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## I. Mission Statement and Overview of the Writing Center's Role

Writing is the center of every academic and intellectual enterprise. The mission of the Writing Center is to help students registered at all levels of the curriculum—undergraduate and graduate—to become more competent, more confident and, in the long run, more independent writers. Our goal is to foster a friendly, comfortable, and non-judgmental environment in which students can discuss their writing difficulties and to assist and guide students who need or wish to improve their writing skills.

The Center is staffed, for the most part, by peer tutors at both undergraduate and graduate levels who have undergone at least one year of rigorous training in the writing process, tutoring paradigms, and Writing Center pedagogy, and who have interned in the Center and worked in the College's Summer Academy Program or as supplemental instruction tutors. The peer tutors offer students supportive, personal attention at all levels of the writing process: comprehending an assignment, selecting a focused topic, developing a thesis, drafting a paper, organizing and developing an essay, citing sources and, finally, learning to incorporate into their own writing the grammatical and syntactical standards of written English. Rather than being a proofreading and editing service, the Writing Center helps students become their own proofreaders and editors by teaching them the necessary skills. Ultimately, our vision is to impart to students skills that would prepare them for a writing intensive world, independent of course work and exams.

In terms of its role at the college, as an academic support service dedicated to improving the writing skills of all John Jay students across the curriculum, the Writing Center is at the core of CUE's mission in supporting undergraduate education. The Center's services are closely interwoven with several important initiatives that are integral to CUE: General Education, Writing across the Curriculum and in the Disciplines/WI courses, CPE/ACT, the First Year Experience, and the University Immersion Program (i.e. renamed FYE Foundations Academy). Through one-to-one tutoring, workshops in all areas of writing across the curriculum, and test preparation support, the Writing Center balances its involvement in all the undergraduate initiatives in its efforts to maximize literacies crucial to student success and to promote writing competence across the curriculum. Moreover, the Writing Center is also dedicated to improving the writing level of all graduate students seeking our assistance to help them achieve greater eloquence and clarity in their writing

## II. Description of Activities

### ► Highlights of Activities during 2008-2009

- During the academic year 2008-2009, **3,117** students used the John Jay College Writing Center for its **tutoring** services alone (this number does not include the English 255/316 students who made use of the Writing Center, bringing the total number of students to **3,183**).
- There were approximately **1,587** new students and **1,530** returning students.
- The **3,117** students who used our in-Center tutoring services benefited from **9,312** in-Center tutoring sessions (including computer research sessions).

- Upon faculty request, the Writing Center staff made **54** class visits and conducted **59** classroom workshops.
- During the year, the director, Writing Center staff and English faculty members offered **600** in-Center workshops, bringing the total yearly number of class visits, classroom workshops, and Writing Center workshops to **713**.
- A total of additional **3,964** students benefited from class visits, classroom workshops, and Writing Center workshops, bringing the total number of workshop sessions to **5,251**.
- The total number of students served college-wide during the year (if we allow for some duplication for those same students who were served both in the Writing Center and in the workshops during fall and spring) was **3,527** during the fall and **3,554** during the spring, approximately a total of **7,081** students (exclusive of **66** English 255/316 students' use of the Center and, therefore, a total of **7,147** students).
- The total number of sessions/contact hours generated through tutoring and workshops was **14,563** (**15,317** inclusive of the sessions generated by English 255/316).

During 2008-2009, the Writing Center served both undergraduate and graduate students by offering one-to-one tutoring, **600** in-Center skills and content oriented workshops, computer assisted tutorials, and computer sessions. Table 1 illustrates a statistical comparison of students and tutoring sessions for the past year's fall and spring semesters.

**Table 1. Writing Center Use for the Academic Year 2008-2009  
(Students and Sessions)**

<b>Fall 2008</b>		<b>Spring 2009</b>	
First-time Students (new: 960; returning: 663)	<b>1623</b>	First-time Students (new: 627; returning: 867)	<b>1494</b>
One-to-One Tutoring Sessions	<b>4415</b>	One-to-One Tutoring Sessions	<b>3905</b>
Tutoring and Computer	<b>233</b>	Tutoring and Computer	<b>268</b>
Computers Sessions	<b>185</b>	Computer Sessions	<b>176</b>
Computer Tutorial Grammar	<b>81</b>	Computer Tutorial Grammar	<b>49</b>
Class Visits	<b>19</b>	Class Visits	<b>35</b>
Workshops (classroom 32; Writing Center: 276)	<b>308</b>	Workshops (classroom:27; Writing Center: 324)	<b>351</b>
Number of Students Served in Class Visits and Workshops (class visits: 329; workshops: 1575)	<b>1904</b>	Number of Students Served in Class Visits and Workshops (class visits: 621; workshops: 1439)	<b>2060</b>
Total Number Students Served	<b>3527</b>	Total Numbers Students Served	<b>3554</b>
Total Number of Sessions	<b>7444</b>	Total Number of Sessions	<b>7119</b>

\*One subject-oriented class visit and one workshop each count as one tutoring session, and class visits and workshops are included in the total number of sessions for 2008-2009. At present, the database set-up does not allow us to calculate the total number of John Jay students served by the Writing Center by adding the number of

students who benefited from one-to-one tutoring to those served by workshops without some small duplication. The total number of sessions for fall and spring does not include the sessions generated by English 255/316 students: 263 for the fall and 491 for the spring, bringing the total number of sessions for fall and spring to **7,707** and **7,610** respectively, a total of **15,317** contact hours.

Table 1 shows that the Writing Center served more students during 2008-2009 than in the previous year: **159** fewer students in the fall 2008 than fall 2007, and **218** more students in the spring of 2009 than the spring of 2008, an increase of **59** students over the past academic year. In comparison with 2006-2007, the Writing Center served **74** fewer students in the fall 2008 than fall 2006, and **789** more students in the spring of 2009 than the spring of 2007, an increase of **715** students over the past two academic years. In comparison with 2005-2006, the Writing Center served **193** more students in the fall of 2008 than in the fall of 2005 and **604** more students in the spring 2009 than in the spring of 2006, an increase of about **797** students over the past three academic years. The increases do not include the number of English 255/316 students' use of the Center's services.

Currently, the Writing Center tracks one-to-one tutoring sessions, computer sessions, computer assisted tutoring, and computer assisted grammar instruction (more specifically, use of grammar software under a tutor's supervision). Table 2 shows a breakdown of those services for both fall and spring semesters.

**Table 2. Breakdown of Fall 2008 and Spring 2009 Tutoring (Sessions and Students)**

**Fall 2008**

	Students	Sessions
One-to-One Tutoring	1434	4415
Computer & Tutoring	87	233
Computer Grammar	61	81
Computer Use	41	185
	<b>Total: 1623</b>	<b>Total: 4914</b>

**Spring 2009**

	Students	Sessions
One-to-One Tutoring	1306	3905
Computer & Tutoring	94	268
Computer Grammar	34	49
Computer Use	60	176
	<b>Total: 1494</b>	<b>Total: 4398</b>

\*The total number of students does not reflect the number of English 255/316 students from fall and spring. Were I to include English 255/316 students' use of the Writing Center, the number of students would be **1,652** for the fall and **1,531** for the spring.

Computer sessions indicate Writing Center use of computers for typing revisions of papers, researching through the Internet, and so forth. All students included in the computer sessions are regular Writing Center clients who have been tutored on a one-to-one basis at some time or another. On the other hand, tutoring and computer sessions account for one-to-one

tutoring followed by computer use **and** for help received at computer terminals. The statistics in Table 2 **exclude** class visits, class workshops, and Writing Center workshops.

Table 3 demonstrates the increase in the frequency with which students sought the services of the Writing Center and offers a comparison between the last two academic semesters.

**Table 3. Statistical Comparison of the Number of Tutoring Sessions for the Fall 2008 and Spring 2009**

Fall 2008			Spring 2009		
Sessions	Students	Percentage	Sessions	Students	Percentage
1-3 sessions	1174	72.34%	1-3 sessions	1148	76.84%
4-5 sessions	211	13.00%	4-5 sessions	152	10.18%
6-8 sessions	161	9.92%	6-8 sessions	104	6.96%
9-12 sessions	37	2.28%	9-12 sessions	46	3.08%
13-23 sessions	31	1.91%	13-23 sessions	36	2.41%
24-35 sessions	7	0.43%	24-35 sessions	5	0.33%
36-65 sessions	2	0.12%	36-65 sessions	3	0.20%

Current Writing Center tutoring sessions last between **45** minutes and **2 or more** hours. These sessions **do not include** class visits, class workshops, and Writing Center workshops. The statistics again indicate that the majority of students still use the Writing Center for 1-3 sessions. And although fall 2008 shows an increase in the number of students using the Center for 1-3 sessions over the fall 2007, the number of students who used the Writing Center for tutoring alone during the year decreased slightly, regardless of session frequency; however, the overall numbers remained comparable, with total decrease of fewer than one hundred students over the previous year.

### ► Summary Description of Services and Programs 2008-2009

During 2008-2009, the Writing Center extended its services to address the writing/critical thinking needs of all students seeking our assistance and provided the John Jay College student population with a variety of services: Center based one-to-one tutoring, specialized tutoring to AA students, mainstreamed EAP students, and LD students, a number of specialized skills and content based workshops as well as workshops specific to writing in various disciplines (i.e. grammar and sentence skills, outlining and organizing, writing a thesis statement, writing the research paper, writing arguments, paraphrasing and summarizing, proofreading and editing, documenting APA style, writing about literature, writing for biochemistry, for psychology, for criminal justice, for police science, for philosophy, history, law & government, science, and justice studies, to name a few), computer assisted tutoring (which included grammar instruction via grammar software), subject oriented class visits to regular and WI classes, and classroom workshops at faculty requests. Noteworthy this year was the Center's expanded second year CUE initiative of writing across the forensic science curriculum, a refinement of its WAC/WID involvement. As another refinement of its WAC/WID involvement, a new CUE initiative during 2008-2009 targeted WI core courses in literature, history, and philosophy. The Center also

helped students write essays of applications for scholarships, law and graduate schools, and for professional submissions directed to the wider world. In addition, the Writing Center offered high quality test preparation for students: CPE preparation workshops, CPE hands-on skills workshops and one-to-one tutoring, intensive tutoring for CPE appeals students—including the 45-hour program--regular ACT preparation and the 24 hour tutoring program for the ACT writing exam. During 2008-2009, the Writing Center continued its Synchronous Online Weekend Tutoring Program that allowed students to receive synchronous online feedback on papers and writing concerns by means of Blackboard. Noteworthy again during the year was dedicating a tutor to Humanities Justice Studies students online, making the online tutoring more successful than before. Absent during 2008-2009 was the Writing Center's participation in the Perkins grant SI Program; the program was discontinued due to diminishing funds. Notable again in 2008-2009 was the mandatory attendance of English 100 students, a steadily diminishing population.

### ► Detailed Writing Center Usage Data and Comparative Analyses

The Writing Center tracked both general and specific usage by students in that we not only kept track of all tutoring and workshops but also tracked participation in special programs and services.

#### ◆ *Use by All Courses across the Curriculum: Undergraduate and Graduate*

While students from all courses across the curriculum seek the services of the Writing Center, students from English courses, CPE prep, ACT Prep (mostly the 24-hour students), and literature still show the greatest number of tutoring sessions. The tables reflect a decrease over the previous year in the use of the Writing Center by students registered in English courses during fall and spring, but other subjects have increased as a result of increased tutor availability for courses other than English. The substantial decrease in students in English is a direct result of dramatic decreases in the total number of English 100W sections. The decrease in Writing Center usage by students in English classes was met with noteworthy increases in several areas of study, including CPE preparation, literature, and others. These changes reflect the broadening emphasis on writing across the curriculum and a broader usage of tutors' time following the reduction in English 100W sessions; the wider availability of tutors for CPE preparation is partly responsible for the significant increase in CPE pass rates for students taking their exam during spring. Table 4 shows the 2008-2009 course count by sessions and Table 5 provides a comparative course use of the Writing Center services between the fall 2008 and spring 2008 semesters.

**Table 4. Writing Center Use by Courses Counted by Sessions**

Fall 2008		Spring 2009	
Courses	Sess.	Courses	Sess.
English	2059	English	1019
CPE	527	CPE	542
Literature	353	Literature	494

Criminal Justice (w/ICJ)	247	Public Administration	293
Public Administration	244	Criminal Justice (w/ICJ)	280
ACT Prep (w/24-hour program)	234	History	212
Personal Statement & Resume*	133	Sociology	190
Sociology	117	ACT Prep (w/24-hour program)	170
History	105	Personal Statement & Resume*	159
Psychology	90	Government	156
Government	87	Psychology	153
Humanities Justice Studies	75	Law	113
Law	71	Humanities Justice Studies	109
Physical Education	68	Philosophy	88
Philosophy	68	Police Science	54
Counseling	52	Ethnic Studies	54
Ethnic Studies	51	Interdisciplinary Studies	47
Police Science	47	Anthropology	41
Chemistry (w/Biochemistry)	47	Correction Administration	41
Speech	44	Speech	33
Anthropology	38	Counseling	29
Correction Administration	27	Chemistry (w/Biochemistry)	26
Interdisciplinary Studies	24	Economics	19
Economics	22	Natural Science	12
African-American Studies	20	Physical Education	10
Social Science Research	14	African-American Studies	9
Natural Science	12	Art	8
Puerto Rican Studies	10	Social Science Research	7
Art	10	Music	7
Honors Program	4	Internship Program (CUNBA/UN)	4
Statistics	3	Russian	3
Russian	3	Forensic Science	3
Spanish	2	Environmental Science	3
Environmental Science	2	Communications Skills	3
Protection Management	1	Statistics	2
Music	1	Security	2
Fire Science	1	Protection Management	1
Communication Skills	1	Fire Science	1
		Drama	1
	<b>4,914</b>		<b>4,398</b>

\*The sessions for Personal Statement and Resume Writing do not reflect any courses per se but we have included them anyway. Also, during the year, all sessions involving grammar software, computer contact hours, and so forth, are included in the count for other courses, that is, as part of the work done for other courses.

**Table 5. Comparative Course Use of the Writing Center  
Fall 2008/Spring 2009  
(Session Count by Course Comparison)**

<b>Fall 2008</b>		<b>Spring 2009</b>	
<b>Courses</b>	<b>Sess.</b>	<b>Courses</b>	<b>Sess.</b>
ACT Prep (w/24-hour Program)	234	ACT Prep (w/24-hour Program)	170
African-America Studies	20	African-America Studies	9
Anthropology	38	Anthropology	41
Art	10	Art	8
Chemistry (w/Biochemistry)	47	Chemistry (w/Biochemistry)	26
Communication Skills	1	Communication Skills	3
Correction Administration	27	Correction Administration	41
Counseling	52	Counseling	29
CPE Tutoring	527	CPE Tutoring	542
Criminal Justice (w/ICJ)	247	Criminal Justice (w/ICJ)	280
		Drama	1
Economics	22	Economics	19
Environmental Science	2	Environmental Science	3
English	2059	English	1019
Ethnic Studies	51	Ethnic Studies	54
		Forensic Science	3
Fire Science	1	Fire Science	1
Government	87	Government	156
History	105	History	212
Humanities Justice Studies	75	Humanities Justice Studies	109
Honors Program	4		
Interdisciplinary Studies	24	Interdisciplinary Studies	47
		Internship Program (CUNBA/UN)	4
Law	71	Law	113
Literature	353	Literature	494
Music	1	Music	7
Natural Science	12	Natural Science	12
Personal Statement/Resume	133	Personal Statement/Resume	159
Philosophy	68	Philosophy	88
Physical Education	68	Physical Education	10
Police Science	47	Police Science	54
Protection Management	1	Protection Management	1
Psychology	90	Psychology	153
Public Administration	244	Public Administration	293
Puerto Rican Studies	10		



Russian	3	Russian	3
		Security	2
Spanish	2		
Sociology	117	Sociology	190
Social Science Research	14	Social Science Research	7
Speech	44	Speech	33
Statistics	3	Statistics	2
	<b>4919</b>		<b>4398</b>

\*The sessions for CPE prep indicate only one-to-one tutoring and are exclusive of attendance in the 78 CPE prep and skills workshops offered by the Writing Center during the academic year.

### ◆*Use by English and Literature Courses*

As during the previous year, during 2008-2009, despite the diminishing AA student population, students from the English 100W literacy classes still accounted for the greatest number of tutoring sessions as Writing Center attendance continued to be a mandatory aspect of the English 100 literacy curriculum. Students were expected to attend **six** sessions of tutoring and workshops. Table 6 shows the breakdown of English courses according to tutoring sessions and Table 7 (for comparative reasons) according to courses in ascending order. An analysis of the use of Writing Center services by students in English classes shows that sessions for English classes decreased considerably in fall over last fall and in spring over last spring. This substantial decrease in sessions resulted primarily from the sharp reduction in the number of English 100W sections this spring. There were **21** sections of English 100 classes in the fall and only **8** sections in the spring (**9** with one EAP section). Comparatively, the number of students seen for English 101 fell slightly and the number of students seen for English 201 remained relatively constant. In fact, this year, the English courses show a total of **3078** sessions, a noteworthy decrease from the **4363** sessions in 2007-2008 and the **4833** sessions from 2006-2007, but there was still a significant increase from **2995** sessions in 2005-2006. However, the move to Westport of the English freshman classes still continues to affect Writing Center attendance to varying degrees. What is worse, now that the English department's move to the 54<sup>th</sup> Street Annex necessitated the move of **all** English and literature classes to Westport, attendance from those classes during both semesters has become even more problematic.

**Table 6. Writing Center Use by English and English Elective Courses Counted by Sessions**

	<b>Fall 2008</b>	<b>Spring 2009</b>	
	<b>Sessions</b>	<b>Courses</b>	<b>Sessions</b>
English 100W	1432	English 100W	465
English 101	385	English 201	265
English 201	180	English 101	239
English 255	29	English 235	15
English 218	8	English 255	12
English 235	7	English 316	10
English 230	5	English 250	7

English 397	4	English 216	4
EAP 131	3	EAP 131	1
English 250	3	English 233	1
English 233	2		
English 290	1		
	<b>Total: 2,059</b>		<b>Total: 1,019</b>

\*This table and the one below reflect only those students from English 255/316 who received help with writing and grammar and not other Writing Center use by those English students.

**Table 7. Course by Course Comparison of English and English Electives Use of Writing Center**

<b>Fall 2008</b>		<b>Spring 2009</b>	
<b>Courses</b>	<b>Sessions</b>	<b>Courses</b>	<b>Sessions</b>
EAP 131	3	EAP 131	1
English 100W	1432	English 100W	465
English 101	385	English 101	239
English 201	180	English 201	265
		English 216	4
English 218	8		
English 230	5		
English 233	2	English 233	1
English 235	7	English 235	15
English 250	3	English 250	7
English 255	29	English 255	12
English 290	1		
		English 316	10
English 397	4		
	<b>Total: 2,058</b>		<b>Total: 1,019</b>

During the fall and spring 2008-2009 semesters, the Writing Center continued to track student attendance from the intensive English classes. Table 8 shows the number of tutoring sessions and students from the intensive classes who sought help with their writing. Given that the English writing intensive courses of the past have gone through a complete curriculum revision to become the English intensive literacy courses, during the Fall 2008, there were **21** sections as compared to **33** sections of English intensive literacy courses last fall and as compared to **43** sections during fall 2006; by the spring 2009, there were **8** sections (9 with one EAP section) in contrast to **17** sections during spring 2008, as compared to **26** sections in the previous spring. In other words, there were fewer sections of English 100W classes during 2008-2009 than in the previous two years, consistent with the plan to phase out the AA degree. Therefore, a comparison to years prior to 2006-2007 becomes moot as the numbers have necessarily decreased. Fall 2008 shows a decrease of **140** students and **499** sessions over fall 2007, while spring 2009 shows a decrease of **91** students and **407** sessions over the spring of 2008, reflecting the decreases in the number of English 100W sections with mostly AA student populations.

**Table 8. Writing Center Use of Intensive English 100W Students**

Fall 2008			Spring 2009		
Intensives	Students	Sessions	Intensives	Students	Sessions
English 100W	330	1432	English 100W	107	465

Consistent with the shrinking demand for tutoring in remedial English and the resultant rise in other services, the total number of literature sessions increased by **95** sessions over 2007-2008, and **318** sessions over 2006-2007. However, the number of literature sessions has not yet reached levels prior to the large push for English 100W tutoring, though they are close. This year the number of sessions has decreased by **48** since 2005-2006, by **32** since 2004-2005, and **65** since 2003-2004; however, there was an increase of **108** sessions over 2002-2003.

**Table 9. Literature Courses Counted by Sessions**

Fall 2008		Spring 2009	
Courses	Sessions	Courses	Sessions
Literature 230	103	Literature 230	184
Literature 231	95	Literature 232	156
Literature 232	84	Literature 233	58
Literature 233	38	Literature 231	52
Literature 260	14	Literature 260	24
Literature 283	8	Literature 327	7
Literature 314	4	Literature 315	6
Literature 315	3	Literature 316	4
Literature 327	2	Literature 374	2
Literature 360	2	Literature 305	1
	<b>Total: 353</b>		<b>Total: 494</b>

#### ◆ *Writing across the Curriculum/Writing in the Disciplines/WI Courses*

As part of the Writing Center's involvement in all CUE initiatives, during 2008-2009, the Writing Center continued to track students registered in all writing intensive courses across the curriculum. During fall 2008, the Writing Center made **17** subject oriented class visits to writing intensive courses and offered **87** WID specific workshops (**83** in-Center and **4** class), some of which were conducted by a Writing Fellow attached to HJS. During spring 2009, the Writing Center made **30** subject oriented class visits to writing intensive courses across the curriculum and conducted **93** WID workshops (**88** Center based and **5** classroom based). Consistent with the special emphasis on writing for science, the Writing Center continued to expand its repertoire of WID workshops by offering workshops specific to writing for biochemistry/organic chemistry/forensic science but retained its other offerings of writing for law and government, social sciences, criminal justice, police science, psychology, to name a few, all tailored to acquaint students with the various protocols in writing for such disciplines. The WID workshops

on writing for literature, history, and philosophy became part of a new CUE initiative, that of writing specific to core courses in those disciplines. Altogether, the Writing Center offered **227** WAC/WID related activities during the year besides one-to-one tutoring: **47** class presentations, **171** in-Center workshops, and **9** class workshops an increase of **32** activities over 2007-2008, of **100** activities over 2006-2007, of **110** activities over 2005-2006, **125** over 2004-2005, **142** activities over 2003-2004, and an increase of **165** activities over 2002-2003. As customary, the Writing Center kept a record of all students registered in the writing intensive courses and tracked their attendance at other workshops as well. Table 10 reflects the number of students and sessions from writing intensive courses offered during the fall and spring semesters.

**Table 10. Writing Center and Workshop Attendance of Writing Intensive Courses across the Curriculum Fall 2008 and Spring 2009 (Count of Students and Sessions)**

**Fall 2008**

	Students	Sessions
WAC Tutoring*	50	109
WID Workshops	72	159
WID Presentations	275	281
<b>Total</b>	<b>397</b>	<b>549</b>

**Spring 2009**

	Students	Sessions
WAC Tutoring*	96	214
WID Workshops	106	165
WID Presentations	508	515
<b>Total</b>	<b>710</b>	<b>894</b>

\*In terms of one-to-one tutoring, we only counted students from WI designated courses.

This year, the statistics reflect a decrease in the number of students and contact hours over the previous fall and a maintaining of students and sessions over the previous spring, showing a decrease of **440** students and **376** sessions in fall 2008 over fall 2007 and an increase of **33** students and a decrease of **38** sessions in spring 2009 over spring 2008, for a total decrease of **392** students and **361** sessions this year over last year. However, the majority of this decrease rested in the WID presentations, which decreased in the fall due to a persistent scheduling problem. Actual contact time in terms of workshops and tutoring remained relatively consistent since last year.

During 2008-2009, we also conducted outcomes assessments for the students who sought one-to-one tutoring. The outcomes are very good but not as high as last year. Fall 2008 shows that **86.67%** of students who attended one-to-one tutoring passed their WI courses while spring 2009 outcomes show that **91.30%** WI students passed their courses. These results are comparatively low due to the inclusion of students in science classes who affected the overall pass rate (now biochemistry became a WI course and thus also part of general WI/WAC). At this stage we have no qualitative data except for the outcomes we conducted with faculty teaching

WI courses across the curriculum. (See section on Outcomes Assessment in this report). Table 10a reflects Writing Center students from WI courses and outcomes for fall and spring.

**Table 10a. Writing Center Attendance of WI Students across the Curriculum and Outcomes Fall 2008-Spring 2009**

All One-on-One WI WAC Fall 2008							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
50	109	34	11	75.56%	39	6	86.67%

All One-on-One WI WAC Spring 2009							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
96	214	75	17	81.52%	84	8	91.30%

***Special WAC Emphasis: Writing across the Forensic Science Curriculum***

For the second year in a row, in consultation with faculty from Forensic Science, the Writing Center continued its initiative to develop workshops specifically oriented toward the unique challenges facing forensic science students. Specifically, **38** rotating workshops were offered in the fall and **29** in the spring for a total of **67** workshops (10 more than during the first year) and students were encouraged to attend one-on-one tutoring sessions and group sessions for their science writing; additionally there were **5** class visits for Chemistry and Biochemistry classes in the spring. In the end, **54** students attended **171** sessions of tutoring and workshops under the initiative in the fall and **37** students attended **92** sessions in the spring. In light of the extreme difficulty of science courses, a **73.33%** pass rate in the fall and **71.43%** in the spring are not insignificant figures; however, responding to the small number of students who took advantage of these sessions in the fall, the initiative was expanded and intensified. Also, we refined our outcomes to see how many students passed with a C+ or better: **90.91%** of those students who passed got a C+ or better in the fall and **72.00%** in the spring. Table 10b reflects Writing Center attendance of students from science courses and outcomes for fall and spring.

