

To: Ed Taylor, Dean and Vice Provost of Undergraduate Academic Affairs
From: Catharine H. Beyer, Office of Educational Assessment; Erin Dana, Sociology Writing Center; Gina Gould, Philosophy Writing Center; Patti Loesche, Psychology Writing Center; Mahlon Meyer, History Writing Center; Heather Pool and Meera Roy, Political Science/LSJ/JSIS Writing Center; Adiam Tesfay and Anne Browning, CLUE Writing Center
Date: August 11, 2011
Subject: Disciplinary and CLUE Writing Center Report, 2010-2011

In the summer of 2010, the five UW disciplinary writing center directors and CLUE center directors met with the Office of Educational Assessment to explore the possibility of collecting data in similar ways in order to make reporting consistent across centers. Although the centers vary in size, level of support, hours of operation, and, therefore, in the ease with which data can be collected, the directors agreed to try to gather information with a shared set of questions, which they identified over the summer. This report summarizes their work and results of their data collection for 2010-11.

As the report shows, the disciplinary writing centers and the CLUE writing center provide valuable services to University of Washington (UW) undergraduates and to UW undergraduate programs that are not available elsewhere on campus.

The Work of the Disciplinary Centers

Research has long shown that effective writing is profoundly shaped by disciplinary practice¹; therefore, in order to learn to write effectively in college, students must understand and learn to use the conventions of the disciplines in which papers are assigned. The UW, in fact, has acknowledged the disciplinary nature of writing since 1978 with its support of the award-winning Interdisciplinary Writing Program (IWP). In addition, for the past 10 years, University Academic Affairs (UAA) has extended that support to disciplinary writing centers in majors where writing is intense and where disciplinary demands are especially unfamiliar to students. Support for those centers has been dramatically reduced twice, and several centers have been eliminated as a result of departmental priorities during budget cuts. UAA currently divides less than \$50,000 among the remaining five disciplinary writing centers.

These five disciplinary writing centers are supported by seven departments in the College of Arts and Sciences. The Political Science/Law, Societies, & Justice/Jackson School of International Studies Center is the result of a merger that took place about six years ago between three social sciences departments with similar writing values and practices. Two other centers—the Psychology and Philosophy Writing Centers—have been part of the teaching and learning work of their departments for 20 years. The History and Sociology Writing Centers have also assisted students with writing in courses in those disciplines for many years.

One major task of the disciplinary writing centers is to work one-on-one with individual students who are writing papers for courses in those fields. Interviews with faculty members, conducted as part of a 2003 College of Arts and Sciences Writing Task Force, showed that faculty felt they had little time in their courses or curricula to address writing practices directly with students, and they wanted help in assisting students with disciplinary writing needs² (Attachment A). At the same time, research on students' writing experience at the UW has clearly shown that students have difficulty navigating the disciplinary writing demands they face at the UW as new students, a time when they are moving from discipline to discipline to complete general education requirements.³ In addition to needing help with writing in the disciplines as they enter the UW, students hoping to major in a field and those already accepted into majors often focus seriously on the writing practices in those fields for the first time. Disciplinary writing center tutors address both the needs of students new to writing in their fields and those of students already in the major, primarily helping students understand what it means to write a good argument for philosophy or international

¹ See, for example, Emig (1978), Bransford et al. (2000), Bazerman (1981, 2000), Russell (2002), Wineburg (2001), Donald (2002), and Pace & Middendorf (2004). For an account of writing at the UW, see Beyer et al. (2007).

² See summary of faculty interviews for the College of Arts and Sciences Writing Task Force, 2003, Attachment A

³ Beyer et al.

studies, stepping into this gap between what is possible for faculty members to accomplish in their courses and the learning needs of individual students in those disciplines.

In addition to their work with individual students seeking to learn the disciplinary practices of courses and majors, the disciplinary writing centers often play a significant role in the writing curricula of their departments. Center directors offer workshops for classes in their fields, write handouts on writing that are relevant to specific assignments or types of writing for students and faculty in the discipline, and work with faculty on assignment design and clarity (see Attachment B). In 2010-11, for example, the Political Science/LSJ/JSIS Center conducted workshops in 35 different classes. Each workshop was coordinated with faculty and graduate student TAs to meet their teaching and learning goals. Another example of curricular work is the archive of assignments the Psychology Writing Center maintains for faculty and TAs and the Center's ongoing writing needs assessment process, which provides information on writing in the major to the department's undergraduate committee. A third example of the ways disciplinary writing centers help advance departmental learning goals is the collaboration of the Sociology Writing Center with the department's writing-intensive sociological theory course (Sociology 316), which is required for all majors. In these ways and others, disciplinary centers play a critical role in the learning enterprises of their departments. Their work is important to departmental faculty and graduate students, as well as to undergraduate majors.

The Work of the CLUE Writing Center

As is the case with the disciplinary writing centers, the CLUE Writing Center offers unique services to students. The CLUE Center is the only center on campus that serves students completely on a "first-come/first-served" basis. In other words, students do not have to schedule appointments with tutors a week or more ahead of time. Furthermore, the CLUE Center is the only writing center open late into the night, operating from 7 p.m. to midnight, five nights a week. These hours and the drop-in scheduling are valuable particularly to freshmen and sophomores, who may not have learned yet that they need to begin college writing projects earlier than they did as high school students. Indeed, nearly 80% of the students who come to the CLUE Writing Center are seeking help in 100- and 200-level courses.

The CLUE Writing Center provides significant support to the English department, with more than a third of its students (35%) coming from the general freshman composition series (English 111, 121, and 131). In addition to its one-to-one writing tutoring work with these students, the CLUE Writing Center conducts workshops aimed at helping English 111, 121, and 131 students put together writing portfolios that are required for completion of those courses. In addition, the CLUE Writing Center offers significant assistance to English Language Learners.

Shared Data Summary

The table that follows provides an overview of the work of the disciplinary and CLUE writing centers. As the table shows, the five disciplinary centers:

- Assisted approximately 1,440 students with their writing for courses in the centers' disciplines.
- Served these students in more than 2,426 drop-in and pre-scheduled sessions.
- Provided undergraduates with more than 106 hours of writing instruction per week (more than 1,060 hours, on average, per quarter), multiplied by the number of advanced undergraduates, graduate students, and faculty lecturers serving students during those hours of operation.
- Served the specific needs of English Language Learners (ELL); on average, 18% of the students served in the disciplinary centers were ELL students.
- Engaged in satisfaction surveys and received high satisfaction scores from students who came to the centers for help (see Table and Attachment C).
- Provided writing workshops for undergraduates in specific courses in the disciplines that had been coordinated with the faculty member teaching the course and course TAs.
- Worked closely with faculty and TAs on assignment design and clarity (see Attachment D).
- Created original handouts and writing guidelines for undergraduates.
- Announced the availability of writing help to many classes of students.

