People sometimes say, "You've outdone yourself" just to be nice, but this year we had the unique experience of literally outdoing ourselves. It wasn't something we planned; it just happened: we topped 10,000 writing tutorials in a single academic year, a first in TCU history. How does it feel? It's humbling, yet at the same time, it makes us proud.

We make contact with TCU students in many ways: private tutorials in our Main Center in Reed Hall or evenings in our Library Annex or in Tom Brown-Pete Wright Residence Hall. We're seeing an uptick in TCU students submitting papers online to get feedback, and we continue to offer them advice on anything from grammar to issues of APA or Chicago documentation styles.

Sometimes we make contact with students when our Writing Associates are assigned to their particular classes, or when we conduct workshops for various groups around campus.

Our clients come from all disciplines and all niches of the TCU community. This year, our "frequent flyer" disciplines were English (1,752 tutorials), Nursing (959), Business (842), and Education (774). Also this year, the number of graduate students seeking writing consultation edged past the number of first-year students who sought us out, and that shift is reflected in our new administrative home under the Office of Research and Graduate Studies. Whether you're a first-year student with a short "This I Believe" assignment or a grad student coming into the home stretch with a dissertation, we're ready to help.
The consultants at TCU’s Center for Writing believe that the best writing instruction occurs in an atmosphere of honesty, consideration, trust, and confidentiality. We respect and appreciate each student’s individual learning style and learning needs. If we can help you accommodate your unique needs, please let us know. We seek to help our clients learn, understand, and meet the American English writing norms and standards appropriate to their academic disciplines and writing needs, and to do so in an ethical and responsible manner.

Peer & Graduate Writing Consultants 2016-2017

Amanda Aguilar          Lutie Rodriguez
Amanda Anderson*        Will Rudnicki
Malcolm Baker           Ron Serino*
Sandy Ballou             Chase Shanafelt*
Ashley Dargai*          Dariana Slater
Phat Do                  Amanda Smiley
Andrew Erickson          Ben Taylor*
Parker Herren            Lauren Ward-Reed*
Jongkeyong Kim*          Princess Washington
McKenzie Marcante        Annette Wren*
Wellington Owen          Jamie Young
Melissa Patterson*       
Justin Pollard

We are looking for mature, responsible TCU students with strong writing skills to work as peer writing consultants at the William L. Adams Writing Center in 419 Reed Hall or in our Library Annex. Peer consultants typically work ten hours per week and earn at least minimum wage. We are actively seeking graduate students to serve as peer writing consultants in our Graduate Writing Center.

All TCU students who are interested in applying should email Dr. Steve Sherwood at s.sherwood@tcu.edu. Qualified applicants will be asked to provide a writing sample and at least one faculty recommendation. If we don’t have any immediate openings, we will be happy to add qualified applicants to our list of potential future peer writing consultants.
If you witness the thousands of students coming through our door in any given semester, you’d be struck with the sheer volume of traffic, but here is an inside secret you may not know: brief as they are, these tutorials can be pivotal moments in which students understand the power and agency that writing can bring to them. We have some of the best writers on campus working for us, and we would like to say some words of gratitude to the senior writing consultants who worked with us in the 2016-2017 academic year:

Malcolm Baker, a French/biology major from Lafayette, Louisiana, with an interest in medical anthropology, came to be known as the dean of peer writing consultants after four years of tutoring for us. Malcolm will be spending the next two years participating in the selective Teach for America program. "I'll be teaching chemistry at East High School in Kansas City," Malcolm says. "The premise of the program is to alleviate the issues of educational inequities by reallocating people invested in providing underprivileged areas with quality education." Malcolm’s considerable experiences working with TCU faculty as a Writing Associate embedded in specific courses familiarized him with the basic circumstance of pedagogy. "The job taught me the importance of balancing agency in any relationship, and to be open to bi-directional learning," he says. We always ask graduating seniors if writing center work changes their own writing, and Malcolm answered, "My capacities in writing and formatting have greatly improved as I have worked with other people’s writing for so long. I definitely realized this in academic exams that required me to write an essay on the fly during a class period and I was always very surprised with the outcomes." We think the students of East High will be fortunate indeed to have a teacher with Malcolm’s experience and professionalism.

Justin Pollard, a political science and English major who worked with us this past year, will be moving soon to attend graduate school at George Washington University in Washington, D.C. He plans to specialize in advanced public policy analysis. His current research interest is human trafficking, and he aspires to work for a non-profit in the future. Justin told us that the biggest surprise he experienced working for the Center for Writing was how many TCU disciplines emphasize writing, and how "applicable" the tenets of the English major are. Throughout his time with us, Justin was a quick study, learning "how to apply what I know and how to make it relevant to what the student needed." Justin says he was also struck with how the writing tutorials are about more than correct grammar; he noted there is a developmental editing aspect to tutorials. "I had regulars," he notes, and his experience helping other students "made it easier for me to write my own papers." We appreciate the time Justin contributed his skills to the Center for Writing, and just reading the tea leaves, we see some well-written papers in his future.

