Creating Writing Center Ethos: ‘Workshop-Tutorial-Follow-up’ Trilogy Based on Trust, Respect, and Joy

EWCA Conference 2005
Local Practice, Global Vision
Halkidiki, Greece
June 17-19, 2005

Dilek Tokay
Sabancı University - Istanbul, Turkey
Frame of the Conference Presentation

**Prologue**  *Metaphors*

**Scene I**  
*SU Writing Center*  
*Video Extracts*  
*PowerPoint*

**Scene II**  
*Role Play Tutorial*  
*Sample Student essay provided*

1 Participant  *Writer*
1 Participant  *Observer/peer tutor*

Participants  *Observing/Evaluating*

**Scene III**  
*Interaction*  
*Strengths/Weaknesses of the Mock Tutorial*

**Scene IV**  
*Gist Notions*  
*PowerPoint*

*Writer’s short-term product-oriented goals*

*Tutor’s long-term, process-oriented goals*
Overall View

- University Vision & Curricula
- Support of Administration
- Support of Academic Staff
- Academic Requirements/ Significance of Writing
- Center for Individual and Academic Development
- Writing Center Programs
  - Workshops
  - Tutorials
  - Interaction with Faculty/ Follow-up
The vision, mission, and design of the university were formulated after an International Search Conference held in 1995 with participants from 22 countries.

Following the acceptance for membership in the European Foundation for Quality[EFQ] it officially began its first academic year in 1999.

Numbers in it’s fifth academic year:
3 faculties/ 12 undergraduate/ 16 graduate/ 3 minor programs
Undergraduate: 2,015 students
Graduate: 383 students
Academic Staff: 252
Scholarship Ratio: 45%

http://www.sabanciuniv.edu/
Writing Requirements at Sabancı University

EXPECTATION
Sabancı University requires its students to show writing competence in all faculty courses. Students are expected to
- write academic essays and term papers
- take essay exams
- do research for term papers and dissertations at undergraduate and graduate level.

IMPLEMENTATION
- University administration encourages Writing Center’s activities
- Academics show a lot of interest as they require their students to use the services of the center
- Students and the staff feel comfortable to attend its many activities.
# Academic Reading/ Writing Requirements

<table>
<thead>
<tr>
<th>Level / Course</th>
<th>Short Papers</th>
<th>Long Papers</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FDY Beginners</strong></td>
<td>4 - 5</td>
<td>¼ -1 p</td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>4 - 5</td>
<td>½ -2 p</td>
<td></td>
</tr>
<tr>
<td><strong>Upper Intermediate</strong></td>
<td>4 - 5</td>
<td>½ -2 p</td>
<td></td>
</tr>
<tr>
<td><strong>English 101&amp;102</strong></td>
<td>4 - 5</td>
<td>1-3 p</td>
<td>1-2 RP 4-8 p</td>
</tr>
<tr>
<td><strong>Humanity &amp; Society [SPS] 101&amp;102</strong></td>
<td>4 - 6</td>
<td>2-3 p</td>
<td>1-2 RP 4-8 p</td>
</tr>
<tr>
<td><strong>Humanities 201 202 203 204</strong></td>
<td>4 - 7</td>
<td>2-3 p</td>
<td>1-2 RP 5-10 p</td>
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<tr>
<td><strong>Natural Science</strong></td>
<td>2 Progress R</td>
<td>1 Project Report 5-10 p</td>
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<tr>
<td><strong>Maths 101 102</strong></td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Project 102</strong></td>
<td>1 Prop. P 1 Prop. R</td>
<td>1-3 p 1-7 p</td>
<td>1 Project Report 5-10 p</td>
</tr>
<tr>
<td><strong>Turkish Language &amp; Literature</strong></td>
<td>4 - 5</td>
<td>1-3 p</td>
<td>1-2 RP 5-7 p</td>
</tr>
<tr>
<td><strong>Civic Involvement Projects</strong></td>
<td>4 Case Ana. 2-3 p</td>
<td>1 Project R 5-7 p</td>
<td></td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>4-6 5-8 p</td>
<td>1-2 RP 7-15 p</td>
<td></td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>4-6 5-9 p</td>
<td>1 Dissertation 90-100 p</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate MA</strong></td>
<td>2-6 5-10 p</td>
<td>1 Dissertation 90-110 p</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate PhD</strong></td>
<td>2-6 5-10 p</td>
<td>1 Dissertation 90-150 p</td>
<td></td>
</tr>
</tbody>
</table>

