TCU Hosts North Texas Writing Centers

During fall semester, the staff of TCU’s W.L. Adams Center for Writing hosted the semi-annual meeting of the North Texas Writing Centers Association on campus. Participants from writing centers all over northern Texas convened in the Kelly Alumni Center for the keynote presentation by Dr. Cole Bennett, English chair and Director of Abilene Christian University’s writing center. Bennett’s topic was “The Writing Center as Community Citizen.”

Abigail Manuel of Collin College (a former peer consultant with us at TCU) presented “Reaching Out: Fostering Community and the Collin College Writing Centers,” and Carrie Hamilton and Julie Durrwachter of Dallas Baptist University briefed the group about their experiences using WIMBA, a web-conferencing platform, demonstrating its use for writing tutorials. Representatives from Texas Women’s writing center, Natalie Malin and Christopher Works, discussed online writing tutorials in real time.

After a brief tour of TCU’s writing center on the top floor of Reed Hall, the group adjourned. North Texas schools represented at the meeting were Tarrant County Community College Northeast Campus, Tarrant County Community College South Campus, Dallas Baptist University, Tarleton State University, Mountainview College, Grayson College, University of Texas at Dallas, Kaplan University, Collin College Central Campus, Tarrant County Trinity River Campus, and TCU. Membership in the NTWCA includes directors and staff of writing centers and persons interested in writing centers.

Just Another Record-Breaking Year!

Director Steve Sherwood Nominated for Chancellor’s 2012 Staff Award
Meet the Elite

Fall 2012
Rebecca Allen
Kelli Coppola
Lynda Davis
Michael Darmitzel
Marcus Ehrhardt
Lucas Ehrhardt
Bill Hamlett
Melanie Hyche
Liz Leach
Meaghan Roe
Amy Sentementes
David Shaver
Rachel Spurrier
Josh Toulouse

What does it take to work as a peer consultant at the Center for Writing? Each year we hire some of TCU's best student writers to tutor for us, but there's more to it than simply being a good writer.

Many of our tutors are honors students, but it's not a requirement. You do not need to have all the answers, but you do have to have a healthy appreciation for the big questions:

What is the difference between tutoring and editing?
What is a tutor's code of ethics?
How much can you teach someone in thirty minutes or an hour?
How do you conduct a tutorial online?
How can you tell twins Mark and Luke Ehrhardt apart?

Our peer tutors have a lot of responsibility, and to insure that every student who walks in our door asking for assistance is in good hands, we require that consultants complete a semester-long training phase first.

The main training session kicks off every fall semester complete with syllabus and readings that prepare them for the work they will do for us. Our more experienced tutors help train the newbies via mock tutorials. All become well versed in how to assist TCU students online as well as in person, and how to raise their "documentation IQs" by mastering the basics of APA, MLA, and Chicago/Turabian research styles. Throughout the semester, peer consultants work closely with Dr. Steve Sherwood and Ms. Cheryl Carithers to sharpen their skills.

Second-year consultants expand their expertise by researching emotional, psychological, and artistic aspects of tutoring. Third- or fourth-year peer consultants write and submit proposals to compete with peer tutors from other north Texas universities and colleges for the North Texas Writing Centers Association's Mary Nell Kivikko Excellence in Scholarship Award, named for a past staff member at our writing center.

We owe our success to our peer consultants. Many of them stay close to writing when they graduate and attend grad school or enter the workforce, taking jobs in journalism, education, marketing, publishing, and related fields.

