

THE WRITING CENTRE
at QUEEN'S UNIVERSITY



TWENTY-THIRD ANNUAL REPORT
2009-10

Prepared by

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Faculty and Staff, 2009–10

Director

Dr. Douglas Babington

Staff Program Coordinators

Maureen Garvie

Donna Katinas

Susan Korba

Lori Vos

Adjunct Instructors

Les Casson

Dr. Martina Hardwick

Susan Korba

Dr. Rosalind Malcolm

Dr. Jane Russell Corbett

Lori Vos

Jean Prinsen

Staff Tutors/Instructors

Ellie Barton

Christina Chant

Peter Christie

Lynne Clarke

Dr. Jane Russell Corbett

Catherine Dale

Maureen Garvie

Dr. Martina Hardwick

Val Hamilton

Kiley Kapuscinski

Donna Katinas

Susan Korba

Ilka Luyt

Gerry Majoros

Dr. Rosalind Malcolm

Dr. Deanna Mason

Dr. Robert May

Joy Obadia (French language)

Susan Olding

Pamela Robinson

Tom Vandermeulen

Lori Vos

Administrative Secretary

Sue Burrows

Front Desk Assistants

Stephanie Barnes, Jayrin Yue, Katrina-Eve Manica, and Rachel Young

OUR MISSION: SUPPORTING EXCELLENCE IN WRITING AT QUEEN'S

The Writing Centre is dedicated to enhancing the quality of academic writing across the curriculum at Queen's University. Our program of seminars and workshops, credit courses, and one-on-one writing consultations is designed to support students in thinking and writing effectively at both undergraduate and graduate levels.

Faculty and staff at the Writing Centre are committed to creating a dynamic, collaborative learning environment that emphasizes good writing as a central communication tool of the university.

2009–10

The emphasis this academic year was on cross-curricular collaboration, as the Writing Centre entered a substantial partnership with the Commerce program in the School of Business. The centre's director, Doug Babington, was engaged to develop and teach Commerce 270 (Business Communications in North America), while Susan Korba taught two sections of Commerce 103, the introductory communications skills course. Donna Katinas worked as a writing coach for commerce students; half hour appointments were booked online and held in the Writing Centre for 10 hours a week.

As life sciences and biology majors constitute the largest proportion of students using the Writing Centre, a broad initiative was undertaken to consolidate the Writing Centre's support and relevance to these students. Following visits by Susan and Lori in summer of 2009 to several science departments, Lori worked on engaging science faculty in biology, physics, chemistry, and computing science in new relationships emphasizing writing.

As part of this initiative, Susan completed a report at the request of the undergraduate coordinator of the School of Nursing on use of the Writing Centre's tutorial program by nursing students over the past eight years, with the goal of establishing a collaborative relationship with the School of Nursing.

The centre continued to consolidate existing partnerships with Sociology, Applied Science, the School of Graduate Studies, and Continuing and Distance Studies

FACULTY/ STAFF

The Writing Centre program was carried out by a part-time staff of 22 instructors (tutors) working between one and five three-hour shifts per week under the direction of Dr. Babington and four senior staff coordinators. Staff included faculty and graduate students from the Queen's academic community, professional writers and editors, and secondary and tertiary level teachers of English.

DIRECTOR

Dr. Doug Babington continued to represent the Writing Centre as a member of the Learning Commons Executive Committee. He also served on the planning committee for the Canadian Learning Commons Conference, hosted by Queen's in the summer of 2010. In addition to teaching Writing Centre courses (WRIT 175* and WRIT 275*), he collaborated on curricular development with colleagues in the Faculty of Law, the Centre for Teaching and Learning, and the International Study Centre in England, where WRIT 175* is offered annually.

SENIOR STAFF COORDINATORS

The senior staff positions have increasingly focused on extending the centre's limited budget to meet student demand for services, particularly in its highly visible and accessible position in the Learning Commons. The coordinators focus on serving more students through the centre's extensive workshop program, website, peer tutor program, ESL program, and online tutorials as well as its academic courses, to ease the pressure on the fully subscribed one-on-one writing consultation program.

Maureen Garvie, Donna Katinas, Susan Korba, and Lori Vos continued in the four senior staff positions of 17 hours per week, including one-on-one tutoring time.

MAUREEN GARVIE administered the peer tutor program, maintained the website, and produced and published instructional and promotional materials as well as the in-house newsletter. She continued to represent the Writing Centre on the Learning Commons service partners team.

DONNA KATINAS, as the Writing Centre's ESL program coordinator, offered ESL support to students at Queen's, providing consultations, writing assessments, and specialized tutorials to undergraduate and graduate students. She also presented workshops to students as well as to staff. She co-facilitated ongoing support groups for students writing papers and theses at master's and PhD level.

SUSAN KORBA's role focused on workshop development and presentation. She offered large fall workshops for incoming students and continued to refine a suite of workshops for delivery through the Learning Commons. On request, she developed many presentations tailored to specific course needs.

LORI VOS as staff advisor trained new staff and organized and facilitated staff development workshops. She engaged in campus outreach activities and co-conducted workshops, both in house and in classes.

ADMINISTRATIVE STAFF

In August 2009, Sue Burrows joined the Writing Centre staff as administrative secretary. Her professional experience in the Department of Medicine aided in a rapid transition to her new responsibilities of overseeing tutorial bookings, payroll, and office expenditures. To maximize the availability of one-on-one consultations, Sue began posting unbooked appointments and late cancellations on Twitter and Facebook. The response has been enthusiastic, bringing down the number of unused appointments to an all-time low.

The office was staffed in the afternoons by undergraduate assistants supported by Queen's Work Study program.

THE TUTORIAL PROGRAM

The core program of one-on-one consultations and tutorials was once again heavily used, with waiting lists throughout the year. Staff conducted almost 1,400 one-on-one sessions in the fall terms and 1,035 sessions in the winter term, in both English and French. Altogether staff met with almost 1,500 individual students. Evening and Saturday-morning tutorials were again scheduled during peak periods. The spring/summer program, running from May to mid-August, provided an additional 138 tutorials.