**University Courses - Interdisciplinarity** [ Mandatory for Fresh. & Sop.]

<table>
<thead>
<tr>
<th>Level / Course</th>
<th>Short Papers</th>
<th>Long Papers</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>4-6 5-8 p</td>
<td>1-2 RP 7-15 p</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>4-6 5-9 p</td>
<td>1 Dissertation 90-100 p</td>
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</tr>
<tr>
<td>Graduate MA</td>
<td>2-6 5-10 p</td>
<td>1 Dissertation 90-110 p</td>
<td></td>
</tr>
<tr>
<td>Graduate PhD</td>
<td>2-6 5-10 p</td>
<td>1 Dissertation 90-150 p</td>
<td></td>
</tr>
</tbody>
</table>
Sabancı University

CENTER FOR INDIVIDUAL AND ACADEMIC DEVELOPMENT

A Center giving support to the whole university by academicians, specialists, and peer tutors

Necessity in universities where growth is horizontal

- Dot Matrix
- Matrix Modern
- Technopole
- Entrepreneurial

- Academic Support Unit
- Civic Involvement Projects
- Individual Counseling Unit
- Peer Advisory Activity
- Writing Center

SU, dt
Sabancı University
CENTER FOR INDIVIDUAL AND ACADEMIC DEVELOPMENT
WRITING CENTER

Overview
UNDERGRADUATE PROGRAM

Concerning All Courses:
Foundation Development Year [FDY]
Freshmen/ Sophomore/ Junior/ Senior

Concerning University Courses [Compulsory]:
ENG. 101/ 102, [HUM. 201 / 203 / 204, SPS. 101/ 102]

GRADUATE PROGRAM

ACADEMIC & CAREER ADVISING PROGRAM

ADMINISTRATIVE ENGLISH PROGRAM

CREATIVE WRITING PROGRAM
## WRITING CENTER ACTIVITIES

<table>
<thead>
<tr>
<th>Implementation of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with Faculty</td>
</tr>
<tr>
<td>Editing for Units</td>
</tr>
<tr>
<td>Materials Production &amp; Archives</td>
</tr>
<tr>
<td>Sample Essays/Checklists/Reading Lists/PP Materials/Posters</td>
</tr>
<tr>
<td>Networks</td>
</tr>
<tr>
<td>Links with Institutions/Associations: Conferences/ Seminars/ Symposiaums/ Panels/ Workshops</td>
</tr>
<tr>
<td>Networks</td>
</tr>
<tr>
<td>Electronic Interaction: Websites with Listserves</td>
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</table>
## Undergraduate Program

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Fall 2001</th>
<th>Spring 2002</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
<th>Fall 2003</th>
<th>Spring 2004</th>
<th>Fall 2004</th>
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</thead>
<tbody>
<tr>
<td>WORKSHOPS</td>
<td>18</td>
<td>15</td>
<td>14</td>
<td>4</td>
<td>18</td>
<td>10</td>
<td>15</td>
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<tr>
<td># of Students</td>
<td>439</td>
<td>181</td>
<td>330</td>
<td>64</td>
<td>341</td>
<td>145</td>
<td>389</td>
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<tr>
<td>TUTORIALS</td>
<td>271</td>
<td>448</td>
<td>337</td>
<td>370</td>
<td>227</td>
<td>430</td>
<td>609</td>
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<tr>
<td># of Students</td>
<td>87</td>
<td>224</td>
<td>190</td>
<td>182</td>
<td>86</td>
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<td>249</td>
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<tr>
<td>ORAL COMP. SESSIONS</td>
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<td>21</td>
<td>54</td>
<td>7</td>
<td>3</td>
<td>8</td>
<td>---</td>
</tr>
<tr>
<td># of Students</td>
<td>41</td>
<td>8</td>
<td>36</td>
<td>33</td>
<td>9</td>
<td>4</td>
<td>---</td>
</tr>
</tbody>
</table>
Undergraduate Program

Content & Number of Workshops

- Writing Process I & II:
  Pre-writing/ Drafting/ Writing/ Editing Strategies [2 ]

- Rhetorical Styles I, II, III:
  Comparison-Contrast/ Cause-Effect/ Argumentative [3]

- Accuracy/Fluency/Coherence in Essays:
  Paraphrasing/ Linking Devices [3]

- Gaining Word Power for Academic Reading & Writing: [2]

