



## Kathleen Jones White Writing Center Summer 2020 - Spring 2021 Annual Report

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## Executive Summary

The Kathleen Jones White Writing Center recognizes the critical importance of writing and literacy skills to IUP students' academic, professional, social, and personal lives. As such, we are committed to student success through offering one-on-one tutorials, whole-class workshops, writing resources, a comfortable place to write, and broader initiatives. The following are our major initiatives and accomplishments for Summer 2020- Spring 2021.

**Total Student Support:** This past year we offered had 4,661 contacts with students. These included tutorials, workshops, boot camps, graduate writing groups, and orientations.

- **Tutorials:** We offered 1894 tutorials (1016 undergraduate and 878 graduate) during Summer 2020 – Spring 2021.
- **Workshops:** Our workshops include those open to the campus community (Wednesday Workshops, 373 students) and faculty requested workshops (72 workshops reaching 1800 students)
- **Dissertation and Thesis Writing Boot Camps:** Our new day-long boot camps with workshops, tutoring, and a silent writing room were attended by 187 graduate students. This initiative, along with graduate writing groups, represent a major boost in support to graduate writers at IUP.
- **Graduate Writing Groups:** New for 2020, we offered 14 graduate writing groups attended by 97 students. Our pre-post assessment reveals that groups *significantly* impact graduate writers' progress in the following areas: focus, planning, writing productivity, writing, and goal setting.
- **Orientation Workshops and Presentations:** Through Welcome Week workshops, CUSP workshops, and international student orientations, we were able to provide information and services to 310 students.

Additional services, events, and achievements for this academic year include the following:

- **New workshop Development:** The JWWC has recognized the needs of the IUP community for a range of new workshops for IUP's areas of focus. This academic year we have developed 15 new workshops including STEM writing, scientific communication, writing with statistics, undergraduate research, and more.
- **International Student Needs Assessment:** We developed and conducted a needs assessment for international students in Fall 2020. This helped us offer assistance to international students during the pandemic and will guide our professional development in the coming year.
- **International CRLA Tutoring Certification:** Our tutor professional development program was certified by the Collegiate Learning and Reading Association's International Tutor Training program. This allows us to offer an internationally

certified credential for our tutors. Twelve writing center tutors achieved “certified tutor” status, and eleven writing center tutors achieved “master tutor” status.

- **Research in the Writing Center:** The JWWC continues to be a global leader in producing research on writing centers. This year, our director was a professional consultant for Czech Republic Academy of Sciences and VSB University in Ostrava teaching and tutoring writing for publication for Engineering doctoral students and offered a second consultation and to start a new writing center in Bangladesh. Additionally, our tutors and director published 4 articles, offered 5 presentations, and doctoral students completed two writing center dissertations this year.
- **Tutor Professional Preparation:** along with our new tutoring certification, tutors are able to gain experience in developing key interpersonal skills, work with diverse learners, develop teaching skills, professional presentation skills, writing skills, and research skills. These skillsets offer tutors additional career preparation.
- **Tutor Education in Diversity and Student Success:** Our tutors receive key training in tutoring for retention and student success, tutoring international students, in promoting anti-racism and supporting diverse students, and more.

### **Planned 2021-2022 Writing Center Initiatives and Events**

Given IUP’s restructuring and Next Generation planning, the Writing Center is posed to continue to support all students across campus and develop new initiatives in targeted NextGen areas. Our plans for 2021-2022 are as follows:

- **Develop additional support for STEM writers:** Through outreach to faculty, a dedicated STEM writing tutor, and additional workshop development.
- **Develop stronger supports for undergraduate research:** With the JWWC’s new institutional home within the School for Graduate studies and Research (SGSR), we plan on partnering with a number of units within SGSR to strengthen research support for undergraduate research.
- **Expand our Dissertation and Thesis Writing Boot Camp materials and assess our service:** We will continue to expand this popular new service with new materials and also engage in a robust assessment on the impact of our service.
- **Enhance diversity and inclusion efforts:** We will continue to develop specialized training in anti-racism and diversity, hire diverse tutors, create welcoming spaces on campus for all students, and support/develop other campus wide initiatives.
- **Develop an online library of recorded workshops:** To increase access for students, we will develop an online library of our most in demand workshops.
- **Engage in writing center assessment and student success study:** In coordination with the IUP office for Institutional research, we plan on piloting a retention study that examines writing center use in connection with our LSE English courses.

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## Letter from the Director

Writing is a critical part of the lives of each of our students at IUP, and cultivating lifelong writing skills are directly tied to our students' success. Since the establishment of the Jones White Writing Center (JWWC) at IUP in 1971, our mission has been to help students become better and more self-sufficient writers through offering one-on-one tutorials, whole-class workshops, writing resources, a comfortable place to write, writing groups, and broader initiatives. Learning to write is a life-long process, and writers of any level can benefit from collaboration and conversation about their work. We are poised to support IUP's Next Generation mission through a variety of student-centered services, supporting diversity, equity and inclusion, providing leadership in IUP's new areas of focus, and offering long-term writing support for graduate students.



*Dr. Dana Driscoll, Director*

This past year, our tutors have done an amazing job in continuing to serve students in a hybrid capacity, including offering workshops and thousands of tutorials synchronously, asynchronously, and in limited face to face in Fall 2020. We've developed a range of new resources, workshops and initiatives for international students, STEM writers, and developmental writers. We are particularly excited about our new services for graduate students, including our popular graduate writing groups and dissertation and thesis writing boot camps. I welcome you to peruse the pages of this report and learn about the great work that the JWWC has accomplished this academic year.

In fact, the 2021-2022 academic year is a very special time for the JWWC, as we are celebrating our 50th anniversary. While our in-person celebration has been postponed due to the ongoing global pandemic, we are excited to meet this important milestone. The JWWC is one of the oldest writing centers in the world, and we continue to be a well-respected and recognized voice within the global writing center community. Graduates who have worked in our writing center have gone on to a variety of professional jobs within industry, business, and education, and our graduate students have gone on to found and direct writing centers all over the globe. This legacy of the JWWC is an important one, and one worth celebrating!

I want to call special attention to the financial support that the JWWC receives to continue our mission. This includes our endowment established to honor Kathleen Jones White and our new Ben Rafoth Endowment from President Driscoll and Becky Driscoll, funding from the College of Humanities and Social Sciences, the Office of International Education, the School for Graduate Studies and Research (SGSR), and the Graduate Programs in English. As of July 1st, the JWWC's new institutional home will be within the SGSR, and we look forward to continuing to serve the needs of the entire campus community within our new institutional home.

Sincerely,

A handwritten signature in black ink, appearing to read "Dana Lynn Driscoll". The signature is fluid and cursive, with the first name "Dana" being the most prominent.

Dr. Dana Lynn Driscoll  
Director, Jones White Writing Center  
Professor of English, Composition and Applied Linguistics Graduate Programs

## IUP Next Gen Plan and Writing Center Initiatives

The Jones White Writing Center is poised to support the efforts of IUP's Comprehensive Planning Goals and the new IUP Next Generation plan. The following describes the work that we already do to support the NextGen mission as well identify new strategic areas for support. We offer the JWWC's Mission and Vision statement in Appendix A.

### **Goal 1) Be a Student-centered university (IUP Comprehensive Plan).**

For 50 years, Jones White Writing Center has been offering student-centered peer tutoring, workshops, and student support. This work includes:

- *Student centered tutorials.* Undergraduate and graduate students of all majors are offered one-on-one tutorials to assist them on all aspects of writing in any genre.
- *Student centered workshops.* Workshops for the campus community are designed based on common student needs. We offer approximately 25 open workshops per year to the campus community.
- *Comfortable and accessible space.* At the KJW Writing Center, students come to study, use our computer lab, browse our handout library, and have refreshments.
- *Meeting students where they are and when they need support.* We offer both online and face to face tutoring 6 days a week, with evening and weekend hours, the ability to schedule tutorials in advance, and in-person, Zoom, and asynchronous options for workshops.
- *Certified tutors ensure student-centered support.* In Fall 2020, our tutor education program was certified by the Collegiate Reading and Learning Association (CRLA); this ensures that we maintain high standards for every tutorial offered. At present, 11 of our tutors are certified Master Tutors through this program.
- *Professional development and career training.* Writing center tutors are given extensive opportunity to enhance their professional skills, including interpersonal skills, presentation and teaching skills, writing and speaking skills, and more.

### **Goal 2) Embrace the identity and value of IUP as a doctoral research university (IUP Comprehensive Plan)**

According to the SGSR, over 50% of IUP's doctoral student attrition happens at the dissertation writing stage. Thus, the Jones White Writing Center continues to develop programming to provide support for doctoral studies and research, particularly at the thesis and dissertation writing stage. These initiatives include:

- *Graduate writing groups.* New for this academic year, graduate writing groups provide ongoing support to help writers make progress with their dissertation and thesis and lead to significant growth. According to our assessment of these groups,

graduate groups significantly improve students' dissertation writing progress, confidence, writing production, time management, and self-efficacy.