Spring 2013
Bailey Betik
Kelli Coppola
Michael Darmitzel
Marcus Ehrhardt
Lucas Ehrhardt
Liz Leach
Meaghan Roe
Casey Robertson
Amy Sentementes
David Shaver
Claire Shelton
Josh Toulouse
Four Questions for Professor Alan Gallay

Because we field so many questions from TCU students writing dissertations, we asked some TCU faculty actively engaged in mentoring graduate students in historical or academic writing and publishing to pose relevant questions to historian Dr. Alan Gallay about dissertations and writing. Gallay holds the Lyndon B. Johnson Chair in History and is a specialist in the effects of colonialism on indigenous populations in the New World. Among his published works are Colonial and Revolutionary America (2010), Indian Slavery in Colonial America (2010), and The Indian Slave Trade: The Rise of the English Empire in the American South 1670-1717, which was awarded the Bancroft Prize in American history for 2003. We hope to make this helpful advice a regular feature of our newsletter. Watch this space for more from some of TCU’s faculty writers.


Hughes: What was the most important writing strategy you used to complete your dissertation? What do you consider your most important writing strategy today? If the strategies differ, what do you think this says about your changing modes of writing or professional development?

Gallay: Ah—the perfect paragraph, unobtainable but what I strived for. Dissertation writing, unless you’re in the sciences or math, is a long process. And none of us who begins one has done it before although an MA thesis could be seen as a dry run. I conceived of my dissertation as a draft for what would eventually become a book—my goal since I was about four years old was to write a book. But when I started the dissertation I still wasn’t a very good writer. The drafts for the first few chapters were pretty bad. I realized I needed to make every paragraph indispensable. So I edited every paragraph at least 50 times! The only way (for me) to master my craft was to lovingly and tenaciously examine and re-examine every word that I wrote—this experience made my subsequent career as a writer, my vocation, my profession, my pleasure, all the more easy and enjoyable.

As for my writing strategies today—for a long time after the dissertation, when one’s time is drawn in so many directions, teaching, family concerns, and so on, I found it important for me to write every morning. I recommend this to all. First, even if it’s just an hour a day, what you’re writing about remains fresh in your mind so you don’t waste time spinning your wheels the next time you get back to your text. Second, if I write first thing in the morning then I feel like I did something for myself, and it makes it much easier for me to give of myself to others the rest of the day, in teaching, professional service, family obligations, and so on. So I became a morning person—get up before everyone else (and the demands placed upon our time)—and found not only was I a lot happier but I got a whole lot more writing done!

As for writing strategies: I’m now more conscious of the artistic elements of writing—I think of myself as both painter and sculptor. Often when I’m done painting and sculpting a section or chapter, I introduce new elements for telling the story. Sometimes I look for a prop to discuss, such as a map or another illustration; sometimes I reorganize the material to reveal different parts of the story at different times. Most readers just assume that the story somehow tells itself—it doesn’t—we create whole new worlds in our writing and I quite like playing god—on the sixth day I created an introduction to show the reader that demographics matter; on the seventh day I dared not rest and employed a biblical metaphor to drive home the point about Anglican seminarians in eighteenth-century South Carolina. Most readers don’t want to consider the artistry and artifice that goes into a text—but it’s all creation.

Dr. Rebecca Sharpless is an associate professor with a specialty in women’s and oral historiography and serves as the chair of the Department of History. Her books are Cooking in Other Women’s Kitchens: Domestic Workers in the South 1865-1960 (2010), Fertile Ground, Narrow Choices: Women on Texas Cotton Farms, 1900-1940 (1998), and Rock Beneath the Sand: Country Churches in Texas (2003).

Sharpless: Why do certain things matter? How do you look for the big meanings in what you write about?

Gallay: Rebecca poses the most important issue to me—why does it matter? I look for processes that I’m interested in, such as colonialism, in other disciplines, fields, time periods, and places—so I can develop a global context, if possible, on what I study. And I keep my eye moving back and forth between the micro and the macro—the significance of one life and of many lives. I try to never allow my search for the larger meanings of history to obscure the uniqueness of each moment and life, but I want to show how the large historical forces that affect everyone’s lives in a particular time and place, forces that people might not even see or be aware of, contour the possibilities in their choices. If I can do that then the story I relate will have meaning for others.
Dr. Mary Volcansek is a professor of political science specializing in comparative judicial politics and constitutional law. A former dean of Additlan College, she is currently Executive Director of the TCU Center for Texas Studies. A prolific scholar, Volcansek’s books are Courts and Terrorism: Nine Nations, Balance Rights and Security (2011), Globalizing Justice: Critical Perspectives on Transnational Law and the Cross-Border Migration of Legal Norms (2010).