Will Rudnicki, a biology/anthropology major from Ruston, Louisiana, worked with us for three years, twice serving as a Writing Associate. After graduation in May 2017, he plans to move to Dallas and settle in before enrolling in the Texas A&M University College of Dentistry in August. One of the strongest tutors we have had working for us, Will’s professionalism and agility with language quickly distinguished him with students seeking help with papers. One of the surprises about tutoring students, Will says, was a deeper appreciation of the "immense work ethic" he encountered in ELL students, and how explaining English to non-native speakers forced him to question some of our English language habits and rules. "I ask a lot of questions," Will says of his tutoring style, mentioning he picked up the Socratic method in tutoring from fellow peer tutors. Will’s own formidable work ethic will serve him well in grad school, we know.

Amanda Aguilar, a communications/journalism major from Chino Hills, California, graduated in December and began working as an account coordinator for Simpli.fi. During her three and a half years with us, Amanda was one of the mainstays of the peer writing consultant corps and a Writing Associate. She cites the friendships she forged with other tutors as one of the big surprises about tutoring at the Center for Writing. "The friends I made there are still some of my closest friends after graduation," she says, "and I know I will always have the support of every person who worked alongside me. I had been writing creatively and on a journalism staff before TCU, but I never thought my writing would grow as much as it did at the WC." As an advertising account manager, Amanda builds, analyzes, and optimizes ad campaigns for clients. "It has been so interesting to see how the advertising industry works," she says, "since I had no idea before I started working here! I communicate with clients via email every single day. I send more emails in a day than I can count." When she mentions the necessity of professionalism and a calm demeanor on her new job, we smile a little, remembering her significant contributions and calm presence here.
continued on Page 6...
Dr. Steven Sherwood (Director) recently published a short story titled “Grand Lake” in the Adelaide Literary Magazine and a memoir titled “The Summer of Working Dangerously” in Writing Texas. In addition to making a number of conference presentations this year, he spoke on April 28, 2017, to the Friends of the UTA Library about his novel No Asylum. Sherwood continues to serve as outgoing president of the Conference of College Teachers of English and as secretary of the Texas Association of Creative Writing Teachers. In addition to directing the center, Sherwood teaches courses for TCU’s Master of Liberal Arts program on humor, the literature of survival, novel writing, and creative nonfiction writing. This year is his fifteenth as director and his twenty-ninth as a TCU employee.

Ms. Cheryl Carithers (Assistant Director) organizes Peer Tutor Training and coordinates the Writing Associates Program. In addition to literature and composition courses, Ms. Carithers teaches courses for the MLA program. In Fall 2016, she taught a course titled Superheroes: Myths or Cultural Icons? Another, War Stories: A Study Through Literature and Film is planned for Fall 2017. Also scheduled for this upcoming fall semester is a newly developed Introduction to Fiction course, which will focus on Dystopian and Post-Apocalyptic literature. In March 2017, Ms. Carithers gave a presentation on superhero studies at the Southwest Popular/American Culture Conference in Albuquerque, New Mexico.

Dr. Lindsay Dunn continues to present at academic conferences as she works on article and book publications that draw from her work on the visual rhetoric of Marie-Louise, House of Habsburg-Lorraine and aristocratic women artists. In April 2017, she co-organized a conference session on Amateurism in the Eighteenth Century at the annual meeting of the American Society of Eighteenth Century Studies, and welcomed her second son into the world. In 2016, she presented papers at the American Society of Eighteenth Century Studies and the Southeastern American Society of Eighteenth Century Studies annual conferences. In Fall 2016, she taught Art Historical Methods and Introduction to Art History, and co-taught Sex, Gender and Disciplines. In Fall 2017, she will teach Art of Africa.

Ms. Cynthia Shearer (Assistant Director) coordinates the center’s web page content, documentary style guides, and social media; edits the newsletter; and assists faculty with grant proposal writing. Her two novels are The Wonder Book of the Air, and The Celestial Jukebox. Her essay on legendary blueswoman Willie Mae Thornton, "The Thinning of Big Mama," appeared in the 2016 music issue of The Oxford American. In the 2016-2017 academic year, Shearer taught multiple sections of a themed intermediate composition course, Proof and Persuasion: The Rhetoric of Scientific Integrity. In Fall 2017, she will be offering Introduction to Fiction courses.