Upper-year student volunteers also tutored under the supervision of Maureen Garvie. Delivering 360+ shorter (20-minute) appointments, they increased the total number of sessions with students the centre was able to offer by as many as 60 per week during busy periods (see p. 12).

In the fall and winter terms, students who attended tutorials given by Writing Centre staff were asked to assess the program on a scale of 1 to 5. The winter term results reflected high client satisfaction with the service, as well as a sense that available appointments were in short supply:

1. This tutorial session addressed my concerns	4.7
2. The tutor used effective strategies	4.6
3. The tutor was supportive and easy to talk to	4.8
4. Booking an appointment ... was easy	3.8
5. Other resources ... have been helpful	3.9
6. Overall ... an effective service	4.6

Some of the "additional comments":

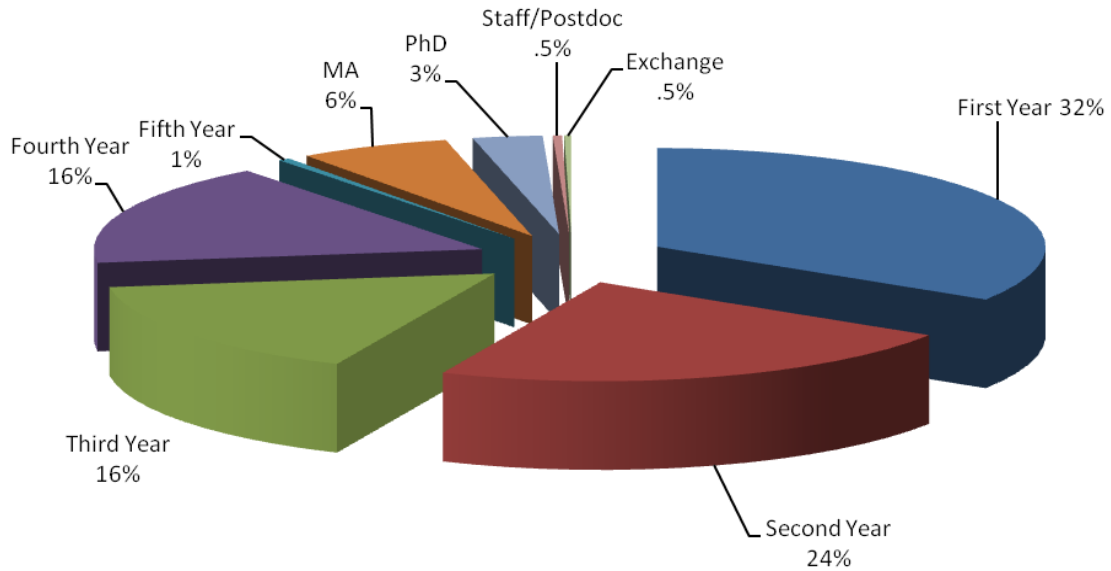
- "Very helpful in increasing my confidence in my writing & making it better."
- "Saved my life."
- "She was awesome and was able to help me understand what I was doing wrong."
- "Lovely staff who are approachable and willing to help and answer any questions I had!"
- "This tutor is extremely efficient yet goes into great depth."
- "I have been using the Writing Centre since 1st year and love the service and help it provides."
- "The ESL program is very helpful."
- "The lady helping me today was AMAZING!"
- "The tutor went through the handout with me. It helped me understand the content a lot better."
- ""I'm glad that you offer French writing help!"

FACTS AND STATISTICS, 2009–10 [2008–09 IN SQUARE BRACKETS]

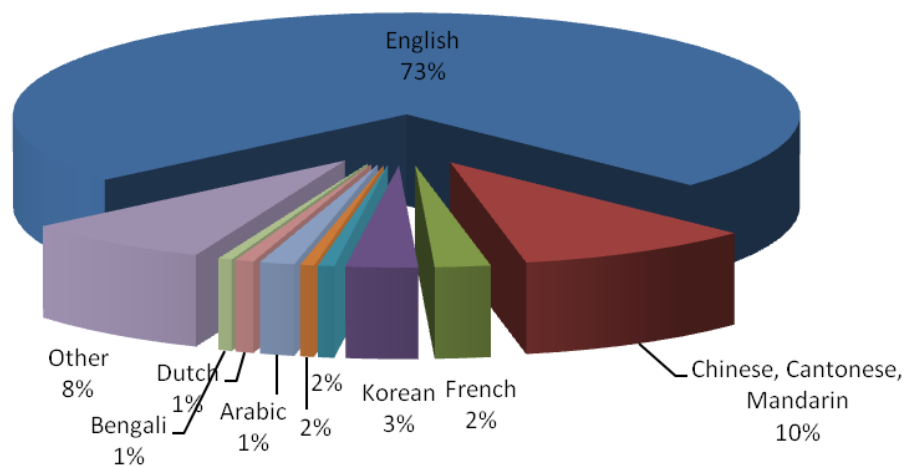
The Writing Centre provides support to undergraduate and graduate students in a broad cross-curricular range:

Number of one-to-one tutorials/consultations	2435 + 363 drop-in + 138 summer = 2936 [2839]
Number of students tutored	1043 plus 64 plus 234 drop-in = 1341 [1,260]
Number of French-language tutorials	63 [64]
Number of ESL students tutored	274 + 38 drop-in + 40 consultations = 352 [342]
Average length of tutorials	46 minutes
Most common focus of tutorials:	logical coherence and organization
First-year students tutored	32% [32%]
Second-year students	24% [22%]
Third-year students	16% [18%]
Fourth-year students	16% [17%]
Fifth-year students	1% [.5%]
Graduate students, post-doc, visiting scholars, exchange	11% [12%]