Volcansek: What do you think is the best advice that you can give to a doctoral student who is approaching selection of a dissertation topic?

Gallay: The most important thing is finding a topic that’s going to carry your interest—this is more important than a topic you think is going to change the world. If you find a topic that is personally compelling then you’ll find a way to make it compelling to others. How to find a topic: I’d look for “red flags.” These are items you come across in a document or novel or painting or musical score—whose usage is mundane and odd and you’ve seen it in other documents or novels or paintings or musical scores. No one seems to notice their presence and you have no idea why they’re there. Most people pass by these red flags because they don’t fit the paradigm of how the topic is understood or important—but they may actually hold the key (for someone who is not lazy and realizes that paradigms hide a great deal) for discoveries that will change the prevailing paradigm.

What’s the best dissertation advice anyone ever gave you?

“You don’t have to write the whole thing in an afternoon.”—Dr. Rebecca Sharpless

“Adjust your length of discussion to the relative importance of your point; above all, make sure the research on which your writing rests has integrity.”—Dr. Linda Hughes

“Begin with chapter two; you’ll always have to re-write your introduction by the time you finish your conclusion.”—Dr. Mary Volcansek

Are You Writing Your Dissertation?

You’ve invested some of the best years of your life completing coursework for a Ph.D. You’ve left your scuffmarks on the library floor, and you’ve passed your comps and learned to live without adequate sleep. One thing stands between you and being hooded at graduation: you have to write your dissertation. The fateful hour has come at last. Where do you start? The sooner you connect with us at the Center for Writing, the sooner we can begin to assist you. Our staff can answer your questions about writing and the documentation style required by your discipline.

Consider attending TCU’s Dissertation Boot Camp, an intensive week-long workshop to help grad students jump-start dissertations and plan the research and writing that will carry you to completion and introduce you to TCU’s built-in graduate support network. Sponsored by the Office of Graduate Studies and Research and the Center for Writing, Dissertation Boot Camp at TCU typically covers a multitude of topics such as motivation, audience analysis, organizational strategies, time management, avoiding writer’s block, work habits, and identifying errors. Daily sessions include encouragement from and consultations with TCU graduate faculty, guided writing sessions, discussions, and issues to think about.

The first TCU Dissertation Boot Camp took place at the Center for Writing May 14-17, 2012. Participants from six disciplines convened to hear tips and cautionary tales from some of TCU’s finest faculty. In addition to offering important advice, Dr. Richard Enos, Lillian Radford Chair in Rhetoric and Composition, urged students to work on some aspect of their dissertations for at least fifteen minutes a day. Dr. Claudia V. Camp, Weatherly Professor of Religion, recommended students choose a topic they feel passionate about and use their initial proposals to chart the course of their full dissertations. "Think lively, not ‘pedantic,’ when you write," she said. Dr. Tim Barth, chair of TCU’s department of psychology, advised participants to establish a long-term research agenda as doctoral students. Barth also emphasized the importance of publishing research early in one’s career.

