Search Engine: www.culik.com/writingcenter

Search Terms: Writing Center, Effectiveness, Assessment


Summary: This article discusses the effectiveness of writing centers and the effectiveness of the Administrative assessments, Writing Consultant assessments, Faculty assessments, and a student/client assessment. It states that the ability to evaluate the effectiveness is at the heart of all assessment practices. Writing centers have become a backbone in the world of academia and it is important to be able to assess how and if a particular center is meeting the needs of those who serve it. Any institution’s Writing Center serves a variety of purposes and a diversity of people and it is important to understand that it follows that assessment that will be conducted with changing degrees of importance on certain characteristics of the Writing Center. This means that whoever is conducting the assessment will eventually determine the focus of the assessment itself. Writing Center Administrators will evaluate the program for different reasons than a Writing Center Consultant or University Faculty or the student/clients. The overall focus of administrators is the logistics of the program, uphold a facility, supply resources, and making financial and budget decisions. They are more focused on the outcomes and statistical data to make knowledgeable decisions. Their function is to gauge the overall effectiveness of the Writing Center. Their focus incorporates faculty, writing center consultants, and client/student input in order to make staffing and budget decisions that will continue to meet the needs of those it serves. The University Faculty will assess the program’s effectiveness by focusing on the
quality of writing they see in class. Effectiveness is determined by what is considered quality or improvement in students writing. They use product vs. process as a familiar scale showing the range of approaches to effectiveness. Writing Consultants may focus on the process of particular students as a way of assessing effectiveness. Most of the methods for all is surveys, conducted via email before or after a client consultation or among faculty. Writing consultants conduct assessment focusing on their own effectiveness while working with clients/students as well as the resources and materials they have in order to meet the needs of their clients. Lastly, the students and clients of a specific writing center are a valuable source of information about what characteristics of the program are working and which ones need improvement.

**Assess:** This article was interesting to me because it made me realize how beneficial the administrators, the faculty, the writing consultants, and the student/clients can be to the effectiveness of a writing center. It pointed out the different areas that each assess the effectiveness and how to improve the features that are not working in the writing centers. Reading this article helped me gain more knowledge that will be useful when writing my final piece on the writing center.

**Reflect:** I believe this article will be one of many scholarly articles I will use to write my paper on the assessment and effectiveness of a Writing Center. It provided useful information that I can incorporate with the questions that I am being asked. I was able to notice that there is more than just a single person that helps make a writing center effective. It provided examples to explain that the writing centers faculty, consultants, administrators, and students/clients are all beneficial to assess the effectiveness of writing centers.

Search Engine: scholar.google.com

Search Terms: Writing Center, Assessment, Effectiveness

Summary: This article starts out by saying that Writing Centers need to establish and assess student’s outcomes. Studies have shown that writing centers need to be assess based on whether or not they help to improve student writing. This product-orientated tactic is not the most useful way for writing centers to assess how they support writers. Assessment of learning goals oriented to the writing process engages student writers not only to improve written products, but also to improve students’ abilities as critical thinkers and effective communicators (Neaves). The outcomes-oriented assessment has the future to validate the reasoning growth that occurs in the writing center and also how the work that takes place there links to the university’s student learning outcomes and overall mission. Many writing center professionals design advanced assessment tools and instrument assessment practices to fulfill institutional certification requirements, a developing organization of research about writing center assessment exists. To develop their place within the college, writing center professionals address multiple participants with various purposes and make important decisions about which types of assessment to implement (Neaves). Although the students benefit the most from assessment that improves the instruction they receive, faculty often disagree about best practices in writing instruction. Writing center professionals often need in-depth qualitative assessment to improve practice. The study assesses the combined learning and cognitive development that writing center professionals value with quantitative data that administrators recognize as valid and qualitative data useful to the center (Neaves, Joy). If the students are able to develop their perceptive skills, they will be able to perform better in their studies at their University’s and their work beyond the university. This assessment practice can help administrators see and explain the benefits of the writing center within the structure of the university’s learning outcomes.

Assess: This is a scholarly article and makes some good points. This source is from a well published journal, so I believe I will be to use it in addition to other articles that I have read. The article pointed out important points about the effectiveness and assessment of writing centers. Therefore I believe this article will be a good addition to my research.

Reflect: I believe Joys article will fit well into my research about writing centers and their effectiveness and assessment. I am still trying to find out what my claim will be for this paper and will need to do more research on the topic.
Summary: This article begins by saying Writing Centers are becoming increasingly popular among University’s for removal of student’s deficiencies in structure. A survey was done at the University of Illinois of one hundred and twenty leading Universities and colleges to measure the incidence, methods, and effectiveness of the writing center. Seventy percent of Universities and colleges are considering the use of writing centers to solve students writing difficulties. The writing center is concerned with the diagnosis of the individual writing difficulties and the suggestion to helpful measures that might successfully be followed. These are concerns of the individual obtained instructors, the tutors, and instructor in conference. The writing center itself is concerned with helpful efforts of the students, given by the instructors, tutors, and clinician. Its main concentration is the removal of writing difficulties and its development of instructors who are skilled in a particular field. From the traditional perspective, writing centers are most effective when they advance a student’s mastery of skills specifically grammar, mechanics, vocabulary, and sentence complexity. Writing centers should also serve as the secondary purpose of problem-solving assessment of students to detect weaknesses and to offer correction instructions. The tutor is an additional instructor who increases and enhances the learning process are highly valued. The focus of the writing process of each individual writer contributed to a reaction against its emphasis upon the normative standards and the assessment upon the uniqueness of each student as a learner (Murphy).

Assess: This online book was similar to the other articles I have read about the effectiveness and assessment of writing centers. It went more in depth of the history of writing centers and how
they need to be improved as we are moving forward into the future. It was relevant to everything I have read so far on assessment and effectiveness of writing centers and I learned a little more about the topic.

Reflect: This article gave good examples on how to determine the effectiveness of writing centers that I will be able to use in my final paper. It will help me to use examples and to back up my thoughts with evidence on the assessment and effectiveness of writing center and how to incorporate them into the writing center here at Macomb Community College.

Search Engine: www.culik.com/writingcenter

Search Terms: Writing Center, Writing Center evaluation, Writing Center Administration


Summary: The article discusses the evaluation process of tutors used in a writing center and to question what happens when the results of an evaluation fly in the face of present scholarship and negate current conceptions and perceptions of postmodern writing centers (Burns, William). The in-between-ness of suburbia that space between the country and the city has its academic equivalent in the writing center, a compound site of social, material, and broad relations that build understandings on all levels of academic life. William discusses the SCCC tutor evaluation process and perceptions of postmodern writing centers. He says that as an Open Admissions University overflowing with diversity, SCCC seems like the picture child for postmodern existence amongst the suburban extension of Long Island, New York, and yet students using and dwelling in the writing center seem to be seeking accommodation from the demands of a postmodern world. At the community college, the writing center is often consumed as a way-station between classes, jobs, and other responsibilities for suburban students, increasing the traffic through the door. Attending a University, the writing center is a place where students
could find some constant bearing in the heart of the frantic activities that make up twenty-first living on Long Island. The high volume of students and the demands placed on the tutors had left little time for reflection on system or practice. Students had numerous other needs outside of writing and assignments that had more to do with spatial and social existence, location, and centering within the institutional and physical geography of the college. In the fall of 2008, the SCCC Writing Center instituted an evaluation form to assess how effective tutors were in meeting student needs and to reflect on tutor practices. These evaluations shed light on not only what students needed from the writing center but what they were not getting from their college experience. Writing centers themselves have been discussed and imagined as “in-between places,” occupying “a liminal zone operating somewhere between the ‘native’ language practices of their clientele and the discursive demands of the academy” (Burns, William). Part of a postmodern writing center’s mission should be to help position students in the college geography and critique that positioning. In order to scale these environmental relationships, multiple levels of evaluation, feedback, and reflection must be combined into training, practice, and policy. Writing center practitioners need to be aware of the distance between how we see ourselves as a discipline and how our writing centers actually function in everyday life (Burns, Williams). Although we cannot restore the days of suburbia, writing centers can help students to critique how material environment, discourses, and identities are all unified and can be used to center their experiences in a writing center.