Student Usage by Year of Study, 2009-10

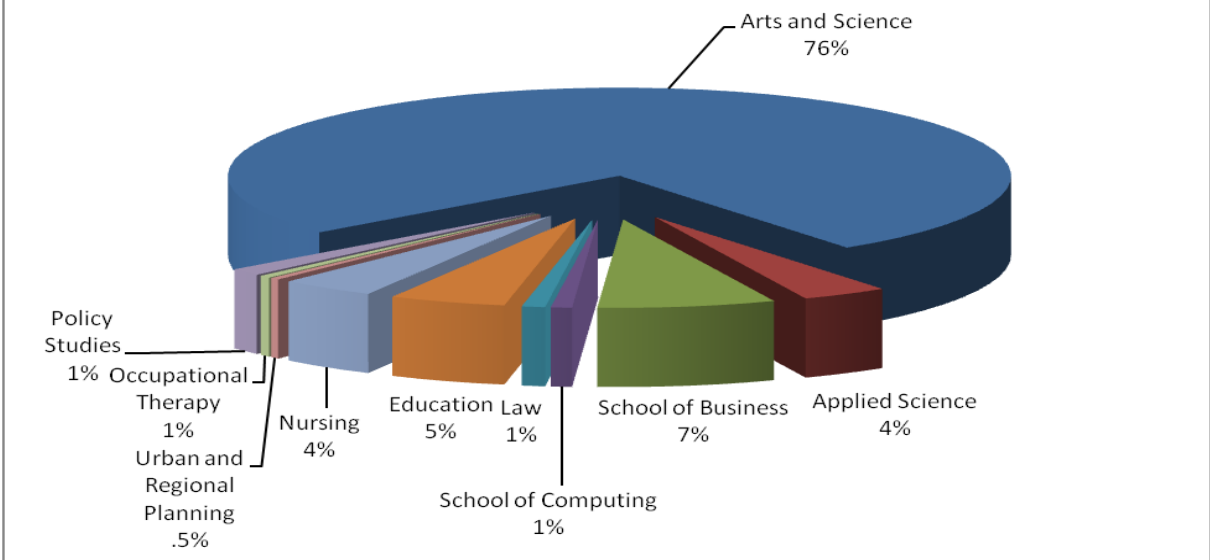


Student Usage by First Language, 2009-10

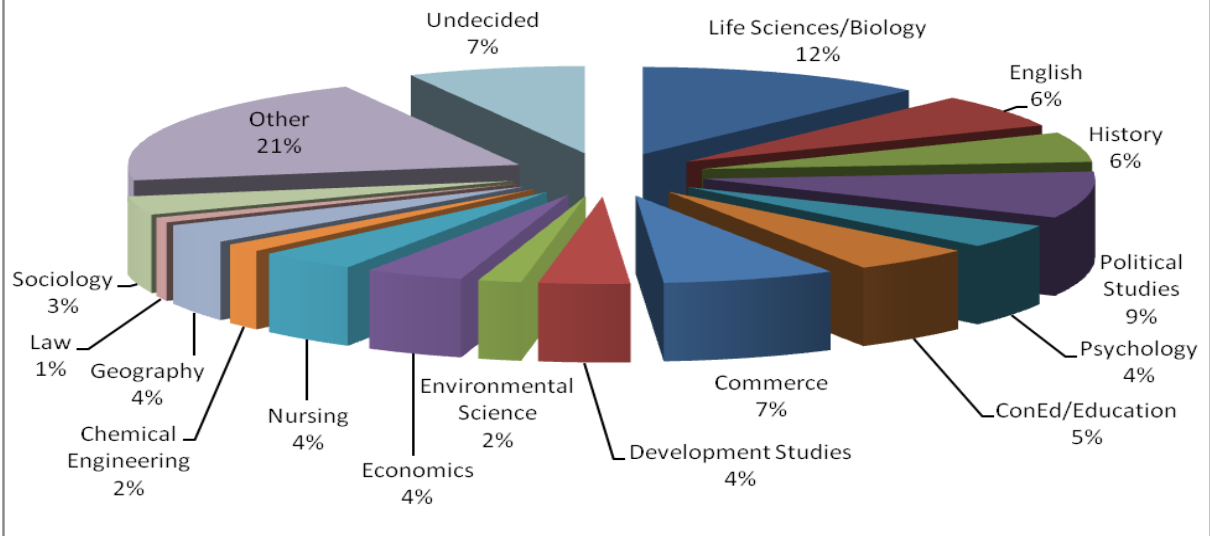


Use of the centre by students whose first language is not English continued to be high.

Student Usage by Faculty, 2009-10



Student Usage by Degree Concentration, 2009-10



Users of the Writing Centre represented more than 25 degree concentrations.

CREDIT COURSES

Writing courses teach development skills rather than primarily conveying information particular to disciplines. That skill development requires both practice and ample feedback, requiring many short assignments with close guidance of a marker to create a context in which improvement can occur.

Research into writing instruction indicates that writing is best understood and taught as a process. Courses are most effective if they encourage exploration of the stages of writing: prewriting, writing, and rewriting. Effective instruction also teaches awareness of purpose and audience.

At the 0 and 100 levels, Writing Centre courses focus on the essentials of academic writing: logic, structure, grammar, style, and the genre conventions of academic and professional disciplines. WRIT 075 (Effective Writing I, offered by correspondence) and WRIT 175 (Effective Writing II, in-class) familiarize students with the essential features of academic prose. WRIT 195 (Modular Writing, offered by correspondence) focuses on academic and professional genres, allowing students to experiment with modes and models that reflect their interests.

At the 200 level, the focus widens in terms of intellectual, cultural, and aesthetic engagement. Students are invited to develop more sophisticated understanding of and facility with writing and to bring these tools to bear on their participation in the academic and the global community. WRIT 235 uses a community service learning model; students partner with local organizations to apply writing skills learned in the classroom. In WRIT 275 (*Analytical Writing*, taught in intensive seminar format), students encounter advanced rhetorical strategies and refine their critical thinking skills. In WRIT 295 (*Literary Non-Fiction*, by correspondence), students explore the intersection between academic and literary essays and examine the social and aesthetic potential of expository prose.