- Served the needs of new students to the discipline, as well as of students seeking to major in the field.
- Assisted departments with writing assessment.
- Received financial support from departments and comments about the centers' value from faculty and chairs.
- Received approximately \$46,165 from UAA in addition to departmental space and support.

In addition as the table indicates, the CLUE Writing Center:

- Assisted approximately 2,323 students in primarily 100- and 200-level courses
- Served these students in 3,245 drop-in sessions
- Provided writing help to students until midnight, five nights per week
- Provided undergraduates with more than 25 hours of operation writing instruction per week (more than 250 hours per quarter) multiplied by the number of advanced undergraduates and graduate students serving students during those hours of operation.
- Served many ELL students (about 61% of the students served).
- Received high satisfaction scores from students who came to the center for help (see Table and Attachment C).
- Provided writing portfolio workshops for students in English 111, 121, and 131 (general composition) courses.
- Was fully supported by student fees (NSEOF funds).

Impact

We have long understood that writing is not only a way for students to report what they have learned but it is, itself, a way of learning,⁴ not just a way to demonstrate knowledge but also a way to demonstrate sound thinking and clarity of mind.⁵ Effective writing instruction is, therefore, critical to the undergraduate learning experience.

Furthermore, if students are to improve their writing, they must be taught—in large part—in one-to-one situations, with a focus on the requirements of particular writing contexts and on the steps writers might take to revise their work to meet those requirements. In 2010-11, the disciplinary and CLUE writing centers provided UW undergraduates with more than 131 hours of one-to-one writing instruction per week, with approximately 80% of those hours focused on disciplinary writing practice. The six centers added approximately 1,310 hours of writing instruction per quarter to the learning experience of 3,763 students in 5,671 drop-in and pre-scheduled sessions.

The CLUE Writing Center is providing essential one-on-one help to new UW students who are just learning to operate in a college writing environment. The disciplinary centers are providing new students and majors with one-to-one and in-class instruction in how to write effectively in their fields of study. Finally, because disciplinary writing centers are fully integrated into their departments, they provide additional help in shaping the writing curricula in their areas, helping departments meet their learning goals for their majors. The University of Washington can be very proud of the work these centers do for its undergraduates, for faculty, and for departments.

⁴ Emig, 1978

⁵ Donald, 2002

Disciplinary and Clue Writing Center Data, 2010-2011
July 2011

	PoliSci/JSIS/ LSJ	Psychology	Sociology	Philosophy	History	CLUE
1. Writing center location:	Gowen 111 (near faculty and TA offices)	Guthrie Annex 4 (with undergrad study center, stats lab, and TA offices)	Savery 203 (in the undergraduate advising office)	Savery 362	Smith 218B	Mary Gates Hall
2. Years of operation	16+	20	7	20	Unknown	8
3. Hours open during academic year:	33 hrs/wk	20 hrs/wk 10 hrs/wk in summer	20 hrs/wk Hours concentrated in middle and end of quarters	8 hrs/wk Add more hours during times of heavy demand	15 hrs/wk Plus tutoring help offered via email, internet, and phone	25 hrs/wk 7 p.m.-midnight
4. Type of visits:	Appointments and drop-ins	Appointments and drop-ins	Appointments and drop-ins	Appointments and drop-ins	Appointments and drop-ins	Drop-ins
5. Who were the tutors and how were they trained?	<ul style="list-style-type: none"> A graduate student RA directs the center and supervises eight undergraduate tutors majoring in political science; international studies; and LSJ. Tutors are trained by the center director and attend an OWRC workshop in fall. 	<ul style="list-style-type: none"> A half-time faculty member in psychology directs the center, and grad students in psychology together share a TA to tutor in the center. Tutors, are recruited, trained, and supervised by the director. 	<ul style="list-style-type: none"> A graduate student in sociology who has taught IWP writing links for one year serves as the tutor. IWP training and teaching provide the training. 	<ul style="list-style-type: none"> Undergraduate majors in philosophy are tutors. They are trained by the Philosophy Writing Committee. 	A lecturer in the department directs the center and works with the students.	<ul style="list-style-type: none"> Tutors are graduate students and advanced undergraduates. They are trained by the CLUE writing center director and by the OWRC fall workshop.
6. Length of tutoring sessions:	30-45 minutes	30 minutes	30-60 minutes (students increasingly booking hour-long sessions)	35-40 minutes	30 minutes	45 minutes
7. What is the writing center's budget? Who paid for the center in 2010?	\$18,440 provided by UAA; the three departments supported the remaining costs	\$16,848 provided by UAA; the department supported remaining costs	\$5,577 provided by UAA provided; the department supported the remaining costs	\$1,200 provided by UAA; the department supported the remaining costs	\$4,300 provided by UAA; the department supported the remaining costs	Paid with funds from the NSEOF budget

	PoliSci/JSIS/ LSJ	Psychology	Sociology	Philosophy	History	CLUE
8. Departmental courses served	<p>Students from 150 courses:</p> <ul style="list-style-type: none"> • 610 sessions (46%) for JSIS courses • 488 sessions (36%) for political science courses • 158 sessions (12%) for LSJ courses • 83 sessions (6%) for courses offered by other departments. <p>56% of the visits were for introductory I classes in PolSci and JSIS (particularly POLS 201, SIS 200, SIS 201, and SIS 202).</p>	<p>Students from 52 psychology courses used the center</p> <ul style="list-style-type: none"> • Courses for pre-majors (e.g. Psych 202-Biopsychology, Psych 209-Research Methods) • Upper- and lower-division courses for Psychology majors (e.g. labs, 300-level core courses, upper-division electives) • Courses for non-majors (e.g. Psych 357-Psychobiology of Women) <p>See also Attachment B.</p>	<p>Students primarily from Sociology 316 (45%); other courses frequently served include Soc 110, 271, 352, 357, and 494</p>	<p>Students from philosophy courses (98%) primarily from 100/200 level classes</p>	<p>Students primarily from 13 history courses (88%), including HST 112 & 498, HSTEU 376 & 274, HSTAA 351, and HSTAS 45.</p>	<p>Students from departments in nearly every school and college</p> <ul style="list-style-type: none"> • 35% were from English 111, 121, and 131 composition courses • 79% were from Arts & Sciences
9. How important does the department feel the writing center is for its students' learning?	See Attachment C	See Attachment C	See Attachment C	See Attachment C	---	---
10. Number of 1-to-1 tutoring sessions/visits:	1,339	687	252	148	Unknown	3,245
11. Number of individual students using the writing center:	607 See Attachment B for use over time.	425 (more than the 15-year average of 383 students) See Attachment B	117	124	167	2,323 (began tracking November 21, 2010)
12. % of those students who were English Language Learners:	19% ELL students (115 out of 607) used the center an average of 3.3 times each, while others returned an average of 2.0 times ELL students, therefore accounted for 28% of the total visits.	16% ELL students used the center 1.9 times each on average; others returned 1.3 times on average.(Appointments are limited to one/day and two/week.) See also Attachment B5 to see differing needs of these two groups.	25%	About 15%	Unknown	61%