**Assess:** I think that this article will be one of many scholarly articles I will incorporate into my final paper on Writing Centers. It gave good examples on how to assess effectiveness in a Writing Center. William Burns talked about a University in Long Island New York and a community college and how the Writing Centers effect students as well as the tutors in it. He also gave examples of evaluations that the students did on the writing centers and ways to improve them. Students expressed that tutors encourages them and gave them support and confidence. Although the evaluation was geared toward specific areas of writing process, students responded on how the writing center helped to improve anxieties about acclimation, revision support, and placement in the college community and academia in general. This article helped me gain more knowledge on the assessment and effectiveness of writing centers that I will be able to use in my paper.
Reflect: This article was very helpful because it gave me knowledgeable information to support my claim in my paper. It gave good examples of a community college versus a University Writing Center. I can relate some of the points made in this article to some of the articles I have read and will be able to support these points with clear evidence allowing me to go more in depth with effectiveness of a writing center.

Search Engine: http://eric.ed.gov

Search Terms: Writing Centers, Assessment


Summary: By examining a writing centers role in student success, this article explains two examples of the way writing centers impact student engagement. It models a method that writing and learning center directors can utilize in order to stand-in effective communication with participants. With the data shown, directors can begin to gather materials to exchange with administrators and position their centers at the essential of student commitment. This offers a practice and example data that produces critical examination and the necessary assessment that expresses writing center value. Postsecondary institution’s request upon writing center directors to engage in the institutional language of measurable and outcomes of assessment. Despite the limited resources most centers are given, institutions administrators often require directors to provide assessment data to rationalize the survival of the writing center for reasons of funding, space, and allocation of intellectual capital resources.

Assess: This article was a little different than my previous readings. It explained examples of the way writing centers impact student engagement and the effectiveness of the writing centers overall. Students must be encouraged to be dependable, active participants in support services such as writing center work in order to benefit from them. Complete regular engagement in
writing center instruction, students see academic improvement and gratification and begin to develop a social bond with the institution.

Reflect: I believe this article will be one of the many scholarly articles I will be using to produce my final paper on Writing Centers. This journal gave excellent examples and charts that displayed the outcomes of the writing centers and student’s success. I believe this journal will give me knowledgeable evidence to support my claim in my paper.

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Search Engine: http://eric.ed.gov

Search Terms: Writing Center Effectiveness, Assessment

Summary: This article describes an examination of writing center practice’s and principle through a qualitative study of 1,611 conference summaries prepared during one semester. The study resulted from consideration about the relationship between what students expect when they come to a writing center for assistance and what they get when they arrive. The study was framed by practices at the University of Toledo’s Writing Center and was expressed by principles and procedures or tutoring at this institution. The University of Toledo Writing Center website offers assistance to writers to generate ideas, organize thoughts, and receive feedback on drafts or completed papers. The discussion refines understanding the relationship between tutoring sessions and the recording instruments they assist. These reveal that almost half the students were unable to articulate what type of writing assistance they were seeking. The study reflects the importance of educating faculty about the purpose and function of writing centers and aggravates questions about the arrangement of writing center practices with goals, purpose, and principles. The theoretical goals are not always well understood by student users as by the administrators who craft them, nor are the goals always satisfied in actual practice. At the completion of a writing conference session, tutors completed a checklist form to identify the kinds of assistance a student requested and then summarized what actually occurred in the tutoring session. The work of a writing center is seldom fully appreciated but often misunderstood. The difference between what faculty expected their students to achieve versus what students identified suggests that writing centers need to continue efforts to train faculty about Writing Center purposes and the
values that are brought to a tutoring session. More effective methods of communicating Writing Center goals and purposes need to be explored in order to establish more successful working relationships in order to support the Writing Center’s published belief. The effectiveness of tutoring services is measured by correlating student project with the tutoring assistance. The practices of measuring outcomes and reporting writing center usage must be reconsidered and brought in route with the values each learning center supports in its mission statement, goals, and values.

**Assess:** This article is a little bit different than other articles I have read on this specific topic. It went more in depth with how effective the tutors have to be in order for the students to succeed in the writing process. The study reflects the importance of educating faculty about the purpose and function of writing centers and intensifies the arrangement of writing center goals purpose, and principles.

**Reflect:** This article will help me further my knowledge on the assessment of Writing Centers and how effective they can be. This article gave good examples that will allow me to support my claim. This article gave me a better understanding that students to not always go into writing centers with the same thoughts on the outcome they will receive as tutors believe.

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**Search Engine:** scholar.google.com

Search Terms: Writing Center, Effectiveness


**Summary:** An on-going issue for writing center directors is how to provide data which supports the effectiveness of a center in improving student writing. As more colleges and universities look for ways to cut budgets and require more effective evidence that programs are working, writing center directors find themselves on the self-protective. A study examined the effectiveness of a writing center in improving student writing. The goal of Group I was to get students into the writing center as often as possible. The instructors of Group II stimulated their students to visit
the writing center often, but did not require it. The instructors of Group III did not include anything about the writing center in their programs nor did they encourage their students to visit the center. All instructors in all three groups were asked to keep daily attendance records. Results specified that the relationship between the grades in Composition 121 and the number of visits to the writing center seems statistically significant between the group that visited the writing center and the one that did not. As an important part of the study, an evaluation of the Center's services was given to all of the students who came in during the semester. There was a significant relationship between students receiving tutor help, their attitude toward the Center, and their desire to return for more help. To measure the effectiveness of a writing center is to combine qualitative methods of evaluation.

Assess: I believe this article provided me with excellent examples on how to detect the effectiveness of a writing center. With qualitative methods of evaluation you can measure the effectiveness of a writing center with facts already known. This article provided a study with three groups and the outcome of it was the success of student who went to the writing center was due to the tutors providing them with an effective writing process method.

Reflect: I believe this article helped further my knowledge about the effectiveness of writing centers and what an impact they can have on students who attend. There is a significant relationship between students receiving tutor help, and their desire to return or more help. To measure this effectiveness is to combine qualitative methods of evaluation. I will have to do a little more research on the meaning of qualitative methods of evaluation.

Search Engine: scholar.google.com

Search Terms: Effectiveness, Assessment, Writing Center

Summary: Proving that writing centers help students achieve learning outcomes and goals in their courses has long been an assessment challenge. Quantitative and blended methods for assessing writing center effectiveness have been called for and modeled. This study responds to the ongoing question “how do writing centers help students” by measuring the passing rate of students who repeated a first-year composition course in a tutorial format. This study proposes that students repeating a first-year composition course benefit from working with specific tutors in the writing center. The article emphasizes on students who did not pass first-year composition and took a tutorial version of the course. A chi-square analysis illustrates that students working with a specific tutor had a higher pass rate at a significant level than those who did not (Diederich). Assessment of writing centers as well as writing courses are similar to the one used in this study.

Assess: I liked how the article took a deeper view at the effectiveness by undergoing a study of testing the effectiveness of tutors. I also liked how it displayed charts of the success and failure rate of students who did use the writing center and those who did not. This article gave me more knowledge on how effective writing centers can be and a tool to be more successful with the writing process.

Reflect: The information this article provided me will help me provide strong evidence when producing my paper on effectiveness of writing centers. It gave clear examples shown by the study of how effective the tutors were by guiding students in a successful writing process. It emphasis on how the students who did not attend sessions at the writing center have a stronger chance of failure than those who did. This will give me stronger evidence to support my claim.