Current Course Offerings

- WRIT 075 Effective Writing I (correspondence, .5)
- WRIT 175 Effective Writing II (in class, .5)
- WRIT 195 Modular Writing (correspondence, .5)
- WRIT 235 Writing in the Community (in class, full credit)
- WRIT 275 Analytical Writing (in class, .5)
- WRIT 295 Literary Non-Fiction (correspondence, .5)
- SGS 801 Principles of Academic Writing (in class, pass/fail)

More than 685 students enrolled in Writing Centre courses in 2009–10, the majority studying by correspondence. The three Writing Centre courses administered through CDS continue to attract many students; overall, enrolments increased from 468 in 2007–08 to 568 in 2009–10.

Distance-Learning Writing Courses and Student Demand

TERMS/ENROLMENTS	WRIT 075	WRIT 195	WRIT 295
Winter 10	143	n/a	71
Fall 09	134	72	n/a
Summer 09	109	38	n/a
Winter 09	141	n/a	70
Fall 08	124	63	n/a

Effective Writing I (WRIT-075*) was offered in the fall, winter, and summer. Modular Writing (WRIT-195*) (fall and summer) was taught by Dr. Martina Hardwick, Literary Non-Fiction (WRIT-295*) (winter) by Les Casson. Tutor-markers for CDS courses included Lori Vos, Susan Korba, Susan Olding, Ellie Barton, Jeanie Prinsen, Ilka Luyt, and Maureen Garvie.

In classroom courses, Writing in the Community (WRIT 235), a full-year course, was taught by Dr. Jane Russell Corbett and Lori Vos. The course attracted students from across the disciplines who were eager to improve their writing skills and use them in the service of community organizations. Analytical Writing (WRIT-275) attracted upper-year students from degree concentrations as diverse as film studies, chemistry, and sociology. Dr. Babington's syllabus included an analytical research assignment that required students to prepare a prospectus and an annotated bibliography, as well as to collaborate in peer-editing sessions. Several students in the seminar had completed Effective Writing II (WRIT-175*) during the fall term; they were accustomed to detailed feedback on their writing from the professor and TA Pamela Robinson.

The Writing Centre's graduate course, Principles of Academic Writing (SGS-801*) taught by Dr. Rosalind Malcolm was again offered in two sections, one for English as first language writers and another for writers of English as a second language (self-selected). Assisting Dr. Malcolm in the planning and delivery of the course was Cheryl Cundill.

WORKSHOPS AND SEMINARS

In its fifth year in Stauffer Library, the centre continued its extensive collaboration with Queen's Learning Commons partners, providing many Learning Commons workshops and co-facilitating graduate student support groups with Learning Strategies.

The centre's core workshops were again offered as part of the QLC workshop program, under the direction of Susan Korba. These included How to Write Your First English Essay (presented twice, with Maureen and Lori), Using Secondary Sources and Avoiding Plagiarism (four times), Writing Effective Thesis Statements (four times), Common Grammar Problems (three times), Writing Effective Paragraphs (three times), and Essay Writing Tips 'n' Tricks (once). Effective Writing for First Year Science Students was offered for the first time (with Lori). Registration for these workshops was high, although actual attendance was lower. Most in-house workshops garnered 4-10 students per session, with higher numbers for the workshops offered early in the fall term (12-17). The first year science workshop attracted approximately 40 students. Presentations were supplemented with pdf versions of PowerPoint slides, sent to all attendees after the workshop.

Because of the success of the previous year's How to Write Your First University Essay, the workshop was offered twice in September 2009, with an estimated 350 students in total attendance. Students were asked to fill out a survey indicating how they had heard of the workshop, in order for staff to better direct promotional efforts. This workshop was also included as part of the Learning Commons' Uncover the Secrets program directed at incoming students.

For the first time the Writing Centre offered in-house workshops designed specifically for graduate students, to complement the Learning Commons' ongoing graduate student outreach. Offered in the winter term, Revising and Editing at the Graduate Level attracted 19 attendees, while Writing a Literature Review garnered 12 attendees. The workshops were advertised under both the Learning Commons and Expanding Horizons banners.

Publicity for the workshop program included radio ads delivered by the Queen's radio station CFRC. Senior staff developed a promotional ad for all Writing Centre services, including the workshop program. As well, Susan Korba and Lori Vos attended the Resource Fair at the Ban Righ Centre in late August, discussing workshop opportunities and the tutorial program with incoming dons and other student staff members. Lori visited the big first-year classes to make students aware of the Centre's tutorial program as well as the workshop program. Ads in *The Journal* and posters in display cases around campus further ensured that workshops were well advertised. Workshops were particularly well promoted by the Centre's website. The on-line registration for workshops through the Learning Commons' website enabled Susan to track workshop attendance and to supplement presentations by emailing pdf versions of presentation slides to attending students. Unfortunately, malfunction of the Learning Commons online registration system during the winter term had a negative impact on workshop attendance.

During Orientation Week, Doug Babington delivered a seminar for incoming graduate students in the Masters of Public Administration program, as well as a session on evaluating writing assignments for participants in the Centre for Teaching and Learning's annual TA Day. As the fall term progressed, he spoke to students in the Faculty of Law and Department of German.

Faculty and TA requests resulted in the development of several new workshops, including those for HIST 310, RELS 131, LING 205 (in collaboration with Library staff), and MPA 896 (Policy Pro Bono). In addition, the ongoing collaboration with the Sociology Department included nine workshops given over the fall/winter terms. In the summer term, Susan also delivered workshops to Canadian Studies 200 and to the School of English.

Maureen conducted editing workshops for WRIT 235 and SGS801. Donna delivered workshops to staff and a series of three workshops specifically for ESL students. She gave two presentations to international students from the Queen's School of English, including one on academic writing. She and Susan Korba gave two talks on Writing Centre tutorials, resources and expectations at university to students at the SoE. Lori conducted an in-class workshop for Nursing 203 students, How to Write an Honours Thesis in the Sciences (with Susan), and in-house workshops for students from POLS 110, ENGL 110, and GEOG 229.

STAFF TRAINING

Staff training and orientation: Lori provided orientation sessions for new Writing Centre instructors and provided support for them throughout the term. She also interviewed and selected work study students for front desk reception duties and trained them with the help of Sue Burrows.

Staff development workshops: Lori created a schedule of staff workshops and facilitated most sessions:

OCTOBER: Grammar Review: an overview of principles of sentence structure and punctuation, with special attention to common grammar errors.

