

# WCC



## SUNY Poly's Writing and Communications Center

Newsletter, vol. 1, no. 2.

### Mission

Envisioning a Multiliteracy Center (MLC), such as SUNY Polytechnic's Writing and Communications Center (WCC), as its own unique activity system provides a framework for building a self-sustaining community rich in professional development and individual, instructional, and programmatic growth opportunities. Through this vision, the WCC serves the community of the university, strengthens composition principles among its consultants and the students they serve, seeks to cultivate solidarity among students and between academic departments, and encourages collaboration with colleagues to meet the WCC mission. Thus, the WCC serves to build bridges within the university community—as well as the university's surrounding community—by fostering collaboration as we operate not only as a writing lab but also as a teaching lab.

### **WCC Coordinator:**

Don Moore

### **Peer Consultant Staff:**

Michael Ballard

Elijah Lamar

Rebecca Martin

Michael Mattioli

Brianna Sadowski

Elliot Szary

Lauren Taylor

Rosie Torrez

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### **Faculty Staff:**

Lena Bertone

Kayla Blatchley

Alex Bulson

Kathleen Taylor

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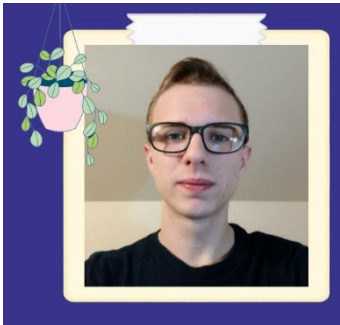
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### **Hours of Operation:**

Monday -Thursday, 10 am - 4 pm

Fridays 10 am - 12 pm

## Meet Our Peer Consultants!!



Hey! My name is **Michael Ballard**, and I am a Computer Science major at SUNY Poly. I like most kinds of writing, but I really enjoy analytical writing. I specialize in Organization, analysis, and critical thinking. In addition to working the WCC as a Consultant, I am also a WCC Presenter, and an Embedded Consultant, so I may see me in your classroom soon. Otherwise, feel free to drop by the WCC for any of your writing needs!

Hi- I'm **Rebecca Martin**, and I'm majoring in Computer Science. I'm a freshman student Front Desk Associate for the WCC, but I can help you with a walk-in appointment, so feel free to ask me any questions, and I'll help to the best of my ability.



Hello! My name is **Eliot Szary**. I'm a senior studying Interactive Media and Game Design and am looking forward to continuing my education in grad school soon! I enjoy creative writing, and I specialize in citations, critical thinking, organization, and thesis development. I am also an Embedded Consultant as well as a WCC Consultant, so I look forward to helping you perfect your papers.

Hello! My name is **Brianna Sadowski**, and I am a Junior Mechanical Engineering student here at SUNY Poly. I do a lot with the WCC's social media pages and enjoy creative writing. I specialize in diction, conciseness, grammar, and organization, and in addition to my work in the WCC, I am also an Embedded Consultant. I hope I can help you with your writing uncertainties!



Hi! My name is **Lauren Taylor**, and I am a senior here at SUNY Poly in the Interdisciplinary Studies major. My concentrations are English Lit and History. I also help with the WCC's social media pages, and I am one of the WCC Presenters, so I hope to see you soon. I specialize in research, grammar, and organization, and I love writing in all genres. I can't wait to help!

Hey! My name is **Guillermo Trujillo**, and I am one of the many wonderful Front Desk Associates for the WCC. I am also a consultant who can help you with a walk-in appointment, and you may see me in the classroom as a WCC Presenter and an Embedded Consultant. I hope to see you soon!



Hi! My name is **Rosie Torrez**, and I am a sophomore psychology major. I enjoy reading and writing, so I'm happy to help with any writing or presentation concerns. My specialties include helping with organization, development, and citation and research. I am also a consultant who can help you with a walk-in appointment, and you may see me in the classroom as a WCC Presenter and an Embedded Consultant!

## Class Presentations

During the fall, 2023 semester, the WCC visited 22 classes to talk about the services offered by the WCC. During these short 10–15-minute talks, we provide students with directions on how to find the WCC on-line and in person, and we show how easy it is to register with us and schedule an appointment. We talk about ways a scheduled session may work, and we talk about the importance of the conference summary. We also discuss the workshops we offer with students so they may identify, and ultimately attend, those which might best fit their academic needs. Some of the courses we visited during the fall, 2023 semester included:

- History
- Anthropology
- Speech (COM200)
- Sociology
- Nursing
- Engineering
- Accounting
- ENG101

During the fall semester, the WCC Coordinator conducted these presentations; however, during the spring, 2024 semester, WCC consultants will conduct a large portion of our classroom presentations. To help our consultants bring presentations to classrooms, we encourage faculty to schedule WCC presentations early in the semester. This helps us introduce students to the WCC, and it may help prepare students for the work that lies ahead of them. **To schedule a class presentation, simply email the WCC at [wccas@sunypoly.edu](mailto:wccas@sunypoly.edu).** Give us your name, course, dates and times for the presentation, and your class location, and we'll do the rest! We look forward to seeing you!