Search Engine: scholar.google.com

Search Terms: Writing Center, Effectiveness, Scope, Mission
Summary: The Warren College Writing Center at the University of California, San Diego was created to assist three groups: students enrolled in college composition courses, students taking a mandatory ethics course, and student’s writing papers for general-education and upper-division courses (Picciotto). Basic writing support was not initially seen as being within the writing centers purview. Basic Writing support therefore was not originally seen as being within the writing center’s purview. Yet, students begged for help and the center received administrative permission to assist with basic writing assignments and the exit exam. Basic writing students have become a majority of students who attend the writing center. To assess the effectiveness of students attending the center, the University of California, San Diego began to compare the exit exam pass rates of students who utilize center services with the student body as a whole. They discovered that the pass rate of students who attended the writing center rates were noticeably higher. The center gathers data that most writing centers record like for instance; the number of students seen for a particular task, the number of repeated visits per student, and so on. They also gathered data to see if the goals and expected outcomes were being met. Many of the goals are attitudinal and they used methods such as post-session evaluations to discover whether student’s attitudes may change as a result of writing center visits. The University of California, San Diego’s writing center has two assessment audiences; the internal which is the staff, and the external which is faculty and administrators responsible for funding the writing center and evaluating its institutional capability. Preparing for formulaic essay tests is not generally seen as writing center business. The ethos of most writing centers — dialogic, developmental — is in direct collision with the values implicit in a routine assessment such as the Basic Writing exit exam, and with the goals of a remedial course that concentrates on timed writing exercises and “tried-and-true” formulas (i.e. the five-paragraph essay) as the exam’s presence looms (Picciotto). When UCSD raises their ethical concerns about using exit exam pass rates as a measure of writing center effectiveness, or discussing the disconnection between the skills needed to pass the exam and those needed for in college composition classes, they find that some
faculty haven’t given much thought to how the various components of writing instruction on the campus work or don’t work together.

Assess: This article was interesting to me because they used the exit exam to measure the effectiveness of their Writing Center. It showed that the exam rates of those who attended the writing center were higher than those who did not. I believe this article gave good examples on how the UCSD University measures the effectiveness of their writing center. They were thinking more of the internal effectiveness that the tutors had on the students.

Reflect: I believe this article will be one of the many scholarly articles I will be using to write my final paper on the Writing Center. It provided great examples on the ways that the UCSD University measures their effectiveness of their writing center. I still believe I will have to do more research on my topic to find out evidence to help support my claim when writing my paper.

Search Engine: eric.du.gov

Search Terms: “Writing Center” “Mission” “Scope” “Assessment”


Summary: At the turn of the 21st century expert composition educator Ellen Mohr celebrated the institution of the college writing program as a dynamic and diverse project promoting discourse and equity on campus and in society (Moberg). The purpose of this article is to review the literature on theoretical frameworks, best practices, and conceptual models for the 21st century writing centers. Methods including electronic database searches for recent and historical peer-reviewed scholarly literature on academic writing centers. The author analyzed over 65 sources from the century (mostly within the last three years) and the results were clear and consistent. The author recommends a friendly and comprehensive academic writing program that begins with entrance and placement assessment and continues through culminating papers, capstones, theses, dissertations, staff development, and faculty mentoring (Moberg). Collaboration from the
common good will be dominant. Effects for practice also include strategic planning, staff development, and release time. The quality of the writing center services will remain essential part of the success of their host school’s quest for the release of the mind and growth of the student, which is a good starting point for a mission statement of a 21st century writing center. For many students, the college curriculum is too demanding on their underdeveloped writing skills to afford them full access to or opportunity in higher education. The WAC movement gained prominence to address this issue. To convert the entire campus into a sort of verbal workroom, the college writing center grew to offer more support for struggling academic writers to succeed as students when they may otherwise have quit or failed without guidance. In order to gain the most from their education, adult learners in any subject, major, program, or school must master the basics of academic reading and academic writing.

Assess: This article interested me because it wasn’t like most of the other articles I have read. It provided information not only on the effectiveness of the writing center itself, but also everything incorporated to make a writing center function has to do with its success. Management, ESL students, strategic planning, staff development, innovation, mentoring, shared writing, tutor training, and technology all play a huge role in the effectiveness of a writing center and how to measure its success.

Reflect: The information that this article provided me will give evidence to support my claim in my final paper. Not only did it provide information on the effectiveness of a writing center but also everything incorporated to make a writing center function has to do with the overall success of a writing center.

Search Engine: scholar.google.com

Search Terms: “Writing Center” “Success”

Summary: This article states that the Writing Center can and must become its own place, providing a unique rounded composition that is unavailable in the traditional classroom. The basic assumption of Stephen North is that changed writers are improved writers because changed writers are writers who can better function within academic discourses and the university (Bawarshi). The shift from a product to a process based pedagogy becomes a request to obstruct with the body of the text and the body of the writer (Bawarshi). The Writing Center should be acknowledged place within the university for students who are unable to function within standardized academic discourses. It becomes a place for external curriculum. The Writing Center helps students review their outlooks towards themselves as writers and towards writing to students to sense their own authority and identity. They are able to translate their thoughts into language. The Writing Center enables students understanding of what writing does and where it does it and the goal being that controlled literacy will teach students how to analyze the discourse of their culture through their writing to become more effective participants in the communities they belong to.

Assess: I think this article had some good points about the idea of a Writing Center. It made it clear that a writing center should be a place for students to turn their thoughts into a language through their writing. Although this article did not talk about my topic of the effectiveness of a Writing Center, it made clear points on the idea of a writing center and its purpose.

Reflect: This article allowed me to see different views on how the purpose of a Writing Center. I am not sure if this particular article will be beneficial to my topic of the effectiveness of a Writing Center, but it will allow me to look further into the idea and purpose of a Writing Center.

Search Engine: Eric.gov.edu

Search Terms: “Writing Center” “Effectiveness”

Summary: This article talks about a study done that examined the relationship between Writing Centers and Writing-across-the-Curriculum (WAC) programs central to the study was a survey designed to determine how writing programs are generally organized in higher education and how effective the people administrators them judge them to be. The survey gathered information from 26 writing program administrators and Writing Center directors regarding the history and development of their programs, relationships between the WAC program and the Writing Center on each campus, interactions among the Writing Center, Writing across the curriculum, and the departments faculty, what WAC programs and Writing Centers offer to the departments, and judgments about the effectiveness of the structures, offerings, and processes of their systems (Ann, Dobie B.). Results shown a wide variety of relationships, ranging from programs with little or no collaboration to those featuring fully combined appointments. Some of the recommendations included strengthening communication, expanding collaborative efforts, including faculty in the administration of programs, and making department head aware of what writing can do for their students and how it can be incorporated into their curriculum. Examination of curriculum and visions of its reform can take us to a new level of involvement and effectiveness.

Assess: I believe this article will be one of the many scholarly articles I will use in my final paper on the effectiveness of a writing center. This article gave good examples that talked about the WAC and the writing center collaborating together to make the writing center as whole effective. They function together best when the instructional mission of each is passed fully and when the differences between the two programs are seen not as points of disagreement but as alternative positions of strength. The important point is that the WAC program, the Writing Center, faculty, and students will benefit when the various individuals charged with improving student writing let each other know what they are doing and how they are doing it.

Reflect: This article made some good points about the writing center and improvements on how to make an effective one for everybody. I will definitely be using this article to create my final paper. I believe I will be able to use the examples used in the article in my paper to back up my claim.
**Search Engine: Eric.ed.gov**

Search Terms; “Writing Center” “Evaluation”


Summary: This article talked about the overall effectiveness of a writing center is determined by the goal of the writing center. It states that achieving the ideal writing center is to entertain a notion and there are steps that can be taken to improve the quality of a college or university’s writing center. This mission of the writing center must be clearly established, the organization of the centers should be examined, and then internal organizational structure of the writing center will run smoothly and efficiently. One administrator, trained tutors, and adequate financial compensation will create a more effective center. Initially the mission of the writing center should be understood which is to teach students writing skills.

Assess: This article was more about the effectiveness of a writing center in general. It gave good points and evidence along with them. I gained more knowledge on the topic of effectiveness of a writing center from this article.

Reflect: I believe this article will be very beneficial to me when writing my paper. This article will help me link to other articles that I have found about the effectiveness and assessment of a writing center, which will give me stronger evidence for my paper.

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**Search Engine: Scholar.google.com**

Search Terms: “Writing Center” “Effectiveness” “Assessment”
Summary: This is a collection of landmark essays introducing the ideas that have shaped writing center theory and practices. Writing Centers have evolved within different kinds of institutions and different writing programs and therefore serve different needs. Tradition of collaborative learning in which the writer and the tutor remove themselves from other traditional world of teacher and student the one in which the student is expected to remain passive and receive what the instructor gives them. Peer tutors have a responsibility and a goal of being other than a teacher. The students they work with are given encouragement and an opportunity to show off their passive classroom stance and assume some responsibly for getting involved in their own learning. Allowing the student to be involved, there will be more traditions that define the very essence of a writing center.

