

TLC Newsletter



Spring Quarter 2017– Greetings from the TLC!

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From the Writing Center—As always, writing tutors are here to help in spring quarter! We have 13 tutors from across the disciplines to work with students on their writing at any stage of the process—from brainstorming to drafting to final revision.

We also have a couple of new programs we're excited to announce:

GRE writing preparation workshops will start April 17! These free, student-led workshops will introduce participants to the GRE and offer in-depth explanation and practice with the two GRE essays. Visit our website for more information and to register.

Tutors have also been updating our Facebook page with writing tips, links, and a joke or two. Follow us @UW Teaching and Learning Center for updates, and to get to know us a little better!

Rebecca Disrud, Writing Center Coordinator

From the Quantitative Center— The Quant side of the TLC is excited to start the spring quarter after a very hectic winter. As UW Tacoma increases course offerings in the sciences and social sciences, we are ready to meet the challenges and to find new ways to support the work of our students, staff and faculty. To improve the user experience in the TLC and also to determine a more accurate estimation of our success, the TLC implemented the *InQueue* clicker system during Winter quarter. This system allows users to request specific subject help from any table in the TLC. The system also gives us important statistics on wait times, help times, how often and at what times a particular subject is being requested. The spring will be our first full quarter of using *InQueue*. Visit us and test it out.

Dwayne Chambers, Assoc. Director, Quantitative Center

COMING SOON...

This spring, the TLC—in collaboration with the UW Tacoma library—is gearing up for publication of the inaugural issue of **ACCESS*: Interdisciplinary Journal of Student Research and Scholarship**. With a Call for Papers ready to roll out as soon as the journal site is 'live,' **ACCESS*** will publish through *Digital Commons* to offer 'open access' to student work, by making it available to a wider audience. *Digital Commons* is a fully-indexed site and is searchable through Google and Google Scholar. **ACCESS*** authors will receive monthly reports on readership, and be able to access information that shows how their work is being read—and by whom—all around the globe. Digital Commons can also increase the visibility of student work through a network of Commons sites, such as the Undergraduate Research Commons—itself made up of numerous individual sites dedicated to specific genres, disciplines, or subject areas.

ACCESS* intent is not only publication, but education—helping students through the publication process and collaborating with them to create publishable papers, giving UW Tacoma students the chance to make their work visible to prospective employers or graduate schools, as well as peers and academics around the world.

All papers must be submitted by the author, so students, be on the lookout for the Call for Papers. And faculty, please encourage your students to submit their papers for consideration. Our first issue of **ACCESS*** should be available through the Digital Commons early next fall. For more information, contact Margaret Lundberg at margal3@uw.edu or watch your inbox.

Quantitative Support Workshops

Weekly Workshops are led by Associate Director Dwayne Chambers and several Quantitative Tutors. The spring 2017 workshop time schedule is available [here](#).

InQueue Clickers are Here!

The TLC is excited about the winter quarter implementation of *InQueue* technology. This new system is the result of a collaboration between the TLC and UWT IT, and has made it much easier for students to request specific quantitative help anywhere in the TLC by clicking the button on a clicker attached to their table. In *InQueue* clickers improve service to students also provides excellent statistics on TLC usage, student wait times, as well as the subjects most request-



Weekly Support Workshops
TMATH 120 (Pre-calculus)
TMATH 124 (Calculus I)
TMATH 125 (Calc II)
TACCT 220 (Financial Acct.)
TMATH 310 (Statistics)
TACCT 303 (Intermediate Accounting)
TACCT 330 (Accounting Info Systems)
TBUS 301 (Quant. Methods)

Periodic Refresher Workshops
Forgotten Precalculus
Algebra Refresher
Chemistry Review (TESC 333)
Math for Economics Refresher
Microeconomics Refresher
Calculus 1 Limits Review for TBUS 301

Science Support workshops and study groups are led by Instructional Consultant Carly Gelarden and Peer Tutor Marian LaRocque.

Weekly Support Workshops
Chemistry I (TESC 151)
Chemistry II(TESC 161)



First Year Seminars—A Pilot Launched

On the heels of a year-long campus-wide task force considering issues of retention and the success of first year students, several UW Tacoma administrators, faculty and staff came together to create a pilot program of first year seminars attached to two CORE classes and one first-year writing course .