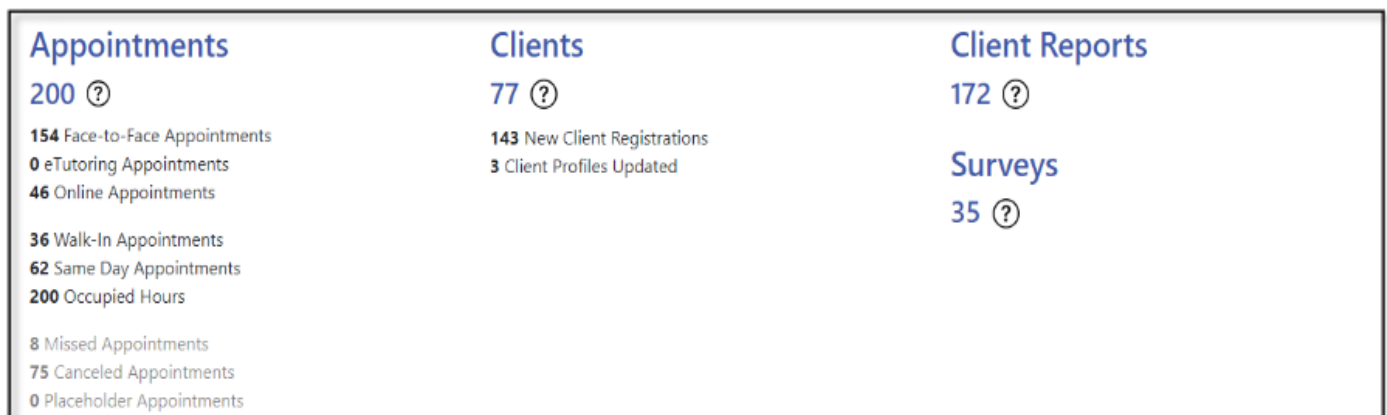
## WCC Fall 2023 Report

### *Appointments and Related Data*

During its inaugural semester, the WCC had 200 appointments with 77 clients, and 143 new students were registered with the WCC (Figure 1). Thus, just under half of the students registered with the WCC made an appointment with the WCC—a respectable first-semester average. The high number of New Clients vs.

actual appointments may be explained by instructors registering whole classes, or having classes register with the WCC when a WCC representative registers students during class presentations or at SUNY Poly events. Similarly illustrated in Figure 1, with 200 appointments and 172 Client Reports (CR), there is another discrepancy. Appointments and CRs should be the same; however, due to first-time use of the WOnline software, there were some glitches. First, appointments were made for Professional Development (PD) with consultants. This created appointments with no CRs, and it increased our Canceled Appointments number (75). Also, there were a couple of appointments in which the consultant did not file a CR.

During the Spring 2024 semester, the WCC looks to resolve many of the issues that have skewed our numbers. For example, while we hope all registered students make use of the WCC, we will not continue to register students with the WCC during class presentations or events to keep our numbers true. We will also require that consultants record a CR after every scheduled appointment to help us keep our Appointments and CR ratios true. We will also schedule PD as a placeholder appointment. This will ensure those appointments do not get recorded as an actual appointment, and should the need arise to cancel a placeholder PD appointment, it will not add to our cancelled appointment numbers. With 35 surveys, we also look to continually encourage our students at the end of a session to complete the survey that will now be in the same e-mail as their CR.

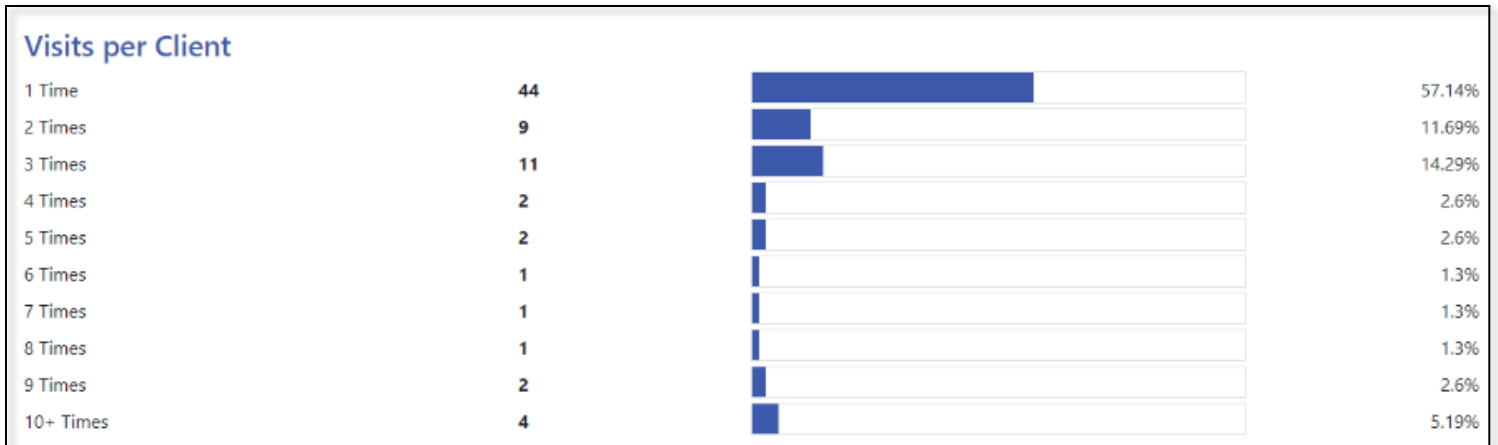


**Figure 1:** Appointments, Clients, Reports, and Surveys numbers, fall 2023.

During the fall semester, the CR and the survey arrived in different e-mails making the survey harder to find. While it is impossible to prevent students from cancelling appointments, we will discourage them from doing so when we present our services to courses.