**Table 10b. Science Tutoring and Outcomes Fall 2008-Spring 2009**

All Science WI WAC Fall 2008							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
54	171	30	15	66.67%	33	12	73.33%

All Science WI WAC Spring 2009							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
37	92	18	17	51.43%	25	10	71.43%

\*Please see **Appendix 4** in **The Writing Center Final CUE Report for 2008-2009** for a separate breakdown of tutoring and workshop results for the science initiative for both fall and spring.

### ***Special WAC Emphasis: WI Core Courses in Literature, History and Philosophy***

During the first year of the initiative, the Writing Center targeted approximately **25** WI core courses in Literature 230/231/232, History 232, and Philosophy 231 (10 courses in the fall and 15 in the spring). The director enlisted the cooperation of all faculty members teaching those courses but had barely any response at all. Unlike science faculty, only **2** faculty members in English and **1** faculty member in philosophy evidenced any interest in the fall. The Director was able to collect only two course syllabi, both from colleagues in the English department. During fall 2008, the Writing Center made **12** class presentations to the targeted courses and offered **31** in-Center workshops in writing specific to literature, history, and philosophy. The workshops were routinely emailed to the targeted faculty who were encouraged to advertise the workshops and ask that students attend. Unfortunately, while many students attended the workshops, there were **NO** students from the targeted courses and, in light of poor faculty response to the initiative, the Director cannot blame this lack of attendance on student apathy alone.

Still, while there was no interest in the advertised workshops, some students from the targeted courses did seek one-to-one assistance. Outcomes show that **90.91%** received grades higher than a C and **100%** passed the courses overall.

One-on-One LPH WI WAC Fall 2008							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
12	26	10	1	90.91%	11	0	100.00%

During spring 2009, however, faculty interest in the initiative increased and so did student attendance in Writing Center offerings. The Writing Center made **13** class presentations to WI core courses in philosophy, history, and literature, and conducted **35** workshops (**34** Center-based and **1** class based workshop at faculty request). Tutoring attendance also increased, with one faculty member block booking his students for mandatory tutoring.

One-on-One LPH WI WAC Spring 2009							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
41	113	35	6	85.37%	39	0	100.00%

Workshops LPH WI WAC Spring 2009							
Students	Sessions	Grades A-C+	Grades C-F	Percent	Pass	Fail	Percent
60	91	44	15	74.58%	57	2	96.61%

### ◆*The CUNY Proficiency Exam: CPE Prep*

During 2008-2009, the Writing Center continued to prepare students for the CUNY Proficiency Exam. The Writing Center offered **34** CPE prep and skills workshops in the fall and conducted **44** CPE prep and skills workshops in the spring, a total of **78** workshops for the year, a decrease of **1** workshop over the last year, but an increase of **3** CPE workshops over 2006-2007 academic year and of **31** over the year before that. In June, the Writing Center offered an additional **22** CPE workshops, making it a grand total of **100** CPE workshops. The Writing Center continued to offer overall prep and specific skills workshops for both tasks on the exam as well as workshops on methods of close reading and using the CPE online tutorial. It augmented continually the one-to-one tutoring for both tasks of the exam by offering students new practice materials and making them write practice essays.

Remaining consistent with the college's push to increase CPE show rates, the Writing Center maintained last year's robust levels of CPE tutoring and workshop show rates. Reflecting increased tutor availability following the reduction of English 100W students, in the fall 2008 we saw **206** more students and **549** more sessions than in the fall 2007. The dramatic increase in Writing Center usage was most pronounced in the workshops: fall 2008 saw **132** more students and **212** more sessions in workshops alone. In spring 2009, gains were more modest, reflecting last spring's already robust CPE numbers. We saw **51** more students and **61** more sessions than in spring 2008. On average, on all fronts, our show rate for 2008-2009 increased significantly, by **29.71%** over 2007-2008, by **32.94%** over 2006-2007 and by **105.75%** over 2005-2006, showing the effectiveness of sustained outreach over the past few years. Table 11 reflects the students who came for one-to-one tutoring or attended prep workshops.

**Table 11. Writing Center CPE Prep Involvement Fall 2008 and Spring 2009**

#### **Fall 2008**

	<b># of Students</b>	<b># of Sessions</b>
One-to One Tutoring Only	119	378
CPE Workshops Only	356	509
Both Services	65	261
<b>Total Number Served:</b>	<b>540</b>	<b>1148</b>

\*Of the 540 students served, 487 took the exam in October.

#### **Spring 2009 (including January)**

	<b># of Students</b>	<b># of Sessions</b>
One-to One Tutoring Only	122	390
CPE Workshops Only	404	578
Both Services	56	192
<b>Total Number Served:</b>	<b>582</b>	<b>1160</b>

\*Of the 582 served in January and spring 2009, 476 took the exam in March alone.

\*\*Some students came for CPE preparation after the exam both during fall and spring.

During 2008-2009, with the Director continuing the role of CPE Liaison to CUNY, CPE preparation in the Writing Center became more intensive in that students had to complete more hours of preparation and the Writing Center offered longer sessions to more students than before. Many of the appeals students (three-time failures) were mandated to complete 45 hours of tutoring and workshop preparation and, while not all completed the full protocol, many came close. Approximately **94** students who showed multiple forfeits or failures appealed and re-appealed during 2008-2009, 47 of whom were slotted to take the exam during October, January, and March administrations. All the appeal students who took the October exam showed **85.71%** passing rate, with an average **13.50** point increase in scores. In terms of the appeal students who participated in our January intervention, again **90.91%** passed the CPE, showing an average increase in scores of **17.00** points. In March, the appeal students who took the exam showed a **54.55%** passing rate but still had an average increase of **9.40** points; however, many of these students attended only a small number of tutoring sessions or workshops and some of them were deferrals with no previous history of failure on the CPE who could not be mandated to attend a specific number of workshops or tutoring sessions. These spring results underscore the importance of mandating tutoring for all appeals students, even those who have not taken the exam before or who have failed only one time.

During both fall and spring 2008-2009, as part of its CUE initiatives, the Writing Center tracked transfer students who took the CPE and attended Writing Center services. In the fall 2008, **211** transfer students attended **489** sessions of CPE preparation and showed a **77.96%** pass rate. Of the total 211 transfers, **125** non-CUNY transfers attended workshops and tutoring and showed an **80.00%** pass rate. Again, of those **211** students, **9** were appeal students who showed an **88.89%** passing rate. In spring 2009, **186** transfer students attended **437** sessions, showing an **82.89%** pass rate. Approximately **6** transfer appeals took the exam with an **83.33%** passing rate, and **11.00** point increase in scores. However, the non-CUNY transfer students who attended Writing Center intervention in the spring showed an **84.40%** pass rate, surpassing and contributing to the college's 74.3% pass rate for non-CUNY transfers. (Please see **The Writing Center's CUE Final Report for 2008-2009** for a more detailed account of this year's emphasis on non-CUNY transfers).

In terms of overall outcomes, results for fall 2008-spring 2009 administrations show that the Writing Center was instrumental in contributing to the College's **79.5%** passing rate in the fall and the **76.7%** passing rate in the spring. The Writing Center's own overall outcomes for students participating in intervention were **85.42%** passing in the fall and **86.55%** passing in the spring. The spring 2009 pass rate difference illustrates the importance of the Writing Center in keeping John Jay's CPE results competitive with the university as a whole. We estimate that those students who did not attend Writing Center intervention only passed **71.64%** of the time, making those who attended the Writing Center an impressive **14.91%** more likely to pass the exam. In light of increased tutor availability, the center intends to increase its outreach to students taking the exam and spread its impressive pass rate further. Table 11a reflects the Writing Center's own CPE outcomes for fall 2008-spring 2009. (Please see Appendix E for more detailed CPE outcome tables).\*



**Table 11a: Writing Center CPE Outcomes Fall 2008-Spring 2009**

**Fall 2008**

CPE Total Outcomes Fall 2008					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent/NA
540	1148	416	71	85.42%	53

**Spring 2009 (without January)**

CPE Total Outcomes Spring 2009					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent/NA
582	1160	412	64	86.55%	106

\*Students who took the exam in January showed a **90.91%** pass rate. Please see text above tables.

**◆The 24-Hour ACT Writing Preparation Program**

During the fall 2008-2009, the Writing Center continued its 24-hour ACT Writing Program with an influx of requested funding from Student Council. Table 12 reflects the number of students registered in the program and the number of tutoring sessions in both fall and spring.

**Table 12. Special Tutoring: The 24-Hour Program**

**Fall 2008**

	# of Students	# of Sessions
One-to-One Tutoring	18	219

**Spring 2009**

	# of Students	# of Sessions*
One-to-One Tutoring	14	142

\*A session in the 24-hour program lasts a minimum of **two** hours.

Outcomes for fall 2008 indicate that of the 18 students registered in the program, we have results for 14 students: **12** passed, and **2** failed; and **4** did not complete the program. Of the students who took the exam, **85.71%** passed. In the spring, of the 14 students served, 11 took the exam: **10** passed, **1** failed, **1** withdrew, and **2** did not complete the program. The passing rate for the spring was **90.91%**, an increase from the fall indicating the greater need of these students for additional tutoring.

### ◆*The Synchronous Online Weekend Tutoring Program*

During 2008-2009, the Writing Center continued its real-time online tutoring, the Synchronous Online Weekend Tutoring Program through Blackboard. Piloted during spring 2005 and described in detail in the Annual Report for 2004-2005, the program again offered tutoring hours on Friday 6-9 PM, Saturday 2-6 PM, and Sunday 5-8 PM, with tutors many times doubling up depending on requests. This year, instead of 10 slots we offered 17 slots on the weekend to accommodate mostly the HJS students who had a dedicated online tutor.

To date, there are **473** students registered with the Writing Center's Blackboard services and that number reflects the total number of users since the inception of the online program. During the year, there was a burst of online appointment requests. And though many students requested appointments for the fall and spring, many students also did not show up online at their appointed time, did not know how to download the virtual classroom, or could not be tutored in real-time because Blackboard was unavailable numerous times, especially in the spring. Although very clear instructions were made available to students at **all** times, many of those whom the service was meant to reach never took advantage of it. The no-show rate was high though the tutors waited patiently at their posts. The table below reflects only those students who were tutored successfully online for the fall and spring.

**Table 14. Blackboard Tutoring**

<b>Fall 2008</b>		<b>Spring 2009</b>	
<b>Students Tutored</b>	<b>Sessions</b>	<b>Students Tutored</b>	<b>Sessions</b>
70	163	50	173

Although the real-time online tutoring program continues to be a work in progress, there were **90** more successful contact hours during fall 2008 and **32** more students than during last fall and there was a significant increase of **60** sessions and **9** students in the spring. Despite that increase, the online tutoring could be more successful if students were savvier. And even though the Writing Center offered several workshops on how to use Writing Center Blackboard for online tutoring, very few students took advantage of those workshops. However, the Writing Center intends to continue its Synchronous Online Tutoring Program on weekends and plans more workshops to make students more Blackboard proficient, provided it is functioning.

### ◆*Activities Other than Tutoring: Workshops and Class Visits*

For the year, the Writing Center offered a total of **713** workshops and class visits: **600** in-Center workshops, **59** class workshops, and **54** class presentations. During the fall of 2008, the Writing Center staff made **19** subject oriented class presentations, held **32** class workshops and offered **276** Writing Center workshops. During the spring 2009, there were **35** subject oriented class visits (mostly to writing intensive courses across the curriculum) and **27** requested class workshops; the Writing Center offered **324** in-Center workshops. This year, the Writing Center offered **84** more in-Center workshops than in the previous academic year, **132** more in-Center

workshops than in 2006-2007, and **301** more in-center workshops than in 2005-2006. In total, there was an increase of **68** workshops and class visits over the past academic year, **216** workshops and class visits over 2006-2007, and **352** over 2005-2006. The increase in the number of workshops and subject oriented class visits reflects a continued redefined focus for the Writing Center, namely its involvement with writing across the curriculum, writing in the disciplines, and CPE preparation. Table 15 shows the number of students who benefited from class visits and workshops.

**Table 15. Class Visits, Class Workshops, Writing Center Workshops**

Fall 2008			Spring 2009		
		Students			Students
Class Visits	19	329	Class Visits	35	621
Class Workshops	32	671	Class Workshops	27	607
Writing Center Workshops	276	904	Writing Center Workshops	324	832
	<b>Total: 327</b>	<b>Total: 1904</b>		<b>Total: 386</b>	<b>Total: 2060</b>

\*9 faculty members from the English, government, psychology, and history attended fall workshops.

### III. Populations Served/Student Profile Categories and Subcategories/ Referrals and Walk-Ins (Non-Referred)

During 2008-2009, the Writing Center continued to track the number of graduate students and undergraduate students who came for tutoring. During both semesters, the Center also kept track of mainstream ESL students who have had English 131 (English for Academic Purposes) and of AA degree students who sought the services of the Writing Center. The Writing Center also continued to track students according to class standing (the number of freshmen, sophomores, juniors, and so forth), a practice instituted in 1999. Tables 16 and 17 reflect all categories of students.

**Table 16. Overall Student Categories**

#### Fall 2008

	# Students	% of Students	# of Sessions	% of Sessions
Graduate	69	4.25%	295	6.00%
Undergraduate	1554	95.75%	4619	94.00%

\*The numbers of undergraduate students and sessions **do not reflect** English 255/316 students. The number of alumni and other non-applicable students has been counted as the undergraduate category and Table 17 reflects a more precise breakdown of student categories.

**Spring 2009**

	<b># Students</b>	<b>% of Students</b>	<b># of Sessions</b>	<b>% of Sessions</b>
Graduate	88	5.89%	391	8.89%
Undergraduate	1406	94.11%	4007	91.11%

\*Again, the numbers of undergraduate students and sessions **do not reflect** English 255/316

A comparison to the previous academic year once again reveals the decreasing number of English 100W students: a decrease of **55** undergraduate students in the fall and a decrease of **127** students in the spring. Moreover, the fall showed a decrease of **446** contact hours and the spring a decrease of **901** contact hours among undergraduate students. However, the declining AA degree undergraduate population provides more availability for graduate students who are able to take advantage of our services. Fall 2008 showed an increase of **1** graduate student over fall 2007, and spring 2009 showed an increase of **30** graduate students over spring 2008, with the overall number of graduate contact hours increasing by **144** in 2008-2009 over the previous academic year. Graduate students will continue to be a targeted population in the coming year, as decreases in the AA student population provide an opportunity for the Writing Center to serve more graduate students.

**Table 17. Student Categories by Class Standing**

**Fall 2008**

	<b># Students</b>	<b>% of Students</b>
Freshman	734	45.22%
Sophomore	293	18.05%
Junior	263	16.20%
Senior	219	13.49%
Graduate	69	4.25%
Alumni	41	2.53%
N/A	4	0.25%

**Spring 2009**

	<b># Students</b>	<b>% of Students</b>
Freshman	416	27.84%
Sophomore	350	23.43%
Junior	341	22.82%
Senior	260	17.40%
Graduate	88	5.89%
Alumni	31	2.07%
N/A	8	0.54%

These statistics **do not include** the student or session count generated by class visits, class workshops and Writing Center workshops. In comparison to last year, the tables indicate that the Writing Center saw **174** fewer freshmen in the fall as during last fall and **204** fewer freshmen in the spring over the previous spring, representing the decreased number of English

100W students, a freshman population that previously accounted for a large portion of students served. Moreover, decreases in the freshman population have allowed for increases in most other student categories. In fall 2008, the Writing Center served **53** more sophomores, **34** more juniors, and **12** more seniors over fall 2007. Moreover, in spring 2009, **5** fewer sophomores, **67** more juniors, and **12** more seniors were seen over spring 2008. Finally, the number of alumni served increased by **27** over the previous year, and this year we saw an increase of **31** graduate students. Overall, this year, the Writing Center saw a decrease in the number of freshmen seen due to the decrease in the number of English 100W sections, though freshmen remain the most served population, and saw an increase in the number of sophomores, juniors, and seniors who received Writing Center services.

During the fall of 2008, out of the **1623** new and returning students (again these calculations do not include the English 255 students in the fall), there were **73** mainstream ESL students who have had EAP 131 at some point in their college career. During the spring, out of **1493** new and returning students (no English 255ers are included), approximately **69** mainstream ESL students sought the services of the Writing Center. Of the undergraduate populations, **652** were AA degree students in the fall and **440** were AA degree students in the spring. In comparison to last fall and spring, the statistics reflect smaller numbers of mainstream ESL students and a decrease in the AA degree students during both semesters, consistent with the phase out plan and the diminished offerings in English literacy classes. Table 18 reflects the student subcategories tracked by the Writing Center during the past academic year.

**Table 18. Student Subcategories Tracked by the Writing Center**

**Fall 2008**

	<b># Students</b>	<b>% of Students</b>	<b># Sessions</b>	<b>% of Sessions</b>
Mainstream ESL	73 (4 grad)	4.50%	295 (13 grad)	6.00%
Associate Degree	652	41.96%	2237	48.43%

**Spring 2009**

	<b># Students</b>	<b>% of Students</b>	<b># Sessions</b>	<b>% of Sessions</b>
Mainstream ESL	69 (4 grad)	4.62%	320 (13 grad)	7.28%
Associate Degree	440	31.29%	1307	32.62%

The calculations for mainstream ESL were done on the basis on the total number of undergraduate and graduate students and sessions but those for AA degree students were done only on the basis of total number of undergraduate students and sessions, **excluding students benefiting from class visits and workshops.**

**\*Performance Indicators for Associate Degree Students**

As part of the performance objectives set for the Perkins III Grant, the Writing Center measured the performance indicators for AA students in the fall and spring 2008-2009. We stipulated that approximately **70%** of AA students would pass the courses for which they were tutored in writing. Therefore, we eliminated those AA students who came for tutoring unrelated to course work. Table 18a reflects the total AA student performance indicators, including the almost exclusively AA student populated literacy courses.

**Table 18a. Total AA Student Performance Indicators 2008-2009**

**Fall 2008**

Total AA Students	Total AA Sessions	No Results	Withdrawals	Incompletes (Deferred Passes)	Failures	Passes*
652	2237	48	11	5	114 (19.22%)	474 (80.78%)

\*The number of passes includes the deferred passes in the Incompletes on the assumption that no failing students are assigned Incomplete, according to the rules of the College.

**Spring 2009**

Total AA Students	Total AA Sessions	No Results	Withdrawals	Incompletes (Deferred Passes)	Failures	Passes*
440	1307	56	7	7	56 (14.85%)	314 (85.15%)

\*Again, the number of passes includes the deferred passes in the Incompletes on the assumption that no failing students are assigned Incomplete, according to the rules of the College.

For comparison’s sake, both during fall and spring, we gauged outcomes for AA students enrolled in regular courses across the curriculum by eliminating English 100 literacy students whose pass rate depended on passing the ACT exit exam.

**Fall 2008 Overall Results of AA Students Excluding ENG 100 Classes**

Non-English 100W AA Students	Sessions	No Results	Withdrawals (no results)	Incompletes (Deferred Passes)	Failures	Passes
330	1432	32	11	5	17 (5.92%)	265 (94.08%)

**Spring 2009 Overall Results of AA Students Excluding Eng 100 Classes**

Non-English 100W AA Students	Sessions	No Results	Withdrawals (no results)	Incompletes (Deferred Passes)	Failures	Passes
342	940	56	7	7	9 (3.23%)	263 (96.77%)

In spite of the exclusively AA student populated English literacy courses and the determining ACT exit exam, the Writing Center more than met its stipulated 70% pass rate in the fall and spring: **80.78%** and **85.15%** respectively. However, eliminating the AA English literacy students shows a pass rate of **94.08%** in the fall and **96.77%** in the spring for other AA

students enrolled in courses across the curriculum, courses in which there is no determining CUNY exit exam.

During both semesters, a number of students benefited by the services of the Writing Center independent of referrals, but statistics for the spring semester indicate that the number of students served by the Writing Center as a result of faculty referrals is greater: **122** more referrals in the spring than in the fall, a decrease in the difference from last year. A comparison with the four previous years reveals that, in the fall 2008, there was a decrease of **344** referrals over fall 2007, **556** referrals over fall 2006, **155** referrals over the fall 2005, an increase of **150** referrals over the fall 2004; similarly, the spring 2009 shows an increase of **133** referrals over spring 2008, **632** referrals over spring 2007, **132** referrals over the spring 2006, and **508** referrals over the spring 2005. However, if we take a look at the difference between the number of walk-ins in the fall and spring, we see that fall 2008 saw **185** more walk-ins over fall 2007 and spring 2009 shows **85** more walk-ins over spring 2008. According to many faculty members, students also ignore faculty referrals so we really have no way of gauging student compliance. Table 13 shows the number of faculty referred students and the number of walk-ins who came for one-to-one tutoring and participated in class workshops or Writing Center workshops.

**Table 19. Student Count by Faculty Referrals and by Walk-ins  
(Including Class Visits and Workshops)**

<b>Fall 2008</b>			<b>Spring 2009</b>		
	<b>#Students</b>	<b>Percentage</b>		<b>#Students</b>	<b>Percentage</b>
Faculty Referred	2763	78.34%	Faculty Referred	2885	81.18%
Walk-ins	764	21.66%	Walk-ins	669	18.82%

During the fall 2008, **78.34%** of referred students took advantage of the Center's services while in the spring, to the extent that we could gauge accurately, **81.18%** of referred students participated in tutoring and workshops. While faculty referrals increased slightly in the spring, the percentage of walk-in students decreased. We cannot always gauge accurately who is being referred and who is not, unless the student brings a referral sheet with him. Otherwise, we have to take the student at his own word. However, the great number of referrals over walk-ins is continued proof of faculty confidence in the Writing Center's services.

#### **IV. Innovations and Changes**

##### **Writing Center Procedures/Equipment/Resources/Programs**

**All** the innovations and changes in Writing Center procedures and activities instituted during the past eleven years and accounted for in the annual reports for those years have remained in place during the eighth year (please see reports 1997-2008). There were, however, fewer changes and additions than in the past year, some still in progress at the date of this report (see Annual Report 2007-2008).

- *Refining WI/WAC Involvement:* A new Writing Center CUE initiative for 2008-2009 targeted writing intensive 200 level pivotal core courses in philosophy, history, and literature as part of the Center's larger WAC/WID involvement. The initiative met with a small modicum of success in the fall but interest in the initiative increased in the spring. Though it was difficult in getting faculty to collaborate, the Writing Center refined and refocused its current WAC involvement by offering a multi-tiered system of interventions and services composed of one-to-one tutoring, class presentations, and both standard and specialized workshops in the said disciplines, all designed to promote student success across the curriculum and on the CPE.
- *PMP Award:* The University has allocated money to the colleges to reward and enhance areas that performed well on the annual Performance Management Process (PMP). The Writing Center was chosen as one of the services that has contributed positively to John Jay's PMP metrics and was awarded \$2,000, an opportunity to invest in something needed. It was a welcome award that allowed the Director to purchase books.
- In fall 2008, the Writing Center offered two faculty development workshops conducted by a Writing Fellow. The workshops dealt with peer review exercises and using Turnitin.com. a provided a departure from mostly student oriented workshops.
- *Writing across the Science Curriculum:* Again, as part of its continued 2008-2009 CUE initiative, the Writing Center sharpened its focus on writing for the sciences as part of its large WAC/WID concern. In its second year, initiative met with enthusiasm by science faculty. A tutor (who is currently going for a second degree in science) with previous science expertise created workshops (with the approval of a science faculty) and we continued our series of rotating workshops, group work, and one-to-one tutoring to help improve the writing skills of students enrolled in biochemistry, chemistry, forensic science, and so on. The Writing Fellow attached to the sciences offered four workshops in the fall on writing for science and on concept mapping in the sciences.
- *Non-CUNY Transfer Student Initiative:* Again, as part of its CUE 2008-2009 initiative, the Writing Center stepped up its involvement in promoting non-CUNY transfer student success on the CPE with much success, raising the passing rate on the exam. The Writing Center's outreach to non-CUNY transfers was even more successful than in the previous, with more students served than the initiative originally called for.
- *John Jay CPE Tutorial CDs:* In line with its special non-transfer student initiative for the CPE, the Writing Center began distributing 3000 CDs of the revised John Jay CPE tutorial to enhance its non-CUNY transfer preparation initiative. Non-CUNY transfers received the CD during actual workshop attendance. We will continue distributing the CDs in the following year.
- *One-Stop Informational CPE Website:* In conjunction with staff from Institutional Advancement, the liaison/director is still working on designing a one-stop CPE website to include all the CPE resources now scattered on the John Jay website: Writing Center (preparation announcements and materials), Testing Office, links to CUNY CPE page, links to individual colleges, and links to the online tutorial. The website should be finished by the October exam, if all goes well.