Writing in the Sciences, with guests P. Martin (Biology), R. Knobel (Physics), D. Macartney (Chemistry), and P. Fallavollita (Computing Science)

NOVEMBER: lunch discussion: Writing Effective Thesis Statements; Conducting Tutorials with Challenging Students.

FEBRUARY: General Strategies for Working with English Language Learners (Donna Katinas, facilitator).

MARCH: Writing Effectively in the Social Sciences, with guests B. Berman (Political Studies), A. Kobayashi (Geography), M. Hostetler (Global Development Studies); Resources for Students – Student Services, with guests from Career Services, Stauffer Library, and the Learning Strategies Development Centre.

Lori, Susan, Maureen, and Donna each hosted one of four soup lunches in which staff informally discussed topics including working with the passive student and developing independent writers.

ESL PROGRAM

Donna Katinas offered ESL academic writing support to undergraduates, graduates, and post-doctoral fellows through consultations, assessments, and specialized tutorials. It was the busiest year yet with numbers up for inquiries – 33 in the fall term, up by 20% – as well as for consults (23) and one-on-one sessions. Donna met on a regular basis with 27 students, most for an average of three or more for specialized ESL sessions.

During the 2009–10 academic year, 27% of students using the centre's tutorial program were ESL students, many of them international students with a small number whose first language is French. Students learned about ESL support services through word of mouth, the centre's website, and referrals from professors. After assessment, students with particular concerns booked appointments with Donna. Students with less serious writing concerns took advantage of the regular tutorial program. Still others met with Donna for advice about ESL resources available on campus and in the community.

Donna presented also workshops to ESL students on such topics as grammar and style in academic writing as part of the QLC Certificate Program. She also offered training sessions on working with ESL students to both Writing Centre staff and other departments by request. In the fall, she offered specially designed workshops on issues related to academic writing through the Queen's School of English, and in the winter term to a graduate class taking SGS 801: Principles of Academic Writing.

Extending the program's reach took many forms. Donna continued to offer support through one-to-one practice timed writing sessions to Applied Science/Engineering students who had failed the English Proficiency test. During the winter and spring terms, she co-facilitated graduate thesis support groups for writing papers and theses at the graduate level with Barbara Fretz of Learning Strategies Development. Due to scheduling issues, Susan Olding stepped in to facilitate the group of eight PhD (plus one student facilitator) and 12 MA students. In the spring Donna worked with a group of six PhD and eight MA students. Finally, increasing numbers of students used the Writing Centre website not only to obtain information on WC services but also to access ESL resources, such as handouts, which Donna continued to develop and maintain for use by students and staff.

PEER TUTOR PROGRAM

Upper-year and graduate students worked as volunteer peer tutors under the supervision of Maureen Garvie throughout the academic year. These experienced student instructors included Kaleigh Alkenbrach, Madison Bettle, Veronica Carter, Jessica Flank, Michelle Hunniford, Katie Howe, Stacy Kelly, Rebecca Lodner, Samantha Macfarlane, Melissa Pullara, Mike Roberts, Bianca Vong, Kathryn Walton, and Jacquie Willinsky. Several tutors provided full-length hour sessions alongside staff during the day; in the evening in the drop-in program, 12 peer tutors in teams of two to four gave more than 360 “express” 20 minute tutorials to a total of 234 individual students. Many students used the drop-in service repeatedly. Spot evaluations summarized below indicated a high level of satisfaction with the peer tutor service in general.

Peer Tutor Drop-In Program, 2009-10

Number of students tutored: 234

Number of tutorials given: 343

The majority of students came for one appointment; some came for two or three appointments. One student came for 16 appointments.

Evaluations: Seventeen students filled out evaluation forms for eight peer tutors

This tutorial session addressed my concerns:	4.47 (4.5)
The tutor used effective strategies during the tutorial:	4.52 (4.6)
The tutor was supportive and easy to talk to:	4.58 (4.8)
Overall, the Writing Centre provides an effective service:	4.6 (4.7)

Added Comments:

- The response in student evaluations was generally appreciative and enthusiastic.
- 20 minutes isn't long enough!
- Great service
- I wish the sessions could be longer and more tutors were available
- Thanks!
- My tutor was extremely helpful. She addressed all my concerns, was extremely efficient, and gave me additional advice concerning sentence structure and word choice.
- Ways to sign up or check for drop-on availability online would be helpful.
- I find the peer tutors just as helpful as the “day” tutors.
- I wish the sessions could be longer!
- My tutor was helpful in that she read aloud and taught me how to correct my mistakes. By the end I felt not only that my paper's structure had been improved but I learned writing skills as well.
- Sometimes tutor is not matched to subject area of the student.

THE LEARNING COMMONS

Once again there was frequent collaboration among QLC partners and the Writing Centre. Doug Babington was again part of the Learning Commons Executive Team, while Maureen Garvie continued as a member of the Services Team.

- With the support of QLC funding, Donna Katinas and Barb Fretz of Learning Strategies co-facilitated two graduate student support groups at masters and PhD levels in the summer 2009; Susan Olding replaced Donna when the support groups were again offered in winter 2010.
- Learning Strategies and Career Service staff spoke to the Writing Centre at staff information sessions on several occasions.
- Along with the other partners, the Writing Centre took part in the introductory program for first year students, Uncover the Secrets, presenting two large workshops on How to Write Your First University Essay. (A second large workshop, How to Write in the Sciences, offered for the first time, was not officially part of this program.)
- Susan Korba and Sylvia Andrychuk again worked with faculty in the Department of Sociology to assist with Sociology 122.
- Writing Centre staff coordinators met with Nathalie and Elspeth Christie to revisit the QLearn Certificate, exploring redeveloping it as two separate programs, one for incoming students and the other for graduating students.
- Doug Babington was a member of the organizing committee for the very successful Learning Commons conference in June 2010.
- Along with librarian Sylvia Andrychuk, Maureen Garvie helped to facilitate a Speakers' Corner event, "Griddle Talk," with poet bill bissett and novelist Carol Malyon.