This pilot project, based on the theme of “The Individual in Community,” linked three CORE classes with First Year Seminars (FYS) as a way to champion the growth of learning communities among First Year college students. The goal of the FYS, aside from simply strengthening the knowledge and skills gained in the attached course, was to create a place where first year students could develop supporting relationships among their peers, as well as with faculty and staff.

This winter, I had the pleasure of co-teaching one of three TUNIV 101 seminars with Dr. Nicole Blair. Our seminar, attached to LeAnne Laux-Bachand’s TWRT 120 course, focused on the power of stories in creating community—through scaffolding writing assignments such as reflection essays, personal narratives, family or community interviews, and a final narrative expressing the idea of how our “community” (whatever forms that might take in our lives) plays a role in our identity.

Along with our course readings and seminar discussions focused on both the writing process and the use of storytelling in any kind of writing, we also incorporated the techniques of digital storytelling into their final narrative essay, using photos or animation, video, music, and their own voices to craft their personal stories. Because the seminar classes were small, conversation and collaboration came easily among the students, and our final assessment/reflection also made it clear that they benefitted as we hoped—in the ten all-too-short weeks we shared with them, they truly became a learning community.

~Margaret Lundberg

Writing Centers Around the Globe—Visiting the University of Canterbury in Christchurch, New Zealand

Over spring break, Writing Center Coordinator Rebecca Disrud took a long-awaited trip to Christchurch, New Zealand. While there, she spent a day touring the University of Canterbury (UC) campus and talking with Angel Nicholson, Team Coordinator (aka Director) of the Academic Skills Centre (ASC).

In spite of the name, the ASC functions much like American writing centers, and like the TLC, is housed on the second floor of the library building. The space includes several enclosed offices for the “peer learning advisors” (writing consultants), and a common area that bustles with students using the common computers and study spaces just outside the Centre.

In an academic year divided into twelve week semesters, UC students are allowed ten 40 minute writing conferences per year, but can also access an “on-call” (drop in) service for an additional 20 minutes per week—a big difference from UW Tacoma students’ ability to book up to one hour per day for writing consultations (although few actually use that much time). Rather than employing peer tutors and professional staff as is typical in many US writing centers, the ASC employs six “learning advisors” with graduate degrees (most have Ph.D.s). Although Nicholson was intrigued by the peer model, she implied that their centre prioritizes a very high level of expert instruction, and intentionally seeks out candidates from across disciplines – humanities, social sciences, and hard sciences.

In their work with students, these learning advisors focus on “process” and “analytical skills” rather than “content,” Nicholson said, noting that content was the professors’ job to teach. Interestingly, she implied that most of the professors spent little if any class time teaching writing form (e.g. literature review), so the ASC had developed “courses,” or workshop series, on topics like crafting a thesis, writing a literature review, etc. Their approach to tutoring parallels that typically found in US writing centers, prioritizing higher-order concerns over style and mechanics, though they—just as we do—address those issues with students, as well.

Like a growing number of writing center administrators in American universities, ideas of equity and access for all students are also on the minds of those at UC—particularly in terms of first-generation students, racial minorities, and other groups who may not be as prepared for the academic rigor of the university as those who are white and middle-class. Nicholson noted that the Maori and Pacifica students had a much lower student-advisor ratio than other students (for referrals to academic support services), and that these students also had reserved hours in the ASC.

Unlike American writing centers (especially UWT) who act to support and supplement what professors are already doing in their curriculum and classrooms, the ASC—with their highly professionalized staff and a faculty focused on teaching content rather than writing processes—seems instead to be implementing writing across the curriculum for themselves. The ASC also employs teaching programs that go far beyond one-on-one tutorials or classroom workshops. They offer “embedded sessions” that are like in-class presentations that advisors tailor to each course, as well as something they call “pods,” or small student-formed groups meant to supplement their classroom education.

Although the ASC at the University of Canterbury and the TLC here at UW Tacoma both opened in 2001, they are constantly changing in response to the growth of their respective institutions, a changing student body, and new and changing needs of faculty, using both data collection and reflection on experience. Here from the vantage point of their 16th anniversaries, it will be interesting to see what the future brings for both institutions.