- *New CPE Message in Blackboard:* In addition to the message to students placed on Blackboard during the previous year, the liaison/director had a message for faculty placed in plain sight in each faculty account to enlist their help in disseminating preparation awareness to their students.
- *CPE Preparation Awareness Days:* During both semester of 2008-2009, the liaison/director continued to organize two CPE Preparation Awareness Days in North Hall lobby. Equipped with wireless laptops with TutorTrac, three Writing Center staff members sat at tables to register students for CPE workshops. The main attraction of the days was a giant plasma screen on which a looped PowerPoint presentation flashed continuously with testing information for students, with workshop schedules, and so on. Workshop flyers were also distributed to students who were registering for the workshops.
- *Tutor Dedicated to Humanities Justice Studies Students:* In 2008-2009, the Writing Center continued to dedicate an online tutor solely to HJS students, giving preference to appointment requests by such students.
- *CPE Liaison Role for Director:* For the fourth year in a row, the Director continued her CPE liaison's role and solidified to an even greater extent the Writing Center's involvement in preparing students for the CPE and prescribing protocols of intervention for multiple failures.
- *New Workshops:* The Writing Center offered even more CPE and WID workshops this year than in the previous year, sharpening its involvement with writing in the disciplines by focusing on writing for sciences and preparing students for the CUNY Proficiency Exam. The Director again offered a number of other new workshops, specifically geared for research education.
- *New CPE Practice Materials:* The Writing Center added yet more new practice materials for both tasks of the CPE, even more than last year and adjusted some of the write-ups for Task 2 to reflect the changes made by CUNY.

## V. Overall Assessment and Outcomes

### ► Assessment of the Year

In keeping with previous years, the academic year 2008-2009 has been a very productive year for the Writing Center. Were it not for the reduction in total sessions mostly attributed to the diminishing English 100W population, I would be tempted to call 2008-2009 another *annus mirabilis*. The Writing Center has maintained and even increased the number of students served in tutoring, class visits and workshops, but has seen a decrease in the number of sessions generated by students across the curriculum, namely an increase of **39** students (exclusive of English 255-316) and a decrease of **856** sessions over last year, though this is still an increase in sessions over the year prior to last (a **5.55%** contraction over last year and **2.90%** increase over the previous year).

Moreover, the Writing Center showed a substantial growth in other ways. As already mentioned in a previous section of this report, 2008-2009 saw an increase of **84** in-center workshops over the previous academic year, an increase of **132** in-Center workshops over 2006-2007, **301** more in-center workshops than in 2005-2006, **461** more in-Center workshops than in

2004-2005, **504** more in-Center workshops than in 2003-2004, **524** more in-Center workshops than in 2002-2003, and **548** more workshops than in 2001-2002. Consistent with its funded CUE initiatives, the Writing Center upgraded its services and redefined its focus to accommodate to an even greater extent the needs of writing across the curriculum and writing in the disciplines (especially writing across the science curriculum and writing in literature, history, philosophy) and served more students who were now mandated to take the CPE regardless of status, focusing especially on non-CUNY transfers. We made an effort to conduct a greater number of workshops specific to writing in the disciplines--with several of them conducted by the Writing Fellow attached to Humanities Justice Studies and some by the Fellow attached to science as well as a teaching intern--and increased the array of WAC/WID activities over the previous year from **195** to **227**, showing an increase of **32** activities over 2007-2008, **100** activities over 2006-2007, **110** activities over 2005-2006, **125** activities over 2004-2005, **142** activities over 2003-2004, and an increase of **175** activities over 2002-2003. Furthermore, the Writing Center continued to prepare the more willing and more motivated students for the CUNY Proficiency Exam by offering **78** prep and hands-on skills workshops during the fall and spring (**100** if we include the 22 June workshops) a decrease of **1** workshop over the previous year, an increase of **3** workshops over 2006-2007, **31** workshops over 2005-2006, **37** workshops over 2004-2005, and **43** workshops over 2003-2004.

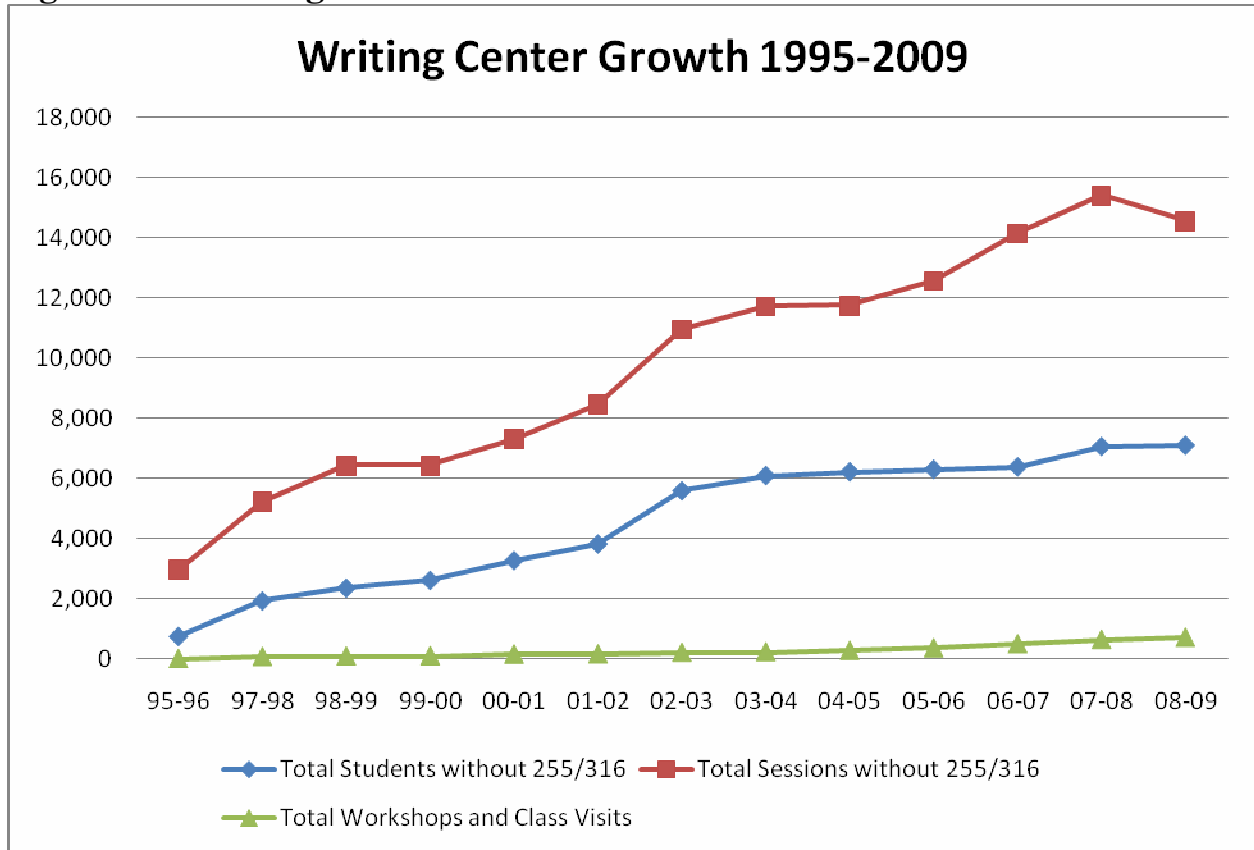
We can easily gauge the growth of the Writing Center over the past **11** years by looking at the statistics below

- During 1995-1996, under previous direction, the Center served approximately 742 students for a total of 2967 sessions. There were no workshops or class visits.
- During 1997-1998, the first year under new direction, the Writing Center served 1920 students for 5229 tutoring and workshop sessions; it offered 70 workshops and class visits.
- During 1998-1999, the Writing Center served 2344 students for 6431 tutoring and workshop sessions; it offered 86 workshops and class visits.
- During 1999-2000, the Writing Center served 2603 students again for 6431 tutoring and workshop sessions; it offered 96 workshops and class visits.
- During 2000-2001, the Writing Center served 3259 students for 7316 tutoring and workshop sessions; it offered 149 workshops and class visits.
- During 2001-2002, the Writing Center served 3810 students (3852 with English 295/296) for a total of 8470 tutoring and workshop sessions (8986 with 295/296); it held 158 workshops and class visits during the year.
- During 2002-2003, the Writing Center served 5573 students (5616 with 295/296) for a total of 10,967 tutoring and workshop sessions (11,544 with 295/296); it offered 210 workshops and class visits.
- During 2003-2004, the Writing Center served 6079 students (6144 with 295/255/289) for a total of 11,725 tutoring and workshop sessions (12,617 with 295/255/289); it held 229 workshops and class visits during the year.
- During 2004-2005, the Writing Center served 6,205 students (6,267 with 255/298/316) for a total of 11,751 tutoring and workshops sessions (12,489 with 255/298/316); it held 279 workshops and class visits during the academic year.

- During 2005-2006, the Writing Center served 6,331 students (6,331 with 255/316) for a total of 12,581 tutoring and workshop sessions (13,191 with 255/316); it held 361 workshops and class visits during the academic year.
- During 2006-2007, the Writing Center served 6,422 students (6,422 with 255/316) for a total of 14,153 tutoring and workshop sessions (14,683 with 255/316); it held 497 workshops and class visits during the academic year.
- During 2007-2008, the Writing Center served 7,042 students (7,068 with 255/316) for a total of 15,419 tutoring and workshop sessions (16,114 with 255/316); it held 645 workshops and class visits for the academic year.
- During 2008-2009, the Writing Center served 7,081 students (7,147 with 255/316) for a total of 14,563 tutoring and workshop sessions (15,317 with 255/316); it held 713 workshops and class visits for the academic year.

Figure 1 illustrates more vividly the yearly growth of the Writing Center from 1995-2009. (See Appendix B for a different portrayal of same figure: Alternate Figure 1)

**Figure 1: Writing Center Growth 1995-2009**

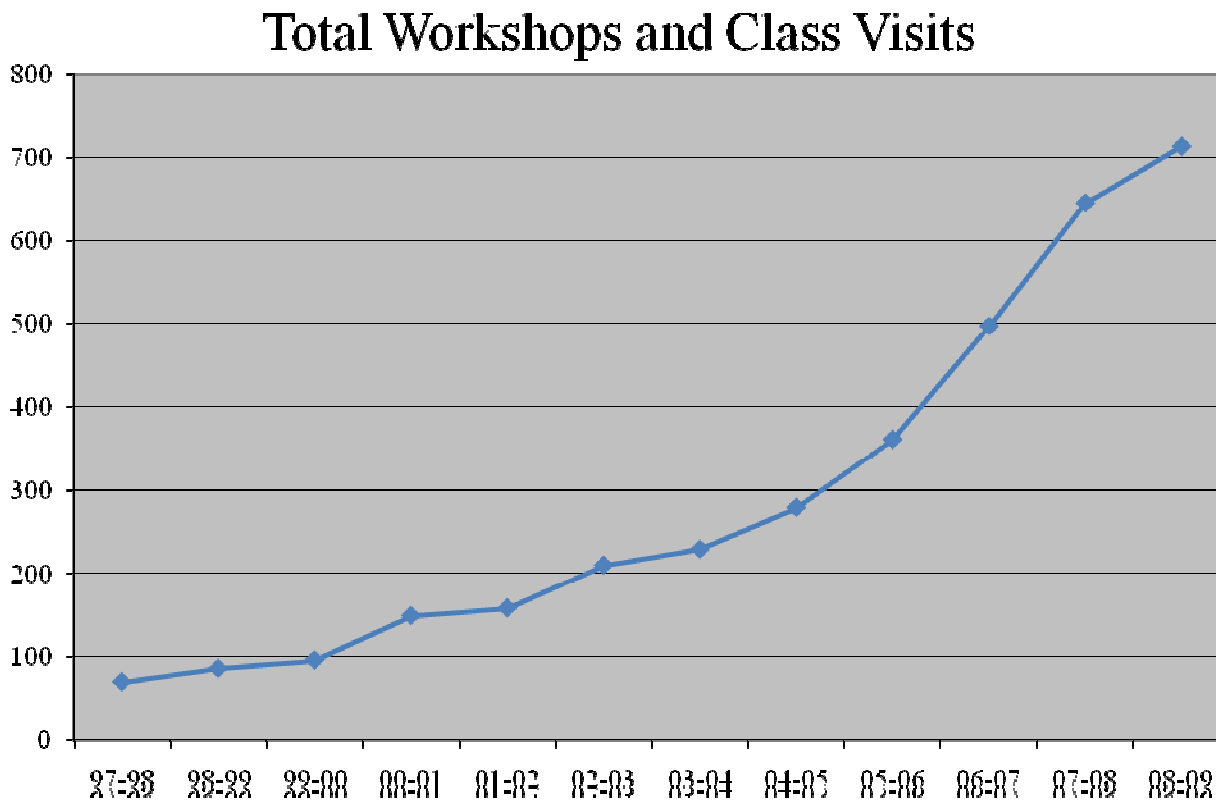


If we compare the growth of the Writing Center to the growth in the college population, we see that the Writing Center’s population increased by **0.55%** over 2007-2008, and the college population decreased by **1.79%**. In contrast to previous years, we can also see that the Writing Center’s population increased by **11.23%** over 2006-2007, **12.68%** over 2005-2006, **14.12%**

over 2004-2005, **16.48%** over 2003-2004, **27.06%** over 2002-2003, **85.85%** over 2001-2002, and **117.28%** over 2000-2001. This year, we saw a small increase of students above and beyond the four previous years. The Writing Center experienced growth much greater than did the college. However, the Writing Center saw a minor decrease in contact time over last year, though contact time was still higher than any previous year: a decrease of **5.55%**. Still, this year, the Writing Center served **24.40%** of the college population, which is an increase of nearly **0.25%** over last year. Specifically, in 2007-2008 the center served **24.15%** of the college population; in 2006-2007, the center served **22.31%** of the college population; in 2005-2006, we served **22.47%** of the college population, and in 2004-2005, we served **22.77%** of the entire population. Therefore, despite the fact that the Writing Center has been steadily growing through the years, its current growth ratio is focused on serving students more consistently and increasing contact time with students other than literacy students and CPE students.

When we look at the growth rate in workshops and class visits and place 2008-2009 in context with previous years, we can easily see that, over the past 11 years, the Writing Center has increased its number of workshops and class visits more than **nine fold**. Figure 2 below illustrates the workshop growth rate of the Writing Center over the past 11 years (see Appendix B for Alternate Figure 2). Nevertheless, in terms of the year's assessment of workshops, the WID workshops were again not as well attended as they should have been and better coordination with WI classes is needed through the college WAC coordinator.

**Figure 2. Workshop Growth Chart 1995-2009**



Likewise, surveying the past academic year, we see that in contrast to the previous year, recorded faculty referrals went down by **211** referrals since 2007-2008: a **3.74%** decrease in referrals. Moreover, the number of walk-in, self-motivated students increased by **270** over 2007-2008 and, therefore, the Writing Center showed an **18.84%** increase over the previous year.

## **Tutor Training**

During the past five years, the two English electives/tutor training courses have been stabilized in the College's curriculum as English 255 and English 316, respectively *Argument Writing* and *Advanced Argument Writing and Response: Theory and Practice*. The fall 2008 saw an influx of very talented tutor trainees, and enrollment in the sequence was slightly greater in the fall than in the spring. The peer tutors in training were exposed to an even greater variety of training materials in Writing Center pedagogy and theory and tutoring paradigms.

### **► Outcomes: Survey Data as Assessment**

In terms of assessing outcomes in ways other than student performance, the Writing Center has repeated the forms of evaluating/assessing faculty and student perceptions of the Center instituted four years ago. In prior years, I always had SI tutors and tutors working in Basic Skills programs (now FYE Foundations) evaluated by the faculty members to whom they were assigned and have conducted English department surveys at the end of each year. And though the SI Program was eliminated, for the fourth year, the Writing Center has continued the student-tutor evaluations. This year, we reinstated the general workshop evaluations in addition to the science workshop evaluations and given the vigilance of the Writing Center's secretary, we collected more evaluations than ever before.

### ***Writing Center Student/Tutor Evaluations***

This year, student evaluation forms were distributed to a random cross section of students. We collected **842** random student-tutor evaluations immediately following one-to-one tutoring sessions (please see Appendix B for survey formats). Students were asked to rate the tutoring session and experience based on tutor performance, learning experience, perception of progress, type of help received, and whether they would return to the Writing Center. Feedback was overwhelmingly positive with 721 students indicating that their tutor was well prepared and knowledgeable and 560 indicating that their tutor was helpful and friendly. Only one student believed his tutor to be unhelpful and unfriendly. With regards to student perception of learning achieved in the session and overall progress, the Writing Center received 1268 top category responses, 377 mid-range responses, and 10 low-end responses, indicating that the overwhelming majority of students believed that they were receiving at least a moderate amount of help and had achieved at least a moderate amount of progress. However, the abundance of high-range scores indicates that the vast majority of those evaluated believed that they received a great deal of help and had achieved significant progress. Of the 842 surveys filled out, 839 indicated the students' willingness to return to the Writing Center for help with their writing. (See Appendix C)

### ***Writing Center Workshop Evaluations***

The Writing Center also distributed surveys to students who attended workshops to determine satisfaction and motivation to attend. Again, the responses were overwhelmingly positive. In total, 172 surveys were collected, and 147 students reported that their workshop was very useful, 22 reported that it was moderately useful, and only 1 reported that it was of no use at all. Once again, the vast majority of students believe that the workshops are productive. The results were similarly positive when students were asked if they would attend other workshops: 127 students reported a definite willingness to attend future services, 44 said they may attend other workshops, and no students reported not wanting to attend another workshop. Overall, the workshop evaluations showed the incredible overall success of offered services.

### ***Writing for Science Student/Tutor Evaluations and Workshop Evaluations***

Moreover, this year, in light of our special WAC initiative, writing across the forensic science curriculum, we gauged student perception of and satisfaction with tutoring sessions for the sciences. We distributed surveys to 7 students who attended the Writing Center for one-on-one tutoring and 41 surveys for science focused workshops. On the one-on-one front, feedback was overwhelmingly positive with all 7 students indicating that their tutor was well prepared and knowledgeable and all 7 indicating that their tutor was helpful and friendly. With regards to student perception of learning achieved in the session and overall progress, the Writing Center received 12 top category responses, 2 mid-range response, and 0 low-end responses, indicating that all students believed that they were receiving at least a moderate amount of help and had achieved at least a moderate amount of progress. Moreover, all 7 students indicated that they would return to the Writing Center for future instruction. For those students who attended workshops, the results were also very positive. In total, 37 found the workshops to be very useful, 4 found them to be moderately useful, and not one single student found the workshops to be unhelpful. Moreover, 34 students indicated that they would attend another workshop, 7 indicated that they may attend future workshops, and 0 students indicated that they would not attend any workshops in the future.

### ***Faculty Evaluations of Classroom Tutors in Immersion Programs (January Program)***

Following the January 2009 Writing Immersion (Basic Skills) classes, surveys were distributed to the professors to determine the efficacy of their in-class tutors. Six surveys were collected, and the results were overwhelmingly positive. With regard to grammar instruction, writing instruction, motivation, and social skills, 21 responses were in the top two categories—*excellent* and *very good*—with only 3 responses in the lower categories of good or mediocre (mostly due to tutor shyness and not level of preparedness). Moreover, 5 of 6 professors indicated a willingness to work with the same tutors in the future.

### ***English Department Survey Outcomes***

Of the 17 English department faculty members to respond to the survey, all 17 reported sending students to the Writing Center; 17 of these faculty members found *much* and/or *moderate improvement* in their students' writing; none found no progress and none could not

judge their students' progress. Students showed most improvement in organization and development, essay organization, unity and coherence, punctuation, sentence boundaries, essay planning and use of evidence. However, only 12 faculty members reported consistently informing their students about workshops; the remaining instructors were inconsistent or derelict in advertising the workshops to their students.

### ***Writing Intensive Faculty Survey Outcome***

Only 1 WI faculty member responded to the WI surveys, fewer than last year's already sad turnout. This respondent did not report sending students to the Writing Center and indicated an inability to judge the progress of his/her students. It appears that faculty in general are growing tired of being surveyed, with the exception of perhaps the English department.

### ***Science Faculty Survey Outcome***

As stipulated in our initiative, we surveyed science faculty teaching science classes and obtained 2 responses. Both sent students to the Writing Center and found much or moderate progress from their students as a result of Writing Center intervention. Moreover, both surveys indicated that students were sent to workshops at least some of the time, with both responses indicating that students benefited from some of the workshops. More importantly, however, both of the professors who responded indicated that those students who attended Writing Center preparation and took it seriously received significant benefits from the services.

### ***Writing Intensive Faculty Teaching Pivotal Core Courses in Literature, History, Philosophy***

Consistent with their general unresponsiveness throughout the term, only one professor in the Literature/History/Philosophy targeted initiative responded to the survey. This professor indicated that he/she had sent students to the Writing Center and that these services were moderately helpful. This professor only alerted students to some of the Writing Center's workshops and a few students showed improvement following these workshop sessions. (Another professor, who did not respond to the survey, indicated in an email that the workshop for her class was useful and benefited students but we could not include the professor in our survey responses.)

### ***All John Jay Faculty Survey Outcomes***

Only one college-wide faculty member took the time to fill out the survey (25 fewer than last year). That professor did not report sending students to the Writing Center and indicated an inability to judge student progress as a result of Writing Center intervention. The lack of enthusiasm for filling out surveys on the part of the John Jay faculty is rather discouraging and perhaps a different method of surveying faculty is in order for next year.

On the whole, it was again English department faculty who were most responsive to the surveys and most knowledgeable in their responses. One would think that faculty teaching writing intensive courses would be the same but they were not, despite the fact that the Writing Center routinely makes class presentations in as many WI courses as we are permitted to enter

and sends accountability reports to WI faculty across the curriculum. The paltry number of responses from WI faculty leaves the Director to speculate at best. The only encouraging responses came from the science faculty members who were very appreciative of the Writing Center's involvement with writing for science. Given that faculty tend not to like being surveyed, or they have been surveyed too much by sources other than the Writing Center, the Director must find different ways of getting better faculty responses.

## VI. Funding Sources/Budget Analysis

As in previous years, the Writing Center's funding came from several sources, not all of them tax levy money: CA/tutoring budget from Undergraduate Studies, CUNY CUE funds (WAC and CPE initiatives), Perkins III grant money (reduced this year by \$11,000 by year's end), College Tutoring money (787) and Student Council money. In comparison to last year, 2008-2009 was a less well funded year in general and, in particular, in terms of drastic increases in college assistant rates and changes in base level pay. Based on total Writing Center funds, each source of funding accounted for the following percentages used for student services but only the initial CA funds in 885 alone reflect any collective bargaining and incremental rate raises:

- Total CA funds in 885: 51.83%
  - [Undergraduate CA/tutoring budget (885) 45.73%]
  - [Tutoring Allocation (787) added to 885: 6.098%]
- Non-Teaching Funds (885): 11.58%
- CUE funds for WAC and CPE (657): 15.85%
- Perkins III Grant allocation: 18.90%
- Student Council: 1.83%

In other words, during 2008-2009, **42.68%** of the Writing Center's funding came from sources other than college allocated funds (885). Unfortunately, this year, funding has dipped below the adequate level established in the past two years. We were unable to have OTPS money to purchase much needed supplies or furniture but did have PMP award money. Our Perkins funding has begun to diminish significantly, decreasing by **15.07%** from the previous year; CUE saw a decrease of **21.44%**. However, the total funding from the college under 885 (with the added 787 funding showing no increase) increased slightly over last year's allocation by **3.74%** but not because we were given more money by the college. The increase in the 885 college assistant funding was the result of collective bargaining and retroactive pay. Also, viewed realistically, increased rates mean that the slight increase in funding as a result of collective bargaining actually translates into a decrease in the number of tutoring sessions that this money can buy. In the end, the total Writing Center budget decreased by **8.30%**. This decrease is particularly problematic in light of the increased cost of tutors and the fact that the budget reflects retroactive pay that the Center could not use to pay for tutoring sessions this year.

This year, the cost per session for the Writing Center reached \$22.52, an increase of \$0.18 per session over last year's \$22.34; it has taken the Writing Center since 2001-2002, when the cost per session was \$16.35, to obtain more appropriate levels of compensation for tutoring efforts, though much of the raise in was due to collective bargaining and union determined



contractual rate raises. Despite the minor decrease in sessions this term, it has become necessary for the Writing Center to increase its cost per session slightly to accommodate contractual arrangements over which it had no control. For only the third time in eleven years, the Director was able to compensate tutors more adequately for the work they did, though not as well as last year, as we saw substantial decreases in Perkins and Student Council funding. Tutors were also compensated for development required by special initiatives (i.e. workshops for biochemistry, CPE workshops, and so on).

However, already, dark clouds are looming on the funding horizon. The allocation from the Perkins grant was diminished by \$11,000 during 2008-2009 from the previous year and funding for the coming year does not promise to be any better. AA students are slowly phased out. More important, 2008-2009 was a year that saw drastic increases in tutoring rates. In fact, the appellation of tutor was completely phased out by the payroll title of college assistant and the minimum starting wage for a college assistant is currently \$10.99 (\$11.00 an hour) and the maximum \$21.34. The minimum starting rate is already higher than the rate paid the previous years to tutors with a BA degree. And while there were adjustments made to the overall college assistant allocation through collective bargaining for incremental raises and retroactive pay, no adjustments were made in the other sources of funding. For 2009-2010, Writing Center allocations promise to be the same while tutors are getting paid out at increased rate. The Director cannot count on funding from Student Council any more. In planning for next year, the Director is already forced to make decisions that will affect the stability of the Writing Center and the number of tutoring hours and tutors made available to students. Since the Writing Center is a service that affects student success to a significant degree, the Director may have to bring the proverbial bat and tin cup out of their brief retirement to begin the funding battle yet again—to her great dismay.

## **VII. Planning**

### **► Short Term and Long Term Goals**

In terms of immediate, short-term planning, the Writing Center's plans for 2009-2010 fall into several categories: Gen Ed, WAC/WID with an emphasis on Writing across the Science Curriculum and Writing in Pivotal WI Core Courses, CPE (especially the non-CUNY Transfer Student Initiative), and the 24-Hour ACT Tutoring Program.