- Analytical and Critical Reading for Writing [1]

- Class Presentations:
  Reading/ Notetaking/ Writing/ Presenting [1]

- Writing Literary Reviews [1 ]

- Writing a Film Synopsis [2 ]

- Research Paper & Documentation [3 ]

- Progress Report Writing for Projects [1]

- Creative Writing Series [7-9 workshops]
Undergraduate Program

Contents of Compulsory Workshops for University Courses
Attendance is 5% of the grade

Hum. 201/ 203/ 204   SPS. 101/ 102 / Project 102
[2 – 3 workshops for each]

+5%
Writing Essays [Rhetorical Style in Assignments]

+5%
Editing/ Documentation/ Format - APA/ MLA/ Chicago
In-text references/ cover & last page/ pagination/ spacing

+5%
Writing in Essay Exams
Preparation Strategies: Academic Reading techniques
Annotations - Notetaking/ Reviewing
Evaluating the prompt
Mindmapping - Organization with an outline
Precision/ Economy

SU, dt
## Graduate Program

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Fall 2001</th>
<th>Spring 2002</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
<th>Fall 2003</th>
<th>Spring 2004</th>
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<td>5</td>
<td>6</td>
<td>4</td>
<td>2</td>
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<tr>
<td># of Students</td>
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<td>85</td>
<td>25</td>
<td>58</td>
<td>21</td>
<td>47</td>
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<tr>
<td>TUTORIALS</td>
<td>28</td>
<td>24</td>
<td>36</td>
<td>30</td>
<td>35</td>
<td>144</td>
<td>36</td>
</tr>
<tr>
<td># of Students</td>
<td>9</td>
<td>4</td>
<td>24</td>
<td>113</td>
<td>16</td>
<td>31</td>
<td>13</td>
</tr>
</tbody>
</table>
Graduate Program

Contents of Workshops

- ‘Netiquette’ aka Net Etiquette
- Project Report/ Executive Summary Writing for MBA
- Project Report/ Executive Summary Writing for Leaders for Industry
- Thesis/ Dissertation Writing in the Social Sciences
- Thesis/Dissertation Writing in the Natural Sciences
- Presentation Skills for Engineering & Natural Sciences
- Presentation Skills for Graduate School of Management
## Academic & Career Advising Program

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Fall 2001</th>
<th>Spring 2002</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
<th>Fall 2003</th>
<th>Spring 2004</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>14</td>
<td>21</td>
<td>18</td>
<td>12</td>
<td></td>
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<tr>
<td># of Students</td>
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<td>142</td>
<td>546</td>
<td>367</td>
<td>373</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUTORIALS</td>
<td>454</td>
<td>631</td>
<td>370</td>
<td>763</td>
<td>623</td>
<td>769</td>
<td></td>
</tr>
<tr>
<td># of Students</td>
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<td>288</td>
<td>182</td>
<td>256</td>
<td>217</td>
<td>268</td>
<td></td>
</tr>
</tbody>
</table>
Activities

- CV/ Cover Letter/ Statement of Purpose Writing [workshops & tutorials]
- TOEFL and GRE Study Groups
- GMAT Study Groups and Tutorials
- Effective Interviewing Strategies [Workshops & Tutorials]
### Administrative English Program

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Summer 2003</th>
<th>Fall 2003</th>
<th>Spring 2004</th>
<th>Summer 2004</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>8</td>
<td>24</td>
<td>15</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>TUTORIALS</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td># of Participants</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
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</table>

### Creative Writing Program - Fall 2004

<table>
<thead>
<tr>
<th>Workshops</th>
<th></th>
<th></th>
<th></th>
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<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Participants</td>
<td>87 Students</td>
<td>40 Employees</td>
<td>127</td>
<td></td>
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</tr>
<tr>
<td>TUTORIALS</td>
<td>74</td>
<td>13</td>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Participants</td>
<td>26 Students</td>
<td>9 Employees</td>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Networks - Websites & Listserves

**Sabanci University Writing Center**

- **Website:** [http://www.sabanciuniv.edu/writingcenter/](http://www.sabanciuniv.edu/writingcenter/)
- **Visits:** 35,789
  - **Period:** Oct. 2003 – May 2005

**European Writing Centers Association**

- **Website:** [http://www.ewca.sabanciuniv.edu](http://www.ewca.sabanciuniv.edu)
- **Visits:** 6,870
  - **Period:** Nov. 2003 – May 2005

**European Writing Centers Association Conference 2005**

- **Website:** [http://www.ewca.sabanciuniv.edu.ewca2005](http://www.ewca.sabanciuniv.edu.ewca2005)
- **Visits:** 7,128
  - **Period:** Oct. 2004 – May 2005

Numbers updated June, 2005
Writing is self-exploration.
Open the door and explore more of yourself.