	PoliSci/JSIS/ LSJ	Psychology	Sociology	Philosophy	History	CLUE
13. % majors	<ul style="list-style-type: none"> • 27.2% were political science majors • 24.5% were JSIS majors • 5.3% were LSJ majors • 22.6% were from 40 other majors across the UW • 20.4% were undeclared/ did not report majors 	Nearly 100% were majors or students completing pre-major requirements	<ul style="list-style-type: none"> • 60% were majors • 69% were students in 300/400-level courses; • 31% were students in 100/200-level 	<ul style="list-style-type: none"> • 13% were majors • 19% were students in 300/400-level courses; • 81% were in 100/200-level courses 	<ul style="list-style-type: none"> • No data on majors • 65.3% were students in 300/400-level courses • 33% were students in 100/200-level courses • .07% were in courses above 400-level 	<ul style="list-style-type: none"> • No data on majors • 79% were students in 100/200-level courses • 20% were students in 300/400-level courses • 1% were students in 500-level courses
14. Type of writing that students sought help for:	94% were essays for specific courses.	<ul style="list-style-type: none"> • Article summaries • Literature reviews • Lab reports • Other short papers requiring multiple drafts • Some “term” papers • Non-course papers, such as honors theses, research proposals, journal articles, conference posters, and personal statements 	<ul style="list-style-type: none"> • Short papers (29.4%) • Term papers (69.4%) • Other (1.2%) 	<ul style="list-style-type: none"> • Short papers • Revisions • Term paper • Conference paper • Outlining 	<ul style="list-style-type: none"> • Papers for courses • Personal statements for graduate and professional school applications • Help in the use of sources in academic writing. 	<ul style="list-style-type: none"> • Papers for courses across all departments • Personal statements • Lab reports • “Term” papers • Portfolios
15. The writing help that students came for:	<p>Helped students understand class material such as how to use theory in the social sciences. Specifically:</p> <ul style="list-style-type: none"> • Structure/org for soc science • Thesis statements appropriate for the discipline • Understanding the prompt • Using evidence • Intros, conclusions • Style • Mechanics • Prewriting <p>See also Attachment B</p>	<p>Helped with scientific writing, including:</p> <ul style="list-style-type: none"> • Framing a theoretical argument • Supporting arguments with objective evidence <p>For each session, tutors document the following variables in the context of scientific writing:</p> <ul style="list-style-type: none"> • Content • Organization • Critical thinking • Sentence structure • Grammar/Style • Formatting 	Primarily help understanding and using sociological theory in writing assignments.	<p>Helped with philosophical writing issues, such as:</p> <ul style="list-style-type: none"> • Argumentative structure • Objection • Clarity • Response • Logical progression of arguments • Thesis • Addressing prompt • Intro/concl • Word use • Brainstorm • Grammar 	<p>Helped with the following:</p> <ul style="list-style-type: none"> • Brainstorming • Structure • Use of historical resources • Addressing assignment • Drafting • Revising • Interpreting feedback 	<p>Helped with the following:</p> <ul style="list-style-type: none"> • Argument • Brainstorming • Organization • Use of historical resources • Addressing assignment • Drafting • Revising • Interpreting feedback <p>Students often request grammatical support, but the primary focus is higher order writing concerns, such as argumentation.</p>

	PoliSci/JSIS/ LSJ	Psychology	Sociology	Philosophy	History	CLUE
16. Other departmental work:	<p>The writing center director</p> <ul style="list-style-type: none"> Met with 40 faculty members, teaching assistants, or other instructors during AY 2010-2011 to discuss upcoming workshops, paper prompts, writing assignments (including clarification regarding student and TA expectations). Updated and conducted workshops for ~2400 students in 35 different sessions, including workshops on preparing for essay exams, writing political theory papers, writing in the social sciences, research papers, and response papers. See Attachment B for list of workshops provided during AY 2010-2011. Worked with TAs and instructors to build TA tools for teaching writing, including introducing writing center resources in the POLS 595 course for new TAs. <p>(continued)</p>	<ul style="list-style-type: none"> Created more than 20 self-authored online writing guides. These are widely used not just in UW's psychology courses, but also in other UW units, area community colleges, regional universities, and many other educational institutions worldwide, making the Psychology Writing Center one of the most popular resources on scientific writing on the Internet. Created and maintain an extensive archive of writing assignments in psychology. This archive is an excellent resource for instructors developing a writing assignment, especially new faculty and TAs. Conducted lectures and workshops on scientific writing Provided advice on developing effective writing assignments and grading criteria in Psychology Gave feedback to instructors on how writing center students respond to their assignments <p>(continued)</p>	<ul style="list-style-type: none"> Met with professors throughout the quarter who assigned substantial writing in their courses Made 13 classroom visits to talk about writing in the sociology Organized workshops for students on sociological arguments, data collection, theoretical analysis, and plagiarism at faculty request, 	Made six classroom visits (145 students) to talk about writing in philosophy	Mentoring students through the course of their time in the major.	Conducted portfolio workshop for English composition students (English 111, 112, and 131).