#### **General Education Planning (Including the English Literacy Classes)**

- Serve all sections of English literacy students in **six** mandatory sessions of tutoring and workshops (to date, approximately 19 sections are scheduled for the fall 2009).
- Increase even to a greater extent technology based hands-on workshops by means of a multi-media e-podium and the wireless laptop computers
- Create newer and more varied workshops specifically geared to achieving writing literacies in core courses
- Budget permitting, extend even more the week-end hours for the Synchronous Online Tutoring on Saturdays and Sundays in addition to Friday evenings, provided that students become more Blackboard literate

- Hold more training workshops for students in using the Synchronous Online Tutoring via Blackboard
- Continue to survey student satisfaction with tutoring and workshops
- Evaluate tutors assigned to classes in all programs
- Conduct yearly survey of college faculty to gauge student progress in writing and to determine the extent to which faculty/students used the Writing Center knowledgeably
- Have the lobby kiosks flash the video snippets from the Writing Center web page as a means of advertising the services of the Writing Center, pending DoIt compliance.

### **General WAC/WID Planning:**

To create that more tightly knit community of writers across the curriculum, the Writing Center proposes to strengthen its collaboration with the new WAC coordinator and the faculty teaching writing intensive courses, a much needed step.

- Continue to solicit syllabi and writing assignments from WAC faculty each semester to understand goals and WI course requirements
- Consult with WAC faculty on their expectations of writing excellence in their specific disciplines
- Ascertain again from WAC faculty their expectations of WI tutoring sessions
- Institute virtual idea exchange sessions between tutors and WI faculty, something that was planned but not carried out during 2008-2009
- Continue to train tutors in the pedagogical templates of writing in various disciplines (i.e. biochemistry, law, literature, philosophy, forensic science, criminal justice, and so forth) and in the strategies and techniques of WAC tutoring
- Collaborate with new WAC Coordinator to have Writing Fellows offer more varied workshops in their specific disciplines
- Increase the number of discipline specific class presentations, pending sections of WI courses
- Increase the number of discipline specific writing workshops pending WI/WAC faculty support and assurance of student attendance
- Post on lobby kiosks/TVs writing in the disciplines workshops conducted by Writing Fellows, pending such workshop offers
- Continue to extend WAC tutoring through the synchronous online tutoring on weekend
- Coordinate with WAC coordinator and WI faculty better student attendance at WID workshops.
- Conduct outcomes assessments by surveying faculty teaching WI courses to gauge learning
- Conduct specific outcomes for students from WI courses to gauge performance indicators

### **Enhanced WAC/WID Planning: Writing across the Science Curriculum**

For the third year in a row, in collaboration with various faculty members from forensic science, organic chemistry, and biochemistry, the Writing Center proposes to offer a multi-tiered system of interventions and services composed of one-to-one tutoring and workshops for writing

in the sciences, all designed according to faculty specifications. These interventions will again constitute a refinement and refocusing of the Writing Center's involvement with writing in the disciplines in order to promote student success in the sciences. Among these interventions will be again the following:

- Offer one-to-one tutoring in the specifics of writing for the sciences with science students identified by faculty
- Offer a rotating series of workshops consisting of general overview workshops for writing scientific reports and research for biochemistry, organic chemistry, forensic science, and toxicology
- Offer skills workshops, such as note-taking workshops for noting results, observations, and so forth
- Create workshops aimed at teaching students to differentiate between observations and to learn which observations are important to note
- Continue the series of separate workshops aimed at composing the individual parts of science reports or research: writing titles, abstracts, introductions, aims, materials and methods, communicating results and conclusions, discussing results, providing tables and figures, and references. These parts will be fashioned according to the various faculty specifications and in keeping with discipline dictated decorum. Each workshop will be offered twice during the same week.
- Offer workshops facilitated by the WF attached to FOS
- Continue to offer group tutoring for science students

### **Redefined WAC Emphasis in Pivotal Courses: Writing for History, Literature, Philosophy**

For the second year in a row, the Writing Center plans to continue its initiative for a redefined and refocused WAC emphasis, by proposing to target a number of sections of writing intensive History 203/204/205, Literature 231/232, and Philosophy 231, the number of sections to be determined during each semester. Pending the willing collaboration of faculty assigned to teach those WI courses, the Writing Center will therefore continue to refine and refocus its WAC involvement by again offering a multi-tiered system of interventions and services composed of one-to-one tutoring, class presentations, and both standard and specialized workshops in the said disciplines, all designed to promote student success across the curriculum and on the CPE. Among the plans and interventions are the following:

- Solicit syllabi and writing assignments from faculty teaching WI courses in literature, history, and philosophy to create a ready repository available for tutoring
- Offer general workshops aimed at reinforcing the conceptual skills needed for writing discipline dictated thesis based essays, providing substantiating evidence, documenting research in said disciplines, and so forth; these workshops will develop students' skills for reading and writing across the curriculum, namely, reconstructive, analytical/critical, and applicative skills. The workshops will take place on an ongoing basis.
- Offer general workshops aimed at reinforcing editorial skills. These workshops will take place on an ongoing basis
- Offer specialized workshops designed to acquaint students with the decorum of writing and doing research in the field of history, philosophy, and literature, designed by the

Director in collaboration with the WF assigned to these disciplines. These workshops will be offered on a rotating schedule each week and the Writing Center will expand its workshop repertoire of writing for history, philosophy, and literature.

- Offer workshops designed to teach students to evaluate library/or web research sources in these disciplines.
- Offer specialized workshops offered by the writing fellows assigned to these disciplines.
- Develop and expand the Writing Center's existing library of materials for writing in the humanities and provide handouts for students

### **CPE Planning: General and Targeted Populations (CUNY and Non-CUNY Transfers)**

- Participate again in CPE Preparation Awareness Days to inform students about the CPE and available preparation
- Create more new practice materials for both tasks of the exam
- Add more workshops in reading strategies/comprehension for Task I of the exam
- Conduct technology enhanced workshops for Task I and Task II via web-based CPE materials
- Coordinate with other academic support services increased dissemination of workshop and tutoring information and of CPE materials available on the Writing Center's web page
- Coordinate with other academic support services outreach to students failing the exam, creating a multi-layered system of intervention
- Offer approximately a total of 80-85 preparatory and hands-on skills workshops for the year (exclusive of June workshops) and increase the number of workshops depending on need
- Offer more one-to-one tutoring on reconstructive, analytical, and applicative skills
- Offer one-to one tutoring on data literacy and proficiency in quantitative analysis
- Provide targeted intervention for existing transfer students who have become CPE appeals by requiring repeat failures to engage in a protocol of preparation that requires them to complete approximately 45 hours of practice exams on both tasks, tutoring, and workshops geared for repeat failures
- Work with the Transfer Center and Academic Advisement to identify non-CUNY transfer students in need of targeted intervention
- Continue to target non-CUNY transfers and make available to them the John Jay CPE Tutorial CDs as needed introduction to the exam
- Offer targeted intervention for existing non-CUNY transfer students who have become CPE appeals by requiring repeat failures to engage in a protocol of preparation that requires them to complete approximately 45 hours of practice exams on both tasks, tutoring, and workshops geared for repeat failures
- Offer special tutoring for international students admitted with advanced standing; such intervention will comprise intensified reading skills and comprehension in addition to the skills required for mastering Task 1 and Task 2
- Give students mock practice CPEs to gauge their improved test taking strategies, time management skills, and concentration to the tasks at hand

**The 24-Hour Tutoring Program:**

- Coordinate with other academic support services increased intervention with ACT failures who are above 30-45 credits
- Offer tutoring to 30-35 students a semester
- Extend the synchronous online tutoring to the 24-Hour Program during the weekend, provided such experiment meets with success

The Writing Center’s plans for the long run remain the same:

- Have an updated new version of TutorTrac customized specifically to Writing Center needs for database needs
- Accomplish move in the direction of increasing to an even greater extent the number graduate student use of the Writing Center
- Strengthen graduate student writing skills/literacies
- Form partnerships with various programs to offer in-depth, discipline specific writing/workshop support on the model of this past year’s partnership with forensic science
- Move in the direction of offering thesis writing support/workshops
- Collaborate with Writing Program coordinator to revise the English 101 curriculum to include mandatory Writing Center via tutoring and workshops
- Collaborate to revise English 201 curriculum to include mandatory attendance at WAC/WID workshops
- Strengthen collaboration with Pre-Law Institute
- Institute a satellite partnership/collaborative program with the Library as an extension of the Writing Center in the Library and an extension of the Library in the Writing Center
- Survey past tutors on the overall benefits accrued to them as students and learners themselves as a result of their tutor training and working as writing consultants in the Writing Center

**► Measurable Objectives**

In terms of measurable performance objectives, some of the objectives from last year will remain firmly in place. The Supplemental Instruction objective has necessarily been removed.

**Objective 1:** *Students participating in CPE workshops and tutoring will increase their analytical/critical/writing skills and maximize their chances of passing the exam.*

As measured by:

Anticipated Outcomes:

Ability to write successful practice exams on both tasks of the exam and participation in workshops on both tasks of the exam	Approximately 75% of students who participate in CPE workshops and <b>10</b> tutoring sessions will pass the exam.
Source: Written practice exams	

**Objective 2:** *Students enrolled in the 24-Hour ACT writing preparation program will increase their ability to respond to essay prompts in correct essay format, intelligible sentence structure, following standard English usage and grammar.*

As measured by:

Anticipated Outcomes:

Successful responses to ACT prompts in correct essay format and sentence usage	Approximately 70% of students who complete the required 24 hours of tutoring will pass the CUNY ACT exam
Source: Written practice exams	

**Objective 3:** *Students from WI classes (including students from history, literature and philosophy) participating in tutoring and WID specific workshops will increase their ability to write more coherent thesis based essays adhering to discipline determined protocols.*

As measured by:

Anticipated Outcomes:

Responses to course assignments, improved writing techniques, and participation in WID workshops	After a minimum of 10 tutoring sessions, 60% of students will show grade improvement and will generate discipline specific thesis-based essays and demonstrate their command of essay development and maximize correct usage of standard English sentence structure.
Source: In-Center writing	

**Objective 4:** *Students from science classes participating in tutoring and science specific workshops will increase their ability to write more coherent lab reports and adhering to discipline determined protocols.*

As measured by:

Anticipated Outcomes:

Responses to course assignments, improved writing techniques, and participation in WID workshops	After a minimum of 10 tutoring sessions, 65% of students will show grade improvement and generate discipline specific lab reports and demonstrate their command of discipline requirements, essay development and maximize correct usage of standard English sentence structure.
Source: In-Center writing	

**Objective 5:** *All AA students participating in tutoring sessions will improve their writing skills for all courses for which they are tutored.*

As measured by:

Anticipated Outcomes:

Responses to course assignments, improved writing techniques, practice with grammar software.	After a minimum of 10 tutoring sessions, 70% of students will generate thesis-based essays and demonstrate command of essay development and correct usage of standard English sentence structure. About 70% of AA students will pass the courses for which they were tutored.
Source: In-Center writing	

### VIII. Recommendations

My recommendations to the College involve several areas of support: enhanced technological support and budget.

#### Technology

In terms of better technological support, my recommendations are the same as those of previous two years in terms of automated outreach for the CPE. However, unless there are changes to the current technological set-up at John Jay, including SIMS, no such automated outreach in the original proposed form will be achieved. Still, the following would benefit both the Writing Center and the college, especially where CPE preparation is concerned, and these would be among the long terms plans of the Writing Center:

- Video tape Writing Center CPE workshops and post them as streaming videos on the Writing Center web page for out of state online students who cannot attend such workshops in person; provide software that would allow the Writing Center to track hits
- Post the same video-taped CPE workshops in the account of each student registered with the Writing Center Blackboard for synchronous online tutorials so that these students can have access to online tutors for questions and clarifications after they sign up to watch the video workshops
- Post the same workshops on the new one-stop CPE website together with flashing reminders about preparation and testing right before each administration of the exam. Such has already been discussed with Institutional Advancement.
- Post workshop snippets on the plasma screens used during CPE Preparation Awareness days along with the looped PowerPoint presentations advertising workshops.
- Create CPE web logs on the Writing Center Blackboard page and student accounts so that students can converse about the Task 1 long reading. These web logs should become unavailable to students once testing begins.

Raising student consciousness about the services of the Writing Center will make them more willing to attend workshops and tutoring and to take advantage of faculty referrals.

## Budget

The Writing Center's population has increased proportionately to the college's population, and the Writing Center has increased its productivity in terms of students, and workshops, though sessions saw a small decrease this year. Unfortunately, sources other than the college, which had been significant for overall funding in the past, have diminished this year and are likely to continue to decline in the coming year and disappear completely after that. If we calculate the number of tutoring sessions paid by sources other than the college, we can see that, of the total **8,320** in-Center tutoring sessions (exclusive of 255-316 use), **3,044** sessions that can actually be determined are paid out of funds other than those provided the college and **5,276** sessions were paid for by actual college allocations (885 plus 787). In other words, **63.41%** of tutoring that goes on in the Center is not paid by the college. I am not even considering the workshop hours paid out of sources other than the College. In other words, since **36.59%** percent of the Writing Center's funding comes from sources other than the College, so do the tutoring sessions that that money can pay for.

We are not even talking about the fact that, had the Writing Center not been allocated CUE money, the college's funding of **63.41%** would also have to pay for the summer session, as the Writing Center has no separate summer budget and for the first time in 12 years the Director has been forced to begin using a yet unknown 2009-2010 budget in July. Using last summer as a barometer, the summer 2008 Writing Center database shows use by **882** students for approximately **1821** sessions and we expect summer tutoring to be even more robust this summer than last. Let us suppose that the Director is not successful in obtaining funding for tutoring sessions other than that provided by the College. Beginning with the next academic year, the Perkins grant will have less funding to allocate and, once the AA student population is phased out, there will be no Perkins funding at all. The college will have to replace the Writing Center's original \$73,000 Perkins allocation though it has done nothing this year to replace the reductions in Perkins money.

Moreover, currently, English 100W literacy sections have curriculum mandated tutoring—namely, six sessions of tutoring and workshops—and the Writing Center needs enough tutoring staff to serve the needs of populations other than those coming from English 100W classes. Though their numbers are waning, students from English 100W courses continue to eclipse attendance from English 101 and 201 classes—though the gap closed massively from the fall to the spring. The numbers of CPE students, however, have been increasing measurably over the past two years but no attempt has been made by the College to increase funding for one of the most valuable services that the Writing Center offers in terms of student success. Without continued adequate funding, the Center would not be able to hire the needed tutoring power to serve the needs of the entire college; it would have to cut its services by more than half and turn students away empty handed, not to mention be unable to serve them in the summer. Such is certainly not in the best interest of the College, the faculty, or the students. The incontrovertible fact remains that the Writing Center must receive more funding than it had this past year, hire more tutoring staff, and have a greater assurance of support from the College if it is to serve the writing needs of an increasing student population and faculty demand for services. Rate raises and decreases in funding can only result in diminished services, and such is already happening in terms of 2009-2010.



## IX. Summary of Goals and Objectives

Goal	Objective	Planned Responses
Raise CPE pass rates	Improve the analytical/critical/writing abilities of students	<ul style="list-style-type: none"> <li>▪ Offer more targeted workshops and practice materials on both Task I and Task II of the exam</li> <li>▪ Offer tutoring on reconstructive, analytical and applicative skills</li> <li>▪ Create tutor monitored web-logs for virtual idea exchange sessions where students can engage in discussions of long reading—if such is possible</li> <li>▪ Offer tutoring on data literacy and proficiency in quantitative analysis</li> <li>▪ Offer targeted intervention for existing and new transfer students, specifically non-CUNY transfers</li> <li>▪ Design more targeted intervention for appeals students at risk for repeat failures</li> <li>▪ Design again targeted intervention for students suffering from test phobia</li> </ul>
Improve quality of support offered to Gen Ed students	Raise writing level in essay responses to course assignments of students enrolled in the core general education courses	<ul style="list-style-type: none"> <li>▪ Create new workshops as well as technology enhanced workshops via wireless laptops</li> <li>▪ Incorporate/integrate web-based grammar/writing software into Blackboard online tutoring</li> <li>▪ Survey faculty on student progress in writing</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Survey student satisfaction with individual tutoring sessions and workshops to gauge perception of progress</li> </ul>
<p>Equip students with stronger writing in the disciplines skills</p>	<p>Improve support for WAC/WID in accordance to original mission of CUE</p>	<ul style="list-style-type: none"> <li>▪ Add greater number of Writing Fellow facilitated workshops and other discipline specific writing workshops</li> <li>▪ Coordinate more fully Writing Center WAC/WID services with WAC coordinator and WI faculty as well as the Center for Teaching and Learning to develop a more tightly knit community of learning</li> <li>▪ Implement again writing across the science curriculum tutoring and workshops in collaboration with science faculty and implement writing for philosophy, history, and literature to reflect the new initiative in collaboration with faculty teaching those WI courses</li> <li>▪ Conduct specific outcomes for students from WI course to gauge performance indicators</li> </ul>

## X. Appendices

### Appendix A

List of Fall 2008-Spring 2009 Writing Center Workshops, Class Workshops, and Class Visits  
(713 total)

#### *Fall 2008 Writing Center Workshops*

Wednesday, September 10, 2008, 2:00 PM, "Decoding Your Assignments: First Steps in Writing," V. Nicolosi

Wednesday, September 10, 2008, 3:15 PM, "Proofreading & Editing Strategies for Clear Writing," A. Petrovitch

Wednesday, September 10, 2008, 5:00 PM, "Formulating the Workable Thesis Statement," Roxanne Sejarro

\*Thursday, September 11, 2008, 1:00 PM, "Responding to Literary Texts: The Literature Essay," Elizabeth Balla

Thursday, September 11, 2008, 2:00 PM, "Writing Personal Statements for Law & Grad School," Vincent Nicolosi

Thursday, September 11, 2008, 3:15 PM, "Generating Effective Topic Sentences," Roxanne Sejarro

\*Thursday, September 11, 2008, 5:00 PM, "Writing the Biochem Lab Report: General Overview," Z. Santiago

Thursday, September 11, 2008, 6:30 PM, "Writing Effective Resumes," Kennesha Barnwell

Friday, September 12, 2008, 1:00 PM, "Writing an Effective ACT Essay for English 100W," Robert Greco

\*Friday, September 12, 2008, 2:00 PM, "Writing the Biochem Lab Report: General Overview," Zully Santiago

Friday, September 12, 2008, 3:00 PM, "Formulating the Workable Thesis Statement," Andrei Petrovitch

Monday, September 15, 2008, 11:00 AM, "Generating Effective Topic Sentences," Zully Santiago

Monday, September 15, 2008, 1:00 PM, "Achieving Unity, Coherence, & Clarity in Writing," Roxanne Sejarro

Monday, September 15, 2008, 2:00 PM, "Eliminating Errors in Subject-Verb Agreement," Angelica Blazina

Monday, September 15, 2008, 3:00 PM, "Decoding Your Assignments: First Steps in Writing," Vincent Nicolosi

Monday, September 15, 2008, 5:00 PM, "Eliminating Errors in Verb Tenses," Andrei Petrovitch

Tuesday, September 16, 2008, 11:00 AM, "Avoiding Comma Splices & Run-Ons," Cyndi Morales

Tuesday, September 16, 2008, 1:00 PM, "Proofreading & Editing Strategies for Clear Writing," Andrei Petrovitch

Tuesday, September 16, 2008, 2:15 PM, "Compiling an Annotated Bibliography," Robert Greco

Tuesday, September 16, 2008, 3:30 PM, "Developing Proficient ACT Body Paragraphs," Angelica Blazina

\*Tuesday, September 16, 2008, 5:00 PM, "Writing the Biochem Lab Report: Results," Zully Santiago

Wednesday, September 17, 2008, 1:00 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Wednesday, September 17, 2008, 2:00 PM, "Developing Claims in Argument Papers," Abdoulaye Diallo

Wednesday, September 17, 2008, 3:00 PM, "How to Get Tutored Online through Blackboard," P. Kouloumbinis

Wednesday, September 17, 2008, 5:00 PM, "Assessing the Credibility of Print & Internet Sources," M. Olavarria

\*Wednesday, September 17, 2008, 6:30 PM, "Writing Research for Psychology," Kennesha Barnwell

Thursday, September 18, 2008, 11:00 AM, "Avoiding Sentence Fragments in Writing," Angelica Blazina

\*Thursday, September 18, 2008, 1:00 PM, "Formulating & Developing Claims in Literature Papers," Liz Balla

Thursday, September 18, 2008, 2:00 PM, "Avoiding Unintentional Plagiarism from Research Sources," Petrovitch

Thursday, September 18, 2008, 3:15 PM, "Writing a Proficient ACT Essay for English 100W," William Murray

\*Thursday, September 18, 2008, 5:00 PM, "Writing the Chem Lab Report: Noting Observations," P. Kouloumbinis

Friday, September 19, 2008, 12:00 PM, "Generating a Fail Safe Counter-Argument for the ACT," Rob Greco

Friday, September 19, 2008, 1:00 PM, "Formulating an Effective Thesis Statement," Andrei Petrovitch

\*Friday, September 19, 2008, 2:00 PM, "Writing the Biochem Lab Report: Results," Zully Santiago

\*Monday, September 22, 2008, 1:00 PM, "Writing Papers for History Courses," Roxanne Sejarro

Monday, September 22, 2008, 3:15 PM, "Detecting & Correcting Sentence Fragments," Angelica Blazina

Monday, September 22, 2008, 5:00 PM, "Decoding Your Assignments: First Steps in Writing," Prof. V. Nicolosi

Monday, September 22, 2008, 6:30 PM, "Documenting Research APA Style," Zully Santiago

Tuesday, September 23, 2008, 1:00 PM, "Avoiding Comma Splices & Fused Sentences," Cyndi Morales

Tuesday, September 23, 2008, 2:15 PM, "Writing Papers for Philosophy Courses," Michael Olavarria

Tuesday, September 23, 2008, 4:00 PM, "Essential Elements: Unity, Coherence, Clarity," Roxanne Sejarro

\*Tuesday, September 23, 2008, 5:00 PM, "Writing the Biochem Lab Report: General Overview," Zully Santiago

Tuesday, September 23, 2008, 6:30 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Wednesday, September 24, 2008, 11:00 AM, "Writing an Annotated Bibliography," Robert Greco

Wednesday, September 24, 2008, 1:00 PM, "Proofreading & Editing Strategies for Clear Writing," Andy Petrovitch

Wednesday, September 24, 2008, 2:00 PM, "Formulating & Developing Claims in Arguments," Abdoulaye Diallo

Wednesday, September 24, 2008, 3:15 PM, "Avoiding Errors in Subject-Verb Agreement," Angelica Blazina

Wednesday, September 24, 2008, 5:00 PM, "Writing Effective Resumes," Kennesha Barnwell

Wednesday, September 24, 2008, 6:30 PM, "Evaluating Print & Internet Sources of Evidence," Mike Olavarria

Thursday, September 25, 2008, 1:00 PM, "Developing & Supporting Claims in Literature Papers," Liz Balla

Thursday, September 25, 2008, 2:15 PM, "Documenting Research APA Style," Robert Greco

Thursday, September 25, 2008, 3:15 PM, "What Is a Workable Thesis Statement or Claim," Roxanne Sejarto

\*Thursday, September 25, 2008, 5:00 PM, "Writing the Chem Lab Report: Noting Observations," P. Kouloumbinis

Friday, September 26, 2008, 1:00 PM, "Writing a Proficient ACT Essay for English 100W," Sandra Long

\*Friday, September 26, 2008, 2:00 PM, "Writing the Biochem Lab Report: General Overview," Zully Santiago

\*Thursday, October 2, 2008, 1:00 PM, "Guidelines for Writing Literature Papers," Elizabeth Balla

Thursday, October 2, 2008, 2:00 PM, "CPE Hands-On Skills for Task 2," Robert Greco

Thursday, October 2, 2008, 3:30 PM, "How to Do a Close Reading of Task 1 on the CPE," Vincent Nicolosi

\*Thursday, October 2, 2008, 5:00 PM, "Writing the Biochemistry Lab Report: Results," Zully Santiago

Thursday, October 2, 2008, 5:00 PM, "CPE Prep Workshop I," William Murray & Michael Olavarria

Thursday, October 2, 2008, 6:30 PM, "Proofreading & Editing Strategies for Clearer Writing," Roxanne Sejarto

Friday, October 3, 2008, 12:00 PM, "Writing a Proficient ACT Exit Exam in English 100W," Robert Greco

Friday, October 3, 2008, 1:00 PM, "Eliminating Comma Splices & Fused Sentences," Sandra Long

Friday, October 3, 2008, 2:00 PM, "Avoiding Unintentional Plagiarism from Research Sources," Andy Petrovitch

Monday, October 6, 2008, 11:00 AM, "Eliminating the Sentence Fragment from Writing," Sandra Long

Monday, October 6, 2008, 12:30 PM, "Using the John Jay CPE Online Tutorial," Prof. Livia Katz

Monday, October 6, 2008, 2:00 PM, "Eliminating Errors in Subject-Verb Agreement," Zully Santiago

Monday, October 6, 2008, 2:00 PM, "CPE Prep Workshop II," Roxanne Sejarto & Robert Greco

Monday, October 6, 2008, 3:30 PM, "Writing Personal Statements for Law & Grad School," Vincent Nicolosi

Monday, October 6, 2008, 3:30 PM, "CPE Hands-On Skills for Task 1," Andrei Petrovitch

