

# TLC Newsletter



## A Conversation with Associate Directors Kelvin and Dwayne

### What do you like best about co-directing the TLC?

**Kelvin** : I appreciate the variety of working one-on-one with students, long-range thinking, and collaborating with various campus constituents. Of course, I also enjoy working with great colleagues. Though I've been here 5 years, because Dwayne and I are both new to the Associate Director positions, I feel like we learn from each other and push each other to do better.

**Dwayne** : What I like best is getting to watch close up how Kelvin manages the student and professional staff. Kelvin is very professional and is always thinking and looking to improve the way he manages and the TLC as a whole. Watching him inspires me! What I like second best is our informal conversations about life in the Northwest, the NFL, and delicious foods (more specifically where to find them).

### What are your goals for the TLC in 2016?

**Kelvin** : To convince more students to give us a try. We have to continue reaching out to them through orientations, class visits, and social media. (See this issue's coverage of International Writing Centers Week.) In terms of the big picture, I look forward to working with EVCAA Lavitt, my TLC colleagues, and faculty on a vision for this writing center.

**Dwayne** : My primary goal for the TLC in 2016 is expansion. It's a difficult goal given how cramped we are during our busy periods. But I and my staff intend to increase the number of subjects/courses we support and professors who use our space for office hours. I would like by the end of 2016 for more than 50% of 1st and 2nd year UWT undergraduates to have used a TLC service at least once.

### Tell us about student staff.

**Kelvin** : I'm impressed by the contribution peer writing consultants make to this campus learning community. Writing tutors learn to think about writing from a teaching perspective, even as they are students of writing. They become guides to the labor of learning and writing. They don't have an easy job, and they work on behalf of UWT students.

**Dwayne** : Our student staff has shown the rare ability to manage well their time as students and professionals. Not only do they find time to study but when we've asked for additional coverage during midterms or finals, many of them have worked additional shifts and allowed the TLC to meet the challenge. Our students have done all this with excellent attitudes.

**Who do you think is going to win the Superbowl?** See back page.

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## “What Makes Good Writing?” Garners Good Insights

On November 16<sup>th</sup>, the TLC hosted the first UWT Teaching Forum of this academic year. TLC writing consultant Margaret Lundberg and Writing Studies faculty LeAnne Laux-Bachand, Alison Walker-Stromdahl, Nicole Blair, and Caitlin Carle facilitated a discussion that considered “What makes good (student) writing?” Riki Thompson’s

Teaching Forum [blog](#) offers notes and a [video link](#) from the event.



Faculty and staff from across campus visited the TLC to participate in the Teaching Forum.

## Mathematics, Statistics, & Accounting Support Workshops

Quantitative Course Support workshops provide students with weekly group sessions led by Associate Director Dwayne Chambers, Instructional Consultant Su-Miao Lai, and Peer Tutors Marion Ti-bayan, Michael Wotherspoon, Arne Gratiyas, Miranda Huber, Kebra Thompson, and Damiene Stewart.

<b>TMATH 110</b> Intro to Statistics	Tues 9-10am
<b>TMATH 120</b> Precalculus	Mon 12:30-1:30pm
<b>TMATH 124</b> Calc I	Fri 11am-12pm
<b>TMATH 125</b> Calc II	Every other Thurs 10:30-11:30am
<b>TACCT 411</b> Auditing Standards	Wed 11am-12pm
<b>TCSS 321</b> Discrete Structures I	Mon 1:30-2:30pm

Two statistics Study Groups will also be offered this quarter by Instructional Consultant Su-Miao Lai.

<b>TBGEN 200</b> Stats in Business	Tues 11:30am-12:30pm
<b>TBUS 301</b> Quant. Analysis for Business	Mon 10-11am & Fri 12-1pm

A complete listing of regular and special workshops for Differential Equations, Computer Science, Microeconomics, and software programs is available [here](#).