- *Dissertation and thesis writing boot camp.* New for this academic year, we offer a once-a-semester boot camp with five hours of workshops, tutoring, and a silent writing room. We've had 187 graduate students attend our boot camps this year, which offers key support for students in the later stages of their graduate degrees.
- *Graduate editing.* We offer graduate students the support of editing theses and dissertations through tutorials (a more cost-effective system than our previous Graduate Editing Service, discontinued in Summer 2020).
- *iThenticate tutoring sessions.* A challenging part of finishing a dissertation or thesis is navigating submission; we offer specialized tutorials that assist students with this process and provide support for the iThenticate software and dissertation submission process.
- *Graduate-level workshops.* We have developed 15 new graduate level workshops based on the needs of graduate writers since Fall 2019. In the last year, we have offered over 40 workshops that are specialized to graduate courses in a wide variety of disciplines.
- *International graduate writer support.* We provide support to international graduate writers through extensive training for our tutors, strategic hiring of multilingual tutors, offering more options for tutorial format, and specialized workshops.
- *Supporting dissertation and graduate research.* The Jones White Writing Center is a research site for doctoral students working to study the science of learning, writing, and one-on-one pedagogy. KJW Writing Center staff regularly conduct, present, and publish research on issues relating to graduate writers, international writers, undergraduate writers, and more, contributing to our tutors' professional development and best practices in our center.

### **Goal 3) Change IUP's culture to embrace and promote diversity, equity, and inclusion**

The Jones White Writing Center has been on the forefront of promoting diversity, equity, and inclusion on campus throughout its history. Our recent initiatives include:

- *Strategic hiring of a diverse tutoring staff.* We hire carefully to ensure diverse representation in our tutoring staff including tutors of different racial, cultural, and linguistic backgrounds; majors; levels (grad/undergraduate); and gender identifications.
- *Diversity training.* We offer regular and extensive training for diversity and inclusion, including anti-racist pedagogies, training for working with different student needs, referral services to other campus support structures, and training in addressing cultural and linguistic differences in writing.

- *Welcoming environment.* Our tutors and staff work to ensure that every student who comes to the writing center is welcomed and supported.
- *Tutor-driven research.* Many of our tutors focus on research, present, and publish issues relating to diversity, particularly creating welcoming environments and supporting international and linguistically diverse students.
- *Support of ongoing diversity initiatives on campus.* We participate and host regular diversity initiatives including anti-racism training for our tutors.

#### **Goal 4) Provide support in IUP's new Areas of Focus (IUP NextGen)**

The Jones White Writing Center currently serves students across campus writing in all disciplines and at all levels, including in IUP's new STEM areas of focus. Our work to address goal four includes:

- *Business workshop series.* In coordination with the School of Business, we now offer a business writing workshop series (including three new workshops in Fall 2020.)
- *STEM writing workshop series.* We premiered our first STEM workshop in Spring 2021 and plan on further workshop development next academic year.
- *Meeting with faculty.* Our director regularly meets with faculty in area of focus programs to discuss writing support.
- *Supporting the general education core.* We offer tutorial support for a wide variety Liberal Studies courses and introductory writing workshops.
- *Producing research and scholarship on cross disciplinary and STEM writing.* Recent work from our tutors and director have included writing in healthcare and medicine and consultations with Engineering faculty at VSB University in Ostrava, Czech Republic.

#### Planned 2021-2022 Writing Center Initiatives and Events

Given the continued nature of IUP's restructuring and Next Generation planning, the Writing Center is posed to continue to support all students across campus and develop new initiatives in targeted NextGen areas. Our plans for 2021-2022 are as follows:

- **Develop an online library of recorded workshops**, particularly our in-demand workshops, for both graduate and undergraduate writers. These will be recorded and available to embed in D2L courses and also viewable from our website.
- **Develop additional support for STEM learners** through outreach to faculty, a dedicated STEM writing tutor, and additional workshop development.
- **Develop stronger supports for undergraduate research.** With the Writing Center's new institutional home within the School for Graduate studies and Research (SGSR), we plan on partnering with a number of units within SGSR to

strengthen research support for STEM writers, undergraduate research, and other campus initiatives.

- **Expand our Dissertation and Thesis Writing Boot Camp materials.** As our Boot Camps have been highly successful and popular with graduate students, we will continue to develop new materials, connect with other units on campus (including the IUP Libraries, Fall 2021 and the IRB, Spring 2022), and begin to assess the efficacy of our boot camps.
- **Enhance diversity and inclusion efforts.** We will continue to develop specialized training in anti-racism and diversity, hire diverse tutors, and create welcoming spaces on campus for all students.
- **Expand orientation and welcome week activities.** The Writing Center participated in Welcome Week for the first time (expanded from our regular participation in CUSP) in Fall 2020, and plans for expanded presence in future Welcome Week and other orientation events.
- **Retention study.** In coordination with the IUP office for Institutional research, we plan on piloting a retention study that examines writing center use in connection with our LSE English courses.
- **Expand our business writing workshop series** with additional workshops and explorations about key business communication strategies.

## Writing Center Usage

### Writing Center Tutorials

One-on-one tutoring and conversations about writing are at the heart of what we do in the KJW Writing Center. We offer tutorials on all kinds of writing at any stage of the process, offering feedback, support, and encouragement. We help with brainstorming topic ideas, adding in-text citations, focusing and organizing ideas, and making ideas flow smoothly. We support all student writers on campus including first-year writers, LSE students, international and multilingual, developmental, disciplinary, and graduate. The following offers our yearly summary for the tutorials we conducted. We offered 1894 tutorials, nearly all of them online due to the global pandemic. Table 1 (next page) offers a breakdown of our tutorials by type, school, and more.

Tutorial Category		Total for AY	
		#	%
<b>Total Tutorials</b>		1,894	100.00%
<b>Tutorials by Type</b>			
	<i>In-person (Fall 2020 only, limited capacity)</i>	59	3.16%
	<i>Synchronous Online</i>	552	29.14%
	<i>Asynchronous Online</i>	1,283	67.74%
<b>Tutorials by College (Non-LSE)</b>			
	<i>Health &amp; Human Services</i>	437	23.07%
	<i>Humanities and Social Sciences</i>	812	42.87%
	<i>Natural Sciences and Mathematics</i>	78	4.12%
	<i>Fine Arts</i>	6	0.32%
	<i>Eberly College of Business</i>	132	6.97%
	<i>Education and Communications</i>	298	15.73%
<b>LSE Tutorials</b>		399	21.07%
<b>Graduate Tutorials</b>			
		878	46.36%
<b>Undergraduate Tutorials</b>			
		1,016	53.64%
<b>First Time Visitors</b>			
	<i>Yes</i>	408	21.54%
	<i>No</i>	1,486	78.46%

Table 1: Tutorials for 2020-2021. Our AY (Academic Year) is Summer 2020, Fall 2020, and Spring 2021.

## Feedback on KJW Writing Center Tutorials

We engage in ongoing assessment of our tutorials with students. This includes collecting post-session feedback on all of our sessions and regular observations of our tutors. Here is some of the feedback we received this year from students about our tutorials:

- “The feedback was clear to follow and contributed to the overall improvement of the document.”
- “The tutor gave me very detailed and thoughtful feedback on my paper. I really appreciate her help and time!!!”
- “I feel that I got very useful feedback and suggestions. He took my topic and explanations into account and offered some pointers and ways to possibly make my argument stronger while always taking my responses into account.”
- “I received prompt and detailed feedback from Larry. It was very helpful, and I plan to use this service again.”
- “[TUTOR] provides comprehensive feedback and it is super helpful. All the feedback is much appreciated. I’m so thankful for [TUTOR] and the writing center.”

## Faculty Requested Workshops

The KJW Writing Center provides tutor-led or director-led writing workshops for courses at IUP based on specific requests from the faculty, which is another popular service. These workshops reach a broad population of students at IUP and serve to support faculty’s writing-related instruction. Workshops can be offered for any course, discipline, or level (first-year writer, undergraduate, masters, Ph.D.). During the 2020-2021 AY the KJW Writing Center conducted 72 full class workshops which reached approximately 1800 IUP students.

- Summer 2020 - 1 workshop
- Fall 2020 - 49 workshops
- Spring 2021 - 22 workshops

## Wednesday Workshops

Our Wednesday Workshop series runs for 12 weeks each semester and offers tutor or director-led workshops on a range of our most popular topics (please see Appendix C for a full schedule of this year’s workshops). 373 students attended our Wednesday Workshop series this year, with our most popular workshops being our new Business Writing series.



*Photo from 2019 Workshop Series*

This year, we also partnered with the IUP Library (Writing for Publication for Undergraduate Students) and the IRB (Writing your IRB Application) for two of our workshops.

## Workshop Development in AY 2020-2021

The KJW Writing Center has recognized the needs of the IUP community for a range of new workshops for IUP's new areas of focus, including STEM writing, research writing, business writing, and advanced graduate writing. To meet these needs and expand our services, we have developed 15 new workshops for specific populations within the IUP community.