Dr. Sidney Thompson has completed his third year as a Writing Consultant and the center’s liaison with Brite Divinity. Dr. Thompson holds a Ph.D. from the University of North Texas in American fiction, with a secondary specialization in African-American narratives, and an M.F.A. in creative writing (fiction) from the University of Arkansas. He is the author of the short story collection Sideshow. His fiction and poetry have appeared in the Carolina Quarterly, The Cortland Review, Grey Sparrow Journal, Rhino, The Southern Review, storySouth, and recently in 2River View, Flock, and Waxwing Literary Journal. In Fall 2016, he taught two sections of Reading As a Writer; in Spring 2017, he taught Introduction to Creative Writing and two sections of Introduction to Composition: Writing As Inquiry. In the 2017-2018 academic year, he will be offering courses in the Master of Liberal Arts program: Black Skin/White Law in American Literature (Fall 2017) and Black Skin to Silver Screen: Transcending Genre and Race (Spring 2018).

Special congratulations to graduate peer writing consultant College of Education teaching assistant Amanda Anderson, winner of the 2017 Mary Nell Kivikko Excellence in Scholarship Award from the North Texas Writing Centers Association. The Kivikko award recognizes outstanding scholarship in writing center theory and practice; Anderson’s winning submission was an essay considering the applications of solution-focused brief therapy to individual writing tutorials. Anderson has also worked as a research analyst/assistant for the Fort Worth Independent School District and recently brought out her first book.
TCU’s Writing Associates Program is now entering its eleventh year of serving faculty and students in undergraduate courses that heavily emphasize writing. Originally funded by a 2006 Vision in Action grant, this program has had a sustained impact on TCU undergrads over the last decade. At the requests of professors, we assign Writing Associates (trained undergraduates, graduate students, or staff) to a class in any discipline. This collaboration ensures that professors and students get focused attention from us; we base writing associate placement on timeliness of faculty requests and available staff. Assistant Director Cheryl Carithers, who assigns and coordinates the Writing Associates, says, "Our goal is to increase the number of courses and disciplines for which we provide support." Professors interested in participating in the Fall 2017 Writing Associates program should contact Ms. Carithers by Friday, August 11.

Writing Associates, who also serve as peer writing consultants for the Center for Writing, receive extensive training from us and mentoring from the professors with whom they work. Writing Associates meet with students from their assigned classes during their regular tutoring hours, and familiarize other staff with course requirements in advance of student visits to the Center. Associates also have the opportunity to observe experienced professors incorporate and teach writing skills. "This program demonstrates TCU's ongoing commitment to ensuring that our students have upper-level writing experiences that enhance their ability to think critically and to lead, in whatever discipline or professional path they have chosen," says Dr. Steve Sherwood, director of the Center for Writing.

In the fall semester of 2016, five peer writing consultants and a part-time staff member served as Writing Associates at TCU. Amanda Aguilar worked with two of Dr. Mark Dennis's Religion 10023/Understanding Religion classes, and Amanda Anderson was assigned to Professor Dennis's Honors 40033 course, The Nature of Values. Malcolm Baker assisted Professor Diane Hawley with Nursing 30243, Professional Role II: Member of the Healthcare Team. Will Rudnicki served as the Writing Associate with Danielle Walker's Nursing 30243, and Dariana Slater covered Professor Suki John's Dance 40373/Dance History I. Dr. Arch Mayfield was the Writing Associate for two sections of Nursing 40813, Community Health Nursing: Concepts, taught by Dr. Sharon Canclini and Dr. Gina Alexander.

For the 2017 spring semester, Amanda Anderson assisted Professor Dennis with Understanding Religion, and Owen Wellington assisted him with his Nature of Values course. Malcolm Baker returned to assist Professor Hawley with her Nursing 30243 course, and Dr. Mayfield served again as the Writing Associate for Prof. Canclini and Prof. Alexander's upper level courses. Sandy Ballou was the Writing Associate for Prof. Danielle Walker's Nursing 30243 course.

The primary mission of a Writing Associate is instructional rather than editorial. A Writing Associate will respond to writing in ways that help students to become more aware of their strengths and to learn to overcome any weaknesses. Writing Associates do not grade papers for professors; rather, they support the course outcomes the professors set forth. If you would like more information about working with a Writing Associate in the classes you teach at TCU, please contact Director Dr. Steve Sherwood at s.sherwood@tcu.edu or Assistant Director Ms. Cheryl Carithers at c.carithers@tcu.edu.