Monday, October 6, 2008, 5:00 PM, "Writing an Effective Counter-Argument in ACT Essays," Will Murray

Monday, October 6, 2008, 6:30 PM, "CPE Hands-On Skills for Task 2," Michael Olavarria

Tuesday, October 7, 2008, 11:00 AM, "Eliminating Errors in Verb Tenses & Tense Sequence," Angie Blazina

Tuesday, October 7, 2008, 12:30 PM, "CPE Prep Workshop III," William Murray & Andrei Petrovitch

Tuesday, October 7, 2008, 2:00 PM, "How to Do a Close Reading of Task 1 on the CPE," Prof. Vincent Nicolosi

\*Tuesday, October 7, 2008, 3:30 PM, "Writing Papers for Philosophy Courses," Michael Olavarria

\*Tuesday, October 7, 2008, 5:00 PM, "Writing the Biochemistry Lab Report: Discussion," Zully Santiago

Tuesday, October 7, 2008, 6:30 PM, "CPE Prep Workshop IV," Robert Greco & Zully Santiago

Friday, October 10, 2008, 1:00 PM, "Developing Claims in Argument Papers," Abdoulaye Diallo

\*Friday, October 10, 2008, 2:00 PM, "Writing the Biochemistry Report: Discussion," Zully Santiago

Friday, October 10, 2008, 2:00 PM, "CPE Prep Workshop V," Robert Greco & Andrei Petrovitch

Friday, October 10, 2008, 3:00 PM, "Eliminating Comma Splices & Fused Sentences," Sandra Long

Saturday, October 11, 2008, 12:00 PM, "CPE Prep Workshop VI," Professor Vincent Nicolosi

Tuesday, October 14, 2008, 11:00 AM, "Decoding the ACT Prompt & Selecting Proposals," Will Murray

Tuesday, October 14, 2008, 12:30 PM, "CPE Hands-On Skills for Task 1," Andrei Petrovitch

Tuesday, October 14, 2008, 2:00 PM, "Documenting Research APA Style," Zully Santiago

Tuesday, October 14, 2008, 3:30 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Tuesday, October 14, 2008, 3:30 PM, "CPE Prep Workshop VII," Michael Olavarria & Roxanne Sejarto

Tuesday, October 14, 2008, 5:00 PM, "Writing Effective ACT Body Paragraphs," Angelica Blazina

Tuesday, October 14, 2008, 5:00 PM, "CPE Hands-On Skills for Task 2," Robert Greco

Tuesday, October 14, 2008, 6:30 PM, "Writing Effective Resumes," Kennesha Barnwell

\*Wednesday, October 15, 2008, 11:00 AM, "Writing the History Paper: Guidelines," Roxanne Sejarto

Wednesday, October 15, 2008, 12:30 PM, "Proofreading & Editing Strategies in Writing," Andy Petrovitch

Wednesday, October 15, 2008, 12:30 PM, "CPE Prep Workshop VIII," Prof. Livia Katz & William Murray

Wednesday, October 15, 2008, 2:00 PM, "Detecting & Eliminating Run-ons & Fragments," Zully Santiago

\*Wednesday, October 15, 2008, 3:00 PM, "Writing Research for Psychology," Kennesha Barnwell

Wednesday, October 15, 2008, 3:15 PM, "CPE Hands-On Skills for Task 2," Robert Greco

Wednesday, October 15, 2008, 4:00 PM, "Using the John Jay CPE Online Tutorial," Michael Olavarria

Wednesday, October 15, 2008, 5:00 PM, "CPE Hands-On Skills for Task 1," Andrei Petrovitch

\*Wednesday, October 15, 2008, 6:30 PM, "Noting Observations for Science Lab Reports," P. Kouloumbinis

Thursday, October 16, 2008, 11:00 AM, "Generating Details for ACT Paragraphs," Angelica Blazina

Thursday, October 16, 2008, 12:30 PM, "Eliminating Errors in Verb Tenses & Sequence," Jesse Lewis

\*Thursday, October 16, 2008, 2:00 PM, "Ways to Respond to Literary Texts," Elizabeth Balla

Thursday, October 16, 2008, 3:15 PM, "Avoiding Sentence Fragments in Writing," Angelica Blazina

Thursday, October 16, 2008, 3:30 PM, "CPE Hands-On Skills for Task 1," Andrei Petrovitch

\*Thursday, October 16, 2008, 5:00 PM, "Writing the Biochem Report: General Overview," Zully Santiago

Thursday, October 16, 2008, 5:00 PM, "CPE Hands-On Skills for Task 2," Michael Olavarria

Thursday, October 16, 2008, 6:30 PM, "Using *RefWorks* in Graduate School Research," Kennesha Barnwell

Thursday, October 16, 2008, 7:00 PM, "CPE Prep Workshop IX," Prof. Vincent Nicolosi

Friday, October 17, 2008, 11:00 AM, "Writing a Proficient ACT Essay for English 100W," Robert Greco

Friday, October 17, 2008, 1:00 PM, "Proofreading & Editing Strategies in Writing," Sandra Long

Friday, October 17, 2008, 1:00 PM, "CPE Prep Workshop X," Robert Greco & Andrei Petrovitch

\*Friday, October 17, 2008, 2:00 PM, "Writing the Biochem Lab Report: Introductions," Zully Santiago

Saturday, October 18, 2008, 12:00 PM, "CPE Prep Workshop XI," Prof. Vincent Nicolosi

Monday, October 20, 2008, 11:00 AM, "Eliminating Comma Splices and Fused Sentences," Sandy Long

\*Monday, October 20, 2008, 12:30 PM, "Discipline Based Writing: The Philosophy Paper," Mike Olavarria

Monday, October 20, 2008, 2:00 PM, "CPE Prep Workshop XII," Cyndi Morales & Abdoulaye Diallo

\*Monday, October 20, 2008, 3:15 PM, "Discipline Based Writing: The History Paper," Roxanne Sejarto

Monday, October 20, 2008, 5:00 PM, "How to Do a Close Reading of Task 1 on the CPE," Vincent Nicolosi

Monday, October 20, 2008, 6:30 PM, "Decoding the ACT Prompt & Choosing Proposals," Eudora Sofge

Tuesday, October 21, 2008, 11:00 AM, "Correcting Subject-Verb Agreement Errors," Angelica Blazina

Tuesday, October 21, 2008, 12:30 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Tuesday, October 21, 2008, 2:00 PM, "Avoiding Unintentional Plagiarism from Research," Andrei Petrovitch

Tuesday, October 21, 2008, 3:30 PM, "Using the John Jay CPE Online Tutorial," Michael Olavarria

\*Tuesday, October 21, 2008, 5:00 PM, "Writing the Biochem Lab Report: Introductions," Zully Santiago

Tuesday, October 21, 2008, 5:00 PM, "CPE Prep Workshop XIII," Robert Greco & William Murray

\*Tuesday, October 21, 2008, 6:30 PM, "Presenting Research Findings for Psychology," Kennesha Barnwell

Wednesday, October 22, 2008, 12:00 PM, "Structuring the ACT Argument in English 100W," Rob Greco

Wednesday, October 22, 2008, 1:00 PM, "Avoiding Sentence Errors: The Run-On," Sandra Long

Wednesday, October 22, 2008, 2:00 PM, "How to Do a Close Reading of Task 1 on the CPE," Vincent Nicolosi

Wednesday, October 22, 2008, 3:15 PM, "Avoiding Sentence Errors: The Fragment," Cyndi Morales

Wednesday, October 22, 2008, 3:30 PM, "CPE Prep Workshop XIV," Roxanne Sejarto & Michael Olavarria

Wednesday, October 22, 2008, 5:00 PM, "Proofing & Editing Sentences for Errors," Andrei Petrovitch

Wednesday, October 22, 2008, 6:30 PM, "How to get Tutored with Online Tutoring," Peter Kouloumbinis

Thursday, October 23, 2008, 11:00 AM, "Avoiding Sentence Errors: Subject-Verb Agreement," Cyndi Morales

Thursday, October 23, 2008, 12:30 PM, "CPE Prep Workshop XV," Andrei Petrovitch & William Murray

\*Thursday, October 23, 2008, 2:00 PM, "Discipline Based Writing: The Literature Paper," Elizabeth Balla

Thursday, October 23, 2008, 3:15 PM, "Elements of Good Writing: Unity & Coherence," Roxanne Sejarito

Thursday, October 23, 2008, 5:00 PM, "Using the John Jay CPE Online Tutorial," Michael Olavarria

\*Thursday, October 23, 2008, 6:30 PM, "The Science Lab Report: Noting Observations," P. Kouloumbinis

Friday, October 24, 2008, 11:00 AM, "Generating a Good Counter-Argument for the ACT," Rob Greco

Friday, October 24, 2008, 1:00 PM, "Avoiding Sentence Errors: Verb Tenses," Sandra Long

\*Friday, October 24, 2008, 2:00 PM, "Writing the Biochem Lab Report: Introductions," Zully Santiago

Monday, October 27, 2008, 11:00 AM, "Compiling an Annotated Bibliography," Robert Greco

\*Monday, October 27, 2008, 12:30 PM, "Discipline Based Writing: The History Paper," Roxanne Sejarito

\*Monday, October 27, 2008, 2:00 PM, "Discipline Based Writing: The Philosophy Paper," M. Olavarria

Monday, October 27, 2008, 4:00 PM, "Generating an Effective Thesis Statement," Prof. Adam Berlin

Monday, October 27, 2008, 5:00 PM, "Documenting Research APA Style," Zully Santiago

Tuesday, October 28, 2008, 3:30 PM, "Proofing & Editing Sentences for Errors," Roxanne Sejarito

\*Tuesday, October 28, 5:00 PM, "Writing the Biochem Lab Report: General Overview," Zully Santiago

Wednesday, October 29, 2008, 3:30 PM, "Critical Steps in the Research Process," Prof. Vincent Nicolosi

Wednesday, October 29, 2008, 5:00 PM, "Documenting Research APA Style," Zully Santiago

\*Thursday, October 30, 2008, 1:00 PM, "Discipline Based Writing: The Literary Argument," Liz Balla

Thursday, October 30, 2008, 3:30 PM, "Translating Text Messages into Class Assignments," Prof. O. Jokic

Thursday, October 30, 2008, 5:00 PM, "The Argument: Developing Claims with Evidence," Mike Olavarria

\*Friday, October 31, 2008, 2:00 PM, "Writing the Biochem Lab Report: Materials & Methods," Zully Santiago

Monday, November 3, 2008, 11:00 AM, "Developing ACT Prompts into Passing Essays," William Murray

Monday, November 3, 2008, 12:00 PM, "Generating a Workable Thesis Statement," Sandra Long

Monday, November 3, 2008, 1:00 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Monday, November 3, 2008, 2:00 PM, "Generating Details for ACT Body Paragraphs," Edward Lopes

\*Monday, November 3, 2008, 3:00 PM, "Discipline Based Writing: The Philosophy Essay," M. Olavarria

\*Monday, November 3, 2008, 5:00 PM, "Discipline Based Writing: The History Research Paper," R. Sejarito

\*Monday, November 3, 2008, 6:30 PM, "Presenting Research in Psychology Papers," Kennesha Barnwell



Tuesday, November 4, 2008, 12:00 PM, "Avoiding Unintentional Plagiarism in Research Papers," Petrovitch

Tuesday, November 4, 2008, 1:00 PM, "Improving Writing Quality: Unity & Coherence," Roxanne Sejarito

Tuesday, November 4, 2008, 3:00 PM, "Evaluating the Credibility of Research Sources," Michael Olavarria

Tuesday, November 4, 2008, 4:00 PM, "Avoiding Comma Splices & Fused Sentences," William Murray

Tuesday, November 4, 2008, 5:00 PM, "Using Sources: Summary, Paraphrase, Quotation," Vincent Nicolosi

Tuesday, November 4, 2008, 6:30 PM, "Writing a Winning Resume," Kennesha Barnwell

Wednesday, November 5, 2008, 11:00 AM, "Writing an Effective ACT Counter-Argument," Jesse Lewis

Wednesday, November 5, 2008, 12:30 PM, "Provocative Paper Revision Strategies," Colleen Cusick, GTI

\*Wednesday, November 5, 2008, 2:00 PM, "Writing from Disciplinary Perspectives for HJS," Marta Bladek, WF

Wednesday, November 5, 2008, 3:00 PM, "Avoiding Subject-Verb Agreement Errors," Cyndi Morales

\*Wednesday, November 5, 2008, 4:00 PM, "Writing the Science Report: Noting Lab Results," P. Kouloumbinis

Wednesday, November 5, 2008, 5:00 PM, "The Informed Argument: Developing Claims," Abdoulaye Diallo

Wednesday, November 5, 2008, 6:30 PM, "Using *RefWorks* to Compile Research," Kennesha Barnwell

Thursday, November 6, 2008, 11:00 AM, "Correcting Verb Tense & Sequence Errors," Angelica Blazina

\*Thursday, November 6, 2008, 12:30 PM, "Discipline Based Writing: The Literary Argument," Liz Balla

Thursday, November 6, 2008, 2:00 PM, "Effective Proofing & Editing Strategies," Andrei Petrovitch

Thursday, November 6, 2008, 3:30 PM, "Documenting Research APA Style," Kennesha Barnwell

\*Thursday, November 6, 2008, 5:00 PM, "Writing the Biochem Lab Report: Materials & Methods," Kouloumb

Friday, November 7, 2008, 11:00 AM, "Writing a Proficient ACT Exit Exam in English 100W," Robert Greco

Friday, November 7, 2008, 1:00 PM, "Avoiding Sentence Errors: The Run-On Sentence," Sandra Long

Friday, November 7, 2008, 3:00 PM, "The Informed Argument: Developing Claims," Abdoulaye Diallo

Monday, November 10, 2008, 12:00 PM, "Compiling an Annotated Bibliography," Robert Greco

\*Monday, November 10, 2008, 1:00 PM, "Discipline Based Writing: Guidelines for History Papers," R. Sejarito

Monday, November 10, 2008, 2:00 PM, "Proofing Sentences & Editing Sentence Errors," Andrei Petrovitch

\*Monday, November 10, 2008, 3:30 PM, "Discipline Based Writing: The Philosophy Argument," M. Olavarria

Monday, November 10, 2008, 5:00 PM, "Documenting Evidence APA Style," Zully Santiago

Tuesday, November 11, 2008, 11:00 AM, "Avoiding Sentence Errors: Run-Ons & Fragments," Angie Blazina

Tuesday, November 11, 2008, 1:00 PM, "The Informed Argument: Developing Claims/Evidence," Sejarito

\*Tuesday, November 11, 2008, 2:00 PM, "The Film as Text: Writing for Film Studies," Andrei Petrovitch

Tuesday, November 11, 2008, 3:30 PM, "Generating/Testing Ideas for Research Papers," C. Cusick, GTI

\*Tuesday, November 11, 2008, 5:00 PM, "Writing the Biochem Lab Report: Abstracts," Zully Santiago

Tuesday, November 11, 2008, 6:30 PM, "Writing Effective Resumes," Kennesha Barnwell

Wednesday, November 12, 2008, 11:00 AM, "Writing the Definitive ACT Exit Exam," Robert Greco

\*Wednesday, November 12, 2008, 12:30 PM, "Discipline Based Writing: The History Paper," R. Sejarto

Wednesday, November 12, 2008, 2:30 PM, "Avoiding Comical Sentence Errors," Prof. Gregory Darling

\*Wednesday, November 12, 2008, 3:30 PM, "Concept Mapping in the Sciences," Jessica Ruglis, WF

Wednesday, November 12, 2008, 5:00 PM, "Critical Steps in the Research Process," Prof. V. Nicolosi

\*Wednesday, November 12, 2008, 6:30 PM, "Writing the Science Report: Noting Lab Results," Kouloumbinis

Thursday, November 13, 2008, 11:00 AM, "Editing Errors in Verb Tenses & Sequence," Angelica Blazina

\*Thursday, November 13, 2008, 12:00 PM, "Discipline Based Writing: Analyzing Literary Texts," Liz Balla

\*Thursday, November 13, 2008, 1:00 PM, "Establishing a Stance/Integrating Sources," Marta Bladek, WF

Thursday, November 13, 2008, 3:30 PM, "Writing an Effective ACT Counter-Argument," Edward Lopes

\*Thursday, November 13, 2008, 5:00 PM, "Writing the Biochem Lab Report: Abstracts," Zully Santiago

Friday, November 14, 2008, 11:00 AM, "Generating Effective Details for ACT Paragraphs," Abdoulaye Diallo

Friday, November 14, 2008, 12:00 PM, "Writing Intros & Conclusions for the ACT Essay," Andy Petrovitch

\*Friday, November 14, 2008, 2:00 PM, "Writing Papers for Criminal Justice Courses," Sandra Long

Monday, November 17, 2008, 11:00 AM, "The ACT Essay Format and Effective Development," Rob Greco

Monday, November 17, 2008, 12:00 PM, "Avoiding Sentence Errors: Subject-Verb Agreement," Sandy Long

Monday, November 17, 2008, 2:00 PM, "Avoiding Sentence Errors: Verb Tenses & Endings" Angie Blazina

\*Monday, November 17, 2008, 3:15 PM, "Discipline Based Writing: The History Research Paper," R. Sejarto

\*Monday, November 17, 2008, 5:00 PM, "Discipline Based Writing: The Philosophy Paper," M. Olavarria

Tuesday, November 18, 2008, 11:00 AM, "Avoiding Sentence Errors: Fragments & Run-Ons," A. Blazina

Tuesday, November 18, 2008, 12:00 PM, "Writing a Proficient ACT Essay for English 100W," Robert Greco

Tuesday, November 18, 2008, 2:00 PM, "Provocative Revision & Editing Strategies," Roxanne Sejarto

\*Tuesday, November 18, 2008, 3:30 PM, "Concept Mapping in the Sciences," Jessica Ruglis, WF

\*Tuesday, November 18, 2008, 5:00 PM, "Writing the Biochem Lab Report: General Overview," Zully Santiago

Tuesday, November 18, 2008, 6:30 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Wednesday, November 19, 2008, 11:15 AM, "Creative Writing: Painting from Memory," Prof. Claudia Zuluaga

\*Wednesday, November 19, 2008, 12:15 PM, "The HJS Prospectus: Review of Proposals," Marta Bladek, WF

Wednesday, November 19, 2008, 2:00 PM, "Documenting Research APA Style," Zully Santiago

Wednesday, November 19, 2008, 3:30 PM, "The Informed Argument: Developing Claims," A. Diallo

\*Wednesday, November 19, 2008, 5:00 PM, "Discipline Based Writing: The Philosophy Essay," M. Olavarria

Wednesday, November 19, 2008, 6:30, "Compiling an Effective Resume," Kennesha Barnwell

\*Thursday, November 20, 2008, 11:00 AM, "Discipline Based Writing: Analyzing Literary Texts," Liz Balla

Thursday, November 20, 2008, 12:00 PM, "Writing a Proficient ACT Exit Exam in English 100W," R. Greco

Thursday, November 20, 2008, 2:30 PM, "Formulating an Effective Thesis Statement," Roxanne Sejarto

\*Thursday, November 20, 2008, 3:30 PM, "Science Lab Report Writing," Jessica Ruglis, WF

\*Thursday, November 20, 2008, 5:00 PM, "Writing the Biochem Lab Report: Open Discussion," Santiago

\*Thursday, November 20, 2008, 6:30 PM, "Writing Graduate Research for Psychology," Kennesha Barnwell

Friday, November 21, 2008, 12:00 PM, "Writing a Passing ACT Exit Exam in English 100W," Rob Greco

Friday, November 21, 2008, 1:00 PM, "Avoiding Sentences Errors: The Sentence Fragment," Sandy Long

\*Friday, November 21, 2008, 2:00 PM, "Writing the Biochem Lab Report: Open Discussion," Zully Santiago

Monday, November 24, 2008, 11:00 AM, "Documenting Research APA Style," Robert Greco

\*Monday, November 24, 2008, 1:00 PM, "Discipline Based Writing: The History Research Paper," Sejarto

Monday, November 24, 2008, 2:00 PM, "Faculty Development: Peer Review Exercises," Yolanda Martin, WF

\*Monday, November 24, 2008, 3:15 PM, "Discipline Based Writing: The Philosophy Paper," Michael Olavarria

Monday, November 24, 2008, 5:00 PM, "Provocative Essay Revision Strategies," Roxanne Sejarto

Tuesday, November 25, 2008, 11:00 AM, "Avoiding Sentence Errors: Review of Common Types," A. Blazina

Tuesday, November 25, 2008, 2:00 PM, "Critical Steps in the Research Process," Prof. Vincent Nicolosi

\*Tuesday, November 25, 2008, 3:15 PM, "The Film as Text: Writing for Film Courses," Andrei Petrovitch

\*Tuesday, November 25, 2008, 5:00 PM, "The Biochem Report: Final Steps for Full Report," Zully Santiago

\*Monday, December 1, 2008, 2:00 PM, "Writing Research for Psychology," Kennesha Barnwell

Monday, December 1, 2008, 5:00 PM, "Documenting Research APA Style," Zully Santiago

Monday, December 1, 2008, 6:00 PM, "Evaluating Print & Internet Research Sources," M. Olavarria

Tuesday, December 2, 2008, 10:00 AM, "Developing the ACT Body Paragraphs," Angelica Blazina

\*Tuesday, December 2, 2008, 5:00 PM, "Writing the Biochem Report: Conclusions/Error Analysis," Santiago

Wednesday, December 3, 2008, 11:00 AM, "Avoiding Sentence Errors: Subject-Verb Agreement," R. Greco

Wednesday, December 3, 2008, 12:00 PM, "Composing a Good Counter-Argument for the ACT," E. Lopes

Wednesday, December 3, 2008, 1:00 PM, "Generating an Effective ACT Exit Exam in English 100W," Long

\*Wednesday, December 3, 2008, 2:00 PM, "Concept Mapping in the Sciences," Jessica Ruglis, WF

Wednesday, December 3, 2008, 3:00 PM, "Compiling Effective Resumes for Interviews," Nesha Barnwell

\*Wednesday, December 3, 2008, 4:00 PM, "Discipline Based Writing: History Research Papers," R. Sejarito

\*Wednesday, December 3, 2008, 5 PM, "Discipline Based Writing: Effective Philosophy Essays," Olavarria

Wednesday, December 3, 2008, 6:30 PM, "Effective Strategies for Paper Revisions," Roxanne Sejarito

Thursday, December 4, 2008, 11:00 AM, "Proofreading & Editing the ACT Essay," Angelica Blazina

Thursday, December 4, 2008, 12:00 PM, "Avoiding Sentence Errors: Fragments & Run-Ons," Cyndi Morales

\*Thursday, December 4, 2008, 1:00 PM, "Discipline Based Writing: The Literature Research Paper," Liz Balla

Thursday, December 4, 2008, 2:00PM, "Effective Proofreading & Editing Strategies," Roxanne Sejarito

Thursday, December 4, 2008, 3:30 PM, "Faculty Development: Using Turnitin/Plagiarism," Y. Martin, WF

\*Thursday, December 4, 2008, 5:00 PM, "Writing the Biochem Report: Final Steps/Full Report," Z. Santiago

Thursday, December 4, 2008, 6:00 PM, "Effective Strategies for Revising Papers," Roxanne Sejarito

Friday, December 5, 2008, 12:00 PM, "Avoiding Sentence Errors: Using Correct Verb Tenses," Sandy Long

Friday, December 5, 2008, 1:00 PM, "Avoiding Sentence Errors: Common Types," Robert Greco

\*Friday, December 5, 2008, 2:00 PM, "Writing the Biochem Report: Conclusions/Error Analysis," Z. Santiago

Monday, December 8, 2008, 2:00 PM, "Writing a Passing ACT Exit Exam in English 100W," Eddie Lopes

Monday, December 8, 2008, 3:00 PM, "Avoiding Unintentional Plagiarism from Research," Andy Petrovitch

Tuesday, December 9, 2008, 2008, 3:30 PM, "ACT Writing Prep Workshop," Michael Olavarria

\*Tuesday, December 9, 2008, 5:00 PM, "Writing the Biochem Report for the Tyrosinase Lab," Zully Santiago

Wednesday, December 10, 2008, 2008, 3:30 PM, "ACT Writing Prep Workshop," Michael Olavarria

\*Thursday, December 11, 2008, 5:00 PM, "Writing the Biochem Report for the Tyrosinase Lab," Zully Santiago

Monday, December 15, 2008, 6:00 PM, "CPE Prep for January Appeals," Robert Greco

\*Tuesday, December 16, 2008, 5:00 PM, "Writing the Biochem Report for the Tyrosinase Lab," Zully Santiago

Tuesday, December 16, 2008, 6:00 PM, "CPE Prep for January Appeals," Robert Greco

*\*Asterisks indicated workshops for a variety of WAC/WID initiatives.*

### ***Fall 2008 Class Visits and Class Workshops***

September 8, 2008, 12:30 PM, "Documenting Research APA Style," PAD 241/Prof. Blazina, by Vincent Nicolosi

September 15, 2008, 5:00 PM, "Documenting Research APA Style," PSY 311/Prof. Dumas, by Zully Santiago

September 16, 2008, 11:05 AM, "Documenting Research APA Style," SOC 341/Prof. Barberet, by Vincent Nicolosi

September 16, 2008, 1:55 PM, "Documenting Research APA Style," PSY 311/Prof. Dumas, by Vincent Nicolosi

September 16, 2008, 5:00 PM, "The Importance of Good Writing," HIS 231/Prof. Helie, by Michael Olavarria

\*September 17, 2008, 9:40 AM, "The Importance of Good Writing," PHI 231/Prof. Martinez, by Cyndi Morales

\*September 17, 2008, 1:55 PM, "The Importance of Good Writing," PHI 231/Prof. Rodriguez, by Jesse Lewis

\*September 17, 2008, 3:35 PM, "The Importance of Good Writing," LAW 310/Prof. Pascoe, by Roxanne Sejarto

\*September 17, 2008, 5:00 PM, "The Importance of Good Writing," ANT 224/Prof. Estevez, by Angelica Blazina

\*September 18, 2008, 9:40 AM, "The Importance of Good Writing," HIS 231/Prof. Balis, by Angelica Blazina

September 18, 2008, 9:50 AM, "The Importance of Good Writing," HIS 231/Prof. Helie, by Michael Olavarria

\*September 18, 2008, 11:05 AM, "The Importance of Good Writing," HIS 232/Prof. Balis, by Cyndi Morales

\*September 18, 2008, 1:55 PM, "The Importance of Good Writing," PHI 231/Prof. Carter, by Jesse Lewis

September 18, 2008, 1:55 PM, "Documenting Research APA Style," ICJ 401/Prof. Barberet, by Vincent Nicolosi

\*September 18, 2008, 5:00 PM, "The Importance of Good Writing," LAW 310/Prof. Ficek, by Jesse Lewis

\*September 23, 2008, 9:40 AM, "The Importance of Good Writing," LIT 230/Prof. Licklider, by Cyndi Morales

\*September 23, 2008, 1:55 PM, "The Importance of Good Writing," LIT 230/Prof. Licklider, by Andrei Petrovich

\*September 23, 2008, 5:00 PM, "The Importance of Good Writing," LIT 230/Prof. Schlutz, by Angelica Blazina

September 24, 2008, 6:20 PM, "Documenting Research APA Style," PAD & CRJ 747/Prof. Wandt, by V. Nicolosi

\*September 24, 2008, 6:25, "The Importance of Good Writing," LAW 310/Prof. Estevez, by Eudora Sofge

\*September 25, 2008, 11:05 AM, "The Importance of Good Writing," PHI 231/Prof. LaForge, by Angelica Blazina

\*September 25, 2008, 12:30 PM, "The Importance of Good Writing," PHI 231/Prof. Digiovanna, by Peter Kouloub.