### *Global Statistics*

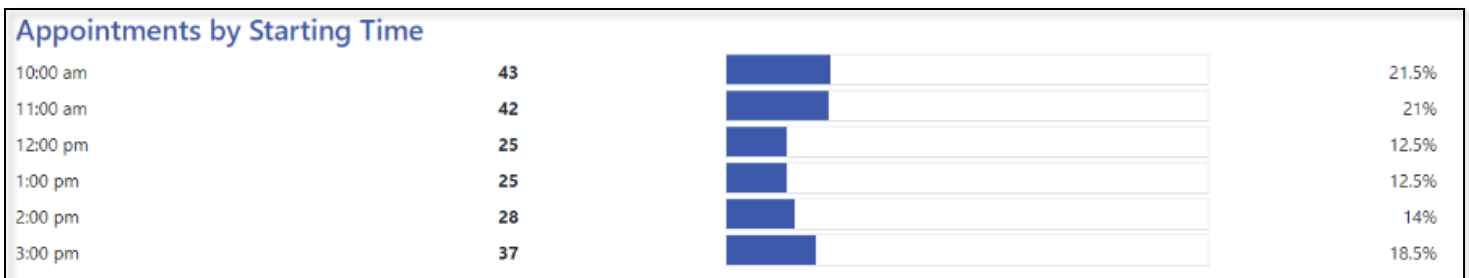
Part of the WCC's global statistics can be found in Figure 2. Here, we can see that just over half of our clients visited us once. However, 42.86% of our clients visited us more than once with some visiting the WCC more than 10 times. These are encouraging numbers; nonetheless, we continue to look for ways to increase our numbers among those who visit the WCC more than once. For example, at the end of every session, in addition to encouraging our clients to complete the surveys they receive, we will also encourage their continued use of the WCC by suggesting things to work on before they come back, or encouraging students to let us see their work before they hand it in as a final copy. In this way, we hope to continue building relationships with our students. We care about their work, and we want them to know it!



**Figure 2:** Clients who visited the WCC more than once.

Other numbers included in our Global Reporting worth mentioning include our Staff’s appointment numbers. With almost all of our consultants reaching double digits (one was a walk-in only consultant and the other is a trainee), Eliot Szary met the most students with 27 appointments. Way to go Eliot!

Also worth mentioning are the times and days of the weeks our clients are most likely to visit the WCC. For our days of operation (M-F), we have averages between 16.58% and 21.11%. There are no discrepancies to note here. Days of the week do not vary greatly for student visits. Similarly, in Figure 3, our hours of operation do not seem to vary much either. Students visit the center more often between 10 am and 12 pm (21.11%) with other hours of operation very close to this ratio. However, our surveys report that 61.11% of our respondents suggest they would like to see the center offer hours after 4 pm. Therefore, during the fall semester, one of our faculty consultants will offer an hour between 4-5 pm for consultations as a pilot.



**Figure 3:** Hours of operation numbers, fall 2023.

*Client Standing*

Figure 4 illustrates that our most important client base is first-year students. With required ENG101, this is anticipated; however, with Upper Division (UD) requirements, we hope to see our sophomore and upper-class student numbers increase. Our spring 2024 workshop offerings reflect this hope as we look to engage our capstone students from across the curriculum. We also look to advocate for more UD writing class presentations for the WCC since there were none during the fall 2023 semester. This should help increase our numbers among UD students.

Nonetheless, the WCC believes the current trend may serve us well as we continue to increase the frequency of our upper-class student visits. If our largest constituency, now, is first-year students, then, during the fall 2024 semester, we should anticipate the same number of first-year students visiting the WCC. We should also see our current first-year students return as sophomores, thereby, increasing our numbers for that classification of students. We believe this trend will continue so that our numbers reflect an ongoing growing culture of writing across campus.

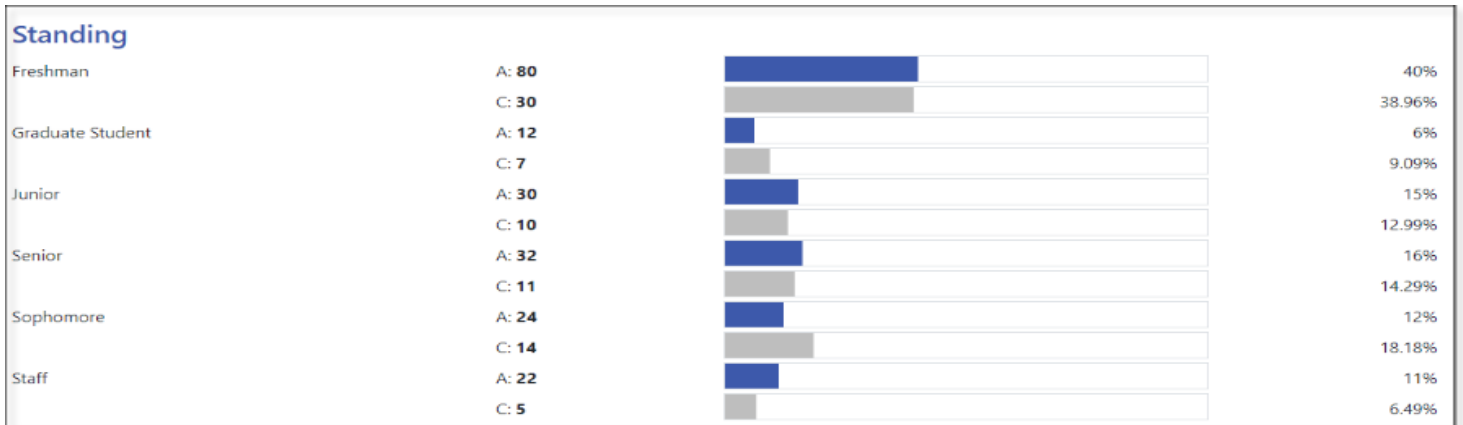


Figure 4: WCC student clients' standing fall, 2024.

*Survey Results*

As noted, our survey found that students would like to have hours of operation past 4 pm, so we're looking at ways to resolve this issue. However, our survey also reports very positive numbers. For example, almost 83% of our clients rate the feedback they received at "Excellent" while 5.71% and 11.4% found their feedback as "Good" or "Very Good", respectively. That means almost 95% of our clients found their feedback very positive. Just as important, a very strong 88.57% of our clients say they will return to the WCC while 11.43% say they might return. Noteworthy is that nobody said they would not return. Furthermore, almost 94% of respondents say they will recommend the WCC to their peers. This is encouraging.

