

Writers at the Center

W.L. Adams Center for Writing

Texas Christian University

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Spring 2014

LET THERE BE CAKE!

This academic year marks the 25th anniversary of the W.L. Adams Center for Writing's service at TCU. Originally, we were the brainchild of TCU administrators who believed that TCU students across all colleges and disciplines needed access to individualized attention in an interdisciplinary writing center. Our doors first opened to TCU students in August 1988, when the Union Pacific Foundation pledged \$240,000 to create a campus-wide resource for students seeking help with writing across all disciplines and colleges. In 1993 TCU named our facility in honor of Union Pacific's visionary CEO William L. Adams, legendary oilman and geologist who believed passionately that good writing skills empower people.

Twenty-five years, three directors, and tens of thousands of tutorials later, we still believe good writing skills empower people.



We've had three navigators in our history: Dr. Christina Murphy (1988-1996), Dr. Jeanette Harris (1997-2002), and Dr. Steve Sherwood (2002-present). All three directors served as officers for regional or national writing center associations and won awards from the International Writing Centers Association. Harris edited the *Writing Center Journal* and published widely in the field. Murphy and Sherwood collaborated on the *St. Martin's Sourcebook for Writing Tutors*, slated to go into its fifth edition next year. As a result of their efforts, and those of other professional staff members, the William L. Adams Center for Writing continues to enjoy a high profile in the profession. Our center has always been staffed by full-time professionals with advanced degrees. Many publish creative and academic works regularly. In addition to tutoring regularly for the center, our full-time staff members also teach a total of 20 courses a year in writing and literature for the English Department and also offer courses via TCU's Master of Liberal Arts (MLA) program. "You're always in a process of growing," Sherwood told a *Skiff* reporter interviewing him about his own writing last year. That same philosophy applies to the Center for Writing at TCU.

Growth has been steady; nearly every year we break our own records in the number of TCU students we serve. In 1988, we had six full-time staff members and we still do; we have added several part-time professional staff, four graduate consultants, and a dozen undergraduate consultants. Our campus-wide reach is now greater than originally envisioned, with students and faculty from nearly every discipline seeking feedback from our consultants. In the past year, we broke our own records, logging 8,948 writing tutorials in our Main Center in Reed Hall and our satellite centers in the Neely School of Business, the TCU Library, the Carter Hall Tech center, and online. We also conducted workshops on special topics for various TCU faculty members, and we assigned writing associates to professors who participate in our Writing Associates program.

In 2006, we expanded our reach by opening the Graduate Writing Center; we now work with grad students and faculty on long projects such as theses, dissertations, submissions for publication, and book manuscripts. We also work intensively with grad students as a co-sponsor of TCU's annual Dissertation Boot Camp. Though our main clientele are undergraduate students writing papers for courses, about 21% of our traffic is from graduate students.

We also boast one of the best facilities in the country devoted to a university writing center. Our Main Center in 419 Reed Hall is testament to TCU's commitment to good writing, a result of continued support and encouragement from Dr. R. Nowell Donovan, TCU Provost, and from Dr. Bonnie Melhart, Associate Provost of Academic Affairs and Dean of University Programs. For the use of students, we have ten computers, including Macs and PCs, and a Pharos printing station. We also have a conference room equipped with state-of-the-art technology for group consultations and meetings with faculty from various colleges and departments.



What's next for us? The center plans to continue to assist students and faculty from all disciplines with all types of writing projects, including letters, papers, web-based works, theses, dissertations, novels, poetry, and plays. In addition to supporting writing emphasis teachers through the Writing Associates program and in-class workshops, we hope to play an active role in the Academy of Tomorrow's ePortfolio program.