If you are interested in participating in Dissertation Boot Camp 2013, scheduled for May, send an email to Dr. Steve Sherwood or Sarah McNeely, graduate assistant to the Associate Provost for Research and Dean of University Programs sarah.mcneely@tcu.edu.
W.L. Adams Center for Writing

Phone: 817.257.7221
Email: writingctr@tcu.edu

Main Center 419 Redd
8:00 a.m. – 5 p.m.
Monday – Friday
Phone 817.257.7221

Library Annex
6:00 p.m. – 9:00 p.m.
Sunday-Thursday
817.257.6520

At the Center

Dr. Steven Sherwood (Director) was a finalist for the Chancellor’s Staff Award and the Academic Affairs Division winner in 2012. His essay “Physical Education” appears in The Clearing House in 86.1 (2013); another essay, “Changing Perspectives through In-class Writing Workshops,” appeared in Insights into Teaching and Learning in fall 2012. Sherwood also published a short story, “Purple Hearts,” in descript. (2012) and two other essays are forthcoming in 2013: “Field Guide,” in Talking River Review, and “Humor and the Rhetorical Properties in the Writing Classroom” in The Journal of Teaching Writing. He presented a paper, “The Shifting Sands of Creative and Academic Vision,” at the International Writing Centers Association in San Diego and made other presentations to the Texas Association of Creative Writing Teachers (TACWT) in McAllen, the Langdon Weekend Literary Conference in Granbury, the Conference of College Teachers of English (CCTE) in Fort Worth, and South Central Writing Centers Association (SCWCA) in Little Rock. Sherwood serves on TCU’s Writing Emphasis Committee. Currently, he is an at-large member of the executive board of the IWCA, vice president of SCWCA, secretary of TACWT, and a member of the executive council of CCTE. In addition to his usual duties at the Center for Writing, Sherwood teaches courses for TCU’s Master of Liberal Arts program on such subjects as novel writing, creative nonfiction, American humor, and the literature of survival.

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Ms. Cheryl Carithers (Assistant Director) organized the Peer Tutor Training Workshop for 2012-2013, and coordinates peer tutor activities during the academic semesters. Carithers serves on TCU’s Veterans Task Force Committee; she also led a Special Interest Group on veterans’ writing groups at the IWCA conference in San Diego in October. In February Carithers will present a paper at SCWCA, “Veterans’ Writing Groups: Bridging the Distance Between Military Life and the Campus Community.” During the 2011-2012 academic year, Carithers taught introductory fiction courses, 2 freshman seminars, Conspiracy Theories and Superheroes, as well as 2 sophomore surveys, The War on Terror and Social Issues. She also completed online courses in business, science, political, and financial writing, applicable towards a master’s degree program in professional writing from Chatham University.

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Dr. Bridgette Copeland joined the Center for Writing staff in August 2012. She earned her M.A. in English from the University of Louisiana at Monroe (2002) and received her Ph.D. in English from TCU (2010) where she was the Ida M. Green fellow in literature. Her dissertation is titled My Sister, My Citizen: Biological Sisterhood in the Works of Rebecca Kush, Ann S. Stephens, and Elizabeth Stoddard. Copeland also holds a Certificate in Women’s Studies from TCU. Her teaching and research interests lie in early American literature, Southern literature and culture studies, and women’s writing of the 1800s. Before coming to the TCU Center for Writing, Copeland was an English instructor at the University of Louisiana at Monroe and served as the director of ULM’s writing center. At TCU she will also serve as a faculty affiliate for the Women’s Studies program and is a member of the WOST Recruitment and Retention Committee. She will offer courses in Early American Literature through 1900, women’s studies, and composition.

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Dr. Amy Hermanson represents the Center for Writing on the English Department’s composition committee and serves as our liaison consultant with Trine Divinity School, offering assistance with orientation and research documentation. She made a presentation on rhetoric at St. Peter’s Classical School in Fort Worth, and has a book review forthcoming in Journal for Early Modern Cultural Studies. In February 2013 Hermanson will present a paper, “Writing Groups as Contact Zones: Fostering Independent Writers and Extending the Center’s Reach through Writing Groups,” at the SCWCA conference in Corpus Christi, and participated on a panel at TCU on February 4, on teaching ELL writers. In the 2011-2012 academic year she offered courses at TCU in Honors Literature and Civilization, composition, and drama. Hermanson also taught two courses in the Master of Liberal Arts program: The Hero, the Epic, and the Quest and How Arguments Work.