SU Seminar Page
Leaflets

Sabanci University,
Orhanli - Tuzla, 34956 Istanbul
PH: +90 216 483 9299
FX: +90 216 483 9480
E: writingcen@sabanciuniv.edu
Archives

Workshops & Announcements

[PowerPoint / Multimedia]

- Undergraduate Program Workshops & Announcements
- Graduate Program Workshop & Announcements
- Academic & Career Advising Program & Announcements
- Administrative English Program

Conference Workshops / Presentations
Leaflets
Writing Contest Winners
Workshop Evaluation
Essay Feedback Checklist
English Play
Useful Books for Writing
Reading List
Pictures

CIAD Writing Center, Sabanci University Orhanli Tuzla Istanbul
Writing Process I
- Workshop PP
- Announcement
- Samples [1] [2]
- Sample [Stages in Writing]
- Summary - Turkish Version [Yazma Asamalari]

Writing Process II, Accuracy, Clarity, and Fluency Series
- Workshop PP
- Announcement
- Samples [1] [2] [3] [4]

Paraphrasing
- Workshop PP [I] [II] [Int./ Upper Int.]
- Workshop PP [Freshman]
- Announcement
- Supp. [A]

Academic Reading
- Workshop PP
- Announcement
- Turkish Version [Bilimsel Okuma]

Rhetorical Style Series I & II [for Freshman]
- Workshop PP

Improving Word Power
Pre-Writing Strategies

Questions on the writing process:

Reason to write?
Theme/ Topic ?
Genre ?
Purpose ?
Audience/Addressee ?
Primary Source ?
Secondary Sources?
Planning and Organization
### Networks - Websites & Listserves

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sabanci University Writing Center</strong></td>
<td><a href="http://www.sabanciuniv.edu/writingcenter/">http://www.sabanciuniv.edu/writingcenter/</a></td>
<td>34,980</td>
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<tr>
<td><strong>Period</strong></td>
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<td><strong>Visits</strong></td>
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<tr>
<td>Oct. 2003 – May 2005</td>
<td></td>
<td>34,980</td>
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</table>

|                | [http://www.ewca.sabanciuniv.edu](http://www.ewca.sabanciuniv.edu) | Visits  |
| **European Writing Centers Association** | [http://www.ewca.sabanciuniv.edu](http://www.ewca.sabanciuniv.edu) | 6,800  |
| **Period**     |                          | **Visits**  |
| Nov. 2003 – May 2005 |                          | 6,800 |

| **European Writing Centers Association Conference 2005** | [http://www.ewca.sabanciuniv.edu.ewca2005](http://www.ewca.sabanciuniv.edu.ewca2005) | 6,520  |
| **Period**     |                          | **Visits**  |
| Oct. 2004 – May 2005 |                          | 6,520 |

Numbers updated May, 2005
European Writing Centers Association

Let's build bridges to connect!
LOCAL PRACTICE / GLOBAL VISION
European Writing Centers Association Conference
June 17-19, 2005 - Halkidiki, GREECE

Call for Proposals
Proposal Submission
Conference Program
Registration
Abstracts
Lodging
Poster
EWCA Web
EWCA Listserv
Materials Production

- Writing Manual for the Graduate Program
- Handouts for the Undergraduate Workshops [PP]
- Supplementary Practice Reading/ Writing Materials
- Reading/ Reference Lists
- Sample Model Essays [Reading & Writing]
- Model CVs & SOPs
- EVA Sheets for Essays/ Presentations/ Workshops
- Announcements

Sample Materials [Handout]
INTERACTION & COLLABORATION

On-going Contact with Administrators & Faculty

- Foundations Development Year Programs
- University Courses
- 3 Faculties

Needs Analysis

Student Achievement Follow-up

On-going Contact with Students

- Orientations
- Announcements
- Workshops
- Tutorials
- Corridors

- Competition Tour
- Electronic Response Written Contact
- Group/Pair Work Group Dynamism
- One-to-one
- One-to-one Group Intellectual Friendship
ORIENTATIONS

