

A Faculty Guide to the Campus Writing Center at Marietta College, 2009-2010

MISSION	Marietta College's Campus Writing Center provides a collaborative, supportive, and instructional environment where students work face-to-face with peer tutors to strengthen their college-level writing skills. We are committed to fostering growth and understanding in the writer, not just in the paper
TUTORING PHILOSOPHY	<p>Our goal is to produce better writers (not necessarily better writing). Peer tutors are trained to work one-on-one with students within a pedagogically sound framework. To that end, their goal is to not edit student work, but to help students see and understand some of the major weaknesses within their writing, and provide tools and ideas for revision</p> <p><i>Coming to the Campus Writing Center has really helped me to become a better writer. After making a few trips to the Campus Writing Center I can now seem to find my mistakes a lot easier than what I used to be able to. Erica Huffman '05 / Sports Medicine</i></p> <p><i>I always make the time and opportunity to go to the Campus Writing Center. I'm a pretty solid writer, but it seems that I usually get 5-10 points higher on my papers when I visit the center. I find the writing center very useful. Luke Binegar '03 / Human Resource Management and Psychology</i></p> <p><i>I am a transfer student from China. I always come to the Campus Writing Center because it is really helpful. The tutors help me to correct and make my paper better. And by continuing to do this, I know the problems in my paper and I improve my grammar, words, and organization in a paper. I addition, I feel that the tutors are smart and very warm-hearted. Some of them have become my friends. I really enjoy coming to the Campus Writing Center. Wenjun Zhao '02 / Accounting</i></p>
FALL 2009 HOURS	<p>Hours begin MONDAY, SEPTEMBER 7th and end on FRIDAY, DECEMBER 4th. We will be open for limited hours during exam week</p> <p>Please check our website for any changes in our schedule M-TH (3-5; 7-10)</p>
LOCATION	<p>Thomas Hall 217 Online at http://www.marietta.edu/academics/resources/writing/index.html</p>
BASIC STATISTICS	<p>In a typical year, the writing center works with over 30% of the student body. Last year we conducted 1,135 tutorials. First-year students accounted for a little over 30% of our tutorials, while seniors and graduate students accounted for just under 30%</p> <p>About 44% of our tutorials are conducted the day before a paper is due, and 6% are conducted on the day the paper is due. This means that 50% of our students are using the writing center as “last-minute” review (see comments below about encouraging a process approach to writing)</p> <p>On the flip side, 25% of our tutorials are conducted with students who have at least 3 days or more before their paper is due (17% over 5 days)</p>
OUR TUTORS	<p>The writing center is staffed with undergraduate tutors who major in a diverse range of subjects, including art, biology, biochemistry, business, communication, education, English, environmental studies, history, international leadership, political science, psychology,</p>