	PoliSci/JSIS/ LSJ	Psychology	Sociology	Philosophy	History	CLUE
16. (continued)	<ul style="list-style-type: none"> Tailored workshops for TA sections Created handouts to accompany writing assignments that faculty and TAs made available to their students. Spoke with 5100 students in 44 courses about the writing center Met with other departments about how social science writing differs from other kinds of writing. 	<ul style="list-style-type: none"> Responded to online queries, directing students to writing resources and advising on writing at other universities about best practices for teaching scientific writing or operating a writing center like this one. Provided department with information about writing learning goals: After each tutoring session, tutors complete a checklist of writing variables that students worked on. (We are in the process of evaluating trends in these writing variables for 2010-2011.) 				
17. Student satisfaction	<p>User survey:</p> <ul style="list-style-type: none"> 97% got the help they felt they needed; 3% got some of the help they felt they needed 100% would recommend the writing center to a friend 	<p>User survey:</p> <p>Students are asked to complete an online satisfaction survey after each appointment. Respondents were strongly positive. See Attachment D.</p>	<p>User survey:</p> <ul style="list-style-type: none"> 100% rated quality of assistance received at center as “excellent” (74%) or “good” (26%). 100% strongly agreed (68.4%) or agreed (31.6%) that the writing tutor listened to concerns attentively 100% strongly agreed (63.2%) or agreed (36.8%) that the feedback on their papers was useful <p>(continued)</p>	<p>User survey:</p> <ul style="list-style-type: none"> 80% got help they felt they needed; 15% got some of the help they felt they needed; 5% did not get the help they felt they needed. 92% would recommend center to a friend <p>See Attachment D</p>	<p>No survey data available. Student satisfaction noted from students’ email and verbal responses and willingness to work with the center over time.</p>	<p>User Survey:</p> <ul style="list-style-type: none"> 98% strongly agreed (73%) or agreed (25%) that they had gotten the help they needed at the center. 98% strongly agreed (69%) or agreed (29%) that they had learned something they could use for future assignments at the center. 100% strongly agreed (76%) or agreed (24%) that <p>(continued)</p>

	PoliSci/JSIS/ LSJ	Psychology	Sociology	Philosophy	History	CLUE
17. (continued)			<ul style="list-style-type: none"> • 100% strongly agreed (57.9%) or agreed (42.1%) that the tutor helped the student better respond to the prompt • 100% strongly agreed (68.4%) or agreed (31.6%) that the writing tutor helped the student use sociological theories • 100% strongly agreed (79%) or agreed (21%) that they would recommend the center to a friend See Attachment D			they left with a clear understanding of what needed to be done on their papers. <ul style="list-style-type: none"> • 100% strongly agreed (84%) or agreed (16%) that they would recommend the CLUE writing center to friends.

SOURCES

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Attachment A: 2003 Faculty Interview Results from Writing Task Force

TO: Members of the Arts and Sciences Writing Committee
FROM: Cathy Beyer and Kim Johnson-Bogart
DATE: February 6, 2003
SUBJECT: Conversations with Faculty Members

Members of the College of Arts and Sciences Writing Committee spoke with more than 28 faculty members and five teaching assistants (TAs) from 21UW departments.* Committee members asked faculty and TAs three questions. To summarize those responses, we placed faculty answers or brief paraphrases of those answers into question categories on a chart so that we could easily view all answers to the same question. We included a category for “other.” Next, we analyzed responses to each question inductively, looking for recurring themes. At that point the “Other” category divided into two additional response categories, as noted below with our analysis for questions 4 and 5. Our summary includes those categories of response that faculty in three or more departments mentioned (with the exception of one comment from TAs in two departments). The full summary is included below. Overall, it shows the following:

1. Faculty view writing as central to their departments’ curricula.
2. Most faculty are dissatisfied with the level of writing that most of their students produce. Faculty believe that students need help in developing argumentative writing skills in their disciplines.
3. While faculty and TAs assign writing at every level in nearly every department, they note the significant barrier that time constraints impose on their ability to provide writing instruction and feedback on writing to students.
4. Both faculty and TAs acknowledge that TAs provide the majority of writing instruction at the UW.
5. Faculty see a need for more opportunities to talk with each other about writing.
6. Faculty identified the need for resources to support writing instruction, although their suggestions varied and included adding IWP links, more support for TAs, training in writing instruction, and a competitive UIF-like process for departmental proposals.

1. Where Does Writing Stand or Feature in Your Department. How Well Is It Supported?

- Writing is considered central to every department’s curriculum (Anthropology, Biology, CEP, CHID, Classics, Comparative Lit, Geography, History, International Studies, Nursing, Political Science, Scandinavian Studies, Women Studies).

* Anthropology, Art/Art History, Biology, Business, Classics, Communication, Community and Environmental Planning/Urban Design and Planning, Comparative History of Ideas, Comparative Literature, Dance, Drama, English, Geography, History, International Studies, Music, Nursing, Political Science, Scandinavian Studies, Sociology, and Women Studies

- TAs carry the load both for writing instruction and grading, especially in the lower division courses (Women, Soc, Political Science, Music, International Studies, CHID, Biology, Art/Art History, Anthropology). According to TAs, in English, TAs teach nearly all 100- and 200-level courses.
- IWP links are seen as a support for those departments that have them, not just because they offer writing instruction but because of benefits to TAs and faculty, as well (Art/Art History, Dance, History, International Studies, Political Science, Women).
- Some faculty see their own writing centers as a support (Anthropology, Art/Art History, Business, Geography, History, International Studies/Political Science, Sociology), as do some TAs (Geography and Communication). Others don't know about them or feel that they are limited in what they can/do offer (Drama, Dance, Music, Sociology).
- Faculty work closely with TAs on writing issues (Anthropology, Art/Art History, History, International Studies, Political Science).

2. Where Do You See Writing Fitting into the Department's Curriculum?

- In most cases, writing in departments is seen as moving from short, analytical pieces of writing at the 100-200 levels to more complex kinds of assignments at the upper levels, sometimes culminating in a capstone/seminar writing project (Anthropology, Art/Art History, Biology, CHID, Classics, Comparative Literature, Geography, History, Political Science, Women). This assumes a linear, progressive learning process for writing, similar to the process people sometimes use to describe mastery of a content area.
- In some cases, the departmental curricula embrace process-models for writing instruction, giving students the opportunities to draft, get feedback, and revise (CEP, Classics, Soc, Business, International Studies, Scandinavian Studies).
- Writing takes many forms in these departments, from reflective pieces to "publishable articles," but many faculty believe that students need help in developing argumentative writing skills in their disciplines (Anthropology, Business, CHID, Geography, History, International Studies, Nursing, Political Science, Scandinavian Studies, Sociology, Women).
- TAs report that little writing instruction is incorporated in courses beyond the 200-level (English, Geography).