These workshops are as follows:

- Avoiding Plagiarism, Addressing Patchwriting, and Ethical Citation Practices (Undergraduate/Graduate Fall 2021)
- American Academic Conventions for International Students (Undergraduate and Graduate, Fall 2021)
- Beyond Summary: Source Synthesis and Voice Workshop (Undergraduate/Graduate, Spring 2021)
- Building Arguments in Literature Reviews (Graduate, Fall 2021)
- Clarity and Conciseness in Writing (Undergraduate/Graduate Fall 2021)
- Cover letter workshop (Business Writing, Undergraduate and Graduate, Fall 2021)
- Introduction to Grant Writing for Academics (Graduate, Spring 2021)
- Managing Feedback from Committees (Graduate, Fall 2021)
- STEM Writing: Principles of Scientific Communication in STEM Fields (STEM, Undergraduate/Graduate, Spring 2021)
- Synthesizing Sources, Building and Refining Arguments, and Writing Literature Reviews (Advanced Undergraduate and Graduate, Spring 2021)
- Writing Your Literature Review (Graduate, Fall 2021)
- Writing for Publication for Graduate Researchers (Graduate, Fall, 2021)
- Writing for Publication for Undergraduate Researchers (Undergraduate, Fall 2021)
- Writing with Statistics: Data Visualization, Storytelling, and Persuasion (STEM/Business, Undergraduate and Graduate, Fall 2021)
- Writing Results: Visualizing and Writing About Data (STEM/Social Science, Graduate, Spring 2021)

**Cross-Campus Workshop Partnerships:** This year, we also partnered with the School for Graduate Studies and Research Thesis and Dissertation Office and the Institutional Review Board to offer the following workshops for the campus community:

- Formatting and Submitting your Thesis or Dissertation (Dissertation and Thesis writing Boot Camp, Graduate, Spring 2021)
- Writing Your IRB application (Wednesday Workshop, Graduate, Spring 2021)

## Academically Underprepared Writer, Student Success and Retention Initiatives

At IUP's Kathleen Jones White Writing Center, we conduct thousands of tutorials a year for students of all majors and levels. These tutorials not only help writers, but also retain students and contribute to student success. Writing center visits lead to higher retention and graduation rates. On average nationally, a student who visits a writing center is 2-7% more likely to be retained into their second year and achieve a 5-9% higher graduation rate in 4-6 years. The following are some of our initiatives for supporting academically underprepared writers, developmental writers, and retention.

### Tutorials and Training for Retention and Undergraduate Student Success

- **Tutorials:** One-on-one tutorials support a wide range of at-risk writers at IUP. Our one-on-one tutoring allows for students to get dedicated support, ask questions, and work with undergraduate peer tutors who are role models of successful student practices.
- **Liberal Studies English support:** Since all students are required to take one or more Liberal Studies English courses in their first semesters at IUP, we engage in regular outreach to those who are teaching LSE, including full time faculty, temporary faculty, and teaching associates. We also have a representative from the Writing Center who sits on the LSE committee (either the director or assistant director).
- **Asynchronous tutorials and high-speed internet access:** During the global pandemic we have offered options for asynchronous or synchronous writing tutorials. As we know many student writers are from rural areas that do not have access to high speed internet, this allowed us to provide the widest range of service to meet student demand.
- **Hours, locations, and scheduling:** To address the needs of a diverse student population, we offer online, evening, and weekend hours, the ability to schedule appointments in advance and the ability to choose a student's preferred tutor.
- **Training in tutoring for retention:** Our Fall 2020 training continued to focus on student success and retention. This training included: statistics and information on

IUP's undergraduate population, discussion of key aspects of retention (including a sense of belonging and academic success) and how to address issues of belonging and identity in tutorials, tutoring for various study skills, modeling successful behaviors, transferring learning across contexts, and using metacognitive tutoring strategies so support successful student skills.

- **Training in tutoring at-risk students:** Our Fall 2020 training also included material on at-risk populations and how to best meet students' needs: minority students, differently abled students, multilingual students, and non-traditional students.
- **Workshops and resources:** Many of our undergraduate workshops were designed to assist students with a successful transition to IUP, including our popular "Welcome to the Writing Center" workshop. This workshop introduces students not only to the Writing Center and services, but also provides key writing-related study skills and materials.
- **CUSP Early Entrance Experience:** In Fall 2020, the Jones White Writing Center offered six engaging workshops as part of the CUSP Early Entrance Experience program. These workshops, offered by a peer tutor, introduced students to college-level writing, shared strategies that can help students achieve academic success, and connect new students with an experienced college student role model.

### Initiatives for 2021-2021 to Support Diverse Writers and Student Success

The JWWC will continue to develop initiatives to support and retain at risk students in the following ways:

- **Offering leadership for Student Support and IUP's Next Generation Restructuring:** Dr. Driscoll is on the leadership team for the IUP Next Gen Task force for Student Support and looks forward to exploring ways to coordinate with other student support services to provide the best possible experience for students.
- **Welcome Week:** We are continuing to expand our presence at IUP's orientation initiatives, including at Welcome Week. This allows us an opportunity to connect early with our services. Our expanded services this year include workshops, drop-in tutorials, "how to be a successful student" discussions with our peer tutors, and a treasure hunt.
- **Seeking campus partnerships:** In the 2020-2021 year, we will continue to seek campus partnerships to support our at-risk and diverse writers on campus through joint programming and tutorial support, particularly as opportunities arise as part of IUP's restructuring.
- **Continued retention and academically underprepared writer training:** Retention-based tutor education will continue to be a regular part of our tutor training for new tutors and part of our conversations with our experienced tutoring

staff. We will continue to develop new resources to support our tutors as they work one-on-one with IUP's writers and consider best practices for supporting students who are academically underprepared.

- **Strengthening liberal studies support:** We will be engaging in outreach to faculty across the disciplines who teach writing intensive liberal studies courses to discuss class workshops, tutoring, and our services.

## Graduate Writing Support

KJWC's newest initiative is working to provide expanded dissertation and thesis writing support for advanced graduate students. Since over 50% of attrition for our doctoral programs typically happens at the thesis and dissertation writing stage, we have targeted our new initiatives at the thesis and dissertation writing stage. Thus, we are developing ways to reach out to isolated graduate writers and provide them ongoing support, tutorials, and instruction. This is an important part of our mission and one of our key supports for IUP's Next Gen initiative that emphasizes Doctoral Education.

### Graduate Writing Groups

Our first new initiative to support graduate students are our Graduate Writing Groups. With at least 50% of graduate writers not being present on campus, tackling varied work schedules, and being located globally, we face an acute demand for more extensive graduate writing support to reach our graduate student population, especially during the pandemic. As such, we created Graduate Writing Groups to provide long-term writing support for IUP graduate writers who have begun the thesis/dissertation process and are writing independently.

*Groups Overview.* Graduate Writing Groups are led by an advanced graduate tutor who is nearing the end of their own dissertation writing process. The groups are composed of six to eight students who meet via Zoom every two weeks; typically, six group meetings are conducted over twelve weeks in a semester. During 90 minutes of meeting time, our graduate tutor will:

- Offer short interactive presentations on key aspects of thesis/dissertation writing including goal setting, time management, self-editing strategies, revision, handling feedback, and work/life balance.
- Guide graduate writers to set writing goals and regularly check in with them to help them stay on track.
- Hold peer review workshops in which graduate writers receive detailed feedback from their peers and discuss revisions in depth.

With these three unique features, we offer sustained writing support, accountability, and a supportive environment to help graduate writers make progress and stay positive in their dissertation/thesis journey.

### Usage and Demand

In the semesters of Summer 2020, Fall 2020, and Spring 2021, we ran 14 groups and served 97 graduate writers from 14 programs from various disciplines. Our summer demand for GWG groups is traditionally higher than in the Spring and Fall Months. Our summer writing groups are the most popular and in the highest demand. Tables 2 and 3 below demonstrate the breakdown of Graduate Writing Groups by semester and by program:

<b>Semester</b>	<b>No. of Groups</b>	<b>No. of Students Served</b>
Summer 2020	8	47
Fall 2020	2	15
Spring 2021	4	35
Total	14	97

Table 2: Graduate Groups by Term

<b>Program</b>	<b>No. of Students Served</b>	<b>Percentage</b>
Composition and Applied Linguistics	21	22%
Administration and Leadership Studies	16	16%
Nursing	16	16%
Curriculum and Instruction	13	13%
Media and Communication Studies	9	9%
English Literature and Criticism	5	5%
Safety Sciences	4	4%
Counselor Education and Supervision	3	3%
TESOL (MA)	2	2%
Criminology	2	2%
Educational and School Psychology	1	1%
Clinical Psychology	1	1%
Sociology	1	1%
Regional Planning	1	1%
Literature and Composition (MA)	1	1%
Not specified	1	1%
<b>Total</b>	<b>97</b>	<b>100%</b>

Table 3: Graduate Programs Served

### Significant Impact and Assessment of Graduate Writing Groups

Based on two voluntary online and IRB approved surveys—one before the groups started and one at the conclusion of the groups—we found that our Graduate Writing Groups allowed writers to make significant progress in their dissertation/thesis writing and become more confident and self-regulated writers. Eighty-three students participated in our surveys, which included a pre- and a post-survey that examined group participants' expectations for and satisfaction of the Graduate Writing Groups as well as writing

challenges that they faced via Likert Scale statements, multiple choice questions, and open-ended questions. Specifically, assessment revealed three important findings about the effectiveness of our groups:

**Graduate Write Groups make a significant impact on thesis/dissertation writing in five key areas.** While participants reported gains in all areas of our survey (see Table 4, below), a Mann Whitney U tests showed that after participating in Graduate Writing Groups, graduate writers reported significant differences in being able to focus more easily on thesis/dissertation writing ( $Z=-2.662$ ,  $p=.008$ ), being more able to set goals ( $Z=-3.036$ ,  $p=.002$ ), knowing better what to do during each writing session ( $Z=-2.495$ ,  $p=.013$ ), feeling more satisfied with their writing productivity ( $Z=-2.364$ ,  $p=.018$ ), and making better progress on dissertation/thesis ( $Z=-3.362$ ,  $p=.001$ ).

**Graduate writers reported a positive experience participating in the Graduate Writing Groups.** Our graduate writing group model—one that consists of mini-lessons, goal check-ins, and peer review workshops—was perceived by graduate writers as highly effective in meeting their multidimensional needs for time-based, skill-based, draft-based, and emotion-based writing support. Specifically, they perceived the writing groups to be supportive, which helped them to make progress on their dissertation/thesis. They considered two weeks to be a good amount of time between meetings, and would recommend the writing group to others.