~Rebecca Disrud and Margaret Lundberg



Angel Nicholson, ASC Team Coordinator
University of Canterbury



TLC Administration/Staff

Jill Purdy, PhD.— Associate Vice Chancellor for Undergraduate Affairs
Asao Inoue, PhD. –Writing Center Director
Dwayne Chambers, PhD. - Associate Director, Quantitative Center
Rebecca Disrud, PhD.—Writing Center Coordinator
Carolyn Maxson—TLC Program Coordinator

Jeff Fitzgerald, MA—Instructional Consultant, Graduate Writing
Carly Gelarden, MS—Instructional Consultant, Science
Kelvin Keown, MATESOL—Instructional Consultant, Multilingual Writing
Su-Miao Lai, MSc. MES—Instructional Consultant, Statistics
Margaret Lundberg, MA—Instructional Consultant, Writing

Teaching and Learning Center

University of Washington Tacoma
Snoqualmie Building, 2nd Floor
Front desk: Phone: 555-555-5555
Fax: 555-555-5555

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, Instructional Consultant, 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

Jeff Fitzgerald, Instructional Consultant, focuses on learning and applying best practices for working with graduate students in a writing support format. Contact Jeff directly (jefffitz@uw.edu) if you would like to make a student referral or meet with him for a faculty consultation.

Classroom Presentations

Tutors and consultants will introduce students to the TLC with several classroom visits this quarter. Write to uwteach@uw.edu or rdisrud@uw.edu to collaborate with us on classroom instruction for special topics.

www.tacoma.uw.edu/tlc



ATTENTION GRADUATE STUDENTS: TAC Talks 2017

The 4th annual UW Tacoma TAC Talks will be held Thursday, May 18th, 4:30-7:00pm in William Phillip Hall's Milgard Assembly Room. TAC Talks is a great opportunity for UWT graduate students to share their research with the greater UWT community, offering two separate options for our grad students to present their work. The first is a series of highly polished, five-minute research talks that allow students to present their research to the public and then participate in a short Q & A session. Participation in the research talks is juried and limited to ten students. The second option is a multi-media showcase of graduate research projects, which will be displayed concurrently with the research talks. In the past, these displays have included a diverse collection of projects, including interactive games, live performances, short film clips, book readings, and of course, the traditional poster presentations. Either way, TAC Talks offers a varied representation of the great work UWT graduate students have achieved. Graduate students, you don't want to miss this opportunity to share your work with the campus. Professors, please recommend this opportunity to your students so we can all benefit from their research.

TAC Talks are sponsored by the UWT Library, the Teaching and Learning Center, SIAS, and the UW Graduate School. For more information, visit: <http://guides.lib.uw.edu/tactalks> or contact Angie Wiehagen at wiehagen@uw.edu or Jeff Fitzgerald at jefffitz@uw.edu

- ◆ *The most adventurous thing I've ever done ...*
- ◆ Asked to complete this sentence recently, members of the TLC staff offered some surprising stories. For those who might think that we are nothing but grammar, science, or math nerds, I thought it might be fun to share one with each issue. First up is **Kelvin Keown**.
- ◆ “The most adventurous thing I have ever done was riding a camel in Mongolia’s Gobi Desert. My wife and I were teaching in Japan in 2008, and we hatched this crazy idea to travel by train from Mongolia to Germany via Siberia to attend a friend’s wedding. Before we realized that trip was unworkable, we got hooked on Mongolia. So we and signed up with an outfit called *Ger to Ger*, a non-profit tour group set up to benefit nomadic families. Once in Mongolia, we departed Ulaanbaatar in a bus headed for the Gobi. After 6 hours of potholes and fermented mare’s milk spilling on everything—the custom is to drink *koumiss* from a shallow bowl, even on a bumpy bus—we arrived, exuding a potpourri of sour milk and stale beer. We were met by a guide and driver who dropped us with the first nomadic family. The tour worked like this: the first family feeds you and teaches you a bit about Mongolian culture. Then you sleep in your tent, and the next day they take you to the next family. Wash, rinse, repeat, only without the first two steps. The best day of the trip was when the kindest family let me ride their camel on route to the next destination. It was one of those “is this really happening?” moments. The Gobi is simply majestic. Pillowy clouds punctuate and endless expanse of blue; the bright sun and arid breeze are constant companions. I held the camel’s lead and spoke the herders’ commands to speed up or slow down. I didn’t want that day to end.”