Assess: This book of a collection of landmark essays seemed to be a perfect way to introduce the collaborating learning from the tutor and the writer. To be effective, the tutor will have to allow the writer or the student to take responsibility into their writing allowing them to be more involved in their work.

Reflect: I think that this article will help me with my paper and help me with further investigating that I will go into this topic. I believe I have enough scholarly evidence to support my claim when writing my paper on the effectiveness and assessment of a writing center.

Search Engine: scholar.google.com

Search Terms: “Writing Center” “Effectiveness” “Curriculum”

Summary: This article states that in a recent issue of college English, two writers advance opposing viewpoints concerning where to “house” writing across the curriculum. True writing across the curriculum should be based on dialogue among all departments. Stephen North hints at this role for writing centers in his important college English piece “The Idea of a Writing Center” where he observes curriculum (Waldo, Mark L.). He says the Writing Centers have begun to expand their institutional roles and that centers provide definable space for expertise with identifiable goals and services. Their varying services for faculty encourage the discourse between diverse verbal communities. They offer a verbally neutral ground on which carry out the program perhaps the only ground on the academic side of campus.

Assess: This article interested me because it talked about the writing process and how it can be helpful to students to enter the writing center for help. The writing center can build on what the WAC can provide to students about language and help them gain authority to succeed in their discourse communities.

Reflect: I believe this article will be one of the many articles I will use to support my claim with scholarly evidence about the effectiveness of a writing center. I believe that this article made strong points about the WAC and how it can be beneficial to the students.

________________________________________________________________________

Jake Matthews
English 1190
10/11/14
Professor Culik

Annotated Bibliography

1.) Writing Centers: Being Proactive in the Education Crisis
Melissa Turner
Summary: This excerpt from *The Clearing House* briefly explains the positive outcomes of implementing writing centers in high schools across the country. Turner managed to fit a good quantity of useful information about writing centers and how progressive they are into just a few pages. She focused on writing centers and alternative tutoring methods at the high school level; she does add how although she's talking about writing centers in high schools, their improvement of writing because of these centers will stick with them much further than graduation day.

Assess: I found this source to be very useful for our project. Turner cited a ton of information that was helpful in the research process. There is a lot of useful statistics about the positives of writing centers in high schools. It didn't have any specific information about how the success of students who use writing centers should be gauged but it did talk about how successful they are within high schools of improving the students test scores. Not only does it help the students, it helps the teachers learn new ways of teaching, in turn making them a better, more experienced teacher.

Reflect: This piece of writing will be very helpful to me during the writing process. It has given me a number of useful statistics about writing centers as well as give me a couple other references to use in my paper. It has provided me with information that will definitely be included in my finalized piece of writing.

2.) *Change from Within: The Power of a Homegrown Writing Center*

Jeanette Jordan
Summary: This article is unique from others I've read on writing centers. This article was about how writing centers are formed while putting emphasis on the positives of a “homegrown writing center.” Jordan favors writing centers that have been started by students or teachers within their own school who are passionate about tutoring students. On page 53 she talks about how some schools implement a system of progressional assessment that included everyone tutoring or on the board of the W.A.C./writing center be on the same page when it comes to assessment. They “encourage the use of rubrics for assessment”. They also use an extensive resource manual about integrating Writing-to-learn assignments.

Assess: I liked how she has a unique view on writing centers and W.A.C. Programs. “Writing centers can become the focal point of the school, tying together disparate departments through a common cause” quotes Jordan, referring to successful writing across the curriculum programs. She looks at writing centers as the “center” of the school. She looks at writing centers as not only a place of improving a student's writing skills, but a place where teachers can collaborate with each other in a sort of “community”, allowing them to better understand the school and its students as a whole.

Reflect: I enjoyed reading this article because of her refreshing point of view of writing centers and W.A.C. Programs. I would recommend this article to anyone working within the “faculty” group our project. I will definitely be relying on this article to make a few crucial contributions when writing my paper

3.) The Idea of a Writing Center
Stephen M. North
College English, Vol. 46, No. 5 (Sep., 1984), pp. 433-446
Summary: This article was basically Stephen North ranting about the things he has been through involving writing centers. He opens by saying “This is an essay that began out of frustration.” He claims his frustration originated from ignorance of the members of his profession. He points out problems with the writing centers hes directed. North claims that some of his facility members would send students to get their work “cleaned up” at the writing center before turning it in. He claims that some students would drop their paper off at the reception desk of the writing center and claim they would “pick it up in an hour.” Later in his essay, North brings up another fault within his writing center. After evaluating a students exam, one of his colleagues said that he wouldn't of recommended that specific student to the writing center because there wasn't a significant amount of errors on the exam. (North referring to his colleagues) “In their minds, clearly, writers fall into three fairly distinct groups: the talented, the average, and the others; and the writing center's only reason must be to handle those others- those with “special problems”.”

Assess: This essay was lengthly but it kept me interested the whole time. I know it is credible information because the book it is in, was published by the National Council of Teachers of English. The book College English was published in 1984, but despite its age, what North brings to our attention will still be helpful in planning out our writing center as well as with working on this project.

Reflect: Although the entire essay was North ranting about writing centers, it brought a lot of problems associated with writing centers to my attention that I had not thought about before. This has been the only essay i've read that broadcasts some of the problems you wouldn't even think of. I'm going to refer back to this essay during the writing process.
4.) Tapping Multiple voices in Writing Center Assessment.
Donnelli, Emily, and Kristen Garrison. *Tapping Multiple voices in Writing Center Assessment.*
[http://www.rapidintellect.com/AEQweb/choice3z.htm](http://www.rapidintellect.com/AEQweb/choice3z.htm)

**Summary:** This article is about exploring different ways to assess writing centers. They talk about Cindy Johanek, a contextualist researcher who has made a paradigm that provides specific framework to guide us when measuring the impact of writing centers work with students, faculty, and even institutions. The article goes on and talks about how her paradigm has been implemented at the University of Kansas' writing center and what they found.

**Assess:** I found this article to be quite contributive to my research. I'm in the assessment group and this article was exactly what I was looking for. I know the information and studies in the article are scholarly and credible because each author has a MA degree from the University of Kansas.

**Reflect:** I've been lucky to have found such a diverse collection of articles and excerpts for this project, especially this one. Every article I've read for this project has had a different way of thinking or a different way of conveying their message to the audience, giving me a variety of ideals of a writing center. This particular article was a bit lengthly but ended up being worth the read.

5.) Writing centers in context: Responding to current educational theory.
Murphy, Christina. "Writing centers in context: Responding to current educational theory."
Summary: Murphy starts her essay by giving a detailed history on writing centers, talking about the ideals they were originally formed around and their origins and their rise to the powerful educational tool they are today. She talks about a liberal, radical, and conservative ideal schooling system and how each vary greatly from each other.

Assess: I didn't care for the way this essay was written. It felt like I was reading more of a history book. Although I wasn't found of it, it has been cited by 28 others. I know this essay is scholarly because Murphy has other work published, such as her book, The Writing Center Director's Resource Book.

Reflect: Although this article wasn't my favorite, it lead me to a few books i'm going to check for in a few libraries. The book I really need to find is Building Writing Center Assessments that Matter, by Ellen Schendel and William J. Macauley Jr..

6.) The Literature of Direct Writing Assessment: Major Concerns and Prevailing Trends
http://rer.sagepub.com/content/60/2/237.short
Summary: Huot's articles primary function is describing the condition of direct writing assessment literature. Within the article, there is no focus on any particular problems associated with writing assessment, instead Huot writes about the concerns evident within the lion-share of research done on writing assessment since its uprising within the last few decades. He's trying to explain to the reader how trying to gauge the quality of writing defines the crucial issues. “This large picture of direct writing assessment, available through an examination of its literature, is important to an understanding of direct writing assessment as the primary instrument in making decisions about the quality of student writing.”

Assess: The way this excerpt from an essay was written make it hard to comprehend the message the author was trying to portray. The wording just didn't flow with me. I know this excerpt is credible because it has been cited a numerous credible sources.

Reflect: This excerpt was not very helpful to me during my research process. It was harder to understand than most articles and essays. I don't recommend reading this excerpt to anyone within the assessment group. Another think I didn't like about this article was how the website it was on teased you with other articles. Below the article I read was a number of other relevant articles that had cited the one I just read. This would have been helpful if they weren't “not publicly released yet.”