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Ms. Cynthia Shearer (Assistant Director) coordinates the center’s web page content, documentary style guides, and social media, and also edits the newsletter. She published a short story, “Conundrum” in spring 2012 in Cedars, an online literary magazine, and conducted a creative writing workshop for students at the Hockaday School in Dallas. Her 2005 novel The Celestial Jukebox was cited in The Cambridge Companion to American Literature after 1945 as “global” Southern literature. Her short story “Still Life With Shotgun and Oranges” was reprinted in Kathleen Robbins’ Into the Flat Land, a limited-edition collection of photography sponsored by the New Orleans Photo Alliance and underwritten by the University of South Carolina in fall 2012. Shearer served as a consultant to TCU’s interdisciplinary committee for comprehensive internationalization, and assisted with the final Quality Enhancement Program (QEP) proposal to be submitted as part of TCU’s SACS re-accreditation portfolio. She also served as a judge for the Sandra Brown Excellence in Literary Fiction scholarship competition. In the 2011-2012 academic years, Shearer taught advanced and intermediate creative writing courses, intermediate composition, and a freshman seminar, The Future of Water.

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Happy Trails, Dr. Kuhne!

If it seems to you that someone’s missing from the Center for Writing this year, you’re right. You may have known him as the guy who helped you pass the journalism department’s mandatory grammar test, or the guy who taught that cool course in end-of-the-world literature. He may have given you your very first publication in TCU’s venerable literary journal descant. He may have been the patient guy who had the tenacity to focus on some of the more obscure aspects of your history dissertation on beautiful spring Friday afternoons, when you were getting your dissertation ready to submit to your committee. We know and love him as Dave, resident old-school grammarian and hip outdoorsman. On August 5, Dr. David Kuhne retired from a long and productive tenure of 16 years with us, 14 as Associate Director. We will miss him more than printed words can show.

“I thought I was going to be an attorney,” Kuhne says of his collegiate years, but a creative writing course at UT-Austin changed that. Kuhne eventually earned an MFA in 1978 from the prestigious program at the University of Arkansas. A graduate seminar in African literature at Arkansas later fueled his interest in African literature. By the time he finished a Ph.D. in English from TCU, that interest had become a doctoral dissertation directed by Dr. David Vanderwerken, one of a handful of TCU English dissertations to see publication as a book. “It’s my best writing,” Kuhne says of African Settings in Contemporary American Novels (Greenwood Press, 1999). In it, Kuhne examines the “binary” way that Americans and American writers portray Africa as a foil to American culture and inevitably conclude that their own culture is not necessarily superior to African culture.

Kuhne has taught composition, creative writing, and literature at the University of Arkansas, Lamar University, Texas Wesleyan University, and Texas Christian University. A past president of the Texas Association of Creative Writing Teachers, Kuhne has published short fiction in New Texas and the Concho River Review. His story “The Bridge at Mountaintop” won the Betty Greene Award for Fiction in 1995, and, more recently, his story “Magic Coins” was anthologized in Literary Fort Worth (TCU Press, 2002). In 2011, his collection of short fiction, Road to Roma, was published by Ink Brush Press. One of those short stories, “Ridin’ My Thumb to Mexico,” also appears in Texas Soundtrack, in another ink Brush book, an anthology of fiction about Texas music edited by Terry Dalympie.

From 2000-2012 Kuhne was editor of descant, TCU’s annual literary magazine. His job was to cull ten worthy short stories from the hundreds of submissions from all over the world, and to select about fifty good poems from the thousands mailed in each year. Working with English Department grad student interns eager to learn how real-world literary publishing works, Kuhne produced the magazine for twelve years.