3. How Do You Think Teaching Writing or Incorporating Writing Is Perceived by Your Faculty as a Whole?

- Faculty are dissatisfied with the level of writing that many of their students produce (Anthropology, Art/Art History, Biology, Business, Comparative Literature, Dance, Geography, History, Nursing, Political Science, Sociology).

- Time constraints (particularly when coupled with large class size) make teaching writing difficult and unrewarding for faculty (Art/Art History, CHID, Dance, International Studies, Sociology).
- Faculty often do not give students enough feedback on writing assignments, so that students can learn from the experience (Business, CHID, Sociology, Women).

4. Comments about Students (“Other”)

- ESL students have special writing needs at the UW that are not being met and it is not clear how to evaluate their particular writing issues (Biology, Business, Music).
- Students have difficulty writing arguments that use evidence (Anthropology, CHID, Geography, History, Nursing, Political Science, Women).
- Students have difficulty doing research and incorporating it into their arguments (Anthropology, Geography, History, Nursing, Political Science).

5. What Would Help Faculty? (“Other”)

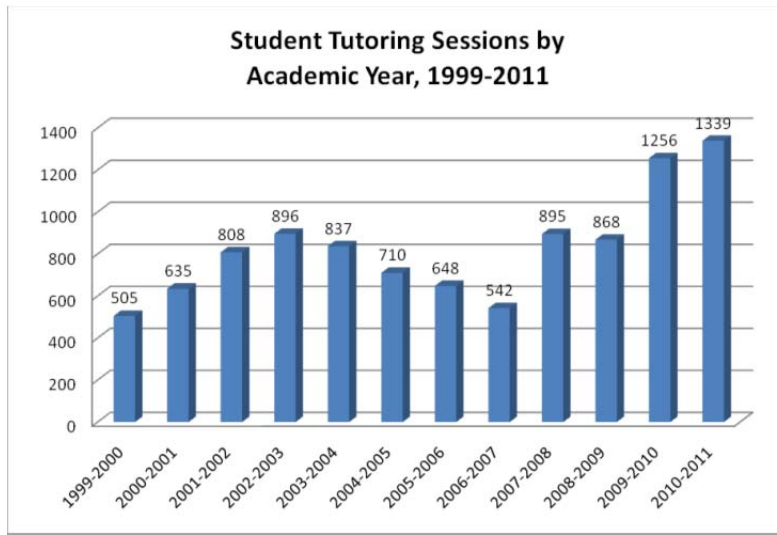
- Faculty need to talk with each other (and with those in “like” or prereq departments) about writing in their disciplines (Anthropology, Biology, CEP, Comparative Literature, Geography, History, International Studies, Scandinavian Studies, Political Science).
- Some faculty commented on problems or raised questions about the relationship between writing in the general freshman composition courses and writing in their disciplines (Art/Art History, Biology, and Classics).
- If faculty are to assign more writing and provide more writing instruction, something must be done about the time constraints that faculty experience (Art/Art History, CHID, Classics, Dance, International Studies, Women).
- Time, workload, and training in writing instruction are issues for TAs (CHID, Dance, International Studies, Music, Women). In addition, TAs for Communication and Geography say that class size forces them to read student papers for content rather than for other issues.
- Faculty need more training in writing instruction (Art/Art History, Biology, Women).

Attachment B: Additional Disciplinary Writing Center Documents

1. 2010-11 Political Science/Law, Societies, & Justice/Jackson School Of International Studies Writing Center Workshops

Course	Quarter	Faculty Member	Workshop	# of Students	# of Sessions
<i>200-level courses</i>					
POLS 201: Intro to Political Theory	Autumn	Miller	Writing Political Theory Papers	100	4 sections
POLS 201-Intro to Political Theory	Winter	Turner	CLUE Session: Writing Political Theory Papers	~60	CLUE session (optional)
POLS 202: Intro to American Politics	Autumn	C. Lee	Prepping for Essay Exams	25	1 section
POLS 202-Intro to American Politics	Winter	Murakawa	Prepping for Essay Exams	300	Lecture
POLS 202-Intro to American Politics	Spring	Murakawa	Prepping for Essay Exams	250	Lecture
POLS 204-Intro Comparative Politics	Winter	Whiting	Research Papers	200	Lecture
POLS 205-Political Science as Social Science	Winter	Thorpe	Political Science Writing: Do's and Don't's	50	Lecture
LSJ 200-Intro to LSJ	Winter	Beckett	Prepping for Essay Exams	225	Lecture
SIS 200: States and Capitalism	Autumn	Kasaba	Response papers	300	5 sections
SIS 201-Making of the 21 st Century	Spring	Migdal	Response Papers	250	Lecture
SIS 202-Cultural Interactions	Spring	Lucero	CLUE Session: Response Papers	~20	CLUE session
Transfer Interest Group	Autumn	Wingert	Writing in Political Science	6	1 section
<i>300-level courses</i>					
POLS 368/LSJ 320: International Human Rights	Autumn	Mayerfeld	Writing Legal Research Papers	100	4 sections
POLS/ENVIR 384: Global Envir Pols	Autumn	Litfin	Research Papers	20	2 sections
POLS 321-American Foreign Policy	Spring	Prakash	Short Papers	250	Lecture
LSJ 375-Crime, Politics, Justice	Spring	Wender	Research Papers	100	4 sections
<i>400-level courses</i>					
POLS/LSJ 405-Judging the Courts	Winter	Greenfest	Research Papers	25	Lecture
POLS 442/SISEA 449	Autumn	Whiting	Research Papers	60	Lecture
SIS 456/POLS 450-State-Society Relations in the Third World	Spring	Callahan	Research Papers	60	Lecture
LSJ 490A-Activism, Protest, and the Law	Spring	Cushnie	Research Papers	15	Lecture
<i>500-level courses</i>					
POLS 595 (Teaching Political Science)	Autumn	Cockrell	Teaching Students to Write	10 (Grad)	1 section