7.) Do students value feedback? Student perceptions of tutors' written responses

http://www.tandfonline.com/doi/full/10.1080/02602930500353061#.VDrU_C5dWDo
**Summary:** This article is about students perception of the written feedback given to them by teachers and tutors. Weaver focuses on if the written feedback given to these students either helps or doesn't help the student with the learning process. Research for this article was complied in a number of ways, integrating forms of technology and media. The complied research came from forty four students that art pursuing a degree in business and/or art & design. The conclusion was that the students valued feedback but when tutors made comments, they weren't as effective in help the student learn what needed to be learned.

**Assess:** I know this article is scholarly because, besides finding it on a scholarly database (Google.Scholar), it has been cited in over a hundred similar articles.

**Reflect:** I found this article to be very helpful. I love articles like this because it shows you a new perspective of assessment. Most research done on the assessment of writing is done by the teachers standards and is about the success of the writing center; this article focuses solely on the student. “Did giving the student written feedback help them grasp what needed to be grasped?” I am going fit some information from this article into my draft, and possibly final paper.

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8.) *Peer Assessment Between Students in Colleges and Universities.*

**Summary:** This article was unique in its focus. Instead of looking at tutors and teachers for assessment, this article focuses primarily on the importance of peer review. Topping formulates the conclusion form his research that peer review is “of adequate reliability and validity in a wide
variety of applications.” Topping found that peer assessment of writing, makes a positive effect on the students attitudes and accomplishments with their writing. Evidence for other types of peer review being affective, such as group projects, is much more limited.

Assess: A few things in this article reminded me of another one I just read. The author talks about the use of physical markings and when peers are assessing other peers, just like the article Weaver wrote. Weaver writes about tutors and teachers using marks and assessing the students while Topping writes about peers doing the assessment. When Topping said “These effects are as good as or better than the effects of teacher assessment”, it reminded me of the Weaver article. Reflect: I found this article to be very useful. I would recommend it to anyone in the assessment group or the faculty group. Perhaps students peers could potentially be considered “staff” at our future writing center. I plan on utilizing this article when writing my paper.

9.) An analysis of writing tutoring assessment in four community college writing centers
http://search.proquest.com/docview/375417069

Summary: Like many other essays, the author (Pantoja), opens her essay by summarizing the history of writing centers and explains how they have modernized. She talks about the modernization of these centers and how questions arose about the effects of tutors on the student's writing. She also talks about how these writing centers are assessed, quoting “Some assessment studies on writing centers and writing tutoring analyze students' grades, while others focus on students' writing improvement. Both areas are problematic; establishing a link between writing center intervention and grades is difficult, as grades are influenced by a number of factors.” Pantoja urges for what the term effective means when assessing writing centers.
Assess: This article is useful to what i've been researching because it directly correlates with writing centers and assessment. Another reason this article will be helpful is because they got their research from community colleges.

Reflect: I liked this article because it was exactly what my ideal search result was. It dealt with the assessment of writing centers in community colleges. I also like how she ended her article; “ultimately, community college writing centers should focus more attention on assessment projects that enable them to communicate to faculty, students, and other stakeholders the vital role they play in the writing culture of their institutions.”

10.) Assessing writing in cross-curricular programs: Determining the locus of activity

Summary: The article starts by explaining what W.A.C. (Writing Across the Curriculum) programs are and what their mission/focus is. He talks about two “axes” of these programs being space and location, which can compromise the effectiveness of a W.A.C. Program. The other axes is “other representing levels of assessment and other research on writing. Anson claims that these axes can create a matrix of possible types of centers when brought together.
Assess: I liked how Anson was focused on exploring all possible methods of tutoring and assessment a Writing Across the Curriculum program can use. It was nice reading about W.A.C. Programs rather than just writing centers. This article is scholarly because I found it on a scholarly search engine and it has been cited a number of times.

Reflect: This article will be essential during the writing of my paper. I would recommend reading this article to anyone in the scope/mission, space management, or assessment groups.

11.) Writing across the Curriculum: Assignments and Evaluation

Writing across the Curriculum: Assignments and Evaluation William G. Gribbin
The Clearing House, Vol. 64, No. 6 (Jul. - Aug., 1991), pp. 365-368
http://www.jstor.org/stable/30182077

Summary: The intro of this article consists of the author talking about William Zinsser, the author of Writing to learn, visiting one of the first schools to attempt having a writing across the curriculum program at their school. He talks about a chemistry teacher there that was passionate about what their students were thinking so he incorporated detailed writing assignments into their chemistry labs. Gribbin continues and tells us about how W.A.C. Programs were first used by British schools in the 1960s and how the use of them has grown to over 2,700 schools in the U.S. and Canada. The second page of this article is entirely examples of methods W.A.C. programs have used to improve students literacy. On the third page, Gribbin has a section titled A Note about Evaluation. Finally something useful for me. He talks about why writing across the curriculum is so important and how students need to write because “the learning inherent, not because of the final product.”

Assess: I liked reading the last two pages of this article because it was the only section that will help me with what stage I'm at in my research. They talk about evaluation and how every piece
of writing doesn't need to be graded. He also briefly talks about the importance of peer review which I found helpful. Gribbin closes his article by talking about the problems and fears that directors and teachers my have while running a W.A.C. Program. I know this article is scholarly because I found it on Jstor.org

**Reflect:** I found this article to be somewhat helpful in regards to writing my paper. The only section of the paper that was useful to my specific needed were the last few pages. I won't be using this article while writing my paper and wouldn't recommend reading this article to anyone in the assessment group.

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**12.) A Usable Past for Writing Assessment**

A Usable Past for Writing Assessment

Brian Huot, Peggy O'Neill and Cindy Moore

College English, Vol. 72, No. 5 (May 2010), pp. 495-517


**Summary:** Huot starts the chapter by talking about how the evaluation of writing started and why. He talks about how the Chinese had written exams over a thousand years ago as well as when school tests started to changed from oral to written in the 1800s. “reliable and valid writing assessment outside of a school context has been envisioned as a better source of evaluative information about students than teachers are.” Huot talks a lot about the assessment of writing through standardized tests such as the ACT, SAT, and the MCAT. The words reliability and validity are used frequently throughout the chapter to describe what writing assessment is typically used to achieve.
Assess: This article was mostly about the history of assessing writing. It has everything about the history of assessing writing and how teachers evaluate it. I know this paper is credible because the author, Brian Huot, is a professor of English as well as the writing program coordinator at Kent State University in Ohio. Also, the book this chapter is in has been cited an innumerable amount of times.

Reflect: I found this chapter of the book College English to be very useful. I've found Brian Huot's work to be very helpful during my research considering this isn't the first Huot article/essay/excerpt I've read and enjoyed. I will definitely be referring to this chapter in my paper.

13.) When Hard Questions Are Asked: Evaluating Writing Centers


Summary: Bell starts his article by putting a strong emphasis on the importance of the evaluation of writing centers. “Evaluation is crucial for writing centers success” quotes Bell. He talks about how writing center's tight budgets creates the need for strict, accurate evaluation. Bell believes that writing centers should use general types of evaluation and design and share “small-scale evaluations”, claiming it would be the most appropriate for a writing centers success. The six types of evaluation Bell believes should be implemented in writing centers are consumer-oriented, adversary-oriented, management-oriented, naturalistic and participant-oriented, expertise-oriented, and objectives-oriented. Bell believes that the objectives-oriented approach is the most reliable approach.

Assess: I found this article to be very opinion based. Throughout his writing, he kept saying “should be.” Bell pointed out a lot of logic solutions to problems writing centers currently face but
it seemed like he was just talking about his ideal writing center would be operated. I know this article is scholarly because I found it on eric.ed.gov.

Reflect: This article contained a lot of smart ideas for how writing centers should be assessed, the only problem I have with it is the way it was worded. The whole time I was reading it, the article just seemed so biased.