October 2, 2008, 11:05 AM, "Documenting Research APA Style," PLJ 220/Prof. Roure, by Prof. Livia Katz

\*October 2, 2008, 12:30 PM, "The Importance of Good Writing," LAW 310/Prof. Stroup, by Vincent Nicolosi

\*October 2, 2008, 1:55 PM, "The Importance of Good Writing," LAW 310/Prof. Stroup, by Vincent Nicolosi

\*October 2, 2008, 3:35 PM, "The Importance of Good Writing," Law 310/Prof.Stroup, by Vincent Nicolosi

October 6, 2008, 12:30 PM, "Documenting Research APA Style," CSL 112/Prof. Sparrow, by Vincent Nicolosi

October 15, 2008, 8:15 AM, "Documenting Research APA Style," ENG 101/Prof. Darling, by Prof. Livia Katz

October 16, 2008, 11:05 AM, "Doing an Annotated Bibliography," CSL 295/Prof. Stravianopoulous, by R. Greco

\*October 21, 2008, 5:00 PM, "Writing for History – Industrialization," HIS 232/Prof. DeLorenzi, by M. Olavarria

\*October 21, 2008, 6:25 PM, "Writing for History – Industrialization," HIS 232/Prof. DeLorenzi, by R. Sejarto

\*October 23, 2008, 3:35 PM, "Writing for History – Himalayas," HIS 232/Prof. DeLorenzi, by Andrei Petrovich

\*October 23, 2008, 7:50 PM, "Writing for History – Himalayas," HIS 232/Prof. DeLorenzi, by Vincent Nicolosi

October 27, 2008, 8:15 AM, "Documenting APA Style," ETH 124/Prof. Brown, by Prof. Livia Katz

October 27, 2008, 5:00 PM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Vincent Nicolosi

October 27, 2008, 6:25 PM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Vincent Nicolosi

October 28, 2008, 9:40 AM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Prof. Livia Katz

October 28, 2008, 11:05 AM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Vincent Nicolosi

November 3, 2008, 11:05 AM, "Documenting Research APA Style," ENG 101/Prof. Zola, by Robert Greco

November 3, 2008, 12:30 PM, "Documenting Research APA Style," ENG 101/Prof. Zola, by Robert Greco

November 3, 2008, 1:55 PM, "Documenting Research APA Style," ENG 101/Prof. Zola, by Robert Greco

\*November 6, 2008, 11:05 AM, "APA, Sociology, and Crime," SOC 203/Prof. Green, by Vincent Nicolosi

\*November 6, 2008, 12:30 PM, "APA, Sociology, and Crime," SOC 203/Prof. Green, by Vincent Nicolosi

November 10, 2008, 3:35 PM, "Documenting Research APA Style," ENG 201/Prof. Nadler, by Vincent Nicolosi

November 10, 2008, 5:00 PM, "Documenting Research APA Style," ENG 201/Prof.Nadler, by Vincent Nicolosi

November 11, 2008, 2:00 PM, "Documenting Research APA Style," ENG 101/Prof. Calman, by Vincent Nicolosi

November 11, 2008, 3:30 PM, "Documenting Research APA Style," ENG 101/Prof. Calman, by Vincent Nicolosi

November 12, 2008, 6:25 PM, "Documenting Research APA Style," ETH 123/Prof. Tomlinson, by V. Nicolosi

November 12, 2008, 7:50 AM, "Documenting Research APA Style," ETH 123/Prof. Tomlinson, by V. Nicolosi

November 15, 2008, 11:00 AM, "Documenting Research APA Style," ENG 101/Prof. Christman, by V. Nicolosi

December 9, 2008, 4:00 PM, "Personal Statement/Kaplan Leadership Workshop,"/Ms. McNickle, by V. Nicolosi

*\*Asterisks indicate WI/WAC related activities.*

### ***Spring 2009 Writing Center Workshops***

- Monday, January 5, 2009, 4:00 PM, “CPE Prep Workshop I,” Prof. Vincent Nicolosi
- Monday, January 5, 2009, 6:00 PM, “CPE Hands-on Skills for Task II,” Zully Santiago
- Tuesday, January 6, 2009, 5:00 PM, “CPE Hands-on Skills for Task I,” Robert Greco
- Wednesday, January 7, 2009, 5:00 PM, “CPE Hands-on Skills for Task II,” Robert Greco
- Thursday, January 8, 2009, 12:30 PM, *Writers’ Resources* for ISW 010-04/Petrovitch, by Jesse Lewis
- Thursday, January 8, 2009, 6:00 PM, “CPE Prep Workshop II,” Zully Santiago
- Monday, January 12, 2009, 4:00 PM, “CPE Hands-on Skills for Task I,” Robert Greco
- Monday, January 12, 2009, 5:00 PM, “How to Do a Close Reading of Task I on the CPE,” Prof. V. Nicolosi
- Tuesday, January 13, 2009, 4:00 PM, “CPE Prep Workshop III,” Robert Greco
- Tuesday, January 13, 2009, 6:00 PM, “CPE Hands-on Skills for Task II,” Zully Santiago
- \*Thursday, February 5, 2009, 6:30 PM, “Writing the Biochem Lab Report: General Overview,” Z. Santiago
- \*Friday, February 6, 2009, 2:00 PM, “Writing the Biochem Lab Report: Results,” Zully Santiago
- Monday, February 9, 2009, 2:00 PM, “Decoding Your Assignments: First Steps,” Prof. V. Nicolosi
- Monday, February 9, 2009, 3:15 PM, “Writing an Effective Thesis Statement,” Robert Greco
- Monday, February 9, 2009, 5:00 PM, “Generating Working Topic Sentences,” Roxanne Sejarito
- Monday, February 9, 2009, 6:30 PM, “Writing Effective Resumes,” Kennesha Barnwell
- Tuesday, February 10, 2009, 11:00 AM, “Avoiding Sentence Errors: Overview of Types,” Angelica Blazina
- Tuesday, February 10, 2009, 12:00 PM, “Writing Personal Statements for Law & Grad School,” V. Nicolosi
- Tuesday, February 10, 2009, 1:00 PM, “Writing an Annotated Bibliography,” Robert Greco
- Tuesday, February 10, 2009, 2:15 PM, “The Informed Argument: Developing Claims,” Abdoulaye Diallo
- Tuesday, February 10, 2009, 3:30 PM, “The ACT Essay Format and Effective Development,” Will Murray
- Tuesday, February 10, 2009, 5:00 PM, “Effective Proofreading & Editing Strategies,” Roxanne Sejarito
- \*Tuesday, February 10, 2009, 6:30 PM, “Writing the Biochem Lab Report: Results,” Zully Santiago
- Wednesday, February 11, 2009, 11:00 AM, “Avoiding Sentence Errors: The Run-on Sentence,” A. Diallo
- Wednesday, February 11, 2009, 12:00 PM, “Writing an Effective ACT Counter-Argument,” Sandra Long

Wednesday, February 11, 2009, 1:00 PM, "Avoiding Sentence Errors: The Fragment," Cyndi Morales

Wednesday, February 11, 2009, 2:00 PM, "Generating Details for ACT Body Paragraphs," William Murray

Wednesday, February 11, 2009, 3:15 PM, "Avoiding Sentence Errors: Subject-Verb Agreement," Blazina

Wednesday, February 11, 2009, 5:00 PM, "The Credibility of Print & Internet Research Sources," Olavarria

\*Wednesday, February 11, 2009, 6:30 PM, "Writing Research Papers for Psychology," Kennesha Barnwell

Friday, February 13, 2009, 12:00 PM, "Writing an Effective ACT Exam for English 100W," Edward Lopes

Friday, February 13, 2009, 1:00 PM, "Avoiding Sentence Errors: Verb Tenses & Tense Sequence," Sandy Long

\*Friday, February 13, 2009, 2:00 PM, "Writing the Biochem Lab Report: References/Citations," Santiago

Tuesday, February 17, 2009, 11:00 AM, "Formulating a Workable Thesis Statement," Roxanne Sejarito

Tuesday, February 17, 2009, 12:00 PM, "Documenting Research APA Style," Robert Greco

\*Tuesday, February 17, 2009, 1:00 PM, "Discipline Based Writing: The Philosophy Paper," Mike Olavarria

Tuesday, February 17, 2009, 2:00 PM, "Decoding Your Assignments: First Steps," Prof. Vincent Nicolosi

\*Tuesday, February 17, 2009, 3:15 PM, "Discipline Based Writing: Writing the History Paper," Roxanne Sejarito

Tuesday, February 17, 2009, 5:00 PM, "Avoiding Unintentional Plagiarism & Patchwriting," Andy Petrovitch

\*Tuesday, February 17, 2009, 6:30 PM, "Writing the Biochem Lab Report: References/Citing," Zully Santiago

Wednesday, February 18, 2009, 11:00 AM, "Avoiding Sentence Errors: The Comma Splice," Sandy Long

Wednesday, February 18, 2009, 12:00 PM, "Provocative Essay Revision Strategies," Roxanne Sejarito

Wednesday, February 18, 2009, 1:00 PM, "Effective Proofreading & Editing Strategies," Andrei Petrovitch

Wednesday, February 18, 2009, 2:00 PM, "Avoiding Sentence Errors: Subject-Verb Agreement," Blazina

Wednesday, February 18, 2009, 3:30 PM, "Writing a Proficient ACT Exit Essay in English 100W," Springer

Wednesday, February 18, 2009, 5:00 PM, "How Credible Are Your Research Sources?" Michael Olavarria

Wednesday, February 18, 2009, 6:30 PM, "Creating Effective Resumes," Kennesha Barnwell

Thursday, February 19, 2009, 11:00 AM, "Avoiding Sentence Errors: The Sentence Fragment," C. Morales

Thursday, February 19, 2009, 12:00 PM, "Writing an Effective ACT Counter-Argument," Mike Olavarria

Thursday, February 19, 2009, 1:00 PM, "Documenting Research APA Style," Robert Greco

Thursday, February 19, 2009, 2:15 PM, "Writing the Informed Argument: Developing Claims," A. Diallo

\*Thursday, February 19, 2009, 3:15 PM, "Discipline Based Writing: Guidelines for the Lit Essay," Elizabeth Balla

\*Thursday, February 19, 2009, 5:00 PM, "Presenting Research in Psychology Papers," Kennesha Barnwell



\*Thursday, February 19, 2009, 6:30 PM, "Writing the Biochem Lab Report: Spectro Lab Sections," Zully Santiago

Friday, February 20, 2009, 12:00 PM, "Avoiding Sentence Errors: The Run-on Sentence," Edward Lopes

Friday, February 20, 2009, 1:00 PM, "Writing a Passing ACT Essay in English 100W," Michael Olavarria

\*Friday, February 20, 2009, 2:00 PM, "Writing the Biochem Lab Report: Spectro Lab Sections," Z. Santiago

\*Monday, February 23, 2009, 12:30 PM, "Writing the Chem 201 Lab Report: General Overview," Santiago

\*Monday, February 23, 2009, 2:00 PM, "Discipline Based Writing: The History Paper," Roxanne Sejarito

Monday, February 23, 2009, 3:30 PM, "Writing Personal Statements for Law & Grad School," Nicolosi

Monday, February 23, 2009, 5:00 PM, "Compiling an Annotated Bibliography," Robert Greco

\*Tuesday, February 24, 2009, 12:30 PM, "Discipline Based Writing: The Philosophy Paper," Mike Olavarria

Tuesday, February 24, 2009, 2:00 PM, "Avoiding Sentence Errors: Verb Forms & Tenses," Angie Blazina

Tuesday, February 24, 2009, 5:00 PM, "Improving Writing Quality: Unity, Coherence, Clarity," R. Sejarito

\*Wednesday, February 25, 2009, 12:30 PM, "Writing Chem 201 Reports: General Overview," Z. Santiago

Wednesday, February 25, 2009, 3:00 PM, "Documenting Research APA Style," Robert Greco

Wednesday, February 25, 2009, 5:00 PM, "Decoding ACT Prompts & Choosing Proposals," Edward Lopes

\*Thursday, February 26, 2009, 3:15 PM, "Discipline Based Writing: The Literature Argument," Liz Balla

Thursday, February 26, 2009, 5:00 PM, "Effective Proofreading & Editing Strategies," Andrei Petrovitch

Thursday, February 26, 2009, 6:30 PM, "Creating a Winning Resume," Kennesha Barnwell

\*Friday, February 27, 2009, 2:00 PM, "Writing the Biochem Lab Report: General Overview," Zully Santiago

Monday, March 2, 2009, 11 AM, "Writing a Passing ACT Exit Exam in English 100W," Abdoulaye Diallo

Monday, March 2, 2009, 12:00 PM, "Identifying & Eliminating Run-On Sentences," Sandra Long

Monday, March 2, 2009, 1:00 PM, "Reading in Reverse: How to Spot Sentence Errors," Prof. J. Walitalo

Monday, March 2, 2009, 2:15 PM, "Correcting Verb Tense and Sequence Errors," Cyndi Morales

Monday, March 2, 2009, 3:30 PM, "CPE Hands-On Skills for Task II," Robert Greco

Monday, March 2, 2009, 4:00 PM, "Avoiding the Sentence Fragment in Writing," Angelica Blazina

Monday, March 2, 2009, 5:00 PM, "CPE Prep Workshop I," William Murray & Roxanne Sejarito

Monday, March 2, 2009, 5:00 PM, "Documenting Research APA Style," Edward Lopes

Tuesday, March 3, 2009, 11:00 AM, "Eliminating Errors in Subject-Verb Agreement" Angelica Blazina

Tuesday, March 3, 2009, 12:00 PM, "Writing an Effective ACT Essay in English 100W," Jennifer Springer

Tuesday, March 3, 2009, 1:00 PM, "Provocative Essay Revision Strategies," Roxanne Sejarto

Tuesday, March 3, 2009, 2:00 PM, "CPE Hands-On Skills for Task I," Roxanne Sejarto

Tuesday, March 3, 2009, 3:30 PM, "CPE Prep Workshop II," Aboulaye Diallo & Andrei Petrovitch

Tuesday, March 3, 2009, 3:30 PM, "Creating an Annotated Bibliography in English 101," Robert Greco

Tuesday, March 3, 2009, 5:00 PM, "How to Do a Close Reading for Task 1 on the CPE," Prof. Vincent Nicolosi

\*Tuesday, March 3, 2009, 6:30 PM, "Writing the Biochem Lab Report: Discussion" Zully Santiago

Wednesday, March 4, 2009, 12:00 PM, "Writing the Informed Argument: Developing Claims," A. Diallo

Wednesday, March 4, 2009, 1:00 PM, "Reading in Reverse: How to Spot Sentence Errors," Prof. J. Walitalo

Wednesday, March 4, 2009, 2:00 PM, "CPE Prep Workshop III," Prof. Livia Katz & Edward Lopes

Wednesday, March 4, 2009, 2:00 PM, "Generating the Counter-Argument for the ACT," Angelica Blazina

Wednesday, March 4, 2009, 3:00 PM, "Decoding the ACT Prompt & Choosing Proposals," Will Murray

Wednesday, March 4, 2009, 4:00 PM, "Prepping with the JJ CPE Online Tutorial," Edward Lopes

Wednesday, March 4, 2009, 5:00 PM, "Proofreading & Editing Strategies," Roxanne Sejarto

Wednesday, March 4, 2009, 5:00 PM, "CPE Hands-On Skills for Task II," Robert Greco

Wednesday, March 4, 2009, 6:30 PM, "Writing Personal Statement for Law & Grad School," V. Nicolosi

Thursday, March 5, 2009, 11:00 AM, "Achieving Unity & Coherence in Your Essay," Roxanne Sejarto

\*Thursday, March 5, 2009, 12:30 PM, "Discipline Based Writing: The Literature Paper Thesis," Liz Balla

\*Thursday, March 5, 2009, 2:15 PM, "Discipline Based Writing: The Philosophical Argument," Robert Greco

\*Thursday, March 5, 2009, 3:15 PM, "Discipline Based Writing: The History Research Paper," Roxanne Sejarto

Thursday, March 5, 2009, 5:00 PM, "CPE Hands-On Skills for Task I," Andrei Petrovitch

Thursday, March 5, 2009, 5:00 PM, "Documenting Research APA Style," Edward Lopes

Thursday, March 5, 2009, 6:30 PM "CPE Prep Workshop IV," Prof. Vincent Nicolosi

Thursday, March 5, 2009, 6:30 PM, "Putting Together an Effective Resume," Kennesha Barnwell

Friday, March 6, 2009, 11:00 AM, "Developing the ACT Paragraphs with Details," Edward Lopes

Friday, March 6, 2009, 12:00 PM, "Correcting Comma Splices & Fused Sentences," Abdoulaye Diallo

Friday, March 6, 2009, 1:00 PM, "CPE Prep Workshop V," Andrei Petrovitch & Zully Santiago

\*Friday, March 6, 2009, 3:00 PM, "Writing the Biochem Lab Report: Discussion," Zully Santiago

Saturday, March 7, 2009, 12:00 PM, "CPE Prep Workshop VI," Prof. Vincent Nicolosi

Monday, March 9, 2009, 11:00 AM, "Understanding Verb Tenses & Tense Consistency," Abdoulaye Diallo

Monday, March 9, 2009, 12:00 PM, "Understanding Subject-Verb Agreement," Sandra Long

Monday, March 9, 2009, 12:30 PM, "CPE Hands-On Skills for Task I," Andrei Petrovitch

Monday, March 9, 2009, 1:00 PM, "Documenting Research APA Style," Zully Santiago

Monday, March 9, 2009, 2:00 PM, "How to Do a Close Reading for Task 1 on the CPE," Prof. Vincent Nicolosi

Monday, March 9, 2009, 3:15 PM, "Proofreading & Editing Strategies for Clearer Writing," R. Sejarito

Monday, March 9, 2009, 3:30 PM, "CPE Prep Workshop VII," Cyndi Morales & Robert Greco

Monday, March 9, 2009, 5:00 PM, "Generating Details for the ACT Paragraphs," Jennifer Springer

Tuesday, March 10, 2009, 11:00 AM, "Avoiding Sentence Errors: Correcting Fragments," Angie Blazina

Tuesday, March 10, 2009, 12:30 PM, "CPE Hands-On Skills for Task II," Robert Greco

Tuesday, March 10, 2009, 2:00 PM, "Avoiding Unintentional Plagiarism: Patch Writing," A. Petrovitch

Tuesday, March 10, 2009, 3:30 PM, "Prepping with the JJ CPE Online Tutorial," Edward Lopes

Tuesday, March 10, 2009, 5:00 PM, "Provocative Essay Revision Strategies," Roxanne Sejarito

Tuesday, March 10, 2009, "CPE Prep Workshop VIII," Zully Santiago & Edward Lopes

\*Tuesday, March 10, 2009, 6:30 PM, "Writing the Biochem Lab Report: Introductions," Zully Santiago

Wednesday, March 11, 2009, 11:00 AM, "Writing Intros & Conclusions for the ACT Essay," Jesse Lewis

Wednesday, March 11, 2009, 12:00 PM, "Avoiding Sentence Errors: The Run-on Sentence," Sandy Long

Wednesday, March 11, 2009, 1:00 PM, "Summary, Paraphrase, Quotation: Knowing Differences," Nicolosi

Wednesday, March 11, 2009, 2:00 PM, "Avoiding Sentence Errors: Overview of Types," Angelica Blazina

\*Wednesday, March 11, 2009, 4:00 PM, "Writing the Social Science Paper," Edward Lopes

Wednesday, March 11, 2009, 5:00 PM, "Generating an Effective ACT Counter-Argument," Edward Lopes

Wednesday, March 11, 2009, 5:00 PM, "CPE Hands-On Skills for Task I," William Murray

Wednesday, March 11, 2009, 6:30 PM, "CPE Prep Workshop IX," Roxanne Sejarito & Robert Greco

\*Wednesday, March 11, 2009, 6:30 PM, "Writing Research Papers for Psychology," Kennesha Barnwell

Thursday, March 12, 2009, 11:00 AM, "Avoiding Sentence Errors: Correcting Run-Ons," Abdoulaye Diallo

\*Thursday, March 12, 2009, 12:30 PM, "Discipline Based Writing: Using Evidence in Lit Papers," Liz Balla

\*Thursday, March 12, 2009, 2:00 PM, "Discipline Based Writing: Guidelines for History Writing," Roxanne Sejarito

Thursday, March 12, 2009, 3:30 PM, "How to Do a Close Reading for Task 1 on the CPE," Prof. Vincent Nicolosi

\*Thursday, March 12, 2009, 5:00 PM, "Discipline Based Writing: The Social Science Paper," Edward Lopes

Thursday, March 12, 2009, 5:00 PM, "CPE Prep Workshop X," Zully Santiago & Andrei Petrovitch

Thursday, March 12, 2009, 6:30 PM, "Using *RefWorks* for Graduate Level Research," Kennesha Barnwell

Thursday, March 12, 2009, 6:30 PM, "CPE Hands-On Skills for Task II," Robert Greco

Friday, March 13, 2009, 11:00 AM, "Generating Details for ACT Prompts & Proposals," Sandra Long

Friday, March 13, 2009, 12:00 PM, "Formatting an Effective ACT Essay," Edward Lopes

Friday, March 13, 2009, 1:00 PM, "CPE Prep Workshop XI," William Murray & Abdoulaye Diallo

\*Friday, March 13, 2009, 3:00 PM, "Writing the Biochem Report: Chromatography Sections," Zully Santiago

Saturday, March 14, 2009, 12:00 PM, "CPE Prep Workshop XII," Prof. Vincent Nicolosi

Monday, March 16, 2009, 11:00 AM, "Avoiding Unintentional Plagiarism or Patchwriting," Zully Santiago

Monday, March 16, 2009, 12:00 PM, "Avoiding Sentence Errors: Subject-Verb Agreement," Sandy Long

Monday, March 16, 2009, 1:00 PM, "CPE Prep Workshop XIII," Cyndi Morales & Andrei Petrovitch

Monday, March 16, 2009, 2:00 PM, "Elements of Good Writing: Unity, Coherence, Clarity," R. Sejarto

Monday, March 16, 2009, 3:15 PM, "CPE Hands-On Skills for Task II," Robert Greco

Monday, March 16, 2009, 3:30 PM, "Avoiding Sentence Errors: The Fragment," Jennifer Springer

Monday, March 16, 2009, 5:00 PM, "How to Do a Close Reading for Task 1 on the CPE," Prof. Vincent Nicolosi

Monday, March 16, 2009, 6:30 PM, "Effective Sentence Proofing Strategies," Eudora Sofge

\*Tuesday, March 17, 2009, 11:00 AM, "Reporting on Research in Psychology Papers," Jessica Bardarson

Tuesday, March 17, 2009, 12:30 PM, "Prepping with the JJ CPE Online Tutorial," Edward Lopes

Tuesday, March 17, 2009, 2:00 PM, "Provocative Essay Revision Strategies," Roxanne Sejarto

\*Tuesday, March 17, 2009, 3:15 PM, "Discipline Based Writing: The Philosophy Argument," Roxanne Sejarto

Tuesday, March 17, 2009, 3:15 PM, "CPE Prep Workshop XIV," Zully Santiago & Robert Greco

Tuesday, March 17, 2009, 5:00 PM, "CPE Hands-On Skills for Task II," Edward Lopes

Tuesday, March 17, 2009, 5:00 PM, "Critical Steps in the Research Paper Process," Vincent Nicolosi