2. Political Science and Political Science/LSJ/JSIS Writing Center Number of Sessions per Year

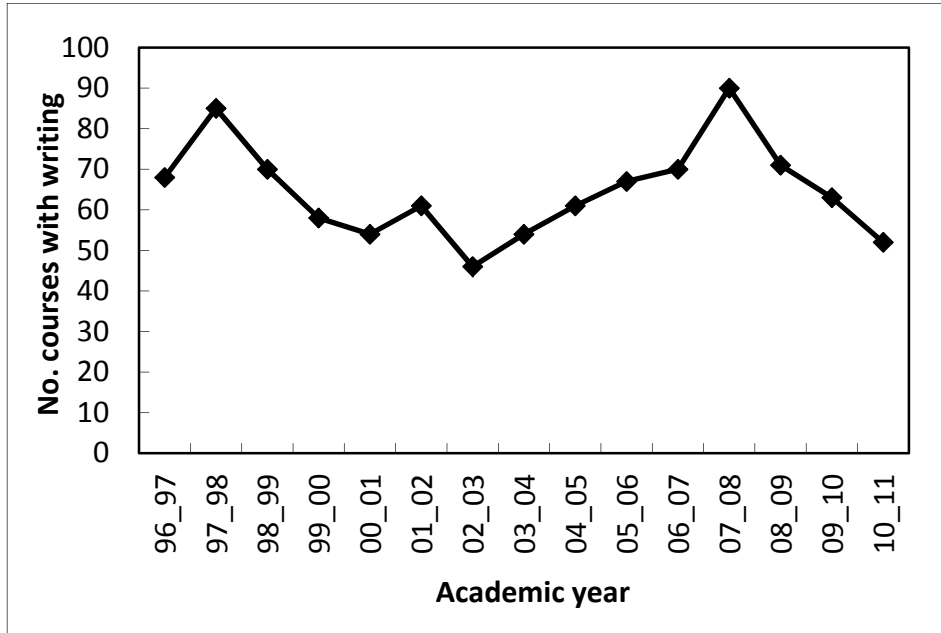


3. Areas of Political Science/LSJ/JSIS Writing Center Tutors' Worked, 2010-11

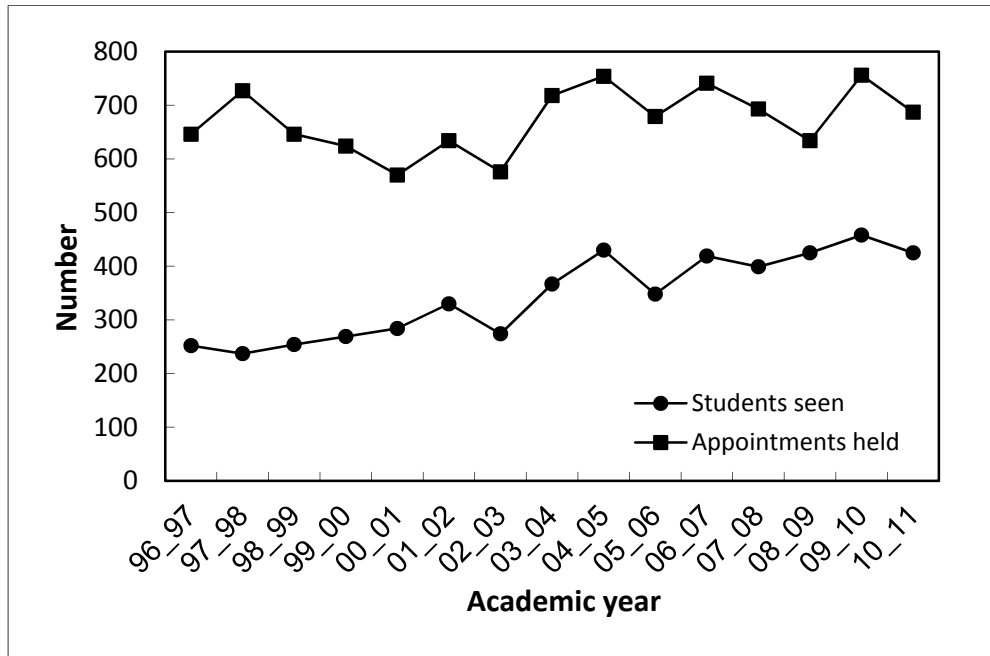
Content of Visit	# Times Reported	Percentage of Visits*
Structure and Organization	1004	75%
Thesis Statement	817	61%
Prompt Assignment/Comprehension	583	45%
Evidence Selection/Set-up/Discussion	585	44%
Introduction and Conclusion	516	39%
Brainstorming/Outlining	517	37%
Readability/Style	499	37%
Grammar and Punctuation	480	36%
Transitions/Topic Sentences	448	34%
Disciplinary Conventions and Norms	383	29%
Did you tutor the student?	315	24%
Citations	310	23%
Analysis: what is it?	262	20%
Quotations	217	16%

*Numbers add to more than 100% because tutors usually worked with students on more than one area of their writing.

