I  
Tues. 12-1pm

**TBUS 301** Quant. Methods  
Mon. 2:30-3:30pm & Tues. 2-3pm

**TMATH 310** Statistics for Environmental Applications  
Tues. 3:30-4:30pm & Thurs. 4:30-5:30pm

## Science Workshops

*“Every time I did a workshop, I got additional practice with the help of someone else. It gave me more confidence to solve problems on my own afterward.”*

—Rachael, chemistry workshop participant and new science tutor

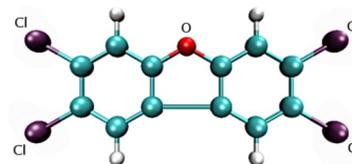
Science Course Support workshops provide students with weekly group sessions led by Instructional Consultant Carly Gelarden.

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

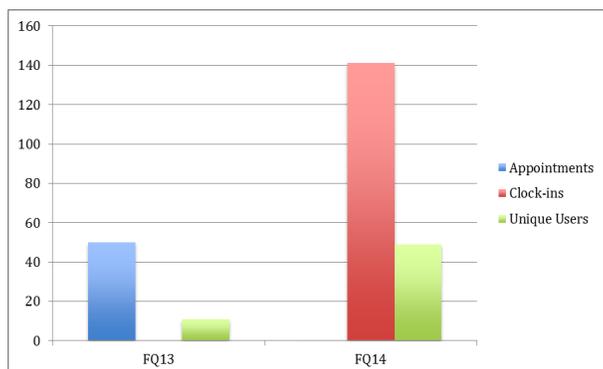
The complete list of TLC workshops is available [here](#).

**TESC 141** Chemistry I  
Mon. 4-5pm & Tues. 10:30-11:30am

**TESC 151** Chemistry II  
Mon. 1:30-2:30pm & Wed. 9:45-10:45am



## Spanish Tutoring Options and Outcomes



Support for students in Spanish classes rose dramatically this quarter compared to Autumn Quarter 2013 (see chart).

The TLC environment provides what language learners need, according to English Language Consultant Kelvin Keown.

- Drop-in consultations allow students to seek help when faced with unforeseen difficulties in fast-paced courses.

- Drop-in consultations and conversation hours recognize the social aspect of language learning alongside the cognitive one.

### Spanish Conversation Hour

Every Wednesday 12:30-1:30pm

### Spanish Drop-in consultations

every weekday afternoon (hours vary)

## Record Number of Writing Consultations

With **1,946 appointments**, this past quarter was the busiest on record for the TLC's Writing Support Services.

According to the Autumn 2014 quarterly usage report authored by Writing Coordinator Jeff Fitzgerald, the TLC provided a record number of writing consultations between September and December 2014 compared to the same dates last year and to past Winter and Spring quarters.

Comparisons between Autumn 2013 and Autumn 2014 demonstrate how students use our writing services:

- the total number of appointments rose more than 25% between Autumn quarter of last year and Autumn of this year, and total appointments rose over 31% when comparing this Autumn quarter with last Spring quarter
- the percentage of clients using our services 10+ times within the quarter increased 83%
- 270% increase in total number of writing appointments held by Sophomores
- 150% increase in total number of appointments held by Seniors
- 430% increase in the number of online appointments. Online assistance accounted for 40% of all writing appointments this Autumn.

*"...the total number of appointments rose more than 25% between Autumn quarter of last year and Autumn of this year."*

-Autumn 2014 Usage Report

## Writing Feedback Responds to Multimodal Compositions

When is multimodal feedback qualitatively different than unimodal feedback, and to what effect?

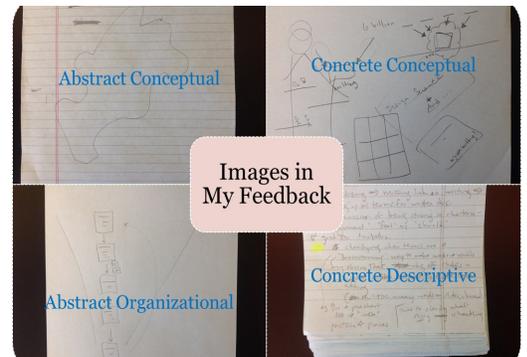
This was the question Instructional Consultant Amy Whitcomb set forth at the Two Year College Association/Pacific Northwest Writing Centers Association conference in a presentation entitled "Exploring Combinations of Text and Image in

Tutor Feedback."

Amy reflected on her tutoring sessions with UWT graduate students preparing their PowerPoint presentations for "TacTalks" during Spring quarter. She led conference participants through a multimodal scenario and group discussion.

Writing Coordinator Jeff Fitzgerald also attended the conference.

In 2013, several TLC professional and student staff presented an ethnography of the TLC to TYCA/PNWCA members.



Examples of Amy's basic multimodal feedback. Tutoring centers help students identify as multimodal composers .

## Faculty Members Hold Office Hours at the TLC



Eight faculty members in SAM will continue holding their weekly office hours at the TLC this quarter.

Using the TLC for office hours has multiple benefits for professors and students. It allows professors to easily adapt their workspace and approach to change from one-on-one consul-

tations to group workshops as students arrive and gather. It familiarizes students with academic support services available to them for free. It promotes the formation of regular study groups and provides resources, such as desks, computers, and textbooks, necessary to sustain them.

Contact Carly at [gelarc@uw.edu](mailto:gelarc@uw.edu) if you're interested in joining us and your colleagues here.

*Beckie Etheridge, Director*

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 **UW Tacoma Teaching and Learning Center**

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[www.tacoma.uw.edu/tlc](http://www.tacoma.uw.edu/tlc)

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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

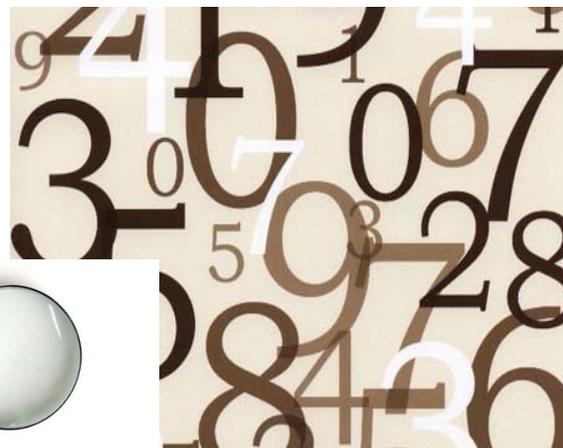
Tutors and consultants will introduce new students to the TLC with several classroom visits this quarter. Write to [uwtteach@uw.edu](mailto:uwtteach@uw.edu) to collaborate with us on classroom instruction for special topics.

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## Search for New Quantitative Coordinator

The TLC has begun the search for a new Quantitative Coordinator. The primary duties of this position are to provide mathematics consultations for individual students and workshops for groups of students. The coordinator will also supervise and train the quantitative tutors as well as be the point person in the TLC for faculty in quantitative fields.

As the search progresses, Carly Gelarden, Science Consultant, will assume many of the coordinator duties. Contact Carly at [gelarc@uw.edu](mailto:gelarc@uw.edu) or x2-4995 with questions or comments.



Selecting a new Quantitative Coordinator will maximize support and services for students, staff, and faculty.