## Writing Center Functional Chart 2007-2008

### Director—Kimberly Thomas
- Coordinate Writing Center activities
- Recruit, interview, and hire staff
- Supervise, train, and evaluate tutors
- Advise students re university writing requirement
- Sponsor campus literary magazine
- Keep records and prepare reports
- Monitor progress of contract students
- Prepare & present Writing Center classroom presentations
- Tutor students & respond to students’ work via e-mail & fax
- Plan and coordinate Visiting Writers Series
- Monitor and recommend changes to web page

### Associate Director—Destine Holmgreen
- Assist with recruiting, interviewing, and hiring staff
- Supervise, train, and evaluate tutors
- Assist Director with coordinating Writing Center activities
- Advise students and waive holds
- Keep records and help Director prepare reports
- Monitor progress of contract students
- Prepare & present Writing Center classroom presentations
- Tutor students & respond to students’ work via e-mail & fax
- Monitor and recommend changes to web page
- Work with the South Texas Writing Project

### Office Coordinator—Taryn Shehab
- Answer phones
- Greet students using Writing Center services
- Direct traffic and schedule requests for appointments with tutors
- Prepare and maintain tutor files and attendance records.
- Create, maintain, and supervise work schedules of tutors
- Perform secretarial/clerical duties
- Prepare correspondence and paperwork, such as requisitions, action forms, consultant contracts, timesheets, etc.
- Make purchases and monitor supplies
- Assist in keeping computers updated and free of viruses.

### Tutors
- Conduct tutoring sessions
- Contribute to & publish newsletter
- Keep records & gather data
- Develop & present workshops and orientation sessions
- Answer phones; greet students
- Participate in & complete on-going tutor-training activities
- Monitor & document UNIV & contract students’ attendance
- Respond to online, fax, & HelpLine requests for assistance
- Perform other duties as needed, such as making copies, delivering & picking up correspondence, cleaning, etc.
The primary mission of the Writing Center at Texas A&M International University is to support the instructional goals of the faculty by providing free individual and small-group tutoring sessions, peer review sessions, and writing workshops to students at the University and in the community. Writing tutors are specially trained students and paraprofessionals who have demonstrated excellence in working with others on the continued development of their written communication skills.

In order to develop more confident and competent writers, tutors provide guidance in developing, revising, and editing students’ papers. Tutors listen and respond to students’ works in progress, ask questions, and point out particular areas to focus on for improvement. Since the goal of tutoring is to develop increasingly independent writers, tutors will not correct errors or rewrite students’ work; instead, during the course of a tutoring session, they will focus on one or two types of improvement strategies students may employ to produce more effective written work. Tutoring sessions generally last from twenty minutes to one hour, depending on the needs of each student. Students may drop in or make prior arrangements for an appointment. Faculty members may arrange standing appointments for those students who demonstrate particular needs in developing their written or oral English skills.

The Writing Center also provides support for literary and writing-oriented organizations, clubs, and departments at Texas A&M International University, as well as outreach services to foster the continued growth of literacy activities within the local community.
The primary goals during 2007 were to build on, improve, and add to the services established during the previous years and to make students, faculty and staff aware of services. Writing Center accomplishments during 2007 include the following:

1) During Spring 2007, (1/16/07-5/11/07—17 weeks) 2,844 students came to the Writing Center for writing-related service, and 1,993 of those students received tutor assistance.

2) In Spring, there was an average of 167.3 visits/week to the Writing Center for writing-related service, and of those 117.2 students/week received tutor assistance.

3) During Spring 2007, tutors were evaluated by 882 students. On those evaluations 778 (88.21%) ranked the “overall effectiveness of your tutor” as “excellent” and 73 (8.28%) as “very good” for a total of 96.48%.

4) During Summer 2007, (6/4/07-8/9/07—9.5 weeks) 609 students came to the Writing Center for writing-related service, and 408 of those students received tutor assistance.

5) In Summer, an average of 64.1 visits/week were made to the Writing Center for writing-related service, and of those 42.9 students/week received tutor assistance.

6) During Fall 2007, (8/27/07-12/14/07—16 weeks) 4240 students came to the Writing Center for writing-related service, and 1863 of those students received tutor assistance.

7) In Fall, an average of 265 visits/week were made to the Writing Center for writing-related service, and of those 116.4 students/week received tutor assistance.

8) During 2007, there were 44 other requests for tutorial assistance: 30 through the website or by e-mail, 0 by fax, and 14 on the Helpline.

9) There were 6801 Writing Center website hits. (Cumulative total: 30,303).

10) Writing Center staff facilitated 24 presentations and orientation sessions to approximately 563 students.

11) The Voices in the Monte Writers Series continued with two writers coming to TAMIU—fiction writer and essayist Dagoberto Gilb during Spring 2007 and Mary Sue Galindo, author of Icy Watermelon: Sandia Fria, during Fall 2007.

12) Writing Center tutors contributed to, did the lay-out for, and published 3 issues of The Writers’ Forum, a bimonthly newsletter.

13) The Writing Center Director implemented biweekly staff meetings.

14) English/ESL faculty member, Shannon McBurnette, spoke to the tutors regarding ESL tutoring procedures, practices, and areas of difficulty.

15) Incorporated in-service training topics for WC and CASA (i.e. Co-dependency).
16) Tutors worked on updating all WC handouts and PowerPoint presentations.
17) Implemented a “No Pen Policy” for tutoring sessions.
**Writing Center Services**

**Drop-in tutoring:**
Tutors assist students with writing assignments and preparation for tests that have a writing component (such as THEA, GRE, SAT, ACT, etc.); this service is offered Sunday through Saturday, 62.5 hours per week.

**Scheduled and Referred Students:**
Students may schedule appointments by phone, e-mail, or fax. In addition, students referred to the Writing Center by their professors are given assistance based on their professors’ recommendations.

**45-Hour Contract**
Students may voluntarily sign-up to complete a 45 hour contract and others may be referred by their academic department. Specific requirements of the contract include writing and revising six essays; working one-on-one with an assigned tutor; and completing a series of exercises on sentence variety and verb forms.

**On-line and fax tutoring:**
Tutors and/or directors read and respond to requests for writing assistance that arrive at the Writing Center via e-mail and fax.

**HelpLine assistance:**
Tutors respond to questions called in by TAMU students, faculty, and staff and from people in the community regarding writing issues (such as spelling, punctuation, documentation, grammar, etc.) that can be addressed over the phone and which do not require the tutor read what the writer has written.

**Resource materials:**
The Writing Center produces and/or has available a variety of writing resource materials: preparation guide for the THEA; 44 handouts containing information on grammar, essay writing, documentation styles, ESL problems, etc.; handbooks, reference books (such as English and Spanish dictionaries and thesauruses), and composition texts; and 29 PowerPoint presentations on a variety of writing skills.

**Writing Workshops:**
The Writing Center offers workshops to the University community via the website. These workshops cover topics such as developing introductions and conclusions, providing evidence, using sentence variety, etc. and include a PowerPoint presentation and a hands-on writing activity, which can also be used in the classroom.
Center for TAMIU publications:

Several different publications are written and/or sponsored by Writing Center staff, including The Writers’ Forum (the Writing Center’s bimonthly newsletter), the THEA preparation guide, and Reflections (an annual art magazine).

Writing Center Visits and Tutoring Sessions 2002-2007
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