4. Total Number of Psychology Courses with Writing Served by the Psychology Writing Center, 1996-2011

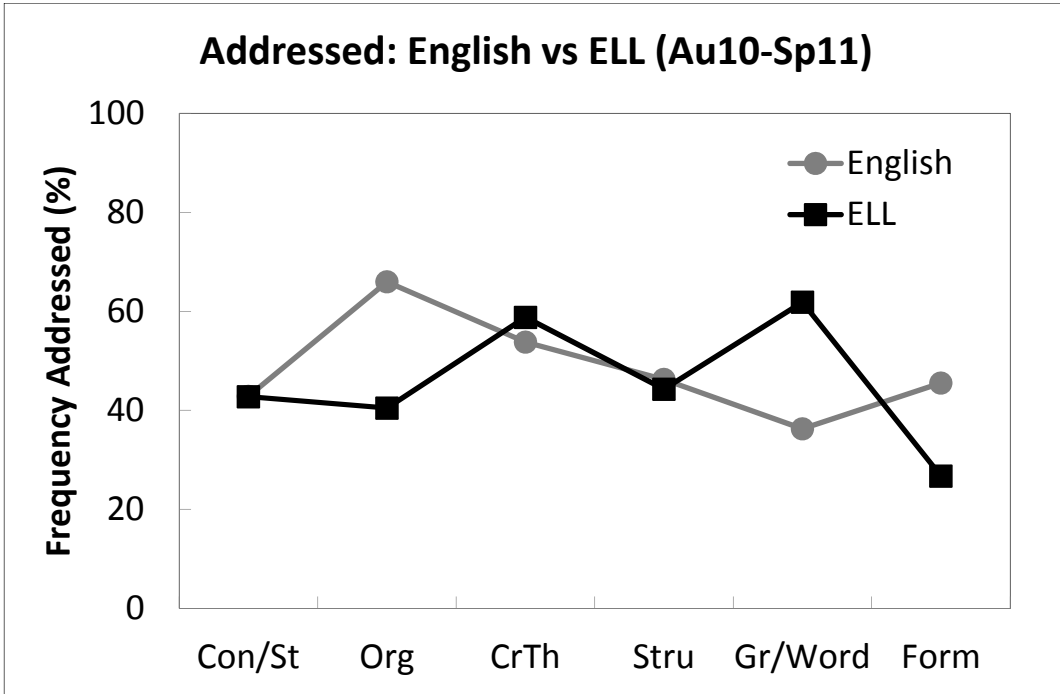


5. Total Number of Students Seen and Appointments Held by the Psychology Writing Center, 1996-2011



6. Writing variables addressed by ELL and Native English Writers at the Psychology Writing Center in 2010-2011.

Students self-reported writing most comfortably in either English ('English', n=411) or a language other than English (English Language Learners, 'ELL', n=131). Native English writers required much more help with organization than did ELL writers. In contrast, ELL writers required much more help on grammar and wording than did native English writers. Key to writing variables: Cont/St = content/story; Org = organization; CrTh = critical thinking; Str = sentence structure; Gr/Word = grammar and wording; Form = format. Data were available for 542 of 687 student appointments in 2010-2011.



Attachment C: Comments from Faculty, Chairs, and Deans about Disciplinary Writing Centers

<p>Philosophy</p>	<p>From Kenneth Clatterbaugh, Chair: "This Center provides students taking philosophy courses with direction in articulating philosophical argument. Philosophical writing is somewhat unique in that clarity and logical rigor are far more important than anything else and students who are just beginning to write philosophical papers or students who come to the discipline from another field really need help in structuring their ideas. I find even my Honors students benefit from such a center."</p> <hr/> <p>From Carole Lee, faculty member, Philosophy: "I teach an interdisciplinary course on the Philosophy of Cognitive Science, which attracts many students from the sciences, social sciences, computer science, and engineering. A number of these students are extremely bright but haven't yet written a philosophy paper. The writing center provides a great resource when it comes to helping these students with the precision of their language, clarity of argumentation, and balance in presenting counter-arguments and objections. The flexibility of its hours makes its services accessible to students who are enrolled in science courses that require labs and/or are working."</p> <hr/> <p>From Sara Goering, faculty member: "The UW Department of Philosophy's Writing Center provides an excellent resource for undergraduate students in all of my courses. Courses such as medical ethics and philosophy of medicine often attract primarily pre-health profession students, who are eager to think philosophically about issues related to their chosen career paths, but who do not have significant backgrounds in philosophical thinking and writing. They are keen to understand the material and do well in the courses, and so they regularly take me up on the suggestion to use the tutors in the writing center for advice and feedback on their written work. The tutors are always very helpful and generous with their time. Indeed, in fall 2010, several of my teaching assistants asked writing tutors to come and speak to their discussion sections, to provide a brief description of how a philosophy paper is different from other academic papers, and what kinds of services the writing center provides. Students who make use of the center have offered very positive reports to me, and I can see that their writing improves with the careful attention and feedback provided by the tutors."</p>
<p>Sociology</p>	<p>From Steve Pfaff, Faculty member and former Associate Chair: "Instructors of courses across our curriculum make active use of the center, particularly by directing students having obvious difficulties in writing essays and assignments to the center for remedial help and consulting on composition. This assistance goes beyond help in grammar and construction but extends to help in how to formulate informed opinion, employ evidence, synthesize complex theories and arguments, situate questions sociologically, and clarify their own thinking in written form. As an instructor for the department's required Sociology 316 course, which is writing-intensive and provides a W credit, I am especially aware of how important sociology writing center resources are. I work closely with the writing center assistants to make help available to our students in the process of conceptualizing, drafting and revising their 3 required writing assignments in the course. As there are so few writing-related resources available across campus, our center has assumed a vital role in the department's educational mission and is a very important tool for students working hard to improve their skills in written communication."</p>
<p>Psychology</p>	<p>From Sheri Mizumori, Chair: "I am happy to provide this very strong letter of support for all that our Writing Center does for not only our undergraduate majors, but nonmajors as well. Integral to a number of the learning goals for our undergraduate courses is improving the writing skills of our students. We feel strongly that the most successful students need to communicate effectively in their writing (both during college and after graduation). Our focus on writing is evident from our 200 level courses all the way up to our 400 level courses. Nonmajors and premajors alike are required to write papers in Psych 209. This course on research methods is one of three Psychology courses that are required before students apply to become a major. Given that ours is a highly competitive major, students are very motivated to seek help with their writing skills early on in their undergraduate careers. Sadly, most students come into the UW with minimal writing skills.</p> <p>Another writing-intensive experience (for majors) is associated with the required laboratory classes, all of which require a paper. This exercise teaches students to write scientifically, presenting an accounting of experiments and the associated theoretical considerations clearly. Most of our 400 level courses also require writing assignments, and students from these classes also make use of our writing center. Over the past 5-7 years, we have made a concerted effort to increase writing exercises in our classes, again reflecting how much we value writing skills.</p> <p>Clearly, the benefit of our Writing Center to students is so great that even in this tough economic time, the Department has opted to continue to support it. We made this decision because we feel that we have to do all we can to provide a quality educational experience for our students. With dwindling support for TAs leading to a</p>