## Science Support Workshops

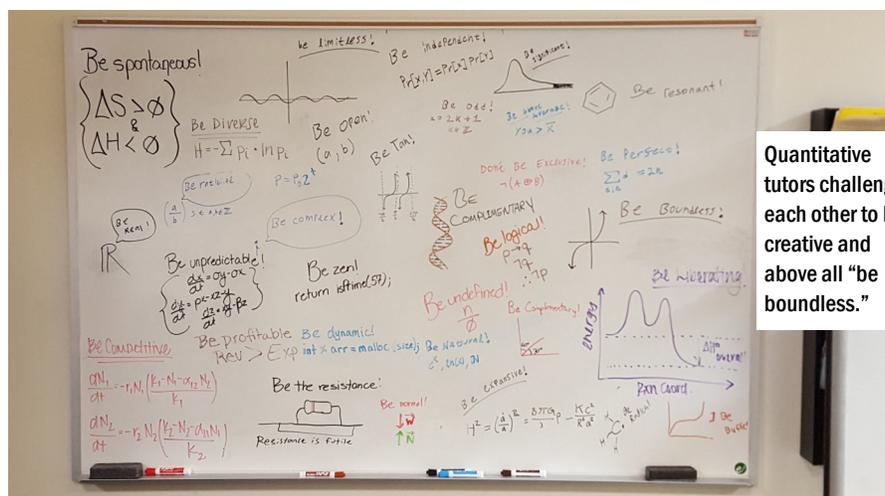
Science Course Support workshops provide students with weekly group sessions led by Instructional Consultant Carly Gelarden and Peer Tutors Alison-Marie Johnson and Rahul Deshpande.

<b>TESC 141</b> Chemistry I	Mon 5-6pm & Tues 10-11am
<b>TESC 151</b> Chemistry II	Tues 1:30-2:30pm
<b>TESC 261</b> Organic Chem II	Wed 10-11am
<b>TESC 122</b> Physics	Fri 1-2pm



Su-Miao's Calligraphy workshop was popular with students, staff, and faculty.

## Photos from the TLC Work Floor & Study Spaces



Quantitative tutors challenge each other to be creative and above all "be boundless."

## Quantitative Center Survey Preliminary Results

In Fall quarter, Associate Director Dwayne Chambers led the Quantitative team in a **survey of student users of quantitative support services**. TLC tutors made the brief, online survey available to students upon



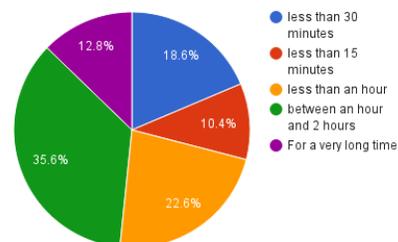
finishing a tutoring session.

**Tutors administered more than 100 surveys a week, for a total of 1004 reports.**

This survey data reveals, among other trends, that **one-third of visits to the Quantitative Center were between 1 and 2 hours**.

Please contact Dwayne at [dwaynech@uw.edu](mailto:dwaynech@uw.edu) for additional data and analysis.

How long were you at the TLC?



The *TLC Quant Survey* from Fall quarter produced various results, including students' self-reports of time spent in the TLC per visit.

## International Writing Centers Week, February 15-19

For the first time, **the TLC will join writing centers around the world** to celebrate International Writing Centers Week with special events.

The week, designated and promoted by the [International Writing Centers Association](#), **recognizes the work of writing centers and the enjoyment of writing in its various forms**. Secondary schools, colleges, and universities host programs and discussions on their own campuses and, increasingly, on social media.

In addition to streaming images and student interviews on Instagram

and Twitter, the Writing Center at the TLC will offer themed activities each day of the week:

**Tuesday—Language Learning.** Visit the TLC to meet with members of the UWT community to learn how to say or write a phrase in other languages. The knowledge and writings are yours to keep and share!

**Wednesday—Structure.** The Writing Center temporarily restructures itself to “pop up” in WCG and CP lobbies for drop-in consultations with students.

**Thursday—Creative Writing.** Join lecturers Janie Miller and Abby Murray and their writing students for a captivating reading of creative work under the Chihuly chandelier.