THE WEBSITE

Maureen maintained and further developed the centre's website, often updating it several times weekly. She focused attention on two fronts: first, incorporating the research done by SWEP student Rachel Young on new directions being taken by other writing centres, and second, on making the resources available on the website more accessible. In addition to publishing and posting new staff-developed handouts on grammar and style, she worked towards incorporating more interactivity through the use of PowerPoint and animated presentations.

WRITING CENTRE PUBLICATIONS

A Writer's Handbook: Developing Writing Skills for University Students continued to be a top-selling title for Broadview Press. Edited by former tutor Les Casson and co-written by Writing Centre staff members, the handbook, now in its second edition has sold over 7,000 copies throughout North America. The fourth edition of *The Broadview Guide to Writing*, co-authored by Doug Babington, was also popular with students across the country

Three issues of the QWC newsletter, *The Fish*, written and produced by Maureen, provided updates on new policies, programs, and staff news.

THE SUMMER PROGRAM

TUTORIAL PROGRAM: "TAKE YOUR ESSAY TO LUNCH"



The constituency making use of the Writing Centre's spring-summer tutorial program differs markedly from that using services during the rest of the year. In the regular academic year, the percentage of graduate students using the program is 10% to 12%; in summer 2010, it was 65%. Similarly in the regular academic year the percentage of ESL students is approximately 25%; in the summer program it was 52%. Students using the centre represented 26 degree concentrations and 16 first languages.

The Writing Centre grateful for a Learning Commons grant to support students with ESL issues with additional consultation time with ESL coordinator Donna Katinas.

Scheduling and Staffing

The 2010 spring/summer tutorial program began a week earlier than in previous years to meet the needs of students completing winter term work. It concluded at the end of July instead of mid-August as in 2009. The program was thus a week shorter, and served a total of 64 students (down from 71 in 2009).

This year's program was run jointly by staff program coordinators, Maureen Garvie (May), Susan Korba (June), and Lori Vos (July), assisted by work study student Rachel Young. Director Doug Babington oversaw payroll requisitions.

Summer Program Instructors

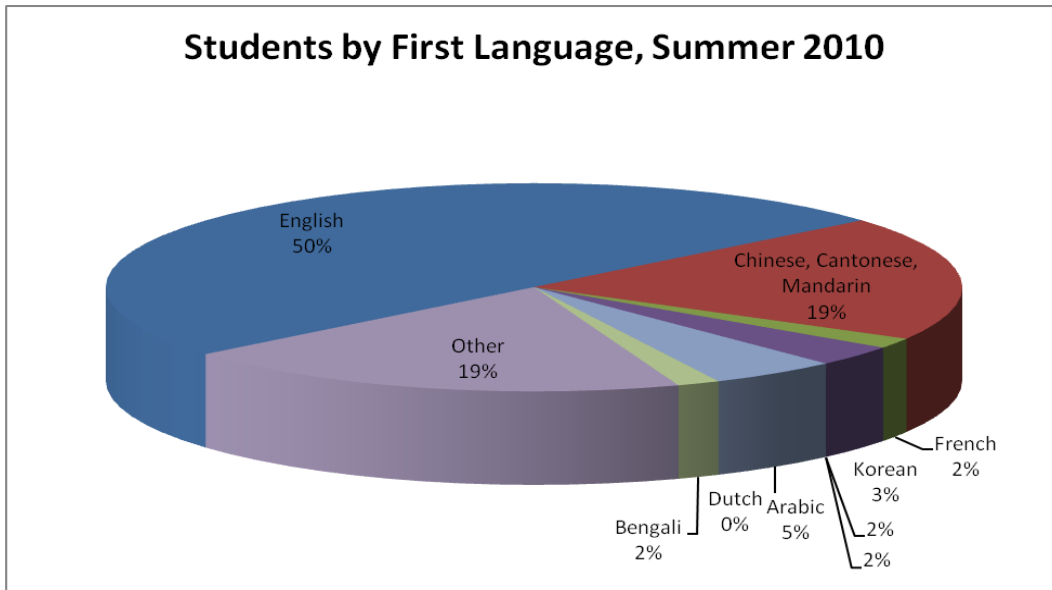
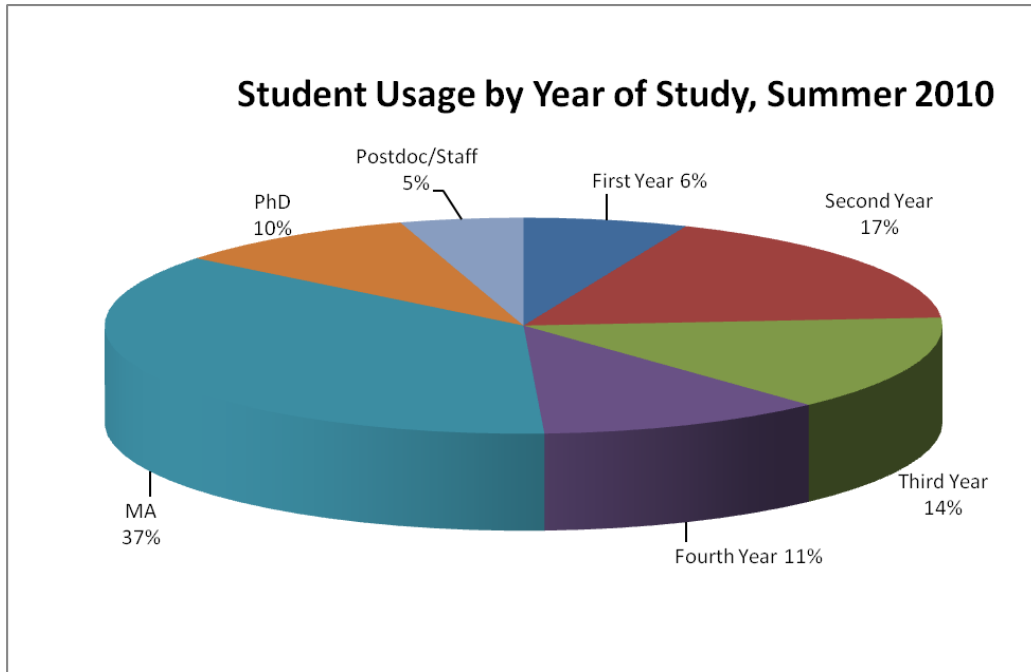
Block 1	Weeks 1-2 (April 27-May3)	Deanna Mason
Block 2	Weeks 3-4 (May 11-20)	Lynne Clarke
Block 3	Weeks 5-6 (May 25- June 3)	Ellie Barton
Block 4	Weeks 7-9 (June 8-June 17)	Rosalind Malcolm
Block 5	Weeks 10-12 (June 22-July 1)	Christina Chant
Block 6	Weeks 11-12 (July 6-July 15)	Jane Russell Corbett, Deanna Mason
Block 7	Weeks 11-12 (July 20-July 29)	Deanna Mason, David Chant
ESL/Graduate consultant (May 19-June 25)		Donna Katinas