In 2008, he co-edited, with Dan Williams and Charlotte Hogg, Fifty Years of descant, an anthology drawing on considerable archives dating back to the magazine’s founding days. The big surprise, Kuhne says, was how many university-name writers appeared in descant’s early years, many before they were famous. The volume contains work by authors such as Robert Penn Warren and Joyce Carol Oates and is available in the TCU Bookstore and at TCU Press. When we asked Dave if he had any parting words for us as we continue to teach writing at TCU, he didn’t miss a beat. “One thing I got out of this job,” he said, “was a conviction that we need to incorporate more and more writing into all the courses we offer, as much writing as possible.”

What’s next for Dave Kuhne, an avid outdoorsman? We’ll hazard a guess he will spend time at his beloved Big Bend and other national parks. Though he may not be at the Writing Center, his plans will nonetheless always keep him close to the field of writing. He will evaluate manuscripts for Lamar University’s new academic publishing venture, and is writing a novel about the colorful hidden history of self-served canwashes, based on his Fort Worth family’s business experiences. If you’d like to keep up with Dave Kuhne, visit his website, http://davekuhne.com, and pick up a copy of Road to Roma. To quote a certain other well-traveled Texan, Happy trails, Dave. Until we meet again.

In Which the Green Honors Chair Becomes Even Greener

“Writing is a way to explore the biggest questions of life. Not to find the answers, perhaps, but to do some thoughtful exploring of the questions.” These are the words of acclaimed author T.A. Barron, who will be our guest speaker next fall semester as part of TCU’s popular Cecil H. and Ida Green Honors Chair speaker series. Dr. Jane Goodall has written of T.A. Barron, “He writes perfect tales for our troubled times, with a strong message of hope that wickedness, however mighty, can be vanquished by the true heart of a child.”

A Rhodes Scholar and former New York investment banker, Barron is now a best-selling author who specializes in “the mythic quest” and environmental stewardship, producing fantasy works such as The Ancient One and The Great Tree of Avalon and books about nature, including To Walk in Wilderness. In addition to his great success as a writer, he founded the Princeton Institute of the Environment, sponsors an annual young hero award for children, and was instrumental in the formation of the Grand Staircase-Escalante National Monument in Utah. Barron’s first book The Lost Years of Merlin is slated to become a Warner Brothers movie. Barron is a popular and dynamic speaker, so we expect a good crowd to be on hand.

We hope you will join us on Sept. 23, 2013, (time and place to be determined) for a wonderful and inspirational presentation by one of America’s most popular authors. Contact sherwood@tcu.edu for more information about this event. To learn more about Barron and his work, you can visit his website, http://www.tabarron.com, which includes contact information to access free teaching resources for classroom teachers.

Photo credit: Curtis Barron
“Class, meet the Chinese parasol tree. Chinese parasol tree, meet the class.”

So began one of many discussions Dr. Tony Burgess, professor of environmental science, facilitated among students from his environmental stewardship class during a day-long field trip to the Fort Worth Botanical Garden on January 31. Fifteen TCU students and four faculty/staff members, including the Center for Writing’s Dr. Steve Sherwood, spent the day examining the intersections of humans and nature in such quasi-natural spaces as the rose garden, the Japanese Garden, and wilder portions of the park.

One of the goals of this expedition, the first of four locations around the Metroplex this class will visit, was to coach the students in writing effective field notes. Another was to give them a chance to observe, describe, and reflect on the role of plants and animals in a place designed to enchant and resonate with human visitors. Among other concepts, Dr. Burgess presented Japanese notions of wabi (imperfection), subi (the beauty and serenity that comes with age), and kama (spiritual essence) that Japanese gardens seek to embody. He asked students to find a place in the garden that attracted them and write or draw for forty minutes, after which they returned and shared their work.

Later, on the natural trail, where the class met the Chinese parasol and a number of other species, Dr. Burgess had the students practice introspection, searching for evidence of native plant species, such as the bur oak and the green ash, in order to imagine the Trinity River basin as it looked before the creation of the garden—a necessary step if one is attempting to restore or replicate a natural environment.