A comparison of pre- and post-survey data showed positive changes in graduate writers' writing abilities, behaviors, mentality, and progress to varying degrees. As Table 4 below demonstrates, after participating in Graduate Writing Groups, graduate writers felt more confident in their writing ability and found it easier to focus, to articulate ideas clearly in writing, and to navigate around blockage. Similarly, they were able to manage writing time, set goals, and meet goals more effectively, they knew better what to do during each writing session, and they felt more satisfied with their writing productivity and made better progress with their thesis or dissertation.

**Students who participate in our writing groups are able to overcome writing challenges more effectively.** Research shows that the dispositions and mindsets that graduate writers bring to advanced writing substantially shapes their ability to complete their work successfully, thus another goal of our program is supporting writers in overcoming writing challenges (Driscoll and Wells, 2012; Powell and Driscoll, 2020<sup>1</sup>).

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<sup>1</sup> Driscoll, D. L., & Wells, J. (2012). Beyond Knowledge and Skills: Writing Transfer and the Role of Student Dispositions. In *Composition Forum* (Vol. 26).

Table 5 demonstrates reduction in graduate writers' negative writing mentality and behaviors. After participating in our writing groups compared their own progress with others less, and berate themselves less. They were also less uncertain about the direction of their writing and procrastinated less. Therefore, graduate writers became more understanding and tolerant of themselves as writers and were more confident and ready to act when it came to writing.

Item	Prescore	Postscore
I feel confident in my writing ability.	3.19	3.63
I can easily focus on my thesis/dissertation writing.	2.44	3.03*
My ideas are clearly articulated in my writing.	3.28	3.44
When I feel stuck with my thesis/dissertation writing, I am able to easily navigate around the blockage.	2.94	3.25
I am able to manage my thesis/dissertation writing time effectively.	2.50	2.81
I set writing goals for myself.	3.41	4.09*
I am able to meet writing goals that I set for myself.	3.06	3.53*
When I sit down to write, I feel like I know what I am going to do during each writing session.	2.81	3.56*
I am currently satisfied with my writing productivity.	2.22	2.94*
I am making good progress on my thesis/dissertation.	2.44	3.31*

Table 4: Pre and Post Means for Survey Responses for Graduate Writing Groups

\*Differences significant at the  $p < 0.01$  level.

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Powell, R. L., & Driscoll, D. L. (2020). How Mindsets Shape Response and Learning Transfer: A Case of Two Graduate Writers. *Journal of Response to Writing*, 6(2), 3.

Item	Prescore	Postscore
I often tell myself I should be a “better” or “more effective” writer.	3.88	3.63
Often when I am stuck or am not progressing as planned in my writing, I berate myself.	3.25	3.16
I’m not always certain of the direction I’m taking with my thesis/dissertation.	3.59	3.16
I often procrastinate my writing.	3.81	3.44

Table 5: Reduction of Challenges for GWG participants

Therefore, with its successful operation in the AY2020 and empirical data that demonstrated their significant impact on graduate writers’ growth, our Graduate Writing Group is a highly effective model of graduate writing support. These also represent a unique contribution to graduate writing support among writing centers globally, as few writing centers currently offer this model, which can be used for recruitment and marketing purposes to potential graduate students.

## Dissertation and Thesis Writing Boot Camps

In Fall 2020 and Spring 2021 we ran our first two Dissertation and Thesis Writing Boot camps. These boot camps take place all day on a Saturday via Zoom, which allows us to reach the most of our graduate student population (including those who are summer-only, distance education, have left IUP to write their dissertation, have returned to their home country, or work 9-5 jobs).

Our Boot Camps feature an ongoing series of workshops on dissertation and thesis writing strategies, a silent writing room where attendees can make direct writing progress, and ongoing tutorials during the event. Each boot camp offers a different array of workshops designed to support graduate students as they enter the various stages of writing their dissertation.

Our two boot camps were attended by **187 graduate students** (85 in Fall 2020 and 102 in Spring 2021). 87% of attendees were Ph.D. students while 13% were MA students. As Table 6 describes, 70% of students choose to attend our boot camps early in their writing process, with 34.3% being in coursework and 34.1% writing their first few chapters. Thus,

we are providing an excellent “bridge” point for doctoral students as they transition from their coursework to their dissertation writing.

<b>Where in Thesis/Dissertation Writing Process</b>	<b>Percent</b>
Just starting or about to begin	34.3%
Working on my first few chapters	34.1%
Writing is stalled	4.7%
Collecting data	5.7%
Working on my last few chapters	8.4%
Almost ready to defend	2.4%
Other	10.1%

Table 6: Stage of Attendees at Dissertation and Thesis Writing Boot Camp

Programs students came from are described in Table 7 below. We note that our largest groups of participants came from Administration and Leadership<sup>2</sup>, Composition and TESOL, Curriculum and Instruction, Business, and Safety Science. Given this information, we can engage in targeted communications to programs who have less attendance in future years.

<b>Program</b>	<b>Percent</b>
Administration and Leadership Studies	18%
Anthropology/Sociology	2%
Applied Math	4%
Biology	2%
Composition and TESOL	14%
Curriculum and Instruction	9%

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<sup>2</sup> In this data, we are unable to determine which ALS program students came from; in the future, we will distinguish between the two different ALS programs for reporting purposes.

Psychology (School, Clinical)	4%
Business	7%
Criminology	1%
Counselor Education and Supervision	4%
Communications (Media Studies, Instructional Tech)	4%
Literature and Criticism	6%
Geography and regional planning	1%
Nursing (Science, DNP-PHD, Ed)	3%
Safety Science	16%
Speech language pathology	1%
Sport Science	1%

Table 7: Attendee locations

As with our Graduate Writing Groups (assessed in 2020-2021), we plan on engaging in a robust assessment of our Dissertation and Boot Camps for the 2021-2022 academic year as we continue to develop this unique service. We thank the School for Graduate Studies and Research for continuing to support robust services for graduate writers.

## International Student Initiatives



*Working with International Students at the JWWC (photo from 2019)*

International students represent a core constituency of writing center users, particularly among our repeat users. The JWWC has a long-established specialization in working with international students, supporting multilingual writers, and leading the field of Writing Centers in developing and enacting research-focused practices for international students. All of our initiatives listed above (graduate

writers and underprepared students) also serve international student populations in our groups.

## Initiatives for Supporting International Students

The following are our services and initiatives to support International Students:

- **Tutor Training.** We continue to offer regular training for our staff to emphasize the unique needs of international students. This year our topics included: common writing challenges for multilingual writers, working with international graduate students' needs, focusing on "instructional" grammar support, tutoring diverse students and supporting diverse perspectives, anti-racism training, and assisting students with academic American conventions and plagiarism remediation.
- **Workshops.** We offered a number of workshops that were targeted towards international graduate students, including our new workshop "American Academic Conventions for International Writers" and our new "Plagiarism and Patchwriting" workshop as part of our Dissertation and Thesis Boot Camp series.
- **Tutorial Support.** International students, both graduate and undergraduate, continue to heavily use our services. Due to the challenges of COVID-19, we expanded our services to include asynchronous options to address students who may not have access to high-speed internet or that have intermittent power outages. While we believe that we will return to only synchronous video and in-person tutorials in the future, this temporary solution has allowed us to maintain services to international students who may need more flexibility due to the pandemic and home living situations.
- **iThenticate Tutorials.** With the funding challenges at IUP, we were not able to continue the Graduate Editing Service, a service that had high use by international graduate students. We have replaced this service with iThenticate tutorials, where graduate students can submit their documents and meet with a tutor to discuss their iThenticate report and plagiarism remediation. We have also allowed multiple asynchronous submissions of longer documents for language support. In the future, we want to work to find a more permanent solution to the editing needs of international students.
- **International Student Orientation.** We offered short presentations at both the graduate and undergraduate student orientations for international students this academic year.
- **Strategic hiring of multilingual and international tutors.** We work hard to make sure that international students and multilingual writers are well represented in our tutoring staff to ensure that international students are welcome in our center.

## International Student Needs Assessment Survey

Our Needs Assessment survey was distributed by the Office of International Education in Fall 2020 and was designed to assess the needs of our international students at IUP. 39 IUP students took the survey, including 19 doctoral students, 12 masters, 4 juniors, and 3 freshmen. While this survey had limited response (even with financial incentive), it provided us with key information to help better serve International students in future semesters and will help us guide our training efforts in 2021-2022. Here are some highlights and action items from our Needs Assessment:

- **International students desire a diverse tutoring staff.** 25% of international students preferred to work with a tutor who was a fellow multilingual writer, while 30% preferred a native speaker of English, and the remainder preferred someone who was in their major or at their level (undergraduate/graduate).
  - **2021-2022 Action item: Continue to Hiring Diverse Tutors.** Continued hiring of multilingual and international student tutors (both graduate and undergraduate) to ensure a linguistically and culturally diverse tutoring staff and to make the writing center a welcome place for diverse individuals.
- **Tutorials that assist with editing and making progress.** When asked what their expectations were for tutorials, international students expressed a strong desire for help with editing skills, preferred the tutor (rather than them) to set a clear agenda for the session, asking questions about their topic, and offering writing knowledge that can be used in multiple contexts. Students indicated that their greatest struggles in writing include developing a professional tone (14), word choice (13), formatting (11), source synthesis (11) and organization (10)<sup>3</sup>.
  - **2021-2022 Action item: Use these findings to guide future tutor training, particularly with regards to editing.** Information from this survey will be shared with our staff at the Fall 2021 Staff Meeting to help best prepare tutors. Editing is always a key concern for all international students and one of our ongoing challenges is how to both serve students' immediate writing needs as well as provide them with opportunities to develop as writers over time and not become overly dependent on tutors. Thus, we will affirm our "instructional editing" approach where we help students to identify systematic language challenges, offer resources and support, and help them develop self-editing skills.