Tuesday, March 17, 2009, 6:30 PM, "CPE Hands-On Skills for Task I," Roxanne Sejarto

\*Tuesday, March 17, 2009, 6:30 PM, "Writing the Biochem Report: Chromatography Sections," Santiago

Wednesday, March 18, 2009, 11:00 AM, "Using Sources: Summary, Paraphrase, Direct Quotation," Greco

Wednesday, March 18, 2009, 12:00 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Wednesday, March 18, 2009, 1:00 PM, "Prepping with the JJ CPE Online Tutorial," Edward Lopes

Wednesday, March 18, 2009, 2:00 PM, "Effective Proofreading & Editing Strategies," Andrei Petrovitch

Wednesday, March 18, 2009, 2:00 PM, "CPE Prep Workshop XV," Prof. Livia Katz & William Murray

Wednesday, March 18, 2009, 4:00 PM, "Elements of Good Writing: Unity, Coherence, Clarity," Sejarito

Wednesday, March 18, 2009, 5:00 PM, "Compiling a Winning & Correct Resume," Kennesha Barnwell

Thursday, March 19, 2009, 11:00 AM, "Writing the Informed Argument: Defending Claims," A. Diallo

Thursday, March 19, 2009, 12:30 PM, "CPE Prep Workshop XVI," Robert Greco & Elizabeth Balla

\*Thursday, March 19, 2009, 1:00 PM, "Discipline Based Writing: Using Sources in History Papers" Sejarito

\*Thursday, March 19, 2009, 3:15 PM, "Discipline Based Writing: "Dos & Don'ts in Lit Papers," Liz Balla

Thursday, March 19, 2009, 5:00 PM, "Evaluating Your Print & Internet Research Sources," Edward Lopes

Thursday, March 19, 2009, 6:30 PM, "Is Online Tutoring for You? Find Out How," Edward Lopes

Friday, March 20, 2009, 12:00 PM, "Avoiding Sentence Errors: Tenses & Verb Endings," Sandra Long

Friday, March 20, 2009, 1:00 PM, "How to Avoid Failing the ACT Exit Exam in English 100W," Edward Lopes

\*Friday, March 20, 2009, 3:00 PM, "Writing the Basic Lab Report for Chemistry 201-202," Zully Santiago

Monday, March 23, 2009, 2:00 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Monday, March 23, 2009, 3:00 PM, "Documenting Research APA Style," Edward Lopes

Monday, March 23, 2009, 5:00 PM, "Elements of Good Writing: Unity, Coherence, Clarity," R. Sejarito

\*Tuesday, March 24, 2009, 2:00 PM, "Discipline Based Writing: Writing the Film Paper," Andrei Petrovitch

\*Tuesday, March 24, 2009, 3:00 PM, "Discipline Based Writing: Developing Claims in Lit Papers," R. Greco

\*Tuesday, March 24, 2009, 5:00 PM, "Discipline Based Writing: The History Research Paper," R. Sejarito

\*Tuesday, March 24, 2009, 6:30 PM, "Writing the Biochem Lab Report: Materials & Methods," Santiago

Wednesday, March 25, 2009, 1:00 PM, "Creating an Informed Argument: Claims & Evidence," A. Diallo

Wednesday, March 25, 2009, 3:00 PM, "Avoiding Sentence Errors: Subject-Verb Agreement," R. Greco

\*Wednesday, March 25, 2009, 5:00, "Discipline Based Writing: Guidelines for Social Science," E. Lopes

\*Wednesday, March 25, 2009, 6:30 PM, "Discussing Research in Psychology Papers," Kennesha Barnwell

\*Thursday, March 26, 2009, 1:00 PM, "Discipline Based Writing: Minding Conventions in Lit Papers," Liz Balla

Thursday, March 26, 2009, 2:15 PM, "Avoiding Sentence Errors: Correcting Fragments," Cyndi Morales

Thursday, March 26, 2009, 3:15 PM, "Documenting Research APA Style," Robert Greco

\*Thursday, March 26, 2009, 5:00 PM, "Discipline Based Writing: Conventions for Film Papers," Petrovitch

Friday, March 27, 2009, 12:00 PM, "Writing an Effective ACT Exit Exam in English 100W," Edward Lopes

\*Friday, March 27, 2009, 3:00 PM, "Writing the Biochem Lab Report: Materials & Methods," Z. Santiago

Monday, March 30, 2009, 12:00 PM, "Inventing Details for ACT Paragraph Support," Cyndi Morales

Monday, March 30, 2009, 1:00 PM, "Avoiding Unintentional Plagiarism: What Is Patchwriting?" Santiago

Monday, March 30, 2009, 5:00 PM, "Provocative Essay Revision Strategies," Roxanne Sejarto

Tuesday, March 31, 2009, 3:30 PM, "Writing Intros & Conclusions for the ACT Essay," Jennifer Springer

Tuesday, March 31, 2009, 5:00 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

\*Tuesday, March 31, 2009, 6:30 PM, "Writing the Biochem Lab Report: General Overview," Z. Santiago

Wednesday, April 1, 2009, 11:00 AM, "The Informed Argument: Developing Claims," Abdoulaye Diallo

Wednesday, April 1, 2009, 12:30 PM, "Avoiding Unintentional Plagiarism: PatchWriting," Andy Petrovitch

Wednesday, April 1, 2009, 2:00 PM, "Avoiding Sentence Errors: Run-Ons & Comma Splices," A. Blazina

\*Wednesday, April 1, 2009, 3:30 PM, "Integrating Sources in HJS Research Papers," Marta Bladek, WF

\*Wednesday, April 1, 2009, 5:00 PM, "Discipline Based Writing: The Philosophy Essay Thesis," Robert Greco

Wednesday, April 1, 2009, 6:30 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

Thursday, April 2, 2009, 11:00 AM, "Writing an Effective ACT Exit Exam in English 100W," Andy Petrovitch

Thursday, April 2, 2009, 12:30 PM, "Achieving Unity, Coherence, & Clarity in Writing," Roxanne Sejarto

\*Thursday, April 2, 2009, 2:00 PM, "DBW: Integrating Sources in Literature Papers," Elizabeth Balla

\*Thursday, April 2, 2009, 3:15 PM, "DBW: Formulating Theses in History Research Papers," Roxanne Sejarto

\*Thursday, April 2, 2009, 5:00 PM, "Effective Revision Strategies for HJS Writing," Marta Bladek, WF

Thursday, April 2, 2009, 6:30 PM, "Creating Correct Resumes: Formatting & Editing," Kennesha Barnwell

Friday, April 3, 2009, 12:00 PM, "Avoiding Sentence Errors: Correcting Verb Tense Errors," Sandra Long

Friday, April 3, 2009, 1:00 PM, "Developing the ACT Prompt with Effective Details," Edward Lopes

\*Friday, April 3, 2009, 3:00 PM, "Writing the Biochem Report: Electrophoresis," Zully Santiago

Monday, April 6, 2009, 11:00 AM, "Avoiding Sentence Errors: Subject-Verb Agreement," Sandy Long

Monday, April 6, 2009, 12:00 PM, "Avoiding Sentence Errors: Proofing for Clarity & Sense," Cyndi Morales

Monday, April 6, 2009, 1:00 PM, "Provocative Revision Strategies in Writing," Roxanne Sejarto

Monday, April 6, 2009, 2:00 PM, "Critical Steps in the Research Process," Prof. Vincent Nicolosi

Monday, April 6, 2009, 3:15 PM, "Documenting Research APA Style," Edward Lopes

Monday, April 6, 2009, 4:00 PM, "Avoiding Unintentional Plagiarism: What Is PatchWriting?" C. Morales

\*Monday, April 6, 2009, 5:00 PM, "DBW: Integrating Sources in Philosophy Papers," Robert Greco

\*Monday, April 6, 2009, 6:30 PM, "DBW: The Specifics of the Social Science Paper," Edward Lopes

Tuesday, April 7, 2009, 11:00 AM, "Writing Intros & Conclusions for the ACT Essay," Angelica Blazina

Tuesday, April 7, 2009, 12:30 PM, "Writing a Persuasive ACT Counter-Argument," Cyndi Morales

\*Tuesday, April 7, 2009, 2:00 PM, "DBW: What Makes the Film Paper Different?" Andrei Petrovitch

\*Tuesday, April 7, 2009, 3:10 PM, "DBW: "Developing & Supporting Claims in Lit Papers," Robert Greco

Tuesday, April 7, 2009, 4:00 PM, "Effective Proofing & Editing Strategies in Writing," Roxanne Sejarto

Tuesday, April 7, 2009, 5:00 PM, "Writing Personal Statements for Law & Grad School," Vincent Nicolosi

\*Tuesday, April 7, 2009, 6:30 PM, "Writing the Biochem Report: Electrophoresis" Zully Santiago

Monday, April 20, 2009, 11:00 AM, "Developing the Informed Argument: Claims & Evidence," Abdoulaye Diallo

Monday, April 20, 2009, 12:30 PM, "Avoiding Unintentional Plagiarism: PatchWriting," Cyndi Morales

Monday, April 20, 2009, 2:00 PM, "Proofing & Editing Strategies in Writing," Andrei Petrovitch

Monday, April 20, 2009, 3:30 PM, "Providing Convincing Details in ACT Paragraphs," Jennifer Springer

\*Monday, April 20, 2009, 5:00 PM, "DBW: Developing Theses/Claims in Philosophy Papers," Robert Greco

\*Monday, April 20, 2009, 6:30 PM, "DBW: Writing Psychology Research Papers," Kennesha Barnwell

Tuesday, April 21, 2009, 11:00 AM, "Avoiding Sentence Errors: The Sentence Fragment," Cyndi Morales

Tuesday, April 21, 2009, 12:30 PM, "Provocative Revision Strategies in Writing," Roxanne Sejarto

Tuesday, April 21, 2009, 2:00 PM, "Writing a Passing ACT Exit Exam in English 100W," Angelica Blazina

\*Tuesday, April 21, 2009, 3:15 PM, "DBW: Integrating Evidence in Literature Papers," Robert Greco

\*Tuesday, April 21, 2009, 5:00 PM, "DBW: Writing the Film Course Paper: Dos & Don'ts," Andy Petrovitch

\*Tuesday, April 21, 2009, 6:30 PM, "Writing the Biochem Lab Report: Abstracts," Zully Santiago

Wednesday, April 22, 2009, 11:00 AM, "Avoiding Sentence Errors: Subject-Verb Agreement," C. Morales

Wednesday, April 22, 2009, 12:30 PM, "Developing the ACT Counter-Argument," Jennifer Springer

\*Wednesday, April 22, 2009, 2:00 PM, "DBW: Integrating Sources in History Papers," Roxanne Sejarto

Wednesday, April 22, 2009, 3:30 PM, "Proofing for Sentence Coherence & Clarity," Angelica Blazina

Wednesday, April 22, 2009, 5:00 PM, "Critical Steps in the Research Paper Process," Vincent Nicolosi

Wednesday, April 22, 2009, 6:30 PM, "Correcting & Formatting Resumes," Kennesha Barnwell

Thursday, April 23, 2009, 11:00 AM, "The Informed Argument: Developing Claims & Evidence," A. Diallo

Thursday, April 23, 2009, 12:30 PM, "Writing Intros & Conclusions for the ACT Exam," Angelica Blazina

\*Thursday, April 23, 2009, 2:00 PM, "DBW: Avoiding Plot Summaries in Literature Paper," Elizabeth Balla

Thursday, April 23, 2009, 3:15 PM, "Avoiding Plagiarism: What Is Patchwriting?" Andrei Petrovitch

Thursday, April 23, 2009, 4:00 PM, "Essay Integrity: Unity, Coherence, & Clarity," Roxanne Sejarito

\*Thursday, April 23, 2009, 5:00 PM, "Constructing Arguments in HJS Writing," Marta Bladek, WF

\*Thursday, April 23, 2009, 6:30 PM, "DBW: Using Case Studies in Psychology Research," K. Barnwell

Friday, April 24, 2009, 11:00 AM, "How to Prep for the ACT with the CUNY Online Tutorial," Valter Ulaj

Friday, April 24, 2009, 12:00 PM, "Avoiding Sentence Errors: Proofing & Editing," Andrei Petrovitch

Friday, April 24, 2009, 1:00 PM, "Avoiding Sentence Errors: Correcting Verb Tenses," Sandra Long

Friday, April 24, 2009, 2:00 PM, "Effective Revision Strategies for Writing," Edward Lopes

\*Friday, April 24, 2009, 3:00 PM, "Writing the Biochem Lab Report: Abstracts," Zully Santiago

Monday, April 27, 2009, 11:00 AM, "The Informed Argument: Supporting Claims with Evidence," A. Diallo

Monday, April 27, 2009, 12:30 PM, "Effective Revision Strategies for All Writing," Roxanne Sejarito

Monday, April 27, 2009, 2:00 PM, "Avoiding Sentence Errors: Fragments & Run-Ons," Angelica Blazina

Monday, April 27, 2009, 3:15 PM, "Decoding ACT Prompts & Choosing Proposals," Jennifer Springer

\*Monday, April 27, 2009, 4:00 PM, "DBW: Requirements for Social Science Writing," Edward Lopes

\*Monday, April 27, 2009, 5:00 PM, "DBW: Making & Supporting Claims in Literature Papers," Robert Greco

Monday, April 27, 2009, 6:30 PM, "Writing a Winning Resume in Correct Format," Kennesha Barnwell

Tuesday, April 28, 2009, 11:00 AM, "Writing a Passing ACT Exit Exam for English 100W," Angelica Blazina

Tuesday, April 28, 2009, 12:00 PM, "Avoiding Unintentional Plagiarism: Patchwriting," Cyndi Morales

\*Tuesday, April 28, 2009, 1:00 PM, "DBW: Developing & Supporting Claims in Philosophy Papers," R. Greco

\*Tuesday, April 28, 2009, 2:00 PM, "DBW: So You Think You Can Write the Film Paper?" Andrei Petrovitch

Tuesday, April 28, 2009, 3:15 PM, "Documenting Research APA Style/Avoiding Plagiarism," Zully Santiago

Tuesday, April 28, 2009, 5:00 PM, "Using Sources: Summary, Paraphrase, Quotation," Vincent Nicolosi

\*Tuesday, April 28, 2009, 6:30 PM, "Writing the Biochem Lab Report: General Overview," Zully Santiago

Wednesday, April 29, 2009, 11:00 AM, "Avoiding Sentence Errors: Verb Endings," Abdoulaye Diallo



Wednesday, April 29, 2009, 12:00 PM, "Proofing for Sentence Coherence & Clarity," Roxanne Sejarto

\*Wednesday, April 29, 2009, 1:00 PM, "Writing the Basic Lab Report for Chemistry 201-202," Zully Santiago

Wednesday, April 29, 2009, 2:30 PM, "Avoiding Unintentional Humor in Sentences," Prof. Gregory Darling

Wednesday, April 29, 2009, 3:30 PM, "Writing Personal Statements for Law & Grad School," V. Nicolosi

\*Wednesday, April 29, 2009, 5:00 PM, "DBW: Developing & Supporting Claims in History Papers," R. Greco

Wednesday, April 29, 2009, 6:30 PM, "Documenting Research APA Style/Avoiding Plagiarism," Eddie Lopes

Thursday, April 30, 2009, 11:00 AM, "Writing an Effective ACT Exit Exam in English 100W," Cyndi Morales

Thursday, April 30, 2009, 12:30 PM, "Provocative & Effective Revision Strategies in Writing," Roxie Sejarto

\*Thursday, April 30, 2009, 2:00 PM, "DBW: Preventing Interpretation Errors in Lit Papers," Elizabeth Balla

Thursday, April 30, 2009, 3:15 PM, "Effective Proofing & Editing Strategies in Writing," Andrei Petrovitch

Thursday, April 30, 2009, 4:15 PM, "Avoiding Sentence Errors: Subject-Verb Agreement," Angie Blazina

\*Thursday, April 30, 2009, 5:00 PM, "Constructing Arguments, Not Summaries, for HJS Writing," E. Lopes

\*Thursday, April 30, 2009, 6:30 PM, "DBW: Dealing with Case Studies in Psychology Research," K. Barnwell

Friday, May 1, 2009, 11:00, "How to Write a Passing ACT Exit Exam for Eng 100W," Edward Lopes

Friday, May 1, 2009, 12:00 PM, "Writing an Effective Counter-Argument for the ACT," A. Petrovitch

Friday, May 1, 2009, 1:00 PM, "Avoiding Sentence Errors: Run-ons & Fragments," William Murray

Friday, May 1, 2009, 2:00 PM, "Avoiding Sentence Errors: Verb Endings," Abdoulaye Diallo

\*Friday, May 1, 2009, 3:00 PM, "Writing the Biochem Lab Report: General Overview," Zully Santiago

Monday, May 4, 2009, 11:00 AM, "Writing a Passing ACT Exam for English 100W," Cyndi Morales

\*Monday, May 4, 2009, 12:00 PM, "Writing the Basic Lab Report for Chemistry 201-202," Zully Santiago

Monday, May 4, 2009, 1:00 PM, "Effective Essay Revision Strategies," Roxanne Sejarto

Monday, May 4, 2009, 2:00 PM, "Avoiding Unintentional Plagiarism: What Is Patchwriting?" A. Petrovitch

Monday, May 4, 2009, 3:30 PM, "Decoding ACT Prompts & Choosing Proposals," Jennifer Springer

\*Monday, May 4, 2009, 5:00 PM, "DBW: Writing the Literature Research Paper," Robert Greco

Monday, May 4, 2009, 6:30 PM, "Documenting Research APA Style/Using *RefWorks*," Kennesha Barnwell

Tuesday, May 5, 2009, 11:00 AM, "Avoiding Sentence Errors: Subject-Verb Agreement," Angelica Blazina

Tuesday, May 5, 2009, 12:30 PM, "ACT Exam Prep Workshop for English 100W," Andrei Petrovitch

Tuesday, May 5, 2009, 2:00 PM, "Avoiding Stigmatizing Errors on the ACT Exit Exam," Angelica Blazina

\*Tuesday, May 5, 2009, 3:00 PM, "DBW: Writing the History Research Paper," Robert Greco

Tuesday, May 5, 2009, 4:00 PM, "Essay Integrity: Unity, Coherence, & Clarity," Roxanne Sejarito

Tuesday, May 5, 2009, 5:00 PM, "Critical Steps in the Research Process," Prof. Vincent Nicolosi

\*Tuesday, May 5, 2009, 6:30 PM, "Writing the Biochem Lab Report: Tyrosinase Lab," Zully Santiago

Wednesday, May 6, 2009, 11:00 AM, "Writing Intros & Conclusions for the ACT Exam," Sandra Long

Wednesday, May 6, 2009, 12:00 PM, "Documenting Research APA Style/Avoiding Plagiarism," Zully Santiago

Wednesday, May 6, 2009, 1:00 PM, "Revising Your Essays: Effective Strategies," Roxanne Sejarito

Wednesday, May 6, 2009, 2:00 PM, "Writing an Effective Counter-Argument for the ACT," Jen Springer

\*Wednesday, May 6, 2009, 3:00 PM, "DBW: Constructing Arguments in Philosophy Papers," Robert Greco

\*Wednesday, May 6, 2009, 4:00 PM, "DBW: Writing the Social Science Research Paper," Edward Lopes

Wednesday, May 6, 2009, 5:00 PM, "Writing Personal Statement for Law & Grad School," Vincent Nicolosi

\*Wednesday, May 6, 2009, 6:30 PM, "DBW: Writing the Graduate Psychology Research Paper," KBarnwell

Thursday, May 7, 2009, 11:00 AM, "Constructing the Informed Argument: Claims & Evidence," A. Diallo

Thursday, May 7, 2009, 12:30 PM, "Providing Details in the ACT Body Paragraphs," Jesse Lewis

\*Thursday, May 7, 2009, 2:00 PM, "DBW: Constructing Arguments in Literature Papers," Elizabeth Balla

Thursday, May 7, 2009, 3:00 PM, "Avoiding Unintentional Plagiarism: Patchwriting," Cyndi Morales

Thursday, May 7, 2009, 3:30 PM, "Poetry Writing Workshop for Students," Brian Cameron, Facilitator

Thursday, May 7, 2009, 4:00 PM, "Effective Proofing & Editing Strategies for Writing," Andrei Petrovitch

Thursday, May 7, 2009, 5:00 PM, "Provocative & Effective Essay Revision Strategies," Roxanne Sejarito

Thursday, May 7, 2009, 6:30 PM, "Documenting Research APA Style by Using *RefWorks*," K. Barnwell

Friday, May 8, 2009, 12:00 PM, "ACT Exit Exam Preparation for English 100W," Andrei Petrovitch

Friday, May 8, 2009, 1:00 PM, "Creating an Effective Counter-Argument for the ACT," Edward Lopes

Friday, May 8, 2009, 2:00 PM, "Developing the ACT Paragraphs with Strong Details," Valter Ulaj

\*Friday, May 8, 2009, 3:00 PM, "Writing the Biochem Lab Report: Tyrosinase Lab," Zully Santiago

Monday, May 11, 2009, 12:30 PM, "Critical Steps in the Research Process," Vincent Nicolosi

Monday, May 11, 2009, 2:00 PM, "Evaluating & Choosing Print & Internet Research Sources," Eddie Lopes

Monday, May 11, 2009, 5:00 PM, "Documenting Research APA Style/Avoiding Plagiarism," Robert Greco

Tuesday, May 12, 2009, 2:00 PM, "Revising Is More than Rewriting: Effective Strategies," Roxanne Sejarito

Tuesday, May 12, 2009, 3:30 PM, "Avoiding Sentence Errors: Stigmatizing Oversights," Angelica Blazina

\*Tuesday, May 12, 2009, 5:00 PM, "Constructing Arguments for HJS Research Papers," Edward Lopes

*\*Asterisks indicated WAC/WID workshops*

### ***Spring 2009 Class Visits and Class Workshops***

\*February 3, 2009, 9:40 AM, "The Importance of Good Writing," HIS 232/Prof. Balis, by Jessica Bardarson

February 3, 2009, 9:40 AM, "Documenting Research APA Style," ISP-Theme A2/Prof. Roure, by Prof. Livia Katz

\*February 3, 2009, 9:50 AM, "The Importance of Good Writing," LIT 231/Prof. Licklider, by Abdoulaye Diallo

February 3, 2009, 11:05 AM, "The Importance of Good Writing," LIT 231/Prof. Licklider, by Cyndi Morales

\*February 3, 2009, 12:30 PM, "The Importance of Good Writing," LIT 232/Prof. Davenport, by Roxanne Sejarito

\*February 3, 2009, 12:40 PM, "The Importance of Good Writing," CHE 315/Prof. Friedland, by Zully Santiago

\* February 3, 2009, 1:55 PM, "The Importance of Good Writing," PHI 231/Prof. Ficek, by Jennifer Springer

February 3, 2009, 2:00 PM, "The Importance of Good Writing," HIS 231/Prof. Helie, by Andrei Petrovitch

\*February 3, 2009, 3:35 PM, "The Importance of Good Writing," CHE 315/Prof. DeGrazia, by Zully Santiago

\*February 3, 2009, 3:40 PM, "The Importance of Good Writing," PHI 231/Prof. Struhl, by Jesse Lewis

February 3, 2009, 5:00 PM, "The Importance of Good Writing," HIS 231/Prof. Helie, by Abdoulaye Diallo

\*February 4, 2009, 11:05 AM, "The Importance of Good Writing," LIT 230/Prof. Staines, by Sandra Long

February 4, 2009, 12:30 PM, "The Importance of Good Writing," PAD 241/Prof. Blazina, by William Murray

February 4, 2009, 3:35 PM, "Documenting Research APA Style," PSY 311/Prof. Dumas, by Robert Greco

\*February 4, 2009, 5:00 PM, "The Importance of Good Writing," PHI 231/Prof. Youngman, by Angelica Blazina

February 4, 2009, 6:25 PM, "Documenting Research APA Style," PSY 311/Prof. Dumas, by Robert Greco

\*February 5, 2009, 10:45 AM, "The Importance of Good Writing," CHE 315/Prof. DeGrazia, by Zully Santiago

\*February 5, 2009, 1:55 PM, "The Importance of Good Writing," PHI 231/Prof. Struhl, by Michael Olavarria

\*February 5, 2009, 1:55 PM, "Writing the Social Science Paper," SOC 203/Prof. Myers, by Edward Lopes

\*February 9, 2009, 1:55 PM, "The Importance of Good Writing," PHI 231/Prof. Pascoe, by Jennifer Springer

February 9, 2009, 5:00 PM, "The Importance of Good Writing," SOC 161/Prof. Richardson, by Abdoulaye Diallo

\*February 10, 2009, 9:40 AM, "The Importance of Good Writing," PHI 231/Prof. Laforge, by Michael Olavarria

\*February 10, 2009, 11:05 AM, "Documenting Research APA Style," PSY 311/Prof. Wout, by Robert Greco

\*February 11, 2009, 9:40 AM, "The Importance of Good Writing," LIT 230/Prof. Staines, by Andrei Petrovitch

February 11, 2009, 9:40 AM, "Documenting Research APA Style," ENG 201/Prof. Darling, by Prof. V. Nicolosi

\*February 11, 2009, 1:55 PM, "The Importance of Good Writing," PHI 231/Prof. Bulnes Benisc, by A. Petrovitch

February 11, 2009, 3:35 PM, "CPE Task I Intro," ENG 201/Prof. Kudish, by Prof. Vincent Nicolosi

February 13, 2009, 11:05 AM, "The Importance of Good Writing," CHE 201/Prof. Champeil, by Zully Santiago