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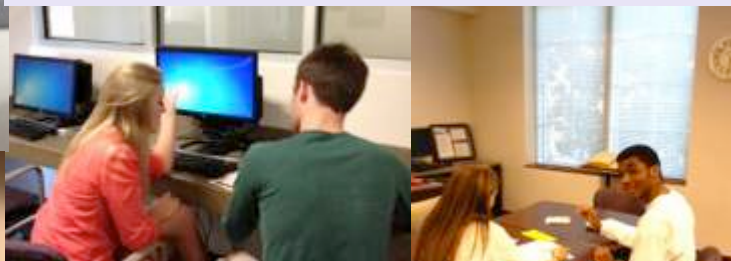
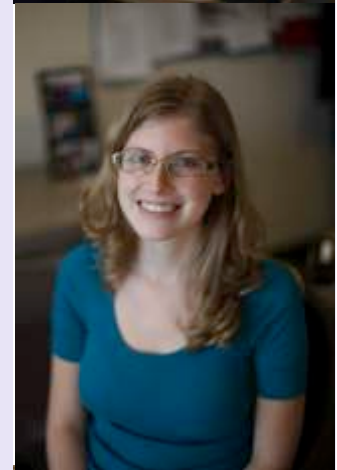
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Peer & Graduate Writing Consultants 2013-2014

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.



Amanda Aguilar	Communication/Journalism	Chino Hills, CA
Tyler Araki	Sociology/Economics	North Richland Hills, TX
Larisa Asaeli	Graduate English	Provo, UT
Malcolm Baker	Writing/PreMed	Lafayette, LA
Zack Bellenger	Marketing/English	Weatherford, TX
Bailey Betik	English/Anthropology	Ennis, TX
Aaron Boyle	Graduate/Brite Divinity	Garrettsville, OH
Elle Carnley	Writing	Keller, TX
Kellie Coppola	Writing/History	Scottsdale, AZ
Beth Hessel	Graduate/History	Santa Rosa, CA
Liz Leach	Anthropology	Langley, VA
Caisey Robertson	Writing/Women's Studies	McKinney, TX
Meghan Roe	Graduate/English	Springfield, MO
David Shaver	Philosophy/Economics	Canyon, TX
Bryan Smith	Business	Collierville, TN
Josh Toulouse	Graduate/Brite Divinity	Chicago, IL
Andrew Upton	Political Science	Corpus Christi, TX



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.



Some Questions For . . . Dr. Charlotte Hogg, Director of Composition at TCU



Dr. Charlotte Hogg has served as Director of Composition since 2007, establishing curricula, training and supporting graduate instructors, and insuring consistency of quality instruction and adherence to the Composition Program's stated outcomes. As Director of Composition, she oversees all composition (WCO) courses taught at TCU. In that capacity she teaches ENGL 60513: *Teaching College Composition* and ENGL 10803: *Introductory Composition* each fall. As Associate Professor of English, Dr. Hogg is a specialist offering courses in place-based writing, rural women's literacies and the intersections between composition and creative writing. Her publications and editions include *From the Garden Club: Rural Women Writing Community* (Nebraska, 2006), *Rural Literacies* (Southern Illinois, 2007), *Reclaiming the Rural: Essays on Literacy, Rhetoric, and Pedagogy* (Southern Illinois, 2012), *descant: fifty years* (TCU Press, 2008). Her current research project is a study of the negotiations of privilege, womanhood, and belonging in sororities. She was kind enough to speak with us recently on a subject near and dear to our hearts and our tutoring schedules—the comp program at TCU. So many of our staff and student tutors work closely with Dr. Hogg, she's one of our favorite resource contacts at the Center for Writing.

What guides you to choose a topic in your own writing and publishing? I often joke that it is defensiveness about something that leads me to investigate what gives me such a response, but I'm only half-joking. It was when I moved to Oregon to work on my MA in English that I delved into writing about the Great Plains, and that was because I became annoyed by the dismissive comments and assumptions about it being a space of nothingness. To me, it held everything. So I wanted to write and read and figure out where those assumptions—other people's and my own—might be coming from.

Who was the best writing teacher you ever had as a student, and what qualities did that teacher have? I had so many it would be hard to pick one: my first-year composition teacher, Margrethe Ahlschwede, was outstanding and the reason I changed my major to English. I took Advanced Composition from Kate Ronald, and she was stellar as well (these were during my undergraduate days at the University of Nebraska-Lincoln). I think these teachers had such an impact because student writing was front and center to the class, even though we did lots of reading of the writing of others (classmates and published works) and also because students had ownership of our writing. Both of these teachers gave lots of feedback, but guided rather than drove. They were respectful of our words and thoughts, and it made me want to do my best work.

If every university has its own unique "philosophy of composition," what is TCU's? The Composition Program at TCU is motivated by the following beliefs: writing is a knowledge-making endeavor, writing serves the interests of both the writer and reader(s), writing is a response to a rhetorical situation, and writing is done in the context of rules and conventions that vary from situation to situation, from community to community, from discipline to discipline.