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<sup>3</sup> This finding is consistent with the research in the field on student needs. See Jing Zhang's (2021) "Talking about Writing in China: How do Writing Centers Serve Chinese Students Needs?" (Dissertation, Indiana University of Pennsylvania) for an example of Chinese students wanting agenda setting and tutor-directed tutorials.

- **2021-2022 Action item: Develop a Professional Tone and Style Workshop.** Based on the number of students who indicated that they struggle with professional tone, the Writing Center plans on developing a workshop, targeted towards international students in AY 2021-2022.
- **Lack of Knowledge about the Writing Center.** Of the 9 students who did not use the writing center, 5 (55%) indicated no knowledge of the writing center. Students indicated that not only were not aware there was a writing center on our campus and some had heard of the concept before due to previous studies at universities that did not have writing center services.
  - **2021-2022 Action item: continued presence at international student orientation + targeted International student outreach.** In addition to continuing to take part in International Student Orientations, we will also seek new ways to reach international students, particularly those who may not be familiar with writing center services.

We thank the Office of International Education for their ongoing support for writing center tutorials and workshops.

## STEM and Business Writing Initiatives

The JWWC has been expanding our services to reach new populations at IUP that have traditionally used our services at a lower frequency, including STEM and Business writers. This year, we have partnered with the School of Business to offer a new (and highly attended) Business Writing series of workshops, which we plan on continuing and expanding in 2021-2022, among other initiatives.

### STEM and Business Writing Initiatives

Our initiatives for this Academic Year have included the following:

- **New Business Writing Workshop Series:** In the Fall 2020, we offered a new Business Writing Workshop series as part of our Wednesday Workshop series. This new series included Resume Writing, Cover Letter Writing (new workshop for Fall 2020), Writing with Statistics: Data Visualization, Storytelling and Persuasion (new workshop for Fall 2020), and Clarity and Conciseness in Writing (new workshop for Fall 2020).
- **Coordination with Center for Leadership and Academic Student Success:** We offered our new workshop series as part of an ongoing coordination with Mrs. Tracy VanHorn-Juart and the Center for Leadership and Academic Student Success in the School of Business.

- **New STEM Writing Workshop.** In Spring 2021, we offered our first STEM Writing workshop: “Principles of Scientific Communication in STEM Fields.”
- **Outreach to Business Faculty.** In Fall 2020, Dr. Dana Driscoll (in coordination with Dr. Siegel Finer, Writing Across the Curriculum director) met with four different departments in the School of Business to discuss their needs for writing and writing support.

## Initiatives for Fall 2021-Spring 2022

As part of our focus on IUP Next Gen areas of support, the JWWC will continue to expand our services to students in Business and STEM fields. This work will include:

- **STEM-Designated Tutors.** We have identified and hired one undergraduate (with double major in English and Biology) and one graduate tutor (with a dissertation research emphasis on STEM writing) to be STEM-designated tutors for the upcoming academic year. These tutors will receive additional training in STEM writing and will be identified for students in our scheduling system.
- **STEM and Business Writing Workshop Development.** We will be developing at least one new workshop during the next Academic year for both of these focus areas, including a workshop based on *Words that Work* by Frank Luntz (which is currently very popular within corporate America and teaches a number of communication-related soft skills).
- **Coordination with the STEAM Shop.** The JWWC has already begun conversations with providing tutoring and writing support for IUP’s developing makerspace, the STEAM Shop. We look forward to continuing to develop this initiative in the next academic year.
- **Coordination with Programs, Faculty, and Administration.** Dr. Driscoll will continue to engage in outreach to STEM and Business faculty to develop tailored tutoring, workshops, and other initiatives.
- **Collaboration with the Career and Professional Development Center.** We will begin exploring a referral system and other initiatives with the Career and Professional Development Center.

## Orientations and Outreach

The Global Pandemic has challenged us to seek new ways to connect with students and encourage them to use our services. Thus, one of the focuses of our work in AY 2020-2021 was expanding our involvement and presence at orientations. We participated in the following activities:

- **International Student orientation:** Our director offered information for our International Undergraduate Students (approximately 30 attendees) and Graduate Students (approximately 30 attendees)
- **Welcome Week Workshops:** We offered two workshops for new students at IUP, introducing them to college-level writing tasks and writing center support (reaching approximately 100 students).
- **College Undergraduate Success Program (CUSP) Workshops:** We offered six writing workshops to approximately 150 students as part of the virtual CUSP program.
- **Welcome Week “Goose Chase”:** We also participated in Welcome Week programming as part of the “goose chase” virtual tour of campus.

## Tutor Education and Professional Development

# IUP NOW

FRIDAY: UPDATES AND MORE

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Student town hall recording is now available; service honors IUP family members lost; day care where IUP students learn gets reaccredited; and more



ACADEMIC TIP

**Transitioning Home for the Summer:** As the semester comes to an end, take time to appreciate your accomplishments and successes. Share them with members of your support team, and acknowledge their role in helping you reach your goals and move forward.

— Academic Success Center

### Learn from the Masters

Tutoring in writing is about more than helping someone string together grammatically sound sentences. This school year, 11 Jones White Writing Center tutors completed Master Tutor Training certification. It covers working with diverse learners, handling different genres and skill levels, meeting the needs of international students, and more. Tutors also help with many center projects, including the new Dissertation and Thesis Boot Camp. (2019 photo)

*Figure 1: IUP Writing Center Tutor Education Program in IUP Now*

The success of our tutorials, workshops, and other services depend on the professional development provided to tutors. While tutors hired at the JWWC are all knowledgeable in writing and ready to support writers, tutors need the training to learn how to effectively work one-on-one, navigate a wide variety of genres and student needs, understand referral services, and develop key tutoring competencies. At the JWWC, we recognize the importance of aligning with IUP’s strategic mission, offering tutors evidence-based tutoring pedagogy and

practices, and offering lifelong learning opportunities for our tutors so that they can take their writing center experience beyond college.

Our tutor education program is internationally certified through the Collegiate Learning and Reading Association’s (CRLA) International Tutor Training program (certification granted in Summer 2020, see Appendix B). The CRLA’s program is the industry standard for certification, and represents the equivalent of an accreditation of our tutor training program. We have already applied for our recertification for the 2021-2022

academic year (pending July, 2022) and look forward to continuing to offering this credential to our tutors. Appendix

Through this certification program, which we piloted this year, all of our tutors have the opportunity to gain “Certified Tutor” and “Master Tutor” certifications that demonstrate their competency in tutoring and can be added to their resume or curriculum vitae. This year, 11 of our tutors completed their “Master Tutor” certification and 12 tutors completed their “Certified Tutor” certification, with more tutors working to complete their certification over the summer and in the upcoming academic year.

Moving forward in 2021-2022, gaining “Certified Tutor” will be a requirement for all new tutors as part of their employment in the writing center. Those who receive the “Master Tutor” are offered a certificate and a pay raise associated with their credential.

**Tutor projects.** Tutors who are seeking their “master tutor” certification work on specific projects that help improve their knowledge of writing and that support the ongoing efforts of the writing center. These projects include: updating workshops, doing research on varied topics, recording videos, keeping up with our social media presence, assisting with National Day on Writing events, and more. Here are some of the projects tutors completed this year:

- STEM Writing workshop
- Clarity and Conciseness Writing Worksheet
- Introduction to American Academic English Conventions Worksheet
- Using Grammarly for Tutors and Writers Worksheet
- Writing Introductions Worksheet
- Assisting with the International Student Needs Assessment
- Assisting with the Graduate Writing Group Assessment

## Tutor Professional Development and Preparation for Future Careers

In addition to providing high quality student support for all students on campus, the writing center is a critical site of training and professional development for IUP students.

Our **Assistant Director** position is a 20-hour a week Graduate Assistantship that is held by a Ph.D. student who is enrolled in the Composition and Applied Linguistics Ph.D. program within the Department of English. As Writing Center Administration forms a key subfield that requires specialized knowledge and on-the-job training, this position is a critical opportunity for doctoral students to gain direct experience in writing center administration. Nearly every doctoral student who has held this position in the last 15 years has gone on to full-time work within the Writing Center field as Writing Center Directors and Student Support Coordinators.

**Undergraduate and Graduate tutors** who work at the JWWC have the following professional development opportunities:

- **Internationally recognized tutoring certification:** Tutors who work with us at least two semesters have the ability to receive an internationally recognized tutoring certification (CRLA International Tutor Certification and Master Tutor Certification), which is a clear job-related credential.
- **Interpersonal skills:** Tutors develop a range of interpersonal skills including communication, listening, reading and writing, and supporting learners needs.
- **Experience with diverse individuals:** Tutors work with a wide range of diverse students and receive training in how to engage in effective cross-cultural communication skill, a key workplace credential. Our tutors lead workshops, small groups, and work one-on-one with students from different cultures, with different first languages, and that represent different socioeconomic and sociocultural groups.
- **Teaching skills:** Many undergraduate and graduate students interested in education find their time working in the JWWC invaluable as preparation for future teaching (see Driscoll and Harcourt (2012) and Driscoll (2015) for more on these topics<sup>4</sup>).
- **Research and professional presentations:** Tutors who work in the JWWC have an opportunity to engage in ongoing research about writing, attend and present at professional conferences, and publish their work. Please see the “Research” section below for more information on this year’s research projects.