Finally, our survey asked students how they hear about the WCC. By far, students heard about the WCC through our class presentations. During the fall 2023 semester, the WCC Coordinator provided class presentations about the WCC; however, beginning in the spring 2024 semester, as noted, student consultants will also provide class presentations further establishing peers as the face of the WCC. Part of the student consultant's PD during the fall 2023 semester included developing classroom presentations for the WCC, so they will be able to provide students with the information they will need before they visit the WCC. For these presentations to work, however, the WCC needs instructor buy-in. We know from Figure 5 that students hear about the WCC through faculty announcements as well as class presentations and even fliers and Engage. All our outreach is working, but faculty announcements drive our presentations, and they drive student interest in the WCC.

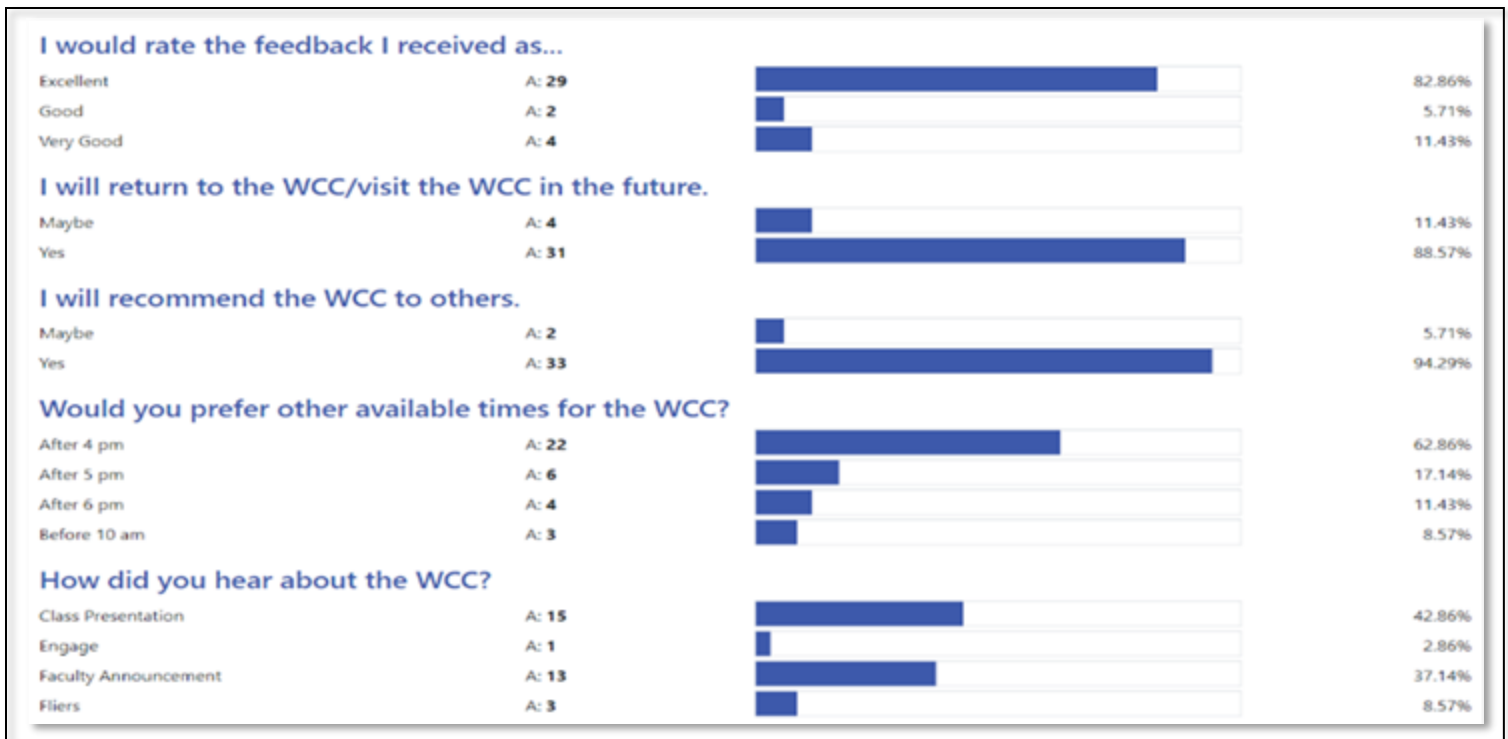


Figure 5: Fall, 2023 survey results.

### *Comments and Suggestions from Client Surveys*

The final question we ask in our survey requests feedback from our clients. Below are all the Comments or Suggestions the WCC received from 35 surveys:

- Don Moore helped me better understand what to write about in the second paragraph of my essay and made it less competitive.
- Exemplary assistance with finding credibility for research papers.
- Gave excellent guidance. Was very encouraging.
- Good job!
- Good work and helpful. Need to make visibility access easier.
- Great
- Great service! Keep going.
- I also learned about the Writing Center through my online orientation and library module. Thank you very much, in advance, for your help!
- I have worked with Lena twice now and she is always very helpful and encouraging! I highly recommend her!
- I like it cause i am a slow learner and I type good but a little improves.
- I think Dr. Moore is a great professor; he explains in detail what the assignment wants. I enjoy going to the WCC because of his help.
- It could be helpful to receive a picture of the person I am meeting. I was a bit lost when I went and I had no clue who and which table I was meeting with.
- It was great I was able to learn a lot from it like I can't just write the last name of the author down I need to write the full name and but in what we want to called them after like Malcolm X(X) and then I could write X after.
- It was very helpful!