What role do "multi-modal" skills play in TCU's composition program?

They play an important role, though how much multimodal work happens in individual classes will vary from instructor to instructor. The Composition Program believes that composing occurs in a variety of ways to make meaning and that traditional, text-based papers are a critical component but not the only way students can learn to compose to communicate effectively in a variety of situations, particularly when greater critical awareness and development of new media skills are vital during and after college. Students in ENGL 10803 or 20803 have done multimodal assignments such as creating slide shows through PowerPoint, making movies, recording and editing podcasts, incorporating charts, graphs, and other visuals into academic texts, producing infographics, and more.

What's the connection between writing and critical thinking?

This comes back to a key element of our philosophy that writing is a knowledge-making endeavor. As we write, we are figuring our thoughts out on the page (rather than the idea that we only transcribe onto paper an idea that's fixed in our head). You may have experienced this when writing in a journal or writing a paper—you start saying one thing and the ideas you generate lead to other ideas. Many instructors will have students write responses to readings, films, or websites, as it's a great way to think through ideas and come to a more complex understanding of what you've read. The process of revision can then help writers both expand and shape their ideas to best reach their readers.

What's the difference between a composition (WCO) course and a writing emphasis (WEM) course? Are they interchangeable? They aren't interchangeable. WCO courses (ENGL 10803/10833 and ENGL 20803/20833) are Essential Competencies in the Core, meaning they are required of every student. WEM courses are also Essential Competencies, but they are designed to help students learn to communicate in a specific discipline. So courses all across the university can request to be designated as a WEM course if they meet the requirements; that way, students can gain more general writing experiences in the WCO courses and then build upon that knowledge as they choose WEM courses in their majors where they'll gain more discipline-specific writing practice.

Continued...

(Dr. Charlotte Hogg, cont.) **What's the typical TCU comp instructor like?** We are fortunate to have a range of knowledgeable, collegial instructors at TCU, from graduate instructors to full professors from the English Department and Writing Center. The program offers professional development (such as brown bag sessions on things like new technologies to use in the classroom or sharing ideas on having great discussions in class) so that teachers can continue to develop their teaching strengths. Each instructor of a WCO course is invested in helping students learn about their processes as a writer as they gain practice writing in a range of genres.

What are the advantages of completing comp requirements at TCU rather than at another school or online? Completing composition requirements at TCU is the ideal situation for students if they can do so because the courses are designed to prepare students for writing they will continue to do in our own university setting, and the rigor of the composition courses helps prepare students well for WEM courses and other writing they'll encounter while at TCU and beyond.

Why are college composition courses required? When the Core Curriculum was revised about a decade ago, faculty and administrators on campus felt strongly that gaining writing knowledge and skills is essential for a broad educational experience that will help students not only become lifelong learners but help prepare them for their futures after graduating from TCU. Again and again I hear from employers ranging from business to engineering that they can train employees for the specific context of the job but that they want employees who can step into the position able to communicate effectively through writing.

Why don't TCU writing instructors use computer programs to grade student essays? Research has shown widely the ineffectiveness of machines grading student writing, and this largely has to do with the fact that writing teachers focus on *responding* to rather than grading student writing, according to writing scholar Doug Hesse. Teachers work with students to help them consider the rhetorical situation of their writing—how one will approach writing differently depending on the audience or context—and thus the writing created has to be responded to and assessed within that context. Revision is also an essential part of the writing process, and so teachers are often responding to drafts that will be changed and altered as the draft improves. The success of rhetorical appeals, such as appealing to one's emotions to help convey a point, could not be done by a computer program. So the teaching and learning of writing is much more complex than machine grading would allow.

LEFT, LEFT . . . LEFT WRITE LEFT . . .

DISSERTATION BOOT CAMP TO BE HELD AUGUST 4-7



On August 4–7, 2014, we will co-sponsor, with the Office of Graduate Studies and Research and GEMS, TCU's third annual Dissertation and Thesis Boot Camp. This four-day event is a series of intensive daily writing workshops designed to help graduate students jump-start the writing process. Registration is capped at 17 participants, with a waitlist, to enable writers to receive individual attention, including a personal writing skills inventory. Writing a dissertation or thesis is a life-shaping event, and TCU offers this special support and encouragement to those entering this crucial phase of graduate study.