**In the words of our tutors:** Our tutors share their thoughts about how their time in the JWWC has contributed to their professional development:

*Undergraduate Tutor (English Education)*- Working at the writing center has been a highly beneficial component to my professional development and future career goals because it allows me to gather a feeling of what it is like to be an English teacher. Every session is different, just like every student is different. I have to approach every session with an open mind and change my course of “instruction” if the one I am using does not work well for a tutee. Being employed for the writing center has also made me a stronger writer because I am more familiar every day with grammatical concepts, research techniques, types of writing, and more.

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<sup>4</sup> Driscoll, D. L., & Harcourt, S. (2012) Reflection, connection, and expectation: Transfer of learning in a peer tutoring course and beyond. *Writing Lab Newsletter*, 36(7-8), 1-6. Driscoll, D. L. (2015) Building connections and transferring knowledge: The benefits of a peer tutoring course beyond the writing center. *Writing Center Journal* 35.2.

*Graduate tutor (Ph.D., Composition and Applied Linguistics):* Working in the writing center contributes to my own professional development in a multitude of ways. For example, as someone who aspires to become a community college English teacher and works with a lot of students who are taking 101 and 202 English, it has given me keen insight into the common issues and struggles that students from this population deal with in regards to writing. Being a tutor has also allowed me the opportunity to test out and implement particular tutoring approaches and methods for helping developing writers and see what is useful and what is not. The approaches that I deem to be effective I'd imagine is easily transferable to a teaching environment.

*Graduate tutor (MA-TESOL, international student):* I would like to talk about the benefits I received from my experiences in the writing center. First, it helped me gain cross-disciplinary genre knowledge, which is very helpful to the development of my professional knowledge in academic writing. I met different tutees from different fields with different writing assignment assignments and writing purposes. Second, it also helped me learn about citation and formatting practices. Third, writing center experiences strengthened my communicative competence and leadership. I learned how to cope with different unexpected situations with appropriate handling of both negotiation and manner. Last but not the least, working in the writing center for years boosted my confidence in the job. I went from being nervous to being an experienced tutor, even as a non-native speaker of English. Now, I can say I am confident and open to any tasks and issues that I will face in the writing center.

## Research in the KJW Writing Center

The KJW Writing Center provides global leadership in publishing on best practices in writing centers and composition studies. The KJW Writing Center's reputation was established with the leadership of Dr. Ben Rafoth (Director, 1987-2019) and continued with the current Director, Dr. Dana Driscoll (Director, 2019 - present), who is an internationally recognized writing center scholar. The following is a summary of this year's consultations, presentations, and publications. Donations to the KJW Writing Center Professional Development fund and the Kathleen Jones White Writing Center Endowment help support conference travel and fund research projects in the center.

## Professional Consultations

**Teaching Writing for Publication in STEM Disciplines, Czech Republic:** Dr. Dana Driscoll has been engaged in a multi-year consultation project to work with VSB University of Ostrava and the Czech Republic Academy of Arts and Sciences to support advanced instruction and tutorial support in writing for publication for STEM and Engineering doctoral students. Dana's current work involves developing a 14-week online course that teaches Engineering and English language faculty how to teach writing for publication to STEM students, how to provide feedback and one-on-one support for writers, and how to successfully publish work, among other initiatives.

**Proposal for New Writing Center at North South University, Bangladesh.** Dr. Dana Driscoll has been working with Dr. Sukanto Roy (IUP English, Composition and Applied Linguistics Ph.D. '19) to establish the first writing center in Bangladesh at North South University. This work has included drafting a proposal, engaging in preliminary research on the needs of student writers and faculty, and developing a tutoring course.

## Published Research Articles

Powell, R. & Driscoll, D. L.(2021). How mindsets shape response and learning transfer: A case of two graduate writers. *Journal of Response to Writing* (6:2), 42-68.

Driscoll, D. L. (2020) Come Here, and You will Grow: Connecting Writing Development with Writing Center Practices. *Southern Discourse in the Center* (24.2).

Driscoll, D. L. & Wells, J. (2020). Tutoring the whole person: Supporting emotional development in writers and tutors. *Praxis: A Writing Center Journal*. Vol 17(3), 16-28.

Zhang, J., Zorluel Ozer, H., & Bayazeed, B. (2020). *Grammarly* vs. face-to-face tutoring at the writing center: ESL student writers' perceptions. *Praxis: A Writing Center Journal*, 17(2).  
<https://repositories.lib.utexas.edu/handle/2152/81515>

## Peer Reviewed Presentations

Cui, W. and Zhang, J. (2021, April). Supporting Advanced Graduate Writers: The Graduate Writing Group Model. Conference on College Composition and Communication.

Farag, I. (2021, April). Ethical Editing and International Student Needs: Exploring the Graduate Editing Service's Instructional Editing Practices. Conference on College Composition and Communication.

Driscoll, D. L. (2021, March). *Disciplinary and Transfer Ten Years Later: A Multi-institutional Investigation into Student Perceptions of Learning to Write*. Conference on College Composition and Communication.

Yim, Andrew (2021, March). *How COVID-19 Affects Tutors' Emotional States in the Writing Center*. *Mid-Atlantic Writing Center Association Conference*,

Zhang, J. (2020, October). "What did they take away from "写作中心"? A peer tutor alumni study in China." *International Symposium of English Writing Center in Chinese Universities 2020*, Hangzhou, Zhejiang, China.

## Completed Dissertation Research on Writing Centers

Boswell, K. (Spring 2020). *Crying in the teacher's lounge: The unseen labor of secondary school writing center directors*. Composition and Applied Linguistics Doctoral Dissertation, directed by Dr. Dana Driscoll.

Zhang, J. (2021). *Talking about writing in China: How do writing centers serve Chinese students' needs?* Composition and Applied Linguistics Doctoral Dissertation, directed by Dr. Dana Driscoll.

## Appendix A: Mission and Vision of the Jones White Writing Center

Since its establishment in 1971 by Prof. Lorrie J. Bright, known then as the Composition Clinic, the Kathleen Jones White Writing Center's mission has been to help students become better and more self-sufficient writers. The Writing Center was graciously endowed in 2015 and renamed the Kathleen Jones White Writing Center by the White family.

The Kathleen Jones White Writing Center recognizes the critical importance of writing and literacy skills to IUP students' academic, professional, social, and personal lives. As such, we are committed to student success through offering one-on-one tutorials, whole-class workshops, writing resources, a comfortable place to write, and broader initiatives. Learning to write is a life-long process, and writers of any level can benefit from collaboration and conversation about their work. We support IUP's mission through encouraging student success and student retention, preparing students for success in work and life, and providing innovative educational programming.

### **Our mission is reflected in our core practices and values.**

*One-on-One tutoring for all writers to support student success.* Tutoring and conversations about writing are at the heart of what we do. We offer tutorials on all kinds of writing at any stage of the process, offering feedback, support, and encouragement. We help with brainstorming topic ideas, adding in-text citations, focusing and organizing ideas, and making ideas flow smoothly. We support all student writers on campus including international and multilingual, developmental, disciplinary, graduate, and first-year.

*Supporting writers' processes and long-term learning.* We recognize that effective writing requires knowledge of rhetorical situations (audience, context, purpose, genre) as well as effective engagement with a body of disciplinary knowledge. We also recognize that additional skills such as time management, goal setting, and emotional management are critical to writers' success. We seek to provide tutoring that supports both the immediate writing assignments, but also, tutor to support writing adjacent skills, cultivate long-term writing development and the transfer of writing skills to diverse contexts.

*Access and equity for all students.* The Writing Center is dedicated to creating a welcoming space and providing support to increase educational access for all students of all disciplines, backgrounds, and abilities.

*Building writing knowledge and offering writing instruction.* The Writing Center is dedicated to offering writing workshops and other initiatives to the campus community. Our workshops are tailored to meet the needs of specific courses and disciplines. At both the undergraduate and graduate level we offer initiatives to strengthen students writing processes, knowledge, and practices.

*Research on writing pedagogy.* The Writing Center has a 50-year history in producing research on writing, writing pedagogy, and writing centers. We encourage our graduate and undergraduate tutors to develop, present, and publish original research to support best practices in tutoring and build our research-supported best practices. We also serve as a site for research projects, theses, and dissertations focusing on writing and one-on-one interaction. Our graduates have gone on to publish books, direct writing centers, and support writing in a variety of contexts.

*Community engagement.* As part of IUP's mission of public service, we recognize the importance of supporting community literacy locally and globally. Thus, we engage in regular initiatives to reach our local and broader communities including offering free online resources and a local community writing center.

*Tutor professional development and long-term success.* The Writing Center supports the ongoing professional development of tutors as part of IUP's mission to engage students as learners and leaders with strong interpersonal and communication skills.

*Evidence-based practices.* The writing center is committed to engaging in research-supported best practices for tutoring and writing instruction and the regular assessment of our practices. We train our tutors regularly based on research and also engage in regular assessment to ensure the efficacy of our practices.

## Appendix B: CRLA Certification Program Certificate and Tutor Training Details



As of Fall 2021, all tutors will be required to complete their tutoring certification through CRLA by the end of their second semester tutoring with us. Tutors may also choose to complete their Master Tutoring Certification, which is optional. The following are the qualifications for our certifications (as set by the Collegiate Reading and Learning Association):

**Certified Tutor (CRLA Level 1):** To qualify for Level 1, tutors complete a minimum of 10 hours of training and are required to have a minimum of 25 hours of tutoring experience. Our certification practices include training in a variety of key areas: understanding tutoring responsibilities, establishing rapport and effective interpersonal communication practices, tutoring diverse students (LSE writers, advanced undergraduate writers, developmental writers, graduate students, international writers, non-traditional writers). Tutors also complete observations of others' tutoring and have an observation with a formal meeting

with the director or assistant director. Tutors set ongoing professional development goals through this process.