- it went well
- Michael Ballard was extremely professional, friendly, and helpful. I completed my paper and a significantly more confident in its outcome. Thank you!
- Professor Bulson did a very good job going over the APA citing format with me.
- Thank you for your time!
- Thank you very much for your time, feedback, and knowledge.
- The amount of feedback and insight I have received have been so helpful! This will be my go-to place for writing help.
- The session went very well, however, the shared notepad software for online appointments doesn't work well.
- Very helpful for thinking through clarity of writing--in this case, instructions to students and their relationship to broader project and course goals--suggestions are informative and give ideas for future work. Thanks very much!
- Very Helpful He helped me turn my essay from a scrappy draft to a college-worthy paper.
- Very nice and make helped with my paper
- Will come back everytimmeeee 🥹🥹🥹
- Writing Center is really useful. Got some great feedback for a paper I was writing. Looking forward to coming here again!

We receive valuable information through our client surveys and through the data we collect through our MYWCOOnline software. While we have a lot of positive data, it, nonetheless, helps us identify and mediate any tensions or contradictions in our system. As an extension of our work in the WCC, the WCC Workshop Reflection Report below provides an analysis of our work thus far, and it provides our revision strategies for the spring, 2024 semester.

## **WCC Fall 2023 Workshop Reflection Report**

As the WCC looks to help mediate challenges facing student writing at SUNY Poly, we look to historical and relational precedent as a way to help us understand the rationale behind offering an ENG101 course coupled with an Upper Division requirement while we, simultaneously, look for ways to move forward and develop this system.

### *Background*

When SUNY Poly began as a transfer college, only upper division courses were needed. In fact, prior to Poly becoming a 4-year institution, ENG101 was not offered. That course was taken at the community college level. Also, gen. ed. requirements—recently passed in 2022—only requires ENG101 and a section of UD writing for all students. Therefore, with these changes freshly instituted, it would be unreasonable, at present, to develop an ENG102 course. Also, ENG105, an ENG 102 equivalent, is already on the books; however, it is not offered for a couple of reasons. As an elective, nobody took 105, and some programs simply do not have room for another elective or a required 105 course.

Despite these issues, there is also relational precedent for maintaining only an ENG101 course + UD coursework. For example, the University of Missouri (UM) (2023) has a similar program of study wherein students take ENG101, and they take two upper division writing courses that are Writing in the Discipline (WID) specific (Campus Writing Program page, Writing Intensive Courses section, para. 2). This seems to be SUNY Poly's aim with Poly requiring the one upper division course. However, with UD writing courses at Poly not, specifically, classified as WID, and various curricula offered across sections, a couple of gaps in



writing instruction may exist at Poly when compared to UM. Therefore, the WCC's mission for the spring, 2024 semester is to strengthen our current system of operation so that WCC programs augment our current ENG101 + 1 UD system as a way to equal or meet UM's 2 UD WID requirements.

### *ENG101 at SUNY Poly*

SUNY Poly's ENG101 writing curriculum is largely taught by dedicated instructors who never became "writing specialists." While this in itself, is not a negative, it nonetheless, results in mixed approaches in First-year Composition (FYC). Also, with some sections of 101 necessarily taught on-line, there is a lack of in-person contact and in-session writing in the classroom. Further, as another necessity of unspecialized labor and on-line instruction, ENG101 curriculum at Poly reflects a Current-Traditional (C-T) method of instruction, which, for many years, has been proven ineffective resulting in prescriptive, product-based writing focused on good grammar and correct usage, rather than focusing on process, rhetorical proficiency, or invention (Connors, 1981; Kitzhaber 1963). It is important to note that Poly is not the only institution vexed with C-T as a default mode of instruction. With most writing faculty throughout the academy at-large not "composition specialists," they naturally default to models provided to them by their previous experiences, colleagues, and textbooks.

Unfortunately, C-T instruction does not help writing instructors as they look to develop real world writing assignments related to the student's field of study. Instruction in modes or the five-paragraph essay has not been proven to transfer to other writing situations. Thus, while the aim of this curriculum is to teach students *how* to write, it does not teach students *about* writing *through* writing, which, in practice, aims to connect students to concepts and practices of writing directly, rather than obliquely. Teaching students about writing, contrary to C-T methods of instruction, has proven to teach students about process, inform students about writing, provide content-specific knowledge to students, develop student perceptions of themselves as writers, and engender students' heightened self-awareness and confidence in their writing (Bommarito and Chappelow. 2022). With Self-regulated Learning a central tenet of higher education (Pintrich, 2004), the WCC believes in developing programs of study that adhere to the most current conceptual and methodological practices related to composition pedagogy.

### *Upper Division Courses*

For UD writing courses, COM306 has been designed to meet the needs of Engineering students as a technical writing course, COM307 is designed for Business Communications, and COM308 has been relegated to Nursing and Community and Behavioral Health. Nonetheless, among those who teach the upper division courses, many are adjunct faculty members offering similar differences in curriculum, thus, deviating from providing a universally accepted WID course. Still other courses i.e., COM311, 340, 350, and 400 are not offered consistently further aggravating the chasm between 101 and UD student writing proficiency.

This report, then, reflects on the ways the WCC has developed its approach to fill gaps between ENG101 and COM306 and COM308 during the fall 2023 semester. It will discuss what we did during the fall and how we plan to advance WID courses in the spring as an alternative to C-T driven courses beginning with 101 while also offering workshop opportunities for Upper-Division students to develop technical writing proficiency.

### **What Was Done: Process/Active Experimentation**

During the fall, 2023 semester, the WCC began the work of filling in gaps, broadly, by developing workshops that focused on basic writing principles: Reading critically to write critically, paragraph development, writing effective thesis statements, writing summary, paraphrase, and direct citations, and a

general capstone workshop. All of the workshops followed the same format: A PowerPoint presentation was offered followed by in-session writing time with WCC consultants helping students one-on-one as they worked on their projects.