Dissertation Boot Camp typically convenes in our conference room in 419 Reed Hall at 9 a.m. Graduate students usually arrive with lattes, laptops, and lots of questions. The daily schedule is a lively mix of guided writing activities, interactive sessions with faculty, working lunches, and at least three hours of individual writing per day. Most daily sessions run until 3 p.m., with another option for students to write in our facility until 5 p.m. Participants get the benefit of some timely tips and seasoned advice from some of TCU's graduate faculty across many disciplines. They also make contact with others who are approaching the same important academic hurdle themselves. Topics range from motivation, organizational skills, time management, and how the drafting process for dissertations works a bit differently from other academic projects. This past summer the 2013 Dissertation

Thesis Boot Camp featured such guest speakers as Dr. Brenda Davis, History; Dr. Jeff Coffey, Chemistry; Dr. Bridgette Copeland, consultant at the Center for Writing; and Kerry Bouchard, Director of the TCU Library's Automated Systems. Faculty speakers for the 2014 session will be announced later this spring.

For further information, contact Center for Writing Director Dr. Steve Sherwood at writingctr@tcu.edu or Boot Camp graduate coordinator Anastasiia Nemashkalo at a.nemashkalo@tcu.edu.

W.L. Adams Center for Writing

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Main Center 419 Reed

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

To Make An Appointment via Our Website

<http://wrt.tcu.edu>

Online Help

Email and attach your document:

writingctr@tcu.edu

Facebook

<https://www.facebook.com/WLAdamsCenterForWriting>

At the Center

Dr. Steven Sherwood (Director) has learned that his latest novel *No Asylum*, a literary detective story set on the plains of Kansas, placed second in the 2013 George Garrett Fiction Prize competition. The Texas Review Press, which sponsors the competition, will publish the novel in fall 2014. His first novel, *Hardwater*, won the Garrett Prize in 2003. This year, the Angelina River Press will also publish a collection of Sherwood's short works, titled *Field Guide: Essays and Stories*. In addition, Sherwood has recently published several essays: "Field Guide" (*Talking River Review*, 2013), "Humor and the Rhetorical Proprieties in the Writing Classroom" (*The Journal of Teaching Writing*, 2013), and "Intersections of Wit and Rhetoric: Humor as a Rhetorical Enterprise" (*Proteus: A Journal of Ideas*, 2013). He recently served as secretary and conference chair of the Texas Association of Creative Writing Teachers, and hosted its 2013 conference at TCU from September 26-28. Sherwood continues his service as an at-large member of the executive board for the International Writing Centers Association, as president of the South Central Writing Centers Association, and as a member of the executive board for the College Conference of Teachers of English. At the 2014 meeting of CCTE, his essay "Texas Doomers: A Trilogy" won the Texas College English Association Award and will be published in the CCTE's *Texas Studies* next fall. Sherwood recently presented an essay, "Arrogance Is the Enemy: Balancing Confidence and Humility in Tutor Training," as part of a panel at the SCWCA conference in Stillwater, Oklahoma. Besides 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. Sherwood and Murphy's *St. Martins Sourcebook for Writing Tutors* will appear in its 5th edition in 2015.

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Ms. Cheryl Carithers (Assistant Director) organized the Peer Tutor Training Workshop for 2013-2014, and coordinates peer tutor activities during the academic semesters. In the past academic year she presented "Veterans' Writing Groups: Bridging the Distance Between Military Life and the Campus Community" at the South Central Writing Centers Association meeting in Corpus Christi. She served on TCU's Veterans Task Force Committee and as editor of the North Texas Writing Centers Association newsletter. Among her course offerings in the past year were sophomore seminars, *Social Issues* (Spring 2013), *Western World Literature I*, and First Year Seminar: *Myth and the Modern Young Woman: Issues in Popular Culture* (Fall 2013). Carithers offered two Special Problems courses in TCU's MLA program: *The World of Conspiracy Theories* (Summer 2013), and *War Stories* (Fall 2013). On tap for her Fall 2014 MLA offering: *Superheroes: Myths or Cultural Icons?* This summer she will serve as a College Board grader for AP exams.