14.) Effects of First Language on Second Language Writing: Translation versus Direct Composition


Summary: This article was written on a study about english second language students (esl) and the different types of processes they utilize to translate their writing. The study was performed on 48 Japanese university students and included two different methods of writing. These methods included, first the students would writing their paper or assignments in Japanese and then translate them to English, and the second method was strictly writing in English. They ended up finding that the first method, writing in Japanese and then translating it helped the beginner writers; the more advance writers didn't seem to benefit as much from this process. In conclusion, the study found that translation from Japanese to English was a greater contribution to developing the students comprehension of writing in English.

Assess: This article was a lot different from all the others i've read. I think I was the only english second language article i've used. The found the article to be interesting just because I haven't
learned much about English second language students and their writing processes. I know this study is scholarly because I found it on google.scholar and it has been cited more than 250 times.

**Reflect:** This article was enjoyable to read since it was brief and informative but I don't think I can use it while writing my assessment paper. I think it will maybe be helpful to the people in the scope/mission group, if they can find a way to incorporate it in their paper.

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**Evaluating Students' Achievement in a Writing Center.**


[http://eric.ed.gov/?id=ED230976](http://eric.ed.gov/?id=ED230976)

**Summary:** This study is about the progress and achievement of students at a writing center. The study was done after 35 students enrolled at a midwestern university, had taken the first semester of a composition class and didn't meet course requirements. These students were tutored at the writing center once a week for the whole semester following. They also implemented two other tools at the beginning and end of the semester to evaluate the 35 students. The tools included the following: a 50 question test to gauge the students spelling, punctuation, and grammar principles, and a number of exercises that dealt with sentence combining. According to David, the study "revealed that the students' writing improved in quality, but contained decidedly shorter clauses and T-units."

**Assess:** Before reading this article, I was excited about it since I'm in the assessment group and the title of the article is "Evaluating Students' Achievement in a Writing Center." The title stood out to me and I figured it was going to be the perfect article to finish my annotated bibs with but it ended up not being what I intended. I probably wont use this article when writing my paper.
Reflect: I found this article on eric.ed.gov so it is most likely credible but I was a bit skeptical because it has only been cited by five people and abstract of the article contained grammatical errors that even I wouldn't make.

Ciara Wichtner
Professor Hugh Culik
English 1160
Monday October 27, 2014

Annotated Bibliography

Search Engine: Google
Search Terms: Writing Center Assessment
Summary: This is website that shows the whole writing center at MSU and the tools and the training they used. They also give you quick guides online to help you understand the writing process if you are having trouble. It has a services link that helps you set up an appointment.
Assess: This is a writing center people rave about so using there website it very colorful and seems more up to date compared to our writing center website.
Reflect: Overall I feel this will be a great tool to use in the future to help our writing center website improve in the future and give us a lot of information we can use in our writing center.

Search Engine: Google
Search Terms: Hugh Culik, assessments
Summary: This shows the assessment on the writing center for Macomb
Assess: This has very useful links within it to help me look up information about assessment.
Reflect: Overall I think every group could benefit from this page and information.

Search Engine: Google

Search Terms: Writing center assessment


Summary: This website is full of surveys they did to assess the writing center. They have both the staff and the faculty input on the writing center.

Asses: these are some great feedback on what the university of Mary Washington is doing and how it is doing.

Reflect: this helps me because it gives me some insight on how we should assess the writing center at Macomb.

Search Engine: Google

Search Terms: Mary Washington Writing Center Assessment


Summary: This is full of information and different chats and surveys they did and a report of the writing center from 2011-2012 through the Mary Washington writing center. This shows how they got their students.

Asses: This has a lot of information I feel that is useful for how to target the students and the community for the writing Center.

Reflect: This will help me with my paper on assessment because this shows a different surveys and chats on their assessment.
Search Engine: Google
Search Terms: Purdue Owl

*The Purdue OWL.* Purdue U Writing Lab, 2010. Web. Date of access <https://owl.english.purdue.edu/owl/>

Summary: this is a website that shows you how to set up your paper in MLA format and gives you tons of examples about simple writing procedures.
Asses: This could be some of the sample work that writing center would teach the students and help the students work better.
Reflect: This will help me in my paper because it will help me write my paper and gives tools on how to write the “writing center flow chart”.

Search Engine: Google
Search Terms: Macomb Community College Writing Center


Summary: This has not only the assessment page which I have shown early but this gives you the faculty who is on the board it also has a home page and bibliography page.
Asses: this is only the idea of what the writing center website for Macomb would look like I feel as it is a rough draft to the works of the writing center website.
Reflect: This will help everyone with their paper sense we are talking about the writing center at Macomb it good to know what the websites says and has useful information to add to our papers.

Search Engine: Google
Search term: writing center Assessment

Summary: This website page shows the mission of the writing center and also values and it shows assessments to the writing center on the bottom of the page.

Asses: The two surveys at the bottom of the page were most important about this website because it shows assessment of their writing center.

Reflect: these surveys will help me out in my paper because it gives me questions to think about when assessing our writing center at Macomb.

Search Engine: Google
Search Terms: Writing center, assess

*Writing Centers are effective*. N.p., 2007. Web. 27 Oct. 2014. <http://compfaqs.org/WritingCenters/HowDoWeKnowIfWritingCentersAreEffective/>

Summary: This website shows different times of assessment like student assessment, writing consultant assessment, Faculty and Administrative assessment.

Asses: This website shows how they think you should assess each group differently.

Reflect: This could help me because they think you should assess everyone the same that there is different parts to everything.

Search Engine: Google
Search Terms: Writing center, assess


Summary: This is a website that shows how the students feel about the writing center right on their website and give information to their writing center.

Asses: to keep in fact it could be bias and it might not be telling all the students reviews

Reflect: for the student reviews it did show how they did feel could help with making our writing center successful.
Summary: In this article the author focuses on the challenges of ESL students and "identifies some fundamental findings from the field of second language acquisition"(p2). The main idea of this article was to inform learners and their teachers/ tutors of the possible challenges which may arise during the second language writing process. Linguistic knowledge is acquired systematically over a period of time which is also a point of the article in terms of how tutors should assess the needs of second language students.

Assess: I was surprised by the methods of teaching second language students when it deals with writing. "Although, these are intertwined in practice, in fact, they are different processes. Learning a language is not the same thing as learning to write in that language" (p2), previously before this article I had not thought of a second language as a separate writing process after learning how to speak the language. Many ESL students have a difficult time with academic reading as well as writing, the student has to decode every word often causing the student to be unable to make sense of the text entirely. The students lower vocabulary which often includes less academic vocabulary also causes reading to be difficult although extensive reading is extremely successful. Meaning second language writers have a difficult time focusing on content since their attention is on text details.
Reflect: I believe this article will be extremely helpful with writing my paper. The article points out key challenges ESL students will have to face once the writing center is in full swing. Since my paper will mainly outline the financial and marking portions of planning the writing center, the ESL students and the tutors qualifications in order to help these students impacts the financial areas of the writing center.

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Ashley Robinson

Professor Hugh Culik

English 1190

6 October 2014

Search Engine: JSTOR

Search Terms: assessment, university, writing center


Summary: This article was an outline of Stephen North's 1984 published "Idea of a Writing Center". North's idea was to produce better writers not better writing. He stated writing centers serve no purpose to teachers and students who partake in a process-centered writing since only true writers who utilize critical thinking could benefit from the writing center. The primary and only reason for the being of a writing center is to talk to the writers, it is a place for conversation amongst writers to exchange ideas. "All that stands in the way- and has maybe always stood in the way- is the ignorance of campus colleagues, a misconception of what writing centers are and what they do" (Lerner, p175). Simply a writing center is beneficial to a particular type of student,
students who understand the meaning of higher knowledge and strive to gain it. "The full potential of writing centers as centers of consciousness for writing has yet to be realized" (Lerner, p170). Writing centers were positioned as one on one solutions to meet the needs of unprepared students for their higher education, not a fix it shop for students with simple grammatical errors.

Assess: I was surprised to read a scholarly article explaining the importance of writing to make a difference rather than writing in a standard format technique. I found this article to outline the needs of a traditional student, one who possibly will proceed onto further education rather than attending college for a job training mind set. I found the statement regarding to the ignorance of college colleagues to be brilliant, it mainly surprised me to see someone actually stated the meaning of real writers in this context.