Our first workshop “Reading Critically to Write Critically” offered students strategies for reading and writing critically, which also fed into a lesson on developing paragraphs. Though our group was small, the workshop went well. Our second workshop “Writing a Thesis Statement” aimed to help students determine some best practices for developing a thesis statement in their written work in different contexts, and for different audiences. Our third workshop, “Summary, Paraphrase, and Direct Citations...When and How to do Each!!” looked to offer students clear directions on when and how to synthesize, summarize, paraphrase, and provide direct citations to include scholarly works in writing. Our fourth and final workshop for the fall semester, The Capstone Workshop, was the most well-attended with 8 participants. For this workshop, we helped students begin conceptualizing their capstone projects.

The WCC also held faculty workshops as a way to begin discussions on what faculty from across the disciplines needed from the writing program and the WCC.

### *Results of Our Initial Work*

While the WCC’s initial ventures were useful, they were less-than well-attended. Our student workshops typically had 3 students while our faculty workshops often had 0 participants, thus, resulting in ending future faculty workshops. Nonetheless, the student workshops implemented during the fall 2023 semester have created a model for developing new, more specific writing workshops. Noteworthy, here, is that, like the class presentations the WCC offers to classrooms, the original four workshops offered during the fall, 2023 semester will be facilitated by WCC Student Consultants during the spring, 2024 semester. This aligns with our philosophy that teaching concepts helps develop those concepts. As part of our continuing PD curriculum, we look to imbue our writing consultants with practical composition pedagogy as they begin to teach students fundamental writing concepts while also mentoring new consultants to facilitate these workshops in the future.

Further, while some of our faculty workshops were not attended, one workshop to discuss how the WCC may be useful to other departments was fruitful. In fact, these discussions kick-started the WCC’s current (spring, 2024) and future attempts to build relationships across campus as we look to develop our programs tailored to the specific needs of our students across campus.

### **Moving Forward: Abstract Conceptualization**

Building coalitions across campus has been an important component of the WCC’s work in developing new workshops as we target our 101, technical writing, and capstone students during the spring, 2024 semester. Currently, we are working with Community and Behavioral Health, Mechanical Engineering Technology (MTC), Communications, and some writing instructors as we develop our workshops and individual teaching approaches. The WCC looks to build onto our current model of ENG101 + 1 UD course by developing the coursework offered in 2 sections of ENG101 and some of our UD courses. Our hope is that the supplemental instruction and workshops we offer will placate the second semester UD course found at the University of Missouri. Thus, looking for ways to develop and maintain our current structure is our goal.

### *Modified Teaching Approaches*

#### *COM308*

In three sections of COM308, 75% of sections offered for the spring, 2024 semester, rather than finishing the course with a literature review, students will write a complete scientific research paper with a literature

review, materials and methods, results, and discussion sections. The goal of the Semester Researched Assignment (SRA) for these sections of COM308 is to have students research, experiment, or develop a study and write an SRA about an issue emerging from an aspect of their major field of study, thus, adhering to the WID philosophy while simultaneously following Writing to Learn (WTL) and Writing Program Administration outcomes (Finkenstaedt-Quinn et al., 2023; Council of Writing Program Administrators, 2019). In order to facilitate students' increased competence in writing proficiently, the SRA will be broken down into four interrelated parts, each part devoted to answering essential questions about issues framed by the students' topic. To complete the final paper, students will edit their semester paper down to approximately 10-12 pages (from roughly 16-24 pages) and include a separate References page. This process allows students to build their foundational knowledge by gathering research and data to gain a fuller understanding of the topic and surrounding issues they have explored. Further, this process of revision requires a focus on integration of new ideas and experiences, applications of logical organization, analytic and rhetorical proficiency, and writing concisely to reach specific audiences.

### *COM306*

Like COM308, one section of COM306 will also offer a similar WID/WTL syllabus that requires students to go through a robust curriculum—modeled after the COM308 curriculum—designed to help them develop their research skills as we aim to help them conceptualize their projects with real-world implications. This section of COM306 will carry students through a complete research paper much like that described earlier for COM308. However, this course, because the instructor is an adjunct who has not taught 306 previously, will also include embedded WCC Consultants into the classroom on days when in-session writing is part of the class activity. When there are days that low-stakes writing is completed in-class, the WCC Coordinator will co-teach the course, thus, offering our adjunct faculty with on-the-job professional development.

### *101 Writing About Writing and Embedded Consultants*

Also similar to the COM306 course, the WCC and Alex Bulson have developed two sections of ENG101 that will use Writing About Writing (WAW) curricula as an alternative to the C-T model of ENG101 instruction currently in place at SUNY Poly. As noted, teaching students *about* writing *through* writing will help connect students to concepts and practices of writing, help them develop their writing process through guided practice in a laboratory setting, inform students about writing, provide content-specific knowledge to students, develop student perceptions of themselves as writers, and engender students' heightened self-awareness and confidence in their writing. This course, using the WAW model, will also embed consultants into the classroom as supplemental instruction. With the WCC Embedded Consultants engaging PD from the first day of the semester in the WCC, our consultants will develop their abilities to collaborate with other students and provide student-centered feedback to myriad issues students encounter, thus, developing guiding principles of writing center pedagogy (creating a student-centered and collaborative focus, offering students flexibility, engaging the use of technology, and offering an engaging environment in which to work) in each of our consultants.

### *Student Workshops*

In addition to helping faculty members develop progressive curricula in several sections of our writing curriculum, the WCC will also focus our spring, 2024 writing workshops on COM306 technical writing students and Mechanical Engineering Technology (MTC) capstone students. The WCC hopes these workshops will help students write technical documents i.e., reflective reports while they are enrolled in their respective capstone courses. Specifically, our spring workshops will help students consider ways to develop concise texts that incorporate research and figures and diagrams that are labelled so they may be more easily referenced in-text. Students will also develop their professional writing by developing their use

of transitions and headings to tie sentences and paragraphs together, providing definitions, writing objectively, writing about processes (chronologically), formatting texts for consistency, and using appropriate language and grammar conventions to convey their report's message professionally. Further, all of the WCC Spring workshops will provide students opportunities to write in-session while WCC consultants will be available to answer any of their questions.