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Dr. Bridgette Copeland is now the associate director of the center's Writing Associates Program. She is a faculty affiliate for Women's Studies and serves on the WOST recruitment and retention committee. In February, she attended the conference of the Texas Regional Society for the Study of American Women Writers with special guest speaker DoVeanna Fulton, and in April she reviewed a new book project proposal for Broadview Press regarding Rebecca Rush's 1812 novel, *Kelroy*. In the spring, Copeland assisted with TCU's Responsible Conduct of Research seminar for graduate students by giving a presentation on "Publication Practices and Responsible Authorship," and she was a session speaker at the writing center's Dissertation Boot Camp in August. In both the spring and fall, she teaches Major American Writers and focuses on 18th, 19th, and 20th century texts. In addition, this past fall she taught a First Year Seminar, *The Rhetoric of Scandal*. This spring, she is teaching Major American Authors.

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Dr. Amy Hermanson coordinates the Graduate Writing Center, represents the Center for Writing on the English Department's Composition Committee, and serves as our liaison consultant with Brite Divinity School. She teaches several courses for the English department, including *Beginning Composition*, *Intermediate Composition*, *Introduction to Drama*, *Honors Literature and Civilization I*, and *Major British Writers*. She also teaches courses for TCU's Master of Liberal Arts program. In the spring she will present a paper at the Rhetoric Society of America Conference in San Antonio on the rhetoric of martyrdom in Foxe's *Actes & Monuments*. In July 2014 she will offer an online MLA course, *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 center's newsletter. Her two novels are *The Wonder Book of the Air*, and *The Celestial Jukebox*. Her short story "Still Life With Shotgun and Oranges" will be reprinted in Kathleen Robbins' *Into the Flat Land*, a book of photography published by University of South Carolina Press in 2014. She recently completed an online course on proposal writing through The Foundation Center. On January 24, 2014, Shearer presented a scholarly paper "Cosette Faust Newton's Garden Ship of Dreams" at the 15th Annual *Legacies Dallas History Conference*, with publication forthcoming in *Legacies: A Journal of Dallas and North Texas History*. This spring she served as a short fiction judge in the Outstanding Arts & Humanities Awards sponsored by the University of Texas System Board of Regents. In spring semester 2014, she is offering two sections of multimodal, project-based Intermediate Composition.

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TEXAS ASSOCIATION OF CREATIVE WRITING TEACHERS MEETS AT TCU

T.A. BARRON, NOTED NOVELIST, DELIVERS KEYNOTE ADDRESS

On September 26-28, 2013, the W.L. Adams Center for Writing hosted the annual meeting of the Texas Association of Creative Writing Teachers (TACWT) in the spacious third floor of the Brown-Lupton University Union. Keynote speaker for the conference was critically acclaimed Young Adult fiction writer T.A. Barron, author of the popular Heartlight Saga and Merlin Saga novels. Barron, a childhood friend of Dr. Steve Sherwood, made TCU his first stop on the promotional book tour for his new novel, *Atlantis Rising* and presented Sherwood with the first signed copy of the book. This event, sponsored by the Cecil H. and Ida Green Honors Fellowship, attracted many TCU students as well as local fans who waited in line to get signed copies of Barron's books. One young fan of Barron and prospective Horned Frog was driven by her mother from West Texas to meet her favorite author.

TACWT participants, many of whom edit the state's various literary magazines, gave expert advice on teaching and publishing creative writing via conventional print-based media, and in "new media" multimodal forms. Other sessions covered baseball, creativity, "feminist fictions," and "white trash" literature. In all, the conference offered a full slate of twenty-three sessions over three days, and included professors reading poetry, fiction, or essays from their own creative works in progress. TCU English Department creative writing professors Dr. Nathaniel O'Reilly, Mr. Matthew Pitt, Dr. Chantel Langlinais, and Dr. Joddy Murray also participated. Other TCU participants were Dr. Daniel Williams, Director of TCU Press, and conference host Dr. Steve Sherwood, Director of our Center for Writing.

Participating publishers were McGraw-Hill, Pearson, and TCU Press. TACWT President Philip Zwerling, MFA Program Director at University of Texas – Pan American, presented TACWT's annual awards for best student writing selections nominated by Texas creative writing professors. Caitlin Beauchamp of UT-Dallas won the award for graduate fiction with her story "Solstice." The undergraduate fiction winner was Eve Maher, also of UT-Dallas, for "In a Swine Snout." Lamar University also took home two awards: Skyler Williams won the undergraduate poetry award for "Grandfather's Boat" and other poems; Grace Megnet won the graduate non-fiction award for "The Princess." The winner of the undergrad non-fiction award was Barry Maxwell, for "Easy Journey to Other Planets."