Reflect: This certainly contributes to my overall claim, of the meaning of a writing center along with the assessment of a successful center for students. This article explains in a useful way a writing center can benefit students who will transfer onto universities where standard five paragraph papers and thrown out the window, a writing center can help prepare these students. I will be able to explain the assessment of a successful writing center by using the ideas of Stephan North, by claiming the students of teachers who use a standard format for writing as the main audience for the center since they clearly need the most assistance.

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Ashley Robinson

Professor Hugh Culik

English 1190

6 October 2014

Search Engine: JSTOR
Search Terms: writing center, success, assessment, university


http://wac.colostate.edu/books/mcleod_soven/chapter1.pdf

Summary: Writing across the curriculum (WAC), the success of a writing center can be swayed by the implication of WAC, by involving all disciplines and changing the way teachers and students use their writing skills under different platforms. Writing across the curriculum programs influence the successfulness of a writing center since either WAC allows or prohibits the students to fully utilize a writing center. Meaning if writing across the curriculum program is not in place the writing center purely caters to English students rather than the entire student body. "Just over half of the colleges and universities in the United States do not yet have a WAC program and the success of WAC elsewhere has made many of these institutions interested in developing such programs themselves" (Mcleod, p1). Mainly the writing across the curriculum advocates writing to learn techniques where one writes using themselves as the target audience in order to develop the ability to fully explain a concept to better learn and understand it. WAC shows learning is not defined by simple recall of facts, it is about understanding topics and having students use their writing skills in different areas other than English papers.

Assess: Writing across the curriculum is an important aspect of the student success with the writing center, if WAC helps students write more efficiently it should be used at the writing center. "WAC efforts use the term learning as synonymous with discovery, as a way of objectifying thought" (Mcleod, p3). I found this to be interesting, having students connect the learning with discovery rather than believing learning is simply restating facts than the education of students may become more effective.

Reflect: Writing across the curriculum along with the writing center both attempts to introduce students to conversations from the discourse community and aims to strengthen students ability to add onto the conversation. I found this information to be very helpful to my overall claim, the success of a writing center. Understanding what helps students become better writers is the main
way I will be able to understand and build a claim on how to access the success of the writing center.

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Ashley Robinson

Professor Hugh Culik

English 1190

6 October 2014

Search Engine: scholar.google

Search Terms: university, writing center, ESL


http://wac.colostate.edu/jbw/v21n2/williams.pdf

Summary: In this article the author focuses on the challenges of ESL students and "identifies some fundamental findings from the field of second language acquisition"(p2). The main idea of this article was to inform learners and their teachers/ tutors of the possible challenges which may arise during the second language writing process. Linguistic knowledge is acquired systematically over a period of time which is also a point of the article in terms of how tutors should assess the needs of second language students.

Assess: I was surprised by the methods of teaching second language students when it deals with writing. "Although, these are intertwined in practice, in fact, they are different processes. Learning a language is not the same thing as learning to write in that language" (p2), previously before this article I had not thought of a second language as a separate writing process after learning how to speak the language. Many ESL students have a difficult time with academic
reading as well as writing, the student has to decode every word often causing the student to be unable to make sense of the text entirely. The students lower vocabulary which often includes less academic vocabulary also causes reading to be difficult although extensive reading is extremely successful. Meaning second language writers have a difficult time focusing on content since their attention is on text details.

Reflect: I believe this article will be extremely helpful with writing my paper. The article points out key challenges ESL students will have to face once the writing center is in full swing. Since my paper will mainly outline the financial and marking portions of planning the writing center, the ESL students and the tutors qualifications in order to help these students impacts the financial areas of the writing center.

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Ashley Robinson
Professor Hugh Culik
English 1190
7 October 2014

Search Engine: Eric

Search Terms: educational assessment, writing center, assessment


Summary: The main message of this writing piece was students in any level of their academic career will need remedial assistance or remediation classes to catch up on forgotten or misunderstood topics. Due to "No Child Left Behind" program majority of higher education students still are in need of remedial classes while they are seldom offered in colleges. "Feedback loops that consistently show students become less proficient in writing, specifically across the curriculum and in the disciplines, as they move through their university years as opposed to becoming more proficient" (Faulkner, Melissa. p48). This shows writing in college is not taken as seriously as it should be, or students need more instruction throughout their university years possibly from a writing center. Another interesting point from this article is: instruction from professors was more effective when students are to participate in the discipline by writing, reading, listening, speaking and interacting with their discipline. "If students arriving in academia as first-year students are said to need remediation because of their inability to show proficiency in English language grammar through a measured assessment, then what must we say about juniors and seniors who are unable to show proficiency in the grammar of their constructed disciplinary languages through measured assessment? They, too, are in need of remediation" (Faulkner, Melissa. p48). Remediation was a recurring topic in this article, the idea of helping students in college continue to develop greater writing skills is important towards their success in and out of college.

Assess: I could not help but think of the importance of a writing center in universities during this reading, if students do need remediation as much as this article suggests than a writing centers mission is more beneficial to students than previously thought. I found it interesting and surprising that the stigma around taking remedial classes and remedial student stigma was mentioned. Also the impact of budget cuts on basic writing in colleges, which would also effect writing centers in general, was shown to negatively impact the students ability to write using correct grammar at some point in their academic career. "The curriculum of inclusion I suggest—one that addresses the writing needs of our students from the first-year through the senior-year and creates the academic atmosphere necessary for enrolling and retaining students—is a formal writing across the curriculum (WAC) and in the disciplines (WID) program" (Faulkner, Melissa. p53). The application of a writing across the curriculum and writing in the disciplines program is interesting point which shows success for students in universities.
Reflect: This writing piece is helpful to the claim of my paper about the assessment of a writing center, it reflects the ideas of measuring the success of students and their curriculum. The assessment of a writing center is treated the same as the assessment of curriculum of colleges, the changes made to curriculum in order to benefit students are the same changes made at a writing center. The writing center, in order to reach full potential, must offer remedial and grammatical assistance along with allowing students to further their discipline learning using the reading, writing, listening and interacting techniques.

Ashley Robinson
Professor Hugh Culik
English 1190
8 October 2014

Search Engine: Eric
Search Terms: assessment, educational assessment, university, writing center


Summary: The main purpose was to explain the performance levels of special education students on state tests and the gaps between special education students and non-special education students. It is important to remember not all lower scoring students are special needs, a percentage of these low scoring students are non-special needs, this is important when assessing the writing center assessment process. "The performance of the special education subgroup is
increasing over time" (Kamarrie, Davis. p4). The performance of special needs students increases over time although the performance of non-special needs students, in other articles (note: Faulkner, Melissa. p48), has showed to have a decrease in performance over the span of their academic careers. Some of these special needs students perform higher on state tests compared to test results of non-special need students in math and reading tested areas.

Assess: I found the results of state wide tests from all types of students to be interesting, especially taking to mind the findings of other research (note: Faulkner, Melissa. p48) and their correlation. I wonder if special needs students having extra help from professors and tutors is making the difference while majority of non-special needs students not taking advantage of tutor options.

Reflect: This possibly will be helpful towards the claim of my paper, I found it important to include every type of student in the assessment process of the writing center. The writing center assessment relates to the success of all types of students, providing help for special needs students of all kinds and helping the needs of traditional students will make a difference for the success of the writing centers assessment.

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Ashley Robinson

Professor Hugh Culik

English 1190

8 October 2014

Search Engine: scholar.google

Search Terms: institution, writing center, assessment

Summary: The chapter I focused my reading on was chapter 1, which specifically discussed writing centers and the authors experiences when teaching a tutor course. "Often I’ll hear them say that they “work in the Writing Center” or that they “tutor in the Writing Center.” They seem to attach a sense of place to their work, even as I become increasingly suspicious of the connection between the work of creating a community and the tutors’ own experiences in the writing center" (Boquet, Elizabeth H. p8). Specifying a place for writing and labeling it a writing center gives the space a purpose and attracts students who need assistance with writing in specific. "In fact, one of the most progressive early center was a clinic, the University of Denver's Writing Clinic, where Davidson and Sorenson, who co-directed it, advocated a psychotherapeutic approach to tutoring sessions. While psychotherapy is a medical model of sorts, the tutors at the University of Denver were not drilling-and skilling, were not diagnosing and treating, at least as far as we can tell from the published literature" (Boquet, Elizabeth H. p10). Having competent tutors with an understanding of useful tutoring tactics is important for a writing center regardless of its technical title.