*In the 2020-2021 Academic Year: 12 tutors received Level 1 certification.*

**Master Tutor (CRLA Level 2):** For their Master Tutor certification tutors must complete an additional 10 hours of training. They participate in another round of observations from both peer tutors as well as the Director or Assistant Director. Tutors also create and work on a research project that contributes to writing center practices or research in some way: tutors create handouts, contribute to workshops, conduct assessments, develop new programming, present, and publish as part of our master certification program.

*In Fall 2020-Spring 2021, 11 tutors completed Level 2 certification.*

## Tutor Training Schedule

The following describes this year's tutor education procedures in line with our CRLA International Tutor Training certification.

**Fall and spring staff meetings:** We hold two four-hour staff training sessions at the beginning of the fall and spring semesters. Meetings include workshops and presentations by the director, assistant director, and experienced tutors on a variety of topics and offer collaborative activities for tutors to improve their skills. Fall 2020 Staff Meeting Topics included:

- Tutoring graduate writers on advanced writing
- Best practices for online (synchronous and asynchronous) pedagogy
- Building arguments and supporting advanced argumentative writing
- Tutoring for retention
- Spring 2021 Staff Meeting Topics:
- Anti-racist principles for tutoring
- Online pedagogy scenarios and challenges
- Supporting International students' needs
- Referral services for other IUP units

**Monthly Staff Meetings:** All tutors (new and returning) take part in our monthly staff meetings where we offer ongoing professional development. Our staff meeting topics were as follows:

- Building Rapport in tutorial sessions
- Tutoring the rhetorical situation

- Tutoring to support long-term learning and learning transfer
- Instructional editing vs. copyediting

**New Tutor Training:** All new tutors have a 2-hour orientation that takes place before our staff meeting where we offer basic instruction in tutoring in the Jones White Writing Center. We also provide ongoing professional development to new tutors during their first semester with us; tutors meet with our Assistant Director twice a month for this support.

New Tutor Training Topics for 2020-2021 are as follows:

- Working with International Students
- Tips for Synchronous and Asynchronous Appointments
- Building Rapport
- Key listening skills

**Observations, Feedback and Goal Setting:** Observations of our tutors form an important part of our tutor training. During the pandemic when 95% of our tutoring was virtual, tutors record sessions with student permission (or share asynchronous documents). The director and the assistant director offer feedback to tutors on their tutoring, which forms a critical part of tutors' ongoing development.

## Appendix C: Wednesday Workshops and Dates

### Fall 2020 Wednesday Workshops

All workshops will take place on Wednesday evenings from 7-8pm via Zoom.

#### **MLA Documentation - September 2**

Level: Undergraduate/Graduate

This workshop introduces the MLA documentation style (8th edition), including how to quote and summarize from an original source. It's a hands-on workshop in which students see examples and do exercises. Topics include citing within the text, using signal phrases, creating the Works Cited page, and documenting online sources.

#### **APA Documentation- September 9**

Level: Undergraduate/Graduate

In this workshop, students are introduced to the APA documentation style (7th edition), including how to quote and summarize from an original source. It's a hands-on workshop in which students see examples and do exercises on their computers. Topics include citing within the text, using signal phrases, creating the References page, and documenting online sources.

#### **Resume Writing Workshop - September 16**

Level: Undergraduate/Graduate - Business Writing Series

This workshop introduces students to developing the content and designing an effective resume. We explore effective resume samples, how to frame experience to diverse audiences, and different content that goes in a resume. Students also can learn new features in MS Word that will make their resume distinctive. Students can get started on one during this workshop, or polish up one they've already written.

#### **Cover Letter Workshop - September 23**

Level: Undergraduate/Graduate - Business Writing Series

This workshop introduces students to writing an effective cover letter. After reviewing models of successful cover letters, we'll discuss the purpose of the cover letter, how to tailor a cover letter to fit a specific job, how to highlight relevant experiences. Students will get a chance to draft a cover letter for intended positions.

#### **Avoiding Plagiarism Workshop - September 30**

Level: Advanced Undergraduate/Graduate

This workshop introduces undergraduate and graduate writers how to avoid plagiarism in their writing, including through papers written in coursework and at the honors thesis, MA

thesis, or dissertation stage. The workshop will cover cultural expectations, reading and citation strategies, managing large numbers of sources, and self-citation. We will also discuss iThenticate, which is used by the graduate school for submission of a thesis or dissertation.

### **American Academic Conventions for International Students– October 7**

Level: Undergraduate/Graduate International Student or Multilingual Writer

This workshop offers international students and multilingual writers insights and information about American academic conventions and strategies for successful writing in US institutions of higher education. The workshop will cover understanding writing assignments, rhetorical considerations of audience and organization, managing sources and source use, and common challenges that international and multilingual writers face.

### **Writing for Publication for Graduate Researchers – October 14**

Level: Graduate

This workshop, geared towards students who are looking to publish, will provide a comprehensive overview to the publication process. The workshop will discuss finding and selecting a target journal, building an argument with data or texts, understanding the concept of contributions to the field, handling peer review, and the submission process. We'll also explore the difference between writing in coursework and writing for publication.

### **How to Complete Your Thesis or Dissertation Successfully- October 21**

*Level: Graduate*

*Description:* This workshop offers graduate students strategies for successfully writing a thesis or dissertation, focusing in several areas: time management and handling feedback. The workshop offers research-supported strategies for time management, goal setting, and creating space for writing to help you successfully create time for writing. The workshop also covers how to manage feedback from your advisor and committee members and strategies for engaging in extensive revisions on your thesis or dissertation.

### **Writing with Statistics: Data Visualization, Storytelling, and Persuasion - October 28**

Level: Undergraduate/Graduate, Business Writing Series

Twenty-first century workplace contexts require effective communication skills, and in the digital age, these skills include how to use statistics and numbers to tell stories to potential customers or the public. This workshop explores the importance of data visualization, shares strategies and suggestions for how to effectively and ethically present statistical data in both written and visual formats, and how to use these effectively for informative and persuasive purposes.

### **Writing for Publication for Undergraduate Researchers- November 4**

Level: Undergraduate, Hatchery Journal Series

This workshop focuses on writing for publication for undergraduate students. The workshop will cover the differences between course papers and publications, how to write for an interdisciplinary audience, and considerations of format, genre, and purpose. A special emphasis on the submission guidelines and submitting for *The Hatchery* will be covered.

### **Clarity and Conciseness in Writing - November 11**

Level: Undergraduate or Graduate

This workshop explores the critical importance of clarity and conciseness in a variety of writing contexts (including in academic and professional settings). Specifically, the workshop introduces students to the paramedic method, a method that can be used at the sentence and paragraph level to make writing more direct, active, and precise. We'll also explore purpose and audience-driven strategies for clarity and conciseness that can be used to reduce wordiness and provide clarity.

### **Word Beyond the Basics – November 18**

Level: Undergraduate/Graduate

Most people use only a fraction of the many useful features in MS Word. This workshop focuses on features that are easily overlooked or hard to find, such as renumbering pages, hanging indents, modifying internal margins, and inserting a table, chart, or table of contents. This workshop is particularly useful for graduate students who are preparing to format their thesis or dissertation.

## Spring 2021 Wednesday Workshops

### **Writing Your Literature Review - January 27**

Level: Advanced Undergraduate/Graduate

This workshop helps students understand the value of a literature review and offers strategies for how to effectively write one at the graduate level. It covers structuring a literature review, reading strategies, organization strategies, writing strategies, synthesis, and appropriate citation strategies (APA).

### **Avoiding Plagiarism, Addressing Patchwriting, and Ethical Citation Practices - February 3**

Level: Undergraduate/Graduate

This workshop covers advanced citation practices for including avoiding plagiarism, avoiding patchwriting (inappropriate paraphrase, a common misunderstanding), addressing self-citation and more.

**MLA Documentation (8<sup>th</sup> Edition) - February 10**

Level: Undergraduate/Graduate

This workshop introduces the MLA documentation style (8th edition), including how to quote and summarize from an original source. It's a hands-on workshop in which students see examples and do exercises. Topics include citing within the text, using signal phrases, creating the Works Cited page, and documenting online sources.

**APA Documentation - February 17**

Level: Undergraduate/Graduate

In this workshop, students are introduced to the APA documentation style (7th edition), including how to quote and summarize from an original source. It's a hands-on workshop in which students see examples and do exercises on their computers. Topics include citing within the text, using signal phrases, creating the References page, and documenting online sources.

**DIY Personal Statements - February 24**

Level: Undergraduate/Graduate

Personal statements are an important component of applying to jobs, internships, or graduate schools. This workshop will help students plan and write a draft of a personal statement.

**DIY Resumes - March 3**

Level: Undergraduate/Graduate

Most students will need a resume at some point during or after their college years, and they can learn new features in MS Word that will make their resume distinctive. Students can get started on one during this workshop, or polish up one they've already written.

**Cover Letter Workshop- March 10**

Level: Undergraduate/Graduate – Business Writing Series

This workshop introduces students to writing an effective cover letter. After reviewing models of successful cover letters, we'll discuss the purpose of the cover letter, how to tailor a cover letter to fit a specific job, and how to highlight relevant experiences. Students will get a chance to draft a cover letter for intended positions.