Out of town visitors were treated to drinks and fine Fort Worth dining at Blue Mesa and Los Vaqueros, as well as a fine buffet lunch from TCU's chefs immediately preceding T.A. Barron's Green Honors Chair talk in the BLUU. Other Texas colleges and universities represented at the conference included University of North Texas at Denton, University of Texas at Dallas, Angelo State, University of Texas – Pan American, the Art Institute of Houston, Lamar University, Texas State University, Texas A & M, Tarrant County College, Southwest Texas Junior College, Lone Star College, Tarleton State, University of Texas-Arlington, Our Lady of the Lake University, San Antonio College, Abilene Christian University, University of Texas – San Antonio, Richland College, Trinity Valley Community College, Blinn College, and Texas Tech. In the closing hours of the conference, new officers assumed their duties and the locale for next year's conference was set for Dallas. For more information about next year's conference, contact TACWT president Cheryl Clements at Blinn College at 979-209-7358.



TONY BURGESS AWARD FOR ENVIRONMENTAL WRITING

We are proud to sponsor, along with TCU Press, the Tony Burgess Environmental Writing Award, which will be given to a TCU student this spring who embodies the principles and ethics of environmental stewardship, in keeping with the philosophy of one of TCU's most beloved professors. Applicants submit work from any genre; judges will consider fiction, poetry, drama, and non-fiction. There is no word limit, and the prize is \$150. The criteria for selection of the winning text will be based on both topical relevance and overall descriptive excellence. But since we REALLY want the teachings of Professor Burgess to endure here, we will also consider prose works that demonstrate the principle of *wabi-sabi*, or the beauty that lies in imperfection.

Burgess retired in May 2013, and moved to Alaska. A former participant in the Biosphere Project, he taught courses in environmental science at TCU for many years. The winner will be announced at the 2014 Creative Writing Awards ceremony, to be held on April 22, 2014 in the Kelley Alumni Center. Other awards we sponsor are the Margaret-Rose Marek Multimedia award, and the William L. Adams Writing Center Prize for the best essay about rhetoric and composition.



WRITING ASSOCIATES PROGRAM ENTERS 8TH YEAR

Our Writing Associates Program pairs dedicated writing associates (WA's) with some of TCU's strongest professors teaching classes that emphasize writing instruction in many disciplines across campus. Originally funded by a 2006 Vision in Action grant, the goals of the program are 1) to help students improve their writing skills; 2) to provide advanced training and faculty mentors to our best tutors, and 3) to better assist the participating students when they come into the center for help. The program is directed by Dr. Steve Sherwood and Dr. Bridgette Copeland. "Since 2010, when the VIA grant ran out," says Sherwood, "the WA program has become a regular part of the Center for Writing's operation—one we'd like to expand to meet writing-emphasis professors' needs." Copeland became associate director over the summer, and she is excited about the possibilities for future growth: "The good thing about the WA program is that its applicability isn't limited to any one discipline. This academic year we have had consultants working with faculty from Religion, Communication, Nursing, Journalism, and Education."

Our WA's often serve as liaisons between faculty and other Center for Writing tutors, relaying course information and rubrics back to us. They also meet with students from their assigned classes during their regular tutoring hours in the center, attend classes, and may guest-lecture on particular writing subjects. They do not serve as grader or teaching assistants, but focus instead on writing skills of students. According to Copeland, professors decide how best to utilize their writing associates and can tailor their relationship according to their specific needs, "as long as they stay within the program parameters of the writing associate's role."