<p>Psychology (continued)</p>	<p>smaller TA:student ratio, the need for a Writing Center increases. Thus, we will continue to try as best we can to maintain our Writing Center.”</p> <hr/> <p>Tamara Spiewak Toub, graduate student: “Especially as a first-time instructor, I found the Psychology Writing Center to be very valuable as a source of assistance and support for me and, potentially, for my students. I consulted with Patti and her staff about my writing assignments, and it was a pleasure to work with them. They were very willing to help, and their insights into students’ experiences within this discipline were very helpful as I crafted what I hoped were fair, meaningful, and clear assignments. I directed my students to their online resources as well as their one-on-one assistance with students’ writing. As an instructor (and without any TAs helping me), I appreciated being able to direct students to the Writing Center resources with the confidence that they would receive expert assistance and support.”</p> <hr/> <p>Ann Voorhies, faculty member: “I’m grateful to have the Psychology Writing Center available to direct my students toward for help with their APA-style writing. I, and many other professors, often expect students to submit work written in APA style (using APA-style language and form, in addition to citations and references), yet our department does not offer a course to teach students how to do this type of writing. The Psychology Writing Center bridges this gap and is an excellent resource for helping students develop their field-specific writing abilities.”</p> <hr/> <p>From Lexi Giblin, faculty member: “The Psychology Writing Center has been an invaluable resource for my Abnormal Psychology course. Paper grading had become a sore subject in my course a couple of years ago. At this time, I sought Patti Loesche’s guidance on my approach to paper guidelines and grading. She provided fantastic feedback that will forever improve my courses. Every quarter, I refer my students to the Psychology Writing Center because I know they will provide feedback that will challenge each student’s broader writing skills instead of simply editing a given sentence.”</p>
<p>Political Science/JSIS/LSJ</p>	<p>From Dr. Resat Kasaba, Director, Jackson School of International Studies: “I have been teaching large lecture classes with heavy writing requirements for more than twenty years. Throughout this time, I have relied on the disciplinary writing centers for help. They have done an excellent job of providing feedback and guiding my students toward the completion of their requirements. Disciplinary centers are particularly helpful since the students who work in them are usually our own students. Having gone through similar classes, they are able to give our students not only formal but also substantive help. Without these centers, it would be very difficult to teach most of our ‘W’ classes in their present format.”</p> <hr/> <p>From Aseem Prakash, faculty member, Political Science: “The POLS/LSJ/SIS Writing Center is an outstanding resource that my undergraduate students use on a regular basis for their written assignments. Every year, I typically teach two large undergraduate courses: American Foreign Policy, POLS 321 (with enrollment around 170-180 students) and World Politics, POLS 426 (with enrollment around 80-100 students). I always encourage my students to seek help from the Writing Center. I have observed the tremendous improvement in the quality of written assignments once my students have sought help and advice from the Writing Center. The Writing Center is critical to the teaching mission of our department. It is a tremendous resource which needs to be supported in every possible way.”</p> <hr/> <p>From Joel Migdal, faculty member, Jackson School of International Studies: “I have used the Political Science/Law, Societies, and Justice/School of International Studies Writing Center in my classes for years, with excellent results. Because our courses demand so much writing, we need help in working with students on an individual basis. The Writing Center is a labor-intensive institution that gives students the personal attention that is so important for advancing writing skills. This year I added a dimension to SIS 201 in which I had the head of the Writing Center provide students with a hands-on, full-lecture demonstration on how to conceive and begin executing a paper. The class was participatory, having the students actually start writing their first assignment as they followed [the writing center director] through key steps. It was very successful.”</p>

Attachment D: A Sample of Student Comments about Disciplinary Writing Centers

<p>Philosophy</p>	<ul style="list-style-type: none"> • "I received more help than I thought I would get. It was really nice!" • "Hello! 1) Yes, the girl that helped me was great! I implemented her ideas into my paper and got a 3.8! She was very helpful. 2) I would definitely recommend the writing center. I tell everyone that the reason why I got a good grade was because I put in a lot of effort, including going to the writing center. Thanks. PS. I already signed up again." • "I liked that the people at the writing center were non-judgmental and did not make me feel stupid for asking the questions or needing the help that I needed. They also didn't give me too much help, just guided me to figuring out what I needed to do on my own. Thanks!" • "I didn't feel as if the tutor really knew enough about my prompt to effectively help me develop my paper. Rather than it being help with my argument, it was instead full of basic comments about clarity and word choice. I could have gotten that help anywhere. This was my first time at the Philosophy Center and it wasn't anything special."
<p>Sociology</p>	<ul style="list-style-type: none"> • "I've only been to the Sociology writing center once, but I was so impressed that I scheduled two more appointments for future class papers. [The tutor] was so unbelievably helpful. He acknowledged the issues I was having with my paper, complimented my writing while making sure to identify the areas where my assignment was lacking. He challenged me to do a more thorough analysis and to better incorporate the class material that I had been learning." • "I got personalized attention instead of being given general feedback." • "I have had wonderful experiences with the writing center while I have been a sociology major for the past two years. I have gotten help at each stage of paper writing, and the feedback has been honest and helpful. [Both tutors] were very familiar with my assignments and they were able to offer extra insight to help me analyze the assignments critically and thoroughly." • "It is a great experience to talk about how a paper should be with someone who is genuinely interested in what we are learning." • "The only thing that I hope for in the future is more writing center hours because it is incredible and I hope that more Sociology students are able to utilize this wonderful resource." (All students writing "suggestions for improvement" asked for more writing center hours.)
<p>Psychology</p>	<ul style="list-style-type: none"> • "I really appreciated [the tutor's] editing and suggestions. Giving me concrete ideas and examples was much more helpful than 'What do you think you could change?' Yet, I still contributed to the editing process." • "The staff have always been extremely knowledgeable, yet never condescending. I have always felt they were truly interested in my success—not just going through the motions of editing. Upon leaving the writing ctr appt, I am always more confident." • "Wish I discovered the writing center before my last quarter." • "Great way to get a head start on my assignment, I have some good ideas on how to work towards improving my writing." • "There usually aren't any appointment times available."
<p>Political Science/JSIS/LSJ</p>	<ul style="list-style-type: none"> • "It's really nice to have the perspective of the tutors, and they do a great job of explaining their advice to people who aren't as familiar with political science writing." • "Helped me so much formulating an essay and understanding the prompt!" • "I was given great guidance to improving both content and structure of my paper which was incredibly helpful. Thank you for constructive criticism with no judgment!" • "My writing is vastly improved because of the excellent help and direction of [the tutor]. I would not be as successful in my Political Science 201 class without his help." • "The Writing Center is too popular! I wish we had more spots available or more drop-in appointments earlier in the week."
<p>CLUE</p>	<ul style="list-style-type: none"> • "I have a better understanding of what is expected from me for the assignment. Very professional, cordial, and effective." • "Very helpful; pointed out weak points of my essay and helped me identify other points that weren't clear enough." • "I thought he laid out a good plan for me to do better as a writer. He was very helpful in showing me what I did right and wrong with specific feedback on different parts of my paper." • "Constructive comments helped me structure my ideas. She also helped me consider counter arguments to strengthen my point." • "The largest issue I've ever had with CLUE is the waiting list. If I don't get here early enough there isn't enough time to get to me."