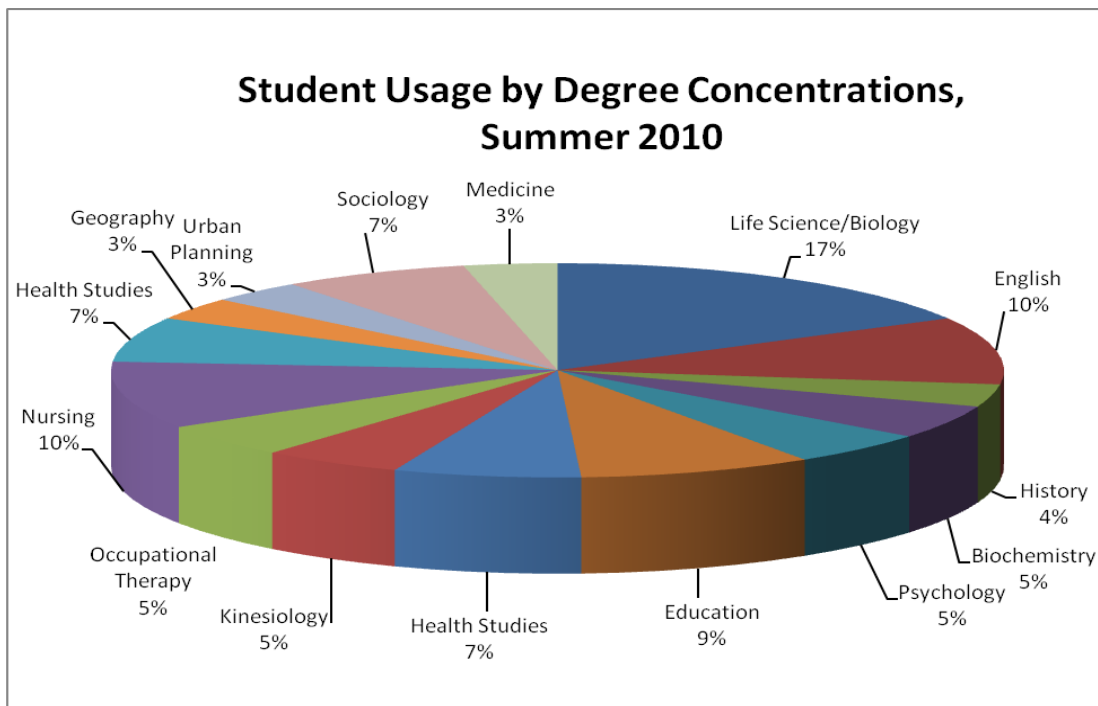
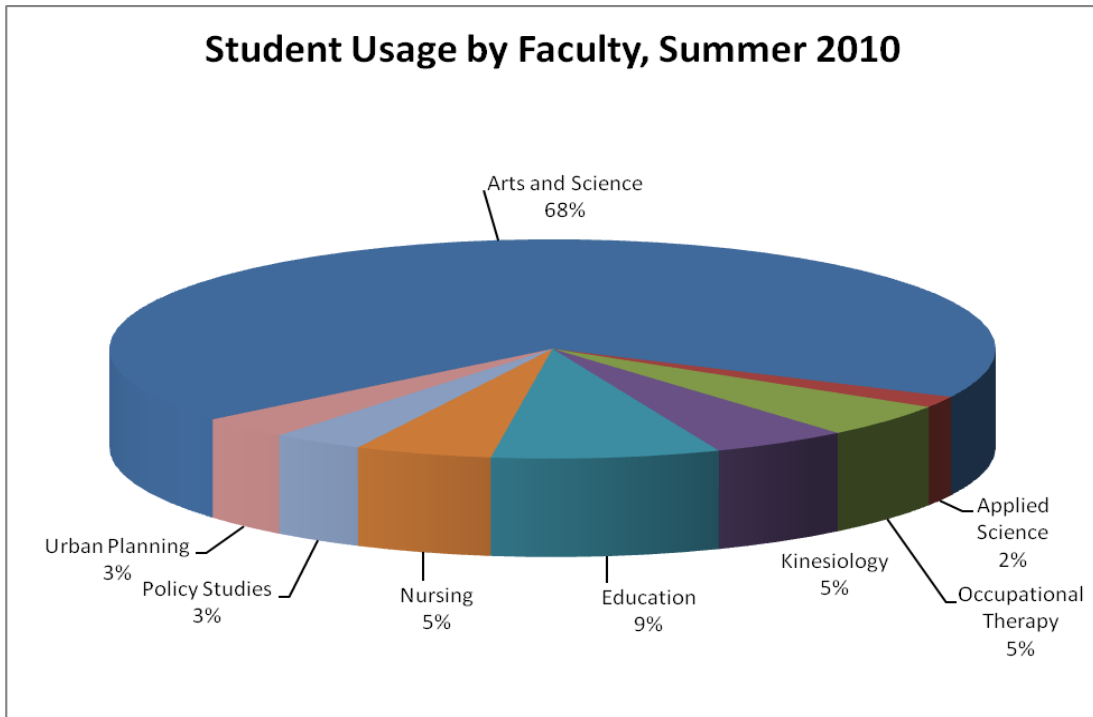
The tutorial program ran on Tuesdays, Wednesdays, and Thursdays from April 27 to July 29. Hour-long individual tutorial sessions were offered daily from 12:00 to 2:00 pm to accommodate lunch-time availability of students, staff, and faculty. In all, 152 tutorials were filled, with waiting lists from Week 5.