Last fall semester, we placed four writing consultants in TCU classrooms. Meghan Roe, a Ph.D. student in Composition and Rhetoric, was the consultant assisting students enrolled in Dr. Mark Dennis's Religion 10023 course; Caisey Robertson, an undergraduate Writing/Women's Studies major, assisted the students of Dr. Sharon Canclini and Dr. Gina Alexander in a *Community Health Nursing* course. Another veteran graduate consultant, Josh Toulouse, worked with Dr. Robin Griffith's students in an education course. Bailey Betik worked with Mr. Gerald Appel's Communications students, and David Shaver assisted students in Dr. Chris Sawyer's Group Leadership class. This spring semester, Malcolm Baker, a Writing/PreMed major, is working with Canclini and Alexander's new group of *Community Health Nursing* students. Caisey Robertson is assisting Dr. Pamela Frable's *Community Health Nursing* students. Aaron Boyle, a graduate student in the Brite Divinity School, is the consultant working with Mark Dennis's course *Religion, Money, and Values*. Faculty requests typically exceed the number of writing associates available for assignment. According to Copeland, "That's great news! Some of those requests were from past participants, but we had some new interest, as well." Faculty interested in having an associate or in learning more details should contact Copeland (b.copeland@tcu.edu) or Sherwood (s.sherwood@tcu.edu).

"I wanted to thank you again for providing a writing associate for my EDEC writing methods course. Josh was fantastic. He worked with each of my students in one-on-one writing conferences. This format was appropriate for one of the major assignments for the course. I was so glad that he was able to work with two sections of the course for shorter amounts of time. That format allowed for equity across sections. I hope to be able to work with an associate again next year."



Dr. Robin Griffith
College of Education

MS. MISSION CONTROL



May we introduce Ms. Nancy Newsom, our office administrator for about a year now? She is the soft-spoken lady who makes sure you are prepared and delivered into the capable hands of your chosen tutor when you arrive in 419 Reed Hall. She holds Bachelor's and Master's degrees from TCU. She is the one staffer who orchestrated and kept records of virtually every student tutorial conducted here, all 8,948 of them! We had a little downtime on spring break to ask her some questions:

What does it feel like to be the central air-traffic controller for 8,948 writing tutorials in one year?

You have to be organized. It is nice to have so much contact with a cross section of students on campus. The students make my job very easy with how respectful they are.

What advice do you have for students who want to make the most of a Center for Writing tutorial?

I would advise the students to be prepared to give us specifics on what they would like help with and to give the tutors as much information as they can about the assignment. And print your document before the tutorial begins!

You come from a multi-generational Horned Frog family. What's that like? What changes have you witnessed at TCU?

My mom was a faculty member for 41 years in the College of Communication. I remember coming to TCU with her when I was in elementary school; the Journalism Department was in Dan Rogers at that time. When I was an undergraduate in the early 80's the department moved into Moudy, the first new building I remember on campus. I started working on campus in 2006; the biggest transformation took place with the new student center. I have very fond memories of the old one, but I believe the BLUU is by far superior. Though we have new buildings, there is still that "small college" feel to the university. As for the people, I was excited to see many of the same faculty members that I had as an undergraduate and graduate student. I think that says a lot about TCU as an employer. Now that my daughter is an undergraduate I am more in tune with what it is like to be a student on campus in 2014. I am amazed at the leadership potential for undergraduate and graduate students. TCU has grown so much in what is offered to the students and continues to develop new and interesting avenues.



Ms. Jeanne Rose, one of our part-time professional Main Center consultants for 11 years, retired last spring. With her quick wit and steady sense of humor, she was always a bright,

cheerful presence among us, and we were sorry to see her go. Originally from St. Louis, Rose holds a bachelor's in English from Washington University, and a master's in curriculum development from the University of Missouri at St. Louis. Languages have always been an interest for her; she has studied English, French, German, and Latin. In 1985 Rose received a scholarship from the National Endowment for the Arts to study Greek and Roman literature and develop a Latin curriculum currently in use at the Rossman School in Missouri. After many years of helping us out, she will be spending more time with her husband Howard. She also has a son, a daughter, and five grandchildren. "My deepest thanks go to the Writing Center," Rose says, "for eleven years of sharing and learning and giving. I am deeply appreciative of the wisdom and kind oversight of Dr. Steve Sherwood and the friendship of the outstanding writers I have worked with."