#### *Future Workshops and The WCC as a Client and Instructional Tool*

Moving into the fall 2024 semester, the WCC will build onto the technical writing/report workshops we have started as MTE students will embark, during this time, on writing their final reports. We will also continue our work with Gretchen Kreisen's COM495 Capstone Course during the fall of 2024 as we look to help prepare her students develop their technical and professional writing.

During the fall 2024 semester, the WCC will function as a client for Gretchen's students as they look to offer design elements and strategies for the WCC's development. These strategies may include developing logos, outreach strategies including social media, and marketing. Attendance at the technical writing workshops for Gretchen's fall, 2024 course will be required for students to successfully develop a working knowledge of what the WCC offers. This information, considered client research, will provide students in COM495 important information that will help them develop packages for the WCC to consider. Just as importantly, however, when students are engaged in the workshops, they will also get the benefit of the workshops. In other words, while researching the WCC by attending workshops, students will also be able to develop their written work in the workshops so they actually see the value of the WCC. This work will, in turn, help students develop professional, technical writing that is expected of them at the highest levels of their COM495 Capstone Course.

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-

## Spring 2024 Student Workshops

February 8<sup>th</sup>, 2-3:00 pm in the Library Lanigan Classroom (L201)

**“Developing Writing Strategies for Credibility”** will offer students practices that will help them professionalize their writing through the use of transitions, proper grammar conventions, and using specific lexis to clearly and convincingly articulate messages to specific audiences. With readability central to the credibility of the writer, each of these aspects of writing are central to articulating a message to readers. Therefore, after offering a best practices presentation, this workshop will culminate with participants working with Writing and Communications Center (WCC) consultants individually, or in groups, to answer specific questions they may have regarding our presentation materials or their current writing projects. Students are encouraged to bring current writing assignments, so they can discuss them or work on them with WCC consultants after the presentation has concluded.

February 22<sup>nd</sup>, 2-3:00 pm in the Library Lanigan Classroom (L201)

**“Writing the Reflective Report”** will build onto the first workshop by recapping key aspects of writing concisely. Then the workshop will offer students a basic format for writing their reports, which will look much like this report as it will be used as the example.

This workshop will illustrate the reflective report as a document that is more structured than an essay using subheadings and typically short paragraphs (between 3-8 sentences), thus, it continues the lessons in writing concisely. The workshop also offers lessons in writing in first person, using conventional English i.e., no contractions, colloquial expressions, or slang, and it offers clarity on providing researched support. By also presenting a specific format for writing the Reflective Report i.e., Introduction/Background, Process/Active Experimentation, and Abstract Conceptualizations, our “Writing the Reflective Report” Workshop will help students explain the purpose for the reflection, present concrete details of the experiments in chronological order, use vivid descriptions of the experiments, and discuss the main lessons students have learned and how will they will apply this knowledge in their future experiments. Students will again be encouraged to bring current writing assignments, so they can discuss or work on them with WCC consultants after the presentation has concluded.

March 7<sup>th</sup>, 2-3:00 pm in the Library Lanigan Classroom (L201)

**“Using and Captioning Figures in a Report”** will walk students through formatting illustrations i.e., charts, graphs, or sketches; and referencing their figures accurately. This workshop will offer students strategies for professionalizing their reports with a focus on the uses and placement of figures, how to caption and label those figures, and how to accurately reference the figures in their texts. With each slide of the presentation dedicated to specific components of the process of inserting, captioning, and referencing figures, students will have an opportunity to add figures to their reports as we offer our presentation. After our presentation, participants will work with Writing and Communications Center (WCC) Consultants to make any corrections in their approaches to adding figures to their reports.

March 28<sup>th</sup>, 2-3:00 pm in the Library Lanigan Classroom (L201)

**“Language, Voice, and Audience”** will help students write reports that will enhance and develop their relationship with audience members who read their reports. Building on the writing concisely workshop, this workshop will focus attention on the language writers use in technical documents to establish and build their credibility as writers. This workshop will again reinforce previous lesson in writing concisely, but it will also focus on writing professionally, and technically. In other words, writing in chronological order, and writing objectively with no opinion, no colloquialisms, or subjective voice will be stressed. We will also

discuss how to address audience constraints, provide definitions, and use specific language to help students develop their ethos and credibility for specific audiences. Using transitions and headings to tie sentences and paragraphs together, formatting texts for consistency, and using appropriate language and grammar conventions to convey a report's message professionally will also be covered as students will continue to discuss or work on their reflective report assignments with WCC consultants after the presentation has concluded.

April 11<sup>th</sup>, 2-3:00 pm in the Library Lanigan Classroom (L201)

**“Thinking Globally About Project Applications”** is a workshop that will help students think about their projects globally by providing basic research strategies to help them view their projects as more than a class project. This workshop will help prepare students for the workforce as we help them consider real-world applications for their projects. Using past capstone examples, this workshop will illustrate how a little research can go a long way in developing a student's credibility.

April 18<sup>th</sup>, 2-3:00 pm in the Library Lanigan Classroom (L201)

**“Reflection Report Writing and Creating an Appendix”** will offer students strategies for reflecting on the reflective reports they have written over the course of the semester and summarizing them as they will use that summary in their final capstone report. Clarifying how they have responded to the difficulties in design or effectiveness from their first reflections will help them clarify new approaches they have designed to resolve any complications they found through their initial reflections. With an opportunity to begin drafting a final reflection that summarizes all of the reflections, this workshop aims to help students complete, or at least begin to work on part of their final report. This workshop will also offer students strategies for developing their appendices as they prepare to write their final reports.