**Friday—Scholarship.** TLC professional staff present posters of their scholarship and writing. Faculty are invited to a happy hour with Associate Director of the Writing Center, Kelvin Keown.

Please spread the word and plan on joining us for the workshops and festivities.

#UWTwriting center

## TLC in the Classroom: Introductory Sessions and Topic-Based Workshops

TLC staff go all around campus to meet students and faculty. We were busy **visiting classes to introduce TLC services to students** and facilitate guest lectures/workshops this Fall quarter:

- **603 students reached**
- 25 classrooms visited
- 20 faculty collaborators
- 16 hours of service

To **schedule a TLC visit or workshop for your class**, please contact Margaret at [margal3@uw.edu](mailto:margal3@uw.edu) or 253-692-4582.

Students participated in ...

- Intro to TLC services
- Literature review workshop
- “How to be Great at STEM” seminar
- Resumes and cover letters workshop
- Peer review workshop
- Reflective writing workshop
- Paraphrase workshop
- APA/citation styles refresher
- Demos of WC Online system

Disciplines served were ...

- Chemistry
- Communication
- Computer Science & Systems
- Education
- Environmental Science
- Geospatial Technologies
- Interdisciplinary Studies
- Mathematics/Statistics
- Nursing
- Social Welfare
- Social Work
- Sociology

Jennifer Quinn, PhD, Interim AVCAA

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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)

### 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](mailto:uwtteach@uw.edu) to collaborate with us on classroom instruction for special topics.

**Kelvin:** The Patriots, because there is no justice in the world, and certainly none in the NFL.

**Dwayne:** I'm a longtime 49ers fan. But at this point, I have to think the Seahawks. These things are unpredictable, though. Maybe some dark horse like Kansas City can break through, win, and alleviate my misery and envy somewhat. :-)



## Profile: Brenna Wolf-Monteiro, MA, Communications Lecturer By Margaret Lundberg, Instructional Consultant

Communication lecturer Brenna Wolf-Monteiro just completed her first quarter of teaching (TCOM 201 & 230) at UW Tacoma. What are her impressions?

"There was somewhat of a learning curve. Figuring out how to manage the realities of students' lives—the realities of the economy and working multiple jobs, being a caregiver for your family and being a fulltime student—and how I can best support students in their learning process, while at the same time keeping the classroom and the flow of content moving."

While her own undergraduate experience was more traditional, Wolf-Monteiro did work during college, "so I have a **familiarity with the challenges** of who has more negotiating power, your professor or your boss." The answer to that question, she stated, depends on the boss and the professor. "It's all about priorities," she said, adding "but I didn't have a family I was responsible for."

The desire to support students led Wolf-Monteiro—like a growing number of faculty—to hold her fall office hours in the TLC. She hoped to be **more accessible to her students**, while at the same time **bringing them into direct contact with the resources they needed** the most, right here in the Snoqualmie Building.

Calling it a "vibrant place," filled with "lots of people, learning lots of different things," Wolf-Monteiro sees the TLC as a "new version of those traditional college spaces for study and making connections—a **community of learning**."

"No one said that college would be easy," she said. "But, I think it's even harder if you feel like you're isolated in the midst of it. So that's our task in serving a non-traditional student base—**how do we make those times when we do have interactions with them as useful as possible? As vibrant as possible? This—being in the TLC—is one way to do it.**"



Wolf-Monteiro is mindful that for many students across campus, writing in unfamiliar genres calls for as much help as you can get. "Not having the [educational] background or language, these unwritten rules and cultural codes that we just assume are proper grammar can make it difficult for students to figure out what is required of them. For me, that's why I ended up coming to the TLC—to try to open up the space."

Moving her office hours to the TLC was initially easier "geography-wise," with her office in the then-unfamiliar MDS Building, but it was also a practical thing. "I didn't want to say, 'Go the TLC' if I didn't know where it was. **If I wanted my students to go to the TLC, I needed to go to the TLC**—to learn what the resources were and find out what was available."