	<p>Spanish and theatre. Students are encouraged to work with a tutor in their subject area, especially for upper-level assignments. OUR TUTORS ARE NOT PROFESSIONAL EDITORS. Their role is to help students work through some of the major weaknesses in their writing</p> <p>Our tutors are some of the most active students on campus. In 2008-2009, writing center tutors were awarded the Michael F. Dorfman Memorial Prize (Jessica Peatee), the Sharon Rouse Memorial Prize (Ashley Holcomb), The Joseph Green McMurry Award (Jackie Adamescu), the DeLancey Memorial Scholarship (Amy Horvat), the Emerson Prize (Keira Hambrick), the Lawrence M. Howard Memorial Scholarship Fund (Amanda Griesser), the Beatrice A. Kremer Memorial Scholarship (Jackie Adamescu, Amanda Griesser), the Margaret Ward Martin Prize (Peter Frantz), the Stephen Schwartz Prize in Poetry (Amanda Griesser), the David F. Young Alumni Scholarship (Megan Betteley), and the Ethel Guthrie Scholarship (Lauren Martin). Writing center tutors were also inducted into Omicron Delta Kappa (Ashley Holcomb) and received Investigative Studies Summer Fellowships (Mike Morgan, Jessica Peatee)</p> <p><i>Through my peer tutoring at the Campus Writing Center, I have both helped others and improved my own composition and personal skills. In order to teach others to improve their writing techniques, I have had to strengthen my own knowledge of grammar and structure. By working with frustrated and frustrating students, I have learned patience, perception, and empathy. Even through collaborating with my fellow tutors and directors, I have enhanced my ability to work cooperatively. My experience as a peer tutor has allowed me to educate others as well as myself. Molly Anthony '03 / Psychology and English</i></p> <p><i>Working at the Campus Writing Center for the past four years has provided me a wonderful experience to grow as both a student and a writer. Although work is indeed just that--work--the Campus Writing Center offers a chance for students to enrich their college career. This is something rarely provided by other work-study jobs. As a biology major, working here has benefitted me greatly by allowing me to sharpen my own writing skills--something often neglected by us science majors. Likewise, I have been able to present at a national conference and conduct workshops for CES classes. Consequently, despite its challenges, working as a writing center tutor during my undergrad career has been an experience of such great value that I could never have predicted it as a freshman. Matt Maizun '02 / Biology</i></p>
<p>WHAT WE DO</p>	<p>Provide one-on-one guidance in any phase of the writing process (from research to revision)</p> <p>Help students understand the parameters (topic, format, style) of an assignment</p> <p>Help students understand professor's written comments</p> <p>Point out errors or patterns of error and discuss strategies to solve them</p> <p>Help locate appropriate sources of information</p> <p>Help improve revising, editing, and proofreading skills</p>
<p>WHAT WE DON'T DO</p>	<p>Predict what grade a student will receive on an assignment</p> <p>Dictate content or co-author papers</p> <p>Edit papers</p> <p>Eliminate all evidence of errors</p>

INSTRUCTOR NOTIFICATION	E-mail notification will be sent each Friday. If you do not receive a notification and want to check on a student, just ask
REQUIRING WRITING CENTER VISITS	Required visits rarely have the impact that you might imagine. It typically results in a cluster of students swamping our resources the night before a project is due. PLEASE DO NOT REQUIRE A WRITING CENTER VISIT. Instead, think about providing extra credit
APPOINTMENTS	Students are encouraged to make an appointment at least a day or two in advance to guarantee a tutoring session. Appointments are made through e-mail (mcwrite@marietta.edu). During busier times of the year (i.e. mid-term and finals week) we often “fill-up” with appointments several days in advance
OTHER SERVICES	Consultation for assignment design and assessment, advice on using writing in the classroom, guest speaker in class to introduce the writing center, etc. Just send me an e-mail (Tim.Catalano@marietta.edu) or stop by my office (Thomas 205)
HOW TO HELP?	<p>Provide us (Tim.Catalano@marietta.edu) with copies of your writing assignments. Many students do not bring an assignment sheet with them to their tutorial (about 50%)</p> <p>Find a space on your syllabus or writing assignment to mention the writing center. Avoid using language that might suggest that the writing center is a “fix-it-shop” for weaker writers, or as a place to go to get papers “checked.” As professionals, we all value peer feedback, and it can be an important part of everyone’s writing process</p> <p>Writing is more than a final product – it is a useful tool for helping students to learn, in a more intentional way, about course content. In developing your writing assignments, think about ways in which you could help students move through the process (i.e. review a rough draft, have different “stages” of the project due at different times, etc.). Anything we can do to help students start earlier on their projects helps with the development of their writing skills and their understanding of course content</p> <p>Please do not off-load sole responsibility of writing instruction to the writing center. If you assign a piece of writing, be prepared to answer questions in the classroom (or in office hours) about issues of format, thesis development, and citations</p> <p>Do not send students to my office (Thomas 205), or imply that I will personally assist them. Have students go through the writing center</p> <p>If providing extra credit for a writing center visit, establish a “due date” for this visit at least a day or two in advance of the final draft</p> <p>Have realistic expectations of what the writing center can accomplish within a single tutoring session. Many students visit us with too little / too late, or are simply too inactive in their own writing and revision process. At the end of the day, our tutors are college students who are trying their best to help people become better writers. This takes time</p> <p>Please contact me if you have a question about a student visiting the writing center. Unfortunately, “the writing center told me to do it this way” has become a convenient excuse for students with incorrect citations or poorly organized work -- and these students never even came to the writing center!</p>