February 13, 2009, 12:30 PM, "The Importance of Good Writing," CHE 201/Prof. Champeil, by Zully Santiago

\*February 18, 2009, 5:00 PM, "The Importance of Good Writing," PHI 231/Prof. DiGiovanna, by Abdoulaye Diallo

\*February 19, 2009, 7:40 PM, "Formulating Theses for HJS Majors," HJS 315/Prof. McBeth, by Edward Lopes

\*February 23, 2009, 8:15 AM, "The Importance of Good Writing," PSY 101/Prof. Olaoye, by Prof. Livia Katz

\*February 23, 2009, 9:40 AM, "The Importance of Good Writing," PHO 304/Prof. Oh, by Cyndi Morales

\*February 25, 2009, 6:25 PM, "The Importance of Good Writing," LAW 310/Prof. Ficek, by Angelica Blazina

\*February 26, 2009, 9:40 AM, "The Importance of Good Writing," LAW 310/Prof. Ficek, by Abdoulaye Diallo

\*February 26, 2009, 12:30 PM, "The Importance of Good Writing," LAW 310/Prof. Ficek, by Roxanne Sejarto

\*February 26, 2009, 3:35 PM, "The Importance of Good Writing," LAW 310/Prof. Jensen, by Cyndi Morales

\*February 27, 2009, 9:40 AM, "The Importance of Good Writing," LAW 310/Prof. Baumann, by Edward Lopes

\*March 2, 2009, 12:30 PM, "The Importance of Good Writing," LAW 310/Prof. Thiel, by Roxanne Sejarto

March 2, 2009, 12:30 PM, "Documenting Research APA Style," PAD 241/Prof. Blazina, by Prof. Vincent Nicolosi

\*March 2, 2009, 1:55 PM, "The Importance of Good Writing," LAW 310/Prof. Estevez, by Angelica Blazina

\*March 3, 2009, 1:55 PM, "The Importance of Good Writing," LAW 310/Prof. Thiel, by Angelica Blazina

March 4, 2009, 12:30 PM, "Compiling an Annotated Bibliography," PAD 241/Prof. Blazina, by Robert Greco

March 5, 2009, 11:05 AM, "Compiling an Annotated Bibliography," CSL 295/Prof. Stavrianopoulos, by Rob Greco

March 5, 2009, 12:30 PM, "Documenting Research APA Style," CSL 112/Prof. Holtman, by Prof. Vincent Nicolosi

\*March 9, 2009, 9:40 AM, "The Importance of Good Writing," LAW 310/Prof. Pascoe, by Abdoulaye Diallo

\*March 11, 2009, 11:05 AM, "The Importance of Good Writing," LAW 310/Prof. Youngman, by Andrei Petrovitch

\*March 12, 2009, 12:30 PM, "APA & Industrialization Theme," HIS 232/Prof. De Lorenzi, by Andrei Petrovitch

\*March 12, 2009, 5:00 PM, "APA & Industrialization Theme," HIS 232/Prof. De Lorenzi, by Andrei Petrovitch

\*March 17, 2009, 9:40 AM, "Writing the Thesis for History Essays," HIS 232/Prof. Balis, by Robert Greco

March 17, 2009, 11:05 AM, "Documenting Research APA Style," ENG 101/Prof. Singer, by Robert Greco

March 23, 2009, 12:30 PM, "Documenting Research APA Style," ENG 101/Prof. Zola, by Robert Greco

March 23, 2009, 1:55 PM, "Documenting Research APA Style," ENG 101/Prof. Zola, by Robert Greco

March 25, 2009, 3:35 PM, "Documenting Research APA Style," ENG 201/Prof. Nadler, by Prof. Vincent Nicolosi

March 25, 2009, 5:00 PM, "Documenting Research APA Style," ENG 201/Prof. Nadler, by Prof. Vincent Nicolosi

April 7, 2009, 5:00 PM, "Documenting Research APA Style," CRJ 101/Prof. Frazier, by Prof. Vincent Nicolosi

April 7, 2009, 6:25 PM, "Documenting Research APA Style," CRJ 101/Prof. Frazier, by Prof. Vincent Nicolosi

April 20, 2009, 11:05 AM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Zully Santiago

April 20, 2009, 12:30 PM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Prof. Livia Katz

April 20, 2009, 1:55 PM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Prof. Vincent Nicolosi

April 21, 2009, 12:30 PM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Robert Greco

April 21, 2009, 1:55 PM, "Documenting Research APA Style," ETH 124/Prof. Brown, by Prof. Vincent Nicolosi

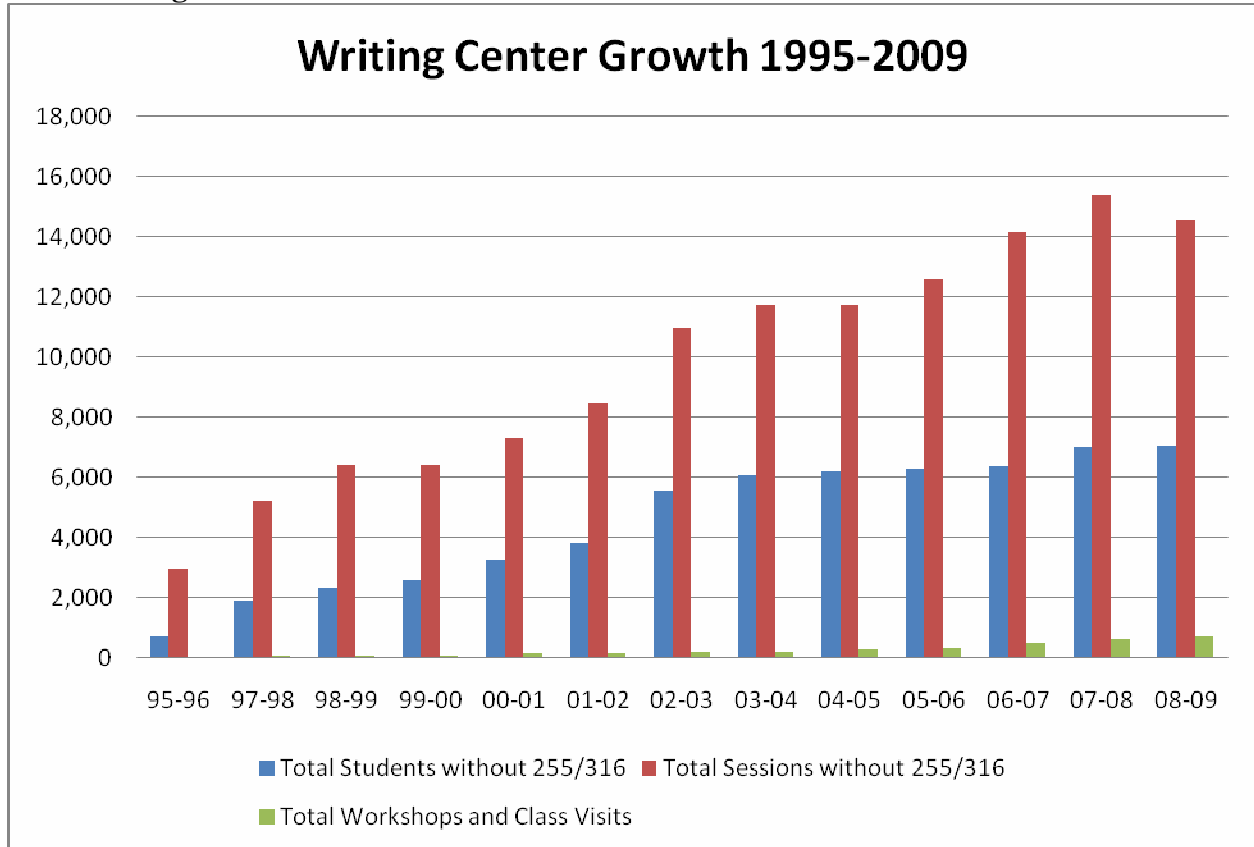
*\*Asterisks indicate WAC/WID activities*

**Appendix B**

Alternate Figure 1: Writing Center Growth Chart 1995-2009

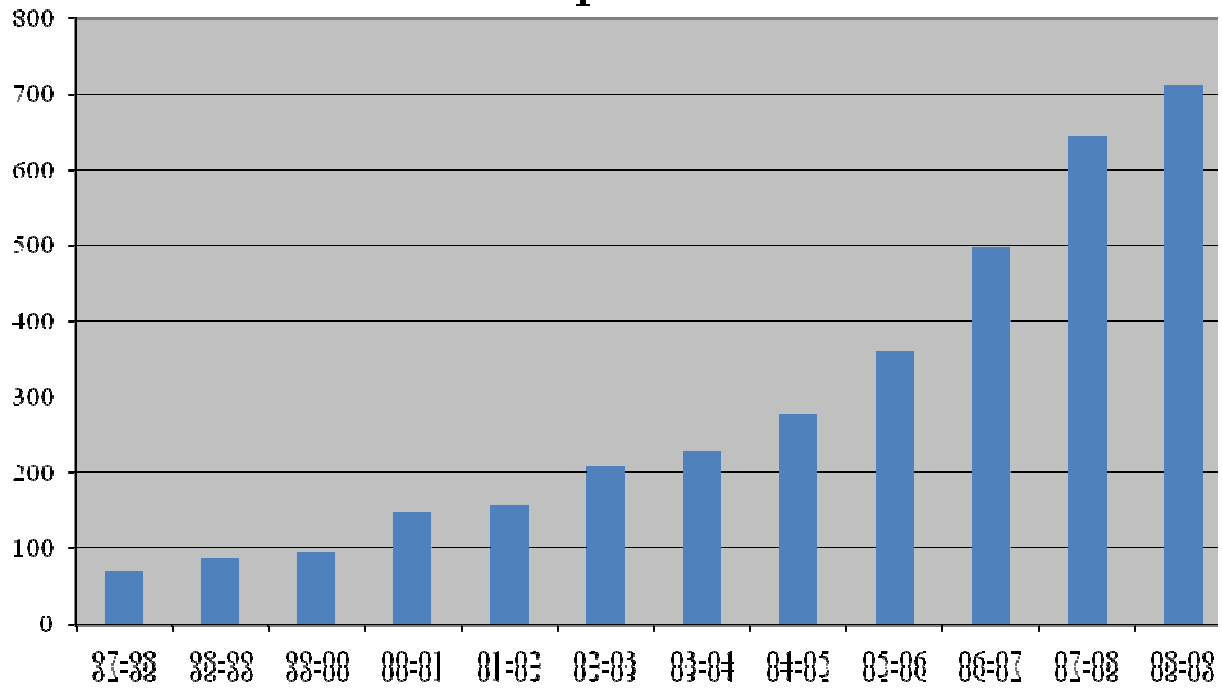
Alternate Figure 2: Writing Center Workshop Growth Chart 1997-2009

**Alternate Figure 1**



Alternate Figure 2

### Total Workshops and Class Visits



**Appendix C**  
Sample Survey Forms

Date: \_\_\_\_\_

***Writing Center Tutor Evaluation Form***

**Dear Student:** Please take a few moments to fill out this form to evaluate your tutor's effectiveness during the session you have just had.

Student Name: \_\_\_\_\_

I received tutoring for \_\_\_\_\_  
(course)

Tutor's Name: \_\_\_\_\_

**A. Type of writing help received:** (check what applies)

- \_\_\_ Formulating a thesis
- \_\_\_ Organization and development
- \_\_\_ Documenting Evidence
- \_\_\_ Grammar and Style
- \_\_\_ Proofreading and editing skills
- \_\_\_ Other: \_\_\_\_\_  
(please identify)

**B. My tutor was (circle what applies)**

- 1. \_\_\_ Well-prepared and knowledgeable
- 2. \_\_\_ Helpful and friendly
- 3. \_\_\_ Unprepared
- 4. \_\_\_ Unhelpful

**C. Rate the learning experience (circle what applies)**

- 1. \_\_\_ I learned much from this session
- 2. \_\_\_ This session was moderately helpful
- 3. \_\_\_ This session was not helpful at all

**D. As a result of tutoring, rate the progress in your writing skills (circle what applies)**

- 1. \_\_\_ Much progress
- 2. \_\_\_ Moderate progress
- 3. \_\_\_ No progress

**E. If you need help with a writing assignment, or your writing skills in general, will you continue to seek help at the Writing Center:**

\_\_\_ Yes                      \_\_\_ No



Date: \_\_\_\_\_

### ***Writing Center Workshop Evaluation Form***

**Dear Student:** Please take a minute to answer the following questions and to evaluate the workshop in which you just participated.

Student Name: \_\_\_\_\_

Workshop Name: \_\_\_\_\_

**A.** Please circle **1** or **2**:

1. I came to this workshop on my own
2. I was sent by my professor

**B.** Please circle the appropriate to indicate how you knew about the workshop:

1. Writing Center web page
2. Advertised postings/Flyers
3. Lobby Computer Kiosk
4. Student Newspaper
5. Information received in class
6. Other

**C.** Circle the appropriate to indicate how useful you found this workshop:

1. Very useful and informative
2. Moderately useful
3. Not useful at all

**D.** As a result of attending this workshop, please indicate the likelihood of your attending other workshops:

1. I will definitely attend other workshops
2. I may sometimes attend other workshops
3. I will never attend another workshop

## FYE Foundations TUTOR EVALUATION FORM (formerly Basic Skills)

Please take a moment to evaluate the tutor with whom you have worked during the summer or January FYE Writing Immersion Program. This is important for me who trains these tutors.

Teacher's Name: \_\_\_\_\_ Course: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

1. On the whole, working with the tutor was a satisfactory experience:

Yes \_\_\_\_\_ No \_\_\_\_\_

2. The tutor did well in the following areas (rate the tutor):

Grammar Instruction:    mediocre    good    very good    excellent

Writing Instruction:    mediocre    good    very good    excellent

Motivation:    mediocre    good    very good    excellent

Social Skills:    mediocre    good    very good    excellent

3. Would you work with the same tutor again?

Yes \_\_\_\_\_ No \_\_\_\_\_

4. How did you employ your tutor? Specify.

5. In which areas do you think that peer tutors need more training? Specify.

## Faculty Outcomes Assessment Survey Forms

I am doing a survey and would appreciate your cooperation. Please take a few minutes to print the survey and check the appropriate choices. Then, please return the survey by email or snail mail to me in the **English Department**. Thanks.

1. Have you sent students to the Writing Center?      YES    \_\_\_\_\_      NO    \_\_\_\_\_

2. If you have sent students to the Writing Center, have you seen improvement in their writing?

MUCH IMPROVEMENT    \_\_\_\_\_      MODERATE IMPROVEMENT    \_\_\_\_\_

NO IMPROVEMENT    \_\_\_\_\_      CAN'T JUDGE    \_\_\_\_\_

3. In which global or sentence level areas have you seen improvement?

FORMULATING A THESIS \_\_\_\_\_      ORGANIZATION/ PARAGRAPH DEVELOPMENT  
\_\_\_\_\_

ESSAY PLANNING \_\_\_\_\_      USE OF EVIDENCE \_\_\_\_\_

DISCIPLINE SPECIFIC WRITING \_\_\_\_\_      DOCUMENTATION \_\_\_\_\_

SUBJ-VERB AGREEMENT \_\_\_\_\_      SENTENCE BOUNDARIES (fragments, run-ons)  
\_\_\_\_\_

TENSES/IRREGULAR VERBS \_\_\_\_\_      PRONOUN AGREEMENT \_\_\_\_\_

UNITY AND COHERENCE \_\_\_\_\_      PUNCTUATION \_\_\_\_\_

GENERAL STYLE \_\_\_\_\_      FOREIGN LANGUAGE INTERFERENCE \_\_\_\_\_

OTHER \_\_\_\_\_

4. Have you informed your students about the numerous workshops that The Writing Center offered during the fall and spring semesters, workshops advertised via kiosks, posted flyers, WC web page, college calendar?

ALWAYS \_\_\_\_\_      SOMETIMES \_\_\_\_\_      NEVER \_\_\_\_\_

5. How many of your students benefited from the workshops?

MANY \_\_\_\_\_      FEW \_\_\_\_\_      NONE \_\_\_\_\_      DON'T KNOW \_\_\_\_\_

**Please feel free to offer comments and suggestions on the reverse side of this survey.**

## Faculty Outcomes Assessment Survey Forms

I am doing a survey and would appreciate your cooperation. Please take a few minutes and check the appropriate choices. Then, please return the survey to my box in the English Department. Thanks.

1. Have you sent students to the Writing Center?      YES    \_\_\_\_\_      NO    \_\_\_\_\_

2. If you have sent students to the Writing Center, have you seen improvement in their lab reports and general writing skills?

MUCH IMPROVEMENT \_\_\_\_\_      MODERATE IMPROVEMENT \_\_\_\_\_

NO IMPROVEMENT \_\_\_\_\_      CAN'T JUDGE \_\_\_\_\_

6. In which areas of the lab reports have you seen improvement?

ABSTRACTS \_\_\_\_\_      INTRODUCTIONS \_\_\_\_\_

MATERIALS & METHODS \_\_\_\_\_      DISCUSSION \_\_\_\_\_

OBSERVATIONS \_\_\_\_\_      RESULTS \_\_\_\_\_

USE OF DOCUMENTATION \_\_\_\_\_      GRAMMAR \_\_\_\_\_

OTHER \_\_\_\_\_

7. Have you informed your students about the tiered/revolving writing for science workshops that The Writing Center offered during the fall and spring semesters?

ALWAYS \_\_\_\_\_      SOMETIMES \_\_\_\_\_      NEVER \_\_\_\_\_

8. How many of your students benefited from the workshops?

MANY \_\_\_\_\_      FEW \_\_\_\_\_      NONE \_\_\_\_\_      DON'T KNOW \_\_\_\_\_

**Please feel free to offer comments and suggestions on the reverse side of this survey.**

**Appendix D**  
Survey Data

**Writing Center Student/Tutor Evaluations**

		Total
Type of Writing Help Received	Formulating Thesis	270
	Organization and Development	498
	Documentation and APA Style	197
	Grammar and Style	421
	Proofreading and Editing	400
My Tutor Was	Well-Prepared and Knowledgeable	721
	Helpful and Friendly	560
	Unprepared	1
	Unhelpful	1
Rate Learning Experience	Learned Much	685
	Moderately Helpful	152
	Not Helpful	1
Progress in Writing Skills	Much Progress	583
	Moderate Progress	225
	No Progress	9
Will Return	Yes	839
	No	3

### Writing Center Workshop Evaluations

Category	Choice	Number
Reason for Coming	Came on Own	106
	Sent by Professor	68
How Did Student Know about Workshop	Writing Center Web Page	16
	Posted Flyer	75
	Lobby Kiosks	2
	Student Newspaper	1
	Information Received in Class	58
	Other	31
How Useful Was Workshop	Very Useful	147
	Moderately Useful	22
	Not Useful	1
Likelihood of Attending Other Workshops	Will Attend Other	127
	May Attend	44
	Never Attend	0

### Writing Center Student/Tutor Evaluations for Science

		Number
Type of Writing Help Received	Formulating Thesis	0
	Organization and Development	5
	Documentation	4
	Grammar/Style	4
	Proofreading/Editing	2
My tutor was	Well-Prepared/Knowledgeable	7
	Helpful/Friendly	7
	Unprepared	0
	Unhelpful	0
Rate Learning Experience	Learned Much	6
	Moderate Help.	1
	Not Help	0
Progress in Writing Skills	Much Progress	6
	Mod. Progress	1
	No Progress	0
Will Return	Yes	7
	No	0
Total		7

### Writing Center Workshop Evaluations for Science

Category	Choice	Number
Reason for Coming	Came on Own	23
	Sent by Professor	20
How Did Student Know about Workshop	Writing Center Web Page	0
	Posted Flyers	11
	Lobby Kiosks	0
	Student Newspaper	1
	Information Received in Class	35
	Other	5
How Useful Was Workshop	Very Useful	37
	Moderately Useful	4
	Not Useful	0
Likelihood of Attending Other Workshops	Will Attend Other	34
	May Attend	7
	Never Attend	0



### Classroom Tutor Evaluations

January 2009 Writing Immersion Evaluations	
	Total
<b>Satisfactory Experience</b>	
Yes	5
No	1
<b>Grammar Instruction</b>	
Mediocre	0
Good	0
Very Good	1
Excellent	5
<b>Writing Instruction</b>	
Mediocre	0
Good	0
Very Good	2
Excellent	4
<b>Motivation</b>	
Mediocre	1
Good	0
Very Good	1
Excellent	4
<b>Social Skills</b>	
Mediocre	1
Good	1
Very Good	0
Excellent	4
<b>Same Tutor/Leader</b>	
Yes	5
No	1

### English Department Faculty Outcome Survey

<b>English Department Faculty</b>	
Total Number of Faculty Responses	15
<b>Sent Students</b>	
Yes	15
No	0
<b>Improvement</b>	
Much	3
Moderate	14
None	0
Cannot Judge	0
<b>Areas of Improvement</b>	
Thesis Formulation	4
Organization and Development	8
Essay Planning	7
Use of Evidence	2
Discipline Specific Writing	0
Documentation	3
Subject-Verb Agreement	7
Sentence Boundaries	8
Tenses/Irregular Verbs	4
Pronoun Agreement	2
Unity and Coherence	5
Punctuation	8
General Style	1
Foreign Language Interference	3
<b>Informed Students of Workshops</b>	
Always	10
Sometimes	5
Never	0
<b>Students Benefited from Workshops</b>	
Many	4
Few	4
None	0
Do Not Know	7

### Writing Intensive Faculty Outcome Survey

<b>Writing Intensive Faculty</b>	
Total Number of Faculty Responses	1
<b>Sent Students</b>	
Yes	1
No	0
<b>Improvement</b>	
Much	0
Moderate	1
None	0
Cannot Judge	0
<b>Areas of Improvement</b>	
Thesis Formulation	0
Organization and Development	0
Essay Planning	0
Use of Evidence	1
Discipline Specific Writing	0
Documentation	1
Subject-Verb Agreement	1
Sentence Boundaries	0
Tenses/Irregular Verbs	1
Pronoun Agreement	0
Unity and Coherence	0
Punctuation	0
General Style	0
Foreign Language Interference	0
<b>Informed Students of Workshops</b>	
Always	1
Sometimes	0
Never	0
<b>Students Benefited from Workshops</b>	
Many	0
Few	1
None	0
Do Not Know	0

**Writing Intensive Faculty for Core Courses in Philosophy, Literature, and History**

<b>Writing Intensive Faculty</b>	
Total Number of Faculty Responses	1
<b>Sent Students</b>	
Yes	1
No	0
<b>Improvement</b>	
Much	0
Moderate	1
None	0
Cannot Judge	0
<b>Areas of Improvement</b>	
Thesis Formulation	1
Organization and Development	1
Essay Planning	1
Use of Evidence	0
Discipline Specific Writing	0
Documentation	0
Subject-Verb Agreement	0
Sentence Boundaries	0
Tenses/Irregular Verbs	0
Pronoun Agreement	0
Unity and Coherence	0
Punctuation	0
General Style	1
Foreign Language Interference	1
<b>Informed Students of Workshops</b>	
Always	0
Sometimes	1
Never	0
<b>Students Benefited from Workshops</b>	
Many	0
Few	0
None	0
Do Not Know	1

### All John Jay Faculty Outcome Survey

<b>All Faculty</b>	
Total Number of Faculty Responses	1
<b>Sent Students</b>	
Yes	0
No	1
<b>Improvement</b>	
Much	0
Moderate	0
None	0
Cannot Judge	1
<b>Areas of Improvement</b>	
Thesis Formulation	0
Organization and Development	0
Essay Planning	0
Use of Evidence	0
Discipline Specific Writing	0
Documentation	0
Subject-Verb Agreement	0
Sentence Boundaries	0
Tenses/Irregular Verbs	0
Pronoun Agreement	0
Unity and Coherence	0
Punctuation	0
General Style	0
Foreign Language Interference	0
<b>Informed Students of Workshops</b>	
Always	0
Sometimes	0
Never	1
<b>Students Benefited from Workshops</b>	
Many	0
Few	0
None	0
Do Not Know	1

## Science Faculty Survey Data 2008-2009

Total Number of Faculty Responses	2
<b>Sent Students</b>	
Yes	2
No	0
<b>Improvement</b>	
Much	1
Moderate	1
None	0
Cannot Judge	0
<b>Areas of Improvement</b>	
Abstracts	1
Introductions	2
Materials & Methods	1
Discussion	0
Observations	0
Results	1
Use of Documentation	1
Grammar	1
<b>Informed Students of Workshops</b>	
Always	0
Sometimes	2
Never	0
<b>Students Benefited from Workshops</b>	
Many	0
Few	2
None	0
Do Not Know	0

**Appendix E**  
 Additional CPE Outcome Tables  
 Targeted Population Outcome Tables

**Outcomes Fall 2008 by Types of Services**

Writing Center Students: Tutoring Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
119	378	82	15	84.54%	22

Writing Center Students: Workshops Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
356	509	282	47	85.71%	27

Writing Center Students: Both Offerings					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
65	261	52	9	85.25%	4

**Outcomes Spring 2009 by Types of Services**

Writing Center Students: Tutoring Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
122	390	69	10	87.34%	43

Writing Center Students: Workshops Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
404	578	305	40	88.41%	59

Writing Center Students: Both Offerings					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
56	192	38	14	73.08%	4

**Targeted Population Fall 2008**

Writing Center Students: Transfer Students Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
211	489	145	41	77.96%	25

**Targeted Population Spring 2009**

Writing Center Students: Transfer Students Only					
CPE Students	# of Sessions (including workshops)	Passes	Failures	Percent Passed	Absent or N/A
186	437	126	26	82.89%	34