As ESL/graduate consultant in the spring term, through a QLC grant, Donna met the needs of the ESL students population by co-facilitating the Graduate Thesis Support Group for five weeks and also offering five weeks of one-to-one academic writing consultations to graduate students.

Summer program statistics

Total number of individuals tutored	64
Total graduate students	30
Total ESL students	33
No-shows	
Waiting list	1 8
Total tutorials given	138 [152]





OTHER SUMMER INITIATIVES

In a Learning Commons collaborative project funded by the QLC, Donna, Maureen and Lori worked on developing a workshop certificate program called Transitions to replace the Uncover the Secrets certificate), in collaboration with Elspeth Christie, Nathalie Soini, Patrick Patterson, and two QLC students. Susan and Lori met with Denise Stockley of the Centre for Teaching and Learning to discuss the development of the certificate program, a follow-up to an earlier meeting with the CFTL's Joy Mighty in February. As part of the initiative, Susan and Lori also met with Paul Bowman of Career Services and Ben Seewald of the Student Alumni Association to discuss collaborative workshop offerings for the tentatively titled "Survival" or "Transitions" certificate, which would focus on both incoming and graduating undergraduates.

Writing Centre staff assisted in creating an advertising campaign and improving existing workshops that would be part of the certificate program.

Rachel Young, a student with a strong IT background, continued to carry out research project with a view to augmenting the services the centre presently offers, particularly through our website. Rachel also completed an overhaul of the centre's extensive library.

Maureen, Donna, Susan, and Lori attended the QLC Conference in June. Doug, in addition to helping organize the conference, provided entertainment at the conference dinner performing in the duo Syntax All-Stars with former tutor Irwin Streight.

OUTREACH

Lori Vos gave talks to large classes of first-year students to inform them about the Writing Centre and encourage them to use the centre's services. Classes visited include sections of PSYC 100, GEOG 101, DEVS 100, ENGL 110, GEOG 104, and HIST 124, for a total of approximately 2,000 students.

For a second consecutive year, the Writing Centre welcomed, in November, a group of Grade 12 students from Sharbot Lake High School. The students discussed the prospect of university-level writing with Doug Babington and Maureen Garvie.

IMAGINING THE FUTURE

Given current budgetary cutbacks at Queen's, it is especially important to ensure students' access to individualized support regarding academic writing. In particular, graduate students and ESL students will benefit from our continued development and delivery of workshop programs, certificate programs, and guest lectures.

The Writing Centre also looks forward to continuing its development of credit courses. Just as Writing in the Community (WRIT 235) has introduced community-based learning to the classroom format, revisions of our course offerings through Continuing and Distance Studies will enhance the academic experience for correspondence and distance-learning students.

IMAGINING THE FUTURE: HOW THE WRITING CENTRE FITS THE VISION

The report *Imagining the Future: Towards an Academic Plan for Queen's University* (summer 2010) suggests that certain goals be met to maintain Queen's current academic standing and high levels of student satisfaction. At the same time, the document recognizes the need for efficiency and sustainability. While all goals mentioned in the report are laudable, of particular interest to the Writing Centre are those goals that involve the richness of the undergraduate and graduate experience at Queen's.

Encouraging Interdisciplinary Studies

Strong writing skills are essential to any field of academic endeavour and are especially important in graduate studies and the professional schools. The Writing Centre has, since its inception, offered academic courses that allow students to develop their writing skills to the standards demanded by Queen's. These comprise an impressive roster of courses not duplicated by any other department: Writing 075; Writing 175 and Writing 275; Writing 195; Writing 235; Writing 295; and SGS 801. Writing 235 was developed in response to an earlier document, *Engaging the World*; its goal is to involve students in the wider community through community service-learning, itself an objective of *Imagining the Future* (pp. 19-20). All the centre's courses are designed to have cross-disciplinary appeal and applicability.

Supporting Innovation in Learning

In collaboration with other Learning Commons partners, the Writing Centre has worked to create workshops and events that engage students in shaping their educational experience. Hundreds of students attend our How to Write Your First University Essay presentation at the start of fall term. The QLC Transitions series of workshops was partly initiated through the centre. The Writing Centre hopes eventually to develop a Minor in Writing program in collaboration with other departments, using existing courses offered in the Writing Centre and throughout the university. Ongoing workshops and outreach are part of the centre's program.

Enriching Educational Experience

The Writing Centre enriches undergraduate experience by providing small-group or even one-on-one learning experiences and academic advising and mentoring directly by faculty. Our full-credit course Writing in the Community, reflects many of the goals of *Imagining the Future*, including "educating its community to respectfully embrace different ways of seeing and valuing the world ... value "social

purpose” and public service and through our teaching, research and service [become] net contributors to Canadian society and global community.”

Other *Imagining the Future* goals the Writing Centre endorses and reflects:

- *Goal 1.2:* to capture the essence of what studying at Queen's involves, and ensure that this unique experience is preserved and enhanced. Volunteering, knowledge sharing and mentoring are all emphasized in the Centre's peer tutor program. Writing 235 focuses on writing in the context of community service.
- *Goal 3.2:* to advance graduate education as a critical enterprise within Queen's. The Writing Centre emphasizes support of graduate students, especially during the summer months, e.g., graduate support group (with Learning Strategies),
- *Goal 4.1:* to provide transformative learning experiences that assist students in becoming self-directed, responsible, life-long learners
- *Goal 4.3:* to increase opportunities for interdisciplinarity
- *Goal 4.7:* to integrate the principles of inquiry, interdisciplinarity, internationalization, imagination, innovation and inclusivity into the university's core mission

The Writing Centre as an academic unit and a dynamic partner within the Learning Commons is essential to the fulfillment of the document's vision within the above, particularly interdisciplinary studies, innovation, and sustainability.