**Principles of Scientific Communication in STEM Fields, March 17**

Level: Undergraduate/Graduate

*Description:* This workshop provides a thorough introduction to effective communication in the STEM (Science, Technology, Engineering and Mathematics) fields. We cover common

genres in STEM (research report, lab report), typical audiences, and basic principles (clarity, technical accuracy, brevity).

**Writing your IRB Application - March 24, with Dr. Jennifer Roberts, IUP IRB**

Level: Advanced Undergraduate/Graduate/Faculty

Co-sponsored by the IUP Institutional Review Board (IRB), this workshop will cover strategies for successfully writing an IRB application for engaging in human subjects research at IUP. The workshop will cover the major sections of writing the IRB application and the IRB process.

**Interactive Workshop: Synthesizing Sources, Building and Refining Arguments, and Writing Literature Reviews. March 31**

Level: Advanced Undergraduate/Graduate

For this interactive workshop, participants are asked to bring a working draft of a literature review you are currently working on and learn a variety of techniques for effective source synthesis, argument building, and organizing your literature review.

**Proofreading Your Work - April 7**

Level: Undergraduate/Graduate

This workshop helps students build the kinds of careful reading skills that are needed to proofread their papers, including reading slowly, using *A Writer's Reference*, and following rules of thumb.

**Introduction to Grant Writing for Academics - April 14 (2-hour workshop)**

Level: Advanced undergraduate/Graduate/Faculty

In this two-hour workshop, Writing Center Director Dr. Dana Driscoll will walk you through the basics of finding and submitting a successful grant proposal. We'll discuss major grant databases and finding grants, knowing how you are a "good fit" for a grant, sections of the grant, timelines, and tips for writing.

## Appendix D: Dissertation and Thesis Writing Boot Camp Schedules and Workshop Information

The following are the schedules and workshop details for our two Dissertation and Thesis Writing Boot camps we offered in AY 2020-2021.

### Dissertation and Thesis Writing Boot Camp - October 15, 2020

Time	Silent Writing Room	Presentations and Interactive Workshops	One-on-One Tutoring
11:00 - 11:15	Introduction to the Boot Camp (Encouraged for all attendees) In Workshop Room: <a href="https://iupvideo.zoom.us/j/9194357080">https://iupvideo.zoom.us/j/9194357080</a>		
11:15 - 11:45	Silent Writing	Crash course in Key Writing Strategies for Success (Dr. Driscoll)	Tutoring Available
12:00 - 12:45		Plagiarism/Citation (Jun Akyioshi)	
1:00 - 1:45		Publishing your Thesis/Dissertation / Writing for Publication (Dr. Driscoll)	
2:00 - 2:45		Argument and Synthesis Workshop (interactive, bring your dissertation with you) (Dr. Driscoll)	
3:00 - 3:45		Writing Group/Feedback (Andrew Yim)	
4:00 - 4:45		Open Q&A: Have any remaining questions answered! (Dr. Driscoll)	

All boot camp materials (workshops, schedule) can be found here:

<https://drive.google.com/drive/folders/18spuKGBtnLQjYmEm3BdN1Xtf9WgVjPiv?usp=sharing>

## Schedule Details

Silent Writing Room (11:15am -5pm) Is open throughout the duration of our Boot Camp. Turn off your video and audio and set aside time to write your thesis or dissertation in the quiet company of other writers.

One-on-One Tutorials (11:15 – 4pm) will be available with our graduate tutors throughout the day. If you have a big or small question or want someone to look at your work, our tutors will be available to support you. This is a first-come, first-serve service. (Request in advance at [w-center@iup.edu](mailto:w-center@iup.edu)).

Peer Review Session (4- 4:45) sign up in advance for our peer review session and prepare a draft of no more than 5 pages for discussion. Work with other graduate students of related degrees and receive feedback on your work. Peer review will be limited to the first 20 graduate students who request it (request in advance at [w-center@iup.edu](mailto:w-center@iup.edu)).

## Interactive Workshops and Presentations

11-11:45am: **Introduction and Welcome to the Boot Camp** (encouraged for all attendees). This will provide a brief introduction to our day, offer you options for participation, and give you a chance to ask questions. *With Boot camp staff!*

11:15 – 11:45am – **Presentation: Crash Course in Key Writing Strategies for Writing Success.** This workshop is recommended for all participants; we'll cover time management, set goals for the Boot Camp and your writing, discuss writing strategies, and how to make good progress with your work. *With Dr. Dana Driscoll, Professor of English and Director of the Jones White Writing Center.*

12:00pm - 12:45pm - **Presentation: Avoiding Plagiarism, Addressing Patchwriting, and Ethical Citation Practices for Thesis and Dissertation Writers.** We will cover advanced citation practices, self-citation, plagiarism, patchwriting, and much more so that you will be able to write and submit your work with confidence. *With Jun Akyoshi, Doctoral Candidate in Composition and Applied Linguistics and Writing Center Tutor.*

1:00pm - 1:45pm - **Presentation: Publishing Your Thesis or Dissertation and Introduction to Writing for Publication.** We'll cover multiple strategies to publishing from your dissertation or thesis, will present an overview of writing for publication in peer

reviewed journals. *With Dr. Dana Driscoll, Professor of English and Director of the Jones White Writing Center.*

2:00pm - 2:45pm - **Interactive Workshop: Synthesizing Sources, Building and Refining Arguments, and Writing Literature Reviews.** For this interactive workshop, please bring a working draft of a literature review you are currently working on and learn a variety of techniques for effective source synthesis, argument building, and organizing your literature review. *With Dr. Dana Driscoll, Professor of English and Director of the Jones White Writing Center.*

3:00pm- 3:45pm - **Presentation: Successfully Managing Committee and Advisor Feedback and Forming Writing Groups.** We'll cover how to successfully engage in revision based on committee and advisor feedback, how to navigate feedback, and how to build support networks and writing groups. *With Andrew Yim, Assistant Director of the Jones White Writing Center and Doctoral Student in Composition and Applied Linguistics.*

4:00 – 4:45pm – **Open Q&A Session.** If you have questions about thesis and dissertation writing, submitting your work, or anything else, please come to this open session and ask your questions. *With Dr. Dana Driscoll, Professor of English and Director of the Jones White Writing Center*

## Dissertation and Thesis Writing Boot Camp - March 13, 2021

Time	Silent Writing Room	Presentations and Interactive Workshops	One-on-One Tutoring
11:00 - 11:10	Introduction to the Boot Camp (Encouraged for all attendees) In Workshop Room: <a href="https://iupvideo.zoom.us/j/9194357080">https://iupvideo.zoom.us/j/9194357080</a>		
11:15 - 11:55	Silent Writing	Formatting and Submitting Your Thesis Dissertation (IUP Thesis and Dissertation Office - Willa Black and Jeff Ambrose)	Tutoring Available
12:00 - 12:45		Mastering Your Literature Review (Andrew Yim)	
12:45 - 1:15		Lunch Break!	
1:15 - 2:00		Interactive Writing workshop: Beyond Summary: Source Synthesis and Voice Workshop. (Dr. Dana Driscoll)	
2:15 - 3:00		Writing Results: Visualizing and Writing About Data (Dr. Dana Driscoll)	
3:15 - 4:00		Plagiarism, iThenticate, and APA style (Jun Akiyoshi)	

## Schedule Details

**Silent Writing Room (11:00am -4pm).** Our Silent Writing room is open throughout the duration of our Boot Camp. This is a space where you can write in companionable silence with others. Turn off your video and audio and set aside time to write your thesis or dissertation in the quiet company of other writers.

**One-on-One Tutorials (11:00am – 4pm)** will be available with our graduate tutors throughout the day. If you have a big or small question or want someone to look at your

work, our tutors will be available to support you. This is a first-come, first-serve service. (Request in advance at [w-center@iup.edu](mailto:w-center@iup.edu)).

## Interactive Workshops and Presentations

**All workshops take place at this URL:** <https://iupvideo.zoom.us/j/9194357080>

**11:00 – 11:10: Introduction and Welcome:** We kickoff our Boot camp, explain how everything works, and introduce you to the event.

**11:10 – 11:55 - Presentation: Formatting and Submitting Your Thesis Dissertation.**

The SGSR Thesis and Dissertation office will offer a complete overview of the process of preparing your dissertation to deposit. Material covered will include formatting submitting your dissertation, preparing your signature pages, timing, addressing revisions, and choices for copyrighting your work.

**12:00 – 12:45 Presentation: Mastering Your Literature Review.** In this workshop, we'll cover strategies for successfully developing your literature review, the purposes and goals of literature reviews, source synthesis, addressing entry points and gaps, structuring your review, and building arguments.

Lunch Break: 12:45 – 1:15

**1:15 – 2:00 Interactive Writing workshop: Beyond Summary: Source Synthesis and Voice Workshop.** Following from our literature review workshop, participants will have a chance to apply advanced literature review writing techniques to their own texts with an emphasis on developing source synthesis strategies, bringing in their own voice, and building clear arguments. For this workshop, please bring a text and be prepared to write!

**2:15 – 3:00 Presentation: Writing Results: Visualizing and Writing About Data.**

Presentation of results (Chapter 3 or 4 for most dissertations) is often described by graduate students as one of the most challenging to write. This presentation will cover general writing strategies including deciding how to tell the 'story' of your data in ways that are clear, attending to the needs of readers through intentional organization, and effective visualizing and presenting qualitative and quantitative data.

**3:15 – 4pm Presentation: Plagiarism, iThenticate, and APA style.** In this presentation, we offer insight on advanced citation practices including self-citation, avoiding plagiarism and patchwriting, and how iThenticate review works. We will also offer insight on the new APA 7<sup>th</sup> edition