Assess: I found it interesting that viewing writing in medical terminology gave it a higher meaning, by using: clinic, center and lab made a difference for the writing center. A non-directive and mirroring tutoring technique has been in practice in writing centers for decades and is still used currently, I found this to be a surprising tutoring method for students. The author has a great deal of understanding the purpose and needs of a writing center, she states a simple outline for tutors to use during sessions is helpful to stay on track although these outlines are more complex than a typical outline since the writing process has underlying meanings with assignments.

Reflect: The success of the writing center relays on how serious students take the provided space for writing along with the seriousness of the tutors and their tutoring sessions. This chapter will be helpful in my assessment claim for the writing center at Macomb Community College. My claim is for the writing center to be successful and have a good assessment by others means the center has to meet the needs of ESL, special needs and traditional students. The writing center
has a large role to fulfill, although it is possible after viewing the already successful university writing centers outlines.

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Professor Hugh Culik
English 1190
8 October 2014

Search Engine: sochlar.google

Search Terms: institution, writing center, assessment


Summary: Although writing centers have a rich tradition, the new trends of these centers is their ability to change and form in result to new educational research. Writing centers now have directors who, upon finding ground breaking research from articles, visits to other centers or conference talks, alter the center specifically to what is shown to work and be effective for students. The main idea of this article is to express the new trends directors are taking which include: heading towards professionalism, away with the label remedial, growth in high school writers before heading to college, integrating with classrooms and serving traditional and non-traditional students. Heading towards professionalism is occurring due to the growing number of graduates in composition rather than decades ago when tutors were uncommon and unqualified. "Job descriptions for writing center directors are likely to list as necessary credentials for application advanced degrees in composition with some background and training in writing
centers" (Harris, Muriel. p22). It is great that writing centers today are heading toward professionalism and using qualified tutors to ensure the effectiveness of tutoring sessions for high paying college students. Another point made was moving away from the idea of remedial services only and having students of all needs utilizing a writing center by removing the stigma behind asking for assistance with writing and tutoring entirely.

Assess: I found it surprising the author mentioned changing high school writing centers into more professional centers for assisting students to change the outcome of their high school education for the better making it easier for the students once they move onto college level. Another point I found surprising was this article also, like many others I found, mentioned integrating classrooms with the writing centers objective which sounds close to the idea of writing across the curriculum.

Reflect: Using this writing piece along with others I have found help ground my claim. Since majority of the articles I found include aspects of writing across the curriculum and assisting the needs for traditional and non-traditional students, my claim will be easier to make. Assessing the effectiveness of a writing center mainly seems to include making sure students get the most out of their tutoring experience the first time and so on from that moment on.

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Search Engine: JSTOR

Search Terms: successful writing center
Summary: The article outlines a parent's experience when volunteering at her child's school which sparked her interest in forming a high school writing center to benefit the students and their writing process. "As we talked up our idea, we also found that people interpreted "writing center" in varying ways: a lab with computers, remediation for poor spellers and grammar marinas" (Kolba, Ellen D. p50). Changing students writing is the focus for all writing centers, with different anticipations conjured up for the center it is surprising a concrete plan was created. The students at their new writing center were encouraged to take longer with their prewriting than they normally would in hopes they would be able to jot down ideas and create flow charts and so on. At the end of each school year the creators of the writing center would compare this year's student writing portfolios with the previous year and found significant improvements in student writing after the center was opened.

Assess: I found it surprising, in a good way, the writing center creators at this high school deemed it important to train the volunteer tutors to their personal writing standards. Normally when you read of volunteers being tutors they are unqualified and untrained therefore making this instance refreshing. The students success stories is the entire reasoning behind writing centers in general, this center established a pattern among students of asking for assistance and having writing tutors for across the curriculum including courses such as world history. This center even included an appointment book to log into, mainly due to the lack of available tutors after their first year of business. The high school allowed students in every grade and every class to make tutor session appointments including seniors with college application letters.

Reflect: The beginning stages for their writing center explained will help my claim further by helping me understand the process more in depth. The objective for my paper is to outline a way of assessing the writing center before it is up and running and during to ensure maximal success from the center. The success is determined by the student's growth along with keeping the center running with students utilizing the center and faculty to run it.
Summary: Discussing what works in the classroom and what does not work for students in the classroom is beneficial for planning a writing center, if a technique does not work with students in the classroom it also will not work with students in a writing center atmosphere. "If writing center means a place in a building where there are a few computers with grammar programs stacked next to them, books about writing that are dusty and stuck together, and one teacher to help two thousand students, I'm sure there is no need for one" (Mendenhall, Carol.p70). This outlines the actual purpose of a writing center, to supplement support to the classrooms teachers efforts outside of the classroom where the actual writing takes place.

Assess: Teachers in all areas would have to agree on how teaching would be taught at the writing center therefore if a history student needed help on a paper the center would be able to use the same techniques as they would on an English essay. I found it surprising one of the people quoted in the article used juniors and senior level students as the tutors for their high school
writing center, granted they were chosen by the entire English department, I doubt using peer tutors is a truly effective idea for all parties involved. "We assisted in all stages of the writing process" (Lockward, Diane. p69). The writing levels discussed are: pre-writing conferences, pre-revision conferences, editing conferences, teacher comments, tutoring for specific problems. I was surprised there were stages for their writing process instead of simply helping students with any of their writing issues. I also found it odd the levels of writing at this school in particular were mainly called *conferences* rather than tutoring sessions.

Reflect: Since this article outlined the meaning behind a writing center, the research needed while planning a center and the needs of students it ties in completely to my claim. My claim still remaining to be developing a way to measure the success of the writing center before, during and after the writing center opens its doors to faculty and students to utilize.

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8 October 2014

Search Engine: JSTOR

Search Terms: planning, writing center


Summary: Collaboration between professors and teachers in multiple disciplines is a big risk but reaps great rewards. A physics teacher went to their schools writing center to ask a colleague, the
writing center director, advice on how to go about creating a research assignment for students and the result was great. They eventually put together a proposal for a new course for students, another big risk on their part which ended up gaining approval. The teachers planning of their new program from creating assignments and asking students what they expected to get out of the course and the reasoning for their enrollment helped guide the new forming course. Also collaboration exercises between teachers and students was used in evaluations of the new course. The main purpose of this article was the explanation of creating a new class program including the evaluation and planning of a new course.

Assess: I found it surprising students were asked to participate in the evaluation of the new course, granted if students do not enjoy the class than the amount of students enrolling will drastically be impacted, I was however still surprised by the influence students had. "For every hour of class time, we spent at least four planning, revising and assessing student learning and our teaching " (_p252). Until now I had not realized how much planning one class actually takes, it seems a quick process until every aspect of planning is actually taken into account for.

Reflect: This article is beneficial to my claim by evaluating the community aspect of a writing center, from example of the teachers meeting at the writing center to benefit the school with a new program to the students developing their writing skills at the writing center as well. Also this article explained the process to creating a new class which seems to resemble and be relevant to the planning of the writing center and the assessment process of the center once it is started.

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September 18, 2014

Search engine: ebscohost.com through Macomb Community College’s database
Search terms: writing centers, writing center failures, success in writing centers, composition, literature


Summary: This article shows the various ways of writing centers, and the measures taken to assess their success. There are online writing labs that are able to assess grammar errors, and OWLS have easy accessibility to those who are not able to make it to the writing center. Writing centers are used to give those who use it the tools to create better essays, and they are highly beneficial, although it is hard to measure their success. Although this is true, some writing centers have seen a vast improvement in students who were struggling with writing and composition.

Assess: This article brought up several new topics about writing centers that I have not previously learned about, such as ways to implement programs within writing centers to lead to student success, virtually and physically within a writing center. There is a lot of valuable information in this article, such as studies that have been performed about tutors and their requirements, and the students and their self-confidence.

Reflect: I believe this article is a highly valuable resource to me as it goes in extreme depth about the purpose of writing centers, and the intrinsic value of implementing these institutions. This article proves with solid evidence that writing centers are a valuable resource to students who are struggling with writing and composition. I will be using this article for my paper and reference it often because it is a solid and complete resource that supports our class and its claims for writing centers.