- Film & Music  
  *It’s Only Words [Bee Gees]*
  
  **Visual Tour**
  
  **Metaphors**  
  *Door/ Bridge/ Magnifying Lens/ Lamp/ Brush/ Mirror*

- Presentation Material [Powerpoint]
- Competition - Awards
- Real Tour to WC Studios
WORKSHOPS

- Announcements
- Presentation Material [Powerpoint/ Handout]
- Interaction Pair /Group work
- Sample Model Essays [Handout]
- Supplementary Materials
- EVA Sheets for Essays [Handout]
- EVA Sheets for Workshops [Handout]

Sample Materials
Some “Hint Questions” for writers when they start writing essays:

Who is your AUDIENCE?
What is your PURPOSE?
What is your TOPIC?
How do you interpret PROMPTS like, *Describe, Discuss, Analyze, Compare, Agree or Disagree?*
What is the function of BRAINSTORMING?
How does an OUTLINE help your organization?
How do you COLLECT INFORMATION on the topic?
How do you INTRODUCE your THESIS?
How do you construct your SUPPORT for your thesis?
How do you CONCLUDE your essay?

Date: Oct. 8, 2002
Place: FASS G06
Time: 17:00 – 19:00
## Ottoman Culture

### CIAD Writing Center

#### Spring 2005 Writing Workshops for Hum. 203

### Ottoman Culture

<table>
<thead>
<tr>
<th>WORKSHOP</th>
<th>CONTENTS</th>
<th>DATE</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
</table>
| WORKSHOP I. Essay Exams with Models | Preparing for Essay Exams  
• Reading & Notetaking Strategies  
• Annotating  
• Compiling & Reviewing Notes  
• Mastering Keywords / Concepts  
Taking Essay Exams  
• Deciphering Prompts for Argument  
• Caring for Content and Organization  
• Support for Argument  
• Fluency & Coherence  
• Precision & Economy  
Reviewing Sample Essay Papers | Mar.14, 2005 | 17:30 - 19:30 | FASS G022 |
| WORKSHOP II. Essay Assignments | First Draft  
• Outlining the Essay  
• Claim & Support in Rhetorical Style  
• Integrating References  
Revising/ Editing Strategies  
Documenting & Format  
Model Final Essay | Apr.4, 2005 | 17:30 - 19:30 | FASS G022 |
### Writing Center
**Spring 2005 Writing Workshops for Hum. 201**

<table>
<thead>
<tr>
<th>WORKSHOP</th>
<th>CONTENTS</th>
<th>DATE</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORKSHOP I</strong></td>
<td>• Analysis of content in line with the essay prompt</td>
<td>March 7, 2005</td>
<td>17:40 - 19:30</td>
<td>FASS G022</td>
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<tr>
<td></td>
<td>• Annotation during reading and note-taking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Relationship between topic and rhetorical style:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Focusing on time/setting/plot/character analysis/persona/tone/style/symbolism/language/musical &amp; visual elements in the primary source</td>
<td></td>
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<tr>
<td></td>
<td>• Rhetorical styles</td>
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</tr>
<tr>
<td></td>
<td>• Purpose/audience/point of view</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Essay outline with major and minor support</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Composing the first draft</td>
<td></td>
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<tr>
<td><strong>First Draft</strong></td>
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<td>March 8, 2005</td>
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</tbody>
</table>
### WORKSHOP II

**Editing First Draft**  
**Checking Format**

- Checking coherence and unity with smooth transitions
- Use of linking devices
- Language required for the rhetorical style
- In-text citations: integrating references, applying MLA/ APA principles to quote / paraphrase / summarize
- Documentation: Works Cited/ Reference pages
- Evaluating SAMPLE ESSAYS

<table>
<thead>
<tr>
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| WORKSHOP II | • Checking coherence and unity with smooth transitions  
Use of linking devices  
• Language required for the rhetorical style  
• In-text citations: integrating references, applying MLA/ APA principles to quote / paraphrase / summarize  
• Documentation: Works Cited/ Reference pages  
• Evaluating SAMPLE ESSAYS | March 21, 2005  
Monday  
Sections: A, B | 17:40-19:30 | FASS G022 |
|          |          | March 22, 2005  
Tuesday  
Sections: C, D | 17:40-19:30 | FASS G022 |
Undergraduate Workshops

Pre-Workshop
- Subject is set upon need/feedback.
- Room is arranged, tools are chosen/materials are designed/duplicated.
- Announcement is made electronically and posters are put on the bulletin boards.