An outspoken advocate of in situ writing instruction and a hands-on teacher—who actually turned over a fallen log and passed around a cutworm larva he found underneath—Dr. Burgess sparked in his students a loving respect for nature. At the same time, he reminded them that humans, as natural creatures themselves, must find productive ways to co-exist with the environment. This semester will be Dr. Burgess’s final one at TCU. He came to the university in 2004 after having served as a site naturalist for the Biosphere 2 project near Tucson, Arizona. In May, he will retire to Homer, Alaska, to be near his son.

In spring 2014, the W.L. Adams Center for Writing will sponsor a creative non-fiction award, the Burgess Award, for a student’s written work that embodies the principles and ethics of environmental stewardship taught by Dr. Burgess. For more information about the award, contact Cynthia Shearer at cshearer@tcu.edu.

Director’s Notes

A writing center is more than a location; it’s a community of people dedicated to becoming better writers (and helping others do the same).

To better serve TCU’s community of writers, we will expand our reach this year. We will co-sponsor TCU’s second Dissertation Boot Camp this spring and hold initial organizational meetings for student veterans interested in forming a veterans’ writing group. We will form one writing group for men and one for women. We also plan to explore interest in a writing group for underrepresented students. Next fall, we host the Texas Association of Creative Writing Teachers conference from September 26–28, 2013, and bring in best-selling fantasy novelist and environmentalist T.A. Barron on September 27, 2013, to deliver the Cecil H. and Ida Green Honors Chair lecture to conference attendees and the public.

In July 2012, we said farewell to a long-term member of our staff, Dr. Dave Kuhne. The TCU community benefitted from Dave’s contributions for sixteen years, during which he served as associate director, edited the university’s literary journal descanso, taught writing and literature courses for the Department of English, and touched the lives of literally thousands of students and faculty members with his honest, well-considered feedback on their writing. All of his friends and colleagues miss him, especially his wit and insight, and we send our best wishes for a well-deserved (and active) retirement. Another key member of the staff, our administrative assistant Berta McElmore, retired in December. She worked in the center for three years. Before coming to us, she worked for TCU’s Intensive English Program and Neeley School of Business. The center already misses her contributions and wishes her well.

We’re happy to welcome a new full-time staff member, Dr. Bridgette Copeland, who joined us in August. Dr. Copeland was the director of The Write Place at the University of Louisiana-Monroe, where she won ULM’s 2012 Instructor of the Year Award. Already a popular writing consultant, she is contributing to the larger university community by serving as an affiliated faculty member in TCU’s Women’s Studies Program.

We depend a great deal on our talented peer and part-time professional writing consultants, each of whom works ten or more hours a week assisting students of all disciplines and various levels with writing projects. Our part-time professionals are Marie Laine, Jean Rose, Adam Knorr, and Clyn Mathis. Our graduate-level peer consultants are Meghan Roe and Josh Toulouse. Our undergraduate consultants include Amy Sentementes, David Shaver, Lucas Ehhardt, Marcus Ehhardt, Kellie Coppola, Michael Darnitzel, Elizabeth Leach, Bailey Betik, Claire Melton, and Cayse Robertson. Several long-time peer consultants left us in December: Rebecca Allen and Rachel Spurnier graduated, Melanie Hyche is student-teaching this spring, and Bill Hamlett is now working for the John V. Roach Honors College.

Each consultant did his or her share of the fall semester’s record number of tutorials (4,853). Some of them simultaneously worked as part of the TCU Writing Associates Program, which the center inherited in 2010. In the fall, five peer consultants served as TCU WAs, each attending an assigned writing emphasis course, learning about the assignments, and working (along with the professor) on the students’ writing skills. Teachers of Writing Emphasis (WEM) courses who would like to apply for a WA should contact me at ssherwood@tcu.edu. For information about the veterans’ writing groups, send an email to vetwrite@tcu.edu. Graduate students interested in forming a writing group should contact Dr. Amy Hermanson at ayhermanson@tcu.edu.

Dr. Steve Sherwood