Ms. Marie Laine, a part-time writing consultant with us for the past 24 years, surprised us recently when she announced that she is retiring this spring. Though she was the tiniest

one of us, she had enormous presence in our writing center, often tutoring students late into the day at the big table in our conference room. She also is the best brownie-baker among us. Before she came to work at TCU's Center for Writing, she had already "retired" from a seventeen-year English-teaching career at the secondary level, including teaching International Baccalaureate English courses at O.D. Wyatt in Fort Worth. Ms Laine holds a bachelor's degree in English from TCU, a master's in English from the University of Texas-Arlington, and has enriched her teaching skills with graduate courses in rhetoric and composition. She has also participated in many seminars for teachers, such as an NEH Summer Seminar in 1984 at Yale on the works of Ralph Ellison, Joseph Conrad, and Gabriel Garcia-Marquez, as well as seminars in international baccalaureate education, international studies, language immersion, and teaching composition. Ms. Laine is the only writing consultant to have served with all three of our various directors. Having grown up in West Texas, she has plans for some personal writing projects such as a family memoir.



This past fall semester we welcomed a newcomer to Fort Worth and to 419 Reed Hall, a seasoned veteran of collegiate-level writing instruction and consulting. **Dr. Arch Mayfield** recently moved here from Plainview,

Texas, where he taught at Wayland Baptist University for many years. He holds a B.A. in Political Science and an M.A. in English from Hardin-Simmons University, and a Ph.D. in English from Texas Tech University. Dr. Mayfield recently served as President of the Conference of College Teachers of English for 2012-2013. He works as a part-time professional consultant with us in the Center for Writing and he teaches composition as adjunct faculty in the Department of English at TCU. His essay on satire will appear in the forthcoming 2-volume encyclopedia *All Things Dickinson*.

Director's Notes

For a quarter of a century, the staff of the William L. Adams Center for Writing has had the privilege of working closely with TCU's students, faculty, and staff on their writing projects. In our first year of operation, 1988-1989, the center provided just 1,800 tutorials. But as I discovered a few weeks ago at the South Central Writing Centers Association conference, our center delivered as many tutorials (8,900) during the 2012-2013 academic year as Oklahoma State University's writing center, which serves a student body of 24,000. Although numbers do not tell

the whole story, they do indicate that over the years a growing number of TCU students, staff, and faculty members have found it useful to get feedback on their writing from our professional and peer writing consultants. We hope they will continue to do so in the decades to come, and we thank those among the faculty and administration who, in understanding the power and importance of the written word, have supported our work.

Two people who contributed their wisdom and energy to the center for a number of years have left us. Jeanne Rose came on board in 2002 as a part-time professional consultant, bringing to the job a fine eye (backed by a classical education) for the beauty of the English language. Marie Laine left behind a legacy of twenty-four years of part-time service as perhaps our most popular professional consultant. We will miss her kindness and the baked goods she sometimes brought with her. Both Ms. Rose and Ms. Laine have begun well-earned second retirements. Meanwhile, we've added another part-time professional, Dr. Arch Mayfield, a long-time full professor of English at Wayland Baptist University. Dr. Mayfield brings to the work not only a wealth of experience and knowledge but also a great sense of humor.



Several of our graduate and undergraduate peer consultants are about to leave us to start their professional lives or to seek more education. Three of our graduate student consultants, Meghan Roe (English, Ph.D. candidate), Larisa Asaeli (English, Ph.D. candidate), and Josh Toulouse (Master's of Divinity) are (or soon will be) on the job market. Seniors Liz Leach, Caisey Robertson, David Shaver, and Zach Bellenger will graduate this semester. They've all done wonderful work for the center. We will miss them, but we also wish them *bon voyage* and hope their work here has given them valuable experiences and skills that will transfer to their new paths.

For the second year, the center has partnered with the Office of Graduate Research to offer a thesis and dissertation boot camp. A dozen students from psychology, chemistry, education, nursing, communication, history, and English met for a week in August to get a jump start on writing their projects (and to receive advice from experienced mentors). This year, the mentors included Dr. Brenda Davis, Dr. Jeff Coffey, Mr. Kerry Bouchard, Dr. Bridgette Copeland, and Dr. Bonnie Melhart. The third annual Thesis and Dissertation Boot Camp will take place August 4-7, 2014, and interested graduate students are already registering.

Finally, we thank the faculty members who participated in this year's Writing Associates Program: Dr. Mark Dennis, Dr. Sharon Canclini, Dr. Gina Alexander, Dr. Robin Griffith, Dr. Chris Sawyer, and Dr. Pam Fable. We look forward to continuing to support TCU faculty members' efforts to teach writing in the disciplines.

--Steve Sherwood