**Leverenz interview, continued...**

**Are there any new developments or changes in the works for TCU's composition program?** Next year both ENGL 10803 and 20803 are up for their 7-year university-mandated assessment that all courses in the core go through. So I'm going to take full advantage of the opportunity to learn as much as I can about how well our program is working and how satisfied various constituents are with the program, and any revisions we do to the curriculum or policies or training will come out of what we learn from the assessment. Some areas I'm interested in are the possibility of moving to portfolio assessment, especially for ENGL 10803, to dovetail with Frogfolio. I'm also thinking about ways to connect ENGL 20803 more explicitly with the New Media Writing Studio, which I was involved with for the last 10 years. There is already a lot of multimodal composing going on in 20803, but it may become a more explicit outcome. Finally, I'd like to make more connections with the community. I'm not sure what that will look like, and it may involve the teachers of writing more than the students in 10803 or 20803, but I think it would be helpful to have a broader understanding of language difference and cultural difference than TCU alone can provide. I also think a university and student body with as many resources as TCU has should share that wealth with the community, which benefits everyone.
If you are a TCU graduate student registered for thesis or dissertation hours in the fall, we'd like to talk to you! We will be hosting the sixth annual Dissertation and Thesis Boot Camp August 7-10, 2017, at the W.L. Adams Center for Writing. Dr. Steve Sherwood, director of the Center, and Dr. Carrie Leverenz, professor of English, will serve as co-directors of the boot camp, presenting on various aspects of writing.

A grad student’s ability to complete long, sustained writing projects is a crucial test in professionalism at TCU, where grad programs account for 14% of the student body. Our boot camp offering is a strategically timed, short but intensive program successful in part because of TCU's commitment to support its grad students. Jointly sponsored by the Center along with TCU’s Office of Graduate Studies and Research’s GEM program, this lively series of discussions and guided writing activities kicks off the academic year by ensuring that late-phase graduate students establish realistic goals and a good support system before the rush of the academic year is upon them.

Another draw for the TCU boot camp is its laid-back format, a relaxed combination of writing readiness self-assessment, significant conversations and discussions, guest speakers, and multiple opportunities to benefit from the experiences of others. Some perennial but crucial topics addressed in these sessions: how to organize long projects, how to set realistic goals and manage time, and how to ensure helpful, durable relationships with directors and committees. Most graduate students struggle with an essential question: how does one stake a firm claim to adequate writing time, given one's other personal and professional obligations?

We held TCU’s fifth Dissertation and Thesis Boot Camp August 8-11, 2016, with 10 participants in the final stages of earning graduate degrees in Education, Chemistry, Environmental Science, Geology, History, Music, Psychology, Nursing, Art History, English, and Math. The group met with Dr. Sherwood and Dr. Leverenz each morning at 9:00 a.m., armed with laptops and lots of questions. Guest lunchtime speakers were Dr. Lindsay Dunn, writing consultant and art historian, and Ms. Cynthia Shearer, Assistant Director at the Center for Writing. Many of the participants from the 2016 session stayed in touch with us through the academic year. One participant wrote, "I appreciate all the helpful tips...it gave me the 'spark' to get things started this fall."

For information about the 2017 Dissertation and Thesis Boot Camp (Aug. 7-10), contact Dr. Steve Sherwood via email at s.sherwood@tcu.edu, or Dr. Carrie Leverenz at c.leverenz@tcu.edu.
In 2016, the center gave 10,000 consultations for the first time in its 28-year history. Based on our spring traffic, we could reach 11,000 during 2017. Our steady growth over the past ten years has no doubt resulted from TCU’s increase in student enrollments and from professors encouraging students to use our services. Hiring talented writing consultants and training them well may also have helped.

We emphasize kindness and humility as part of our tutor training. We want our consultants to treat every writer—whether freshman or full professor—as they would like to be treated when asking for assistance. This attitude begins with our administrative coordinator, Nancy Newsom, who warmly welcomes writers to the center, and continues in our one-to-one consultations. We promote humility because we work with students, staff, and professors from 50 disciplines, often on projects involving subject matter with which we are unfamiliar, such as anesthesia or economic theory. In such cases, the writer occupies the expert role and the consultant serves as a general reader, listening with a friendly ear, asking questions, and offering advice on how the writer can clarify his or her intended meaning. We also emphasize humility because no one, including those of us who have worked as writers, consultants, and teachers for decades, can know everything about writing, tutoring, or teaching.

Associate Provost Bonnie Melhart has repositioned the center under the Office of Research and Graduate Studies, in part because of our increasing role in assisting advanced graduate students and faculty members. Together they make up more than a quarter of our total clientele. In partnership with Graduate Studies, we host an annual thesis and dissertation boot camp. In 2016, ten graduate students from five academic disciplines received writing advice and worked on their final projects. Dr. Carrie Leverenz and I led the workshops, which focused on a number of writing-related issues. Twenty-five graduate students have so far registered for the 2017 session, which will take place August 7-10.

Meanwhile, we continue to focus three-quarters of our work on undergraduate writing. Most years I’m scouting for talented students to serve as writing consultants. To faculty members: please encourage the very best of your student writers to apply by contacting me at s.sherwood@tcu.edu. Also, please continue to feel free to use our services yourselves. Have a great year!