Workshop
- There is presentation/interaction: pair/group work or Q/A
- Activity Sheets are provided.
- Attendance is taken for records.

Post-Workshop
- Workshop EVA Forms are collected.
- Attendance List is provided for links with tutorials.
What is Achieved through Workshops?

- Needs Analysis
- Review of the Courses’ Syllabi/ Contents
- Selection of Sample Student Papers
- Design of the Workshop’s Layout
  - Core Writing Material
  - Content Tools: Models/ Samples/ Extracts
  - Process Tools: Pair/ Group work/ Competition/ Q/A
- Announcements: Room/ Date/ Time

- Interaction in the Workshop
  - PP Core Material
  - Sample Essays Patterns
  - Check Lists for EVA
  - Supplementary Handouts
- Feedback from the Participants

- Feedback to the faculty
- Evaluation & Revision of the Approach
- Follow-up
- Archives/ Statistics/ Record keeping
Role-Play Tutorial

- Warm-up Writer - Reader Dialogue
- Workshop - Tutorial Link

- Close Collaboration with the Writer

- Feedback to the Writer
- Feedback to the Instructor
- Feedback from the Instructor
Pre-Tutorial Strategies

• **Appointment** is taken through HELP DESK or directly.

• Student is advised to **send** his/her **essay** on line as a **Word attachment document** prior to appointment.

• Instructor reads the essay in hard copy, putting **indicators** for the problematic areas or underlining in pencil.

• Instructor uses a **Checklist** and puts **ticks / crosses** in the boxes to indicate strengths & weaknesses.

• Instructor writes her/his **comments** on the checklist.
Tutorial [60 mins.] Repeated sessions are possible

- After warm-up and encouragement on the strengths of the paper, conversation is geared towards student’s problems.
- Student reads his/her paper out loud, pausing at indicators/underlined segments to discuss the lead-in questions.

The hit question is, “What’s wrong here? Why?”

- Most often the student finds his/her own mistakes. For vocabulary mistakes he/she is guided to use the Thesaurus.
Tutorial

- For structure mistakes, points are jotted down for an explanation to follow the reading and discussions on Content & Organization.

- When the reading is finished, it’s time to talk about Content & Organization and refer to the Checklist filled in. Reference Sheet on Brainstorming & Outlining is helpful in cases with poor organization.

- Grammatical weaknesses are explained with simple patterns. Reference sheets are given for further structure practice.

- The student is encouraged to revise and send/show the revised essay to the instructor together with the 1st Draft.
Post - Tutorial Strategies

- 1st Draft is compared with the 2nd Draft or what may be considered the “Final” version of the essay to see if the tutorial helps.

- If there are still usage or structure mistakes in the essay, the student is warned again.

- MOTIVATION is the key to make students LIKE WRITING. They are encouraged to write outlines, to improve their analytical and critical thinking skills on topics not necessarily assigned by their course instructors.
FINDINGS!

- ORGANIZATION definitely improves!
- CONTENT can improve depending on research!
- ACCURACY/ FLUENCE issues improve gradually!
- Students are strongly urged to quote, paraphrase or summarize to AVOID PLAGIARISM. They do learn to document in APA, MLA or Chicago styles!
- Numbers grow tremendously!
- Grades go up!
- Faculty gives encouragement!
**What is Achieved through Tutorials?**

- Reinforcement of workshop material
- Writer’s decision-making
- Student’s taking appointments & voicing individual needs

- Tutor’s lead-in questions
- Writer’s reading student’s essay out loud
- Writer’s finding his/her own mistakes
- Guidelines for revision with a checklist
  - Content
  - Organization
  - Accuracy/ Fluency/ Unity/ Coherence
  - Documentation to avoid plagiarism
  - Format

- Feedback to the writer
- Encouragement
- Follow-up
- Contact with the instructor
HOLISTIC VIEW OF SUWC MISSION

Collaboration
Academic Excellence
University Culture
University Ethics

Sense of Belonging/ Sharing
Writing Across the Curriculum [WAC]

TRUST
RESPECT
JOY

W
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P
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KEY CONCEPTS

Organize → Prioritize → Scrutinize → Synchronize

Thank You!
Numbers are taken from the Semester End Reports & SUWC Website:

http://www.sabanciuniv.edu/writingcenter

Programs: *Implementation of the Designed Activities*

Spring 2005 numbers are not entered as the semester is not completed.