### **Spring, 2024 Peer Consultant Professional Development Workshops**

In addition to our student workshops listed above, the WCC's peer consultants will be required to attend professional development workshops. These required Professional Development (PD) workshop sessions will help develop guiding principles of writing center work for our consultants as well as build the WCC consultants' grammar, syntax, organizational, development, and research acuity. In lieu of a WCC Professional Development course, each of the workshops will be available multiple times throughout the semester to meet the demands of the consultants' schedules. Also, in addition to the workshops listed below, the WCC Coordinator will regularly follow up with consultants before or after their consultations to see how the session went, whether the consultants ran into any difficulties, or if they have any questions regarding the session or the consultants' approaches used during the session. Finally, for our seasoned peer consultants who successfully continue working with the WCC, these consultants may ultimately lead the workshops for their peers and our new WCC consultants as we continue to build a self-sustaining apparatus in the WCC.

#### *Providing On-line Consultations Workshop*

This workshop will help consultants develop their skills in providing on-line consultations through using the technology incorporated into the MYWCOOnline software as well as the technology associated with writing programs i.e. Microsoft Word. Our On-line workshop will acquaint peer consultants with strategies for identifying and discussing HOCS (High Order Concerns) and LOCS (Low Order Concerns) and how to discuss these concerns with students. Peer consultants will be asked how LOCS may relate to HOCS and vice-a-versa, and they will be asked how they may approach specific concerns with students through workshop models. Additionally, these workshops will acclimate peer consultants in the use of Word

functions such as providing comments and tracking changes. These tools will help WCC peer consultants provide modelling opportunities by explaining corrections they make to the client's paper.

### *Grammar and Punctuation Workshop*

In this workshop, we will discuss all of the fundamentals of grammar including use of commas, semicolons, conjunctive adverbs, transitions, and how to punctuate them. We will also discuss an advanced use of grammar that incorporates signal phrases into student texts, and use of active voice as opposed to passive voice. These workshops will roundly provide our WCC peer consultants with all of the grammar fundamentals they will need to develop their strategies in helping students, but they will also learn ways to refine their writing.

### *Responding to Technical Writing Workshop*

In this workshop, peer consultants will learn the dynamics of writing technically. As the saying goes, "teaching leads to learning", and this case is no different. With many of our consultants engaged in the sciences where technical writing is the form of writing in their disciplines, the peer consultants who teach technical writing will inevitably become experts at technical writing. This workshop will focus on developing peer consultants' ability to help their student clients with conciseness, writing reports, illustrating figures, charts and diagrams, and organizing their texts using targeted research principles regarding their topics. Consultants will learn strategies to help student clients conceptualize their topics with global applications as they develop their projects for wider audiences.

### *Helping Student Clients with Research Workshop*

With a writing curriculum that begins and ends with research, it is important, our peer consultants can help clients with their research needs. Therefore, this workshop will augment peer clients' knowledge of Googling effectively and using the library database to help student clients find reputable and credible resources for their paper from ENG101 to their capstone projects. This workshop will also equip peer consultants with strategies that will help their clients integrate sources into texts directly with signal phrases and proper documentation, and it will help our peer consultants develop strategies for instructing students on how to paraphrase, summarize, and document their work according to discipline-specific citation and formatting guidelines.

### *Embedded Consultant Workshops*

These fundamental workshops will orient our consultants with one-on-one laboratory teaching's guiding principles. Peer consultants will learn how to target their feedback to individual student needs, and they will collaborate with their peer student clients as well as their peer consultants and the instructors with whom they will work during the semester. Peer consultants will learn strategies for creating a collaborative, amiable, and friendly atmosphere during their consultations with students, and they will be able to implement all of the technological advances we have at our disposal to help each of their clients. In lieu of a Peer Consultant Professional Development course, this workshop contains a series of workshops that will take place regularly with different levels of instruction to provide a scaffolded workshop akin to courses in writing center pedagogy.

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## Spring, 2024 Special Events

### *National Poetry Month Celebration*

During April, National Poetry Month (NaPoMo), the WCC will proudly host poet Charlotte Pence when she conducts a poetry lecture/workshop and headlines our inaugural NaPoMo reading in the Gannett Gallery at SUNY Poly.

Charlotte (<https://charlottepence.com>) is an accomplished poet coming to us from the University of South Alabama, and among her many achievements, her newest book, *Code*, has received the 2020 Book of the Year from Alabama State Poetry Society. As Charlotte fuses science and art in her acclaimed work, she offers an excellent foray for SUNY Poly to explore the linkages and relationships that exist between the sciences and the arts.

Charlotte will conduct a poetry lecture/writing workshop on April 10<sup>th</sup> from 1 pm to 3 pm with a reception and refreshments at 6 pm. Charlotte will also read selections from her most recent work *Code* as well as other collections, and afterward, beginning at 8:30 pm, we will hear from readers selected through our to call for submissions (see below).



Registration for Charlotte's workshop is FREE, but will be limited to 35, and is a first come, first-served basis, so register early! Registration begins February 5<sup>th</sup>, 2024, with the schedule accessible through the QR code on the right.



QR Code for Charlotte Pence's Poetry Writing Workshop Schedule and Registration



### Free Poetry Writing Workshops


As part of our National Poetry Month celebration, the WCC will also host FREE weekly poetry writing workshops to help SUNY Poly students shape, invent, or develop their poetry or flash fiction works. We hope some of our SUNY Poly students and their submissions to our NaPoMo call (below, right) will be selected to read following Charlotte Pence's formal reading on April 10<sup>th</sup>.

Attend these weekly workshops to get ideas for new work or to help you refine works-in-progress. We will offer lectures, readings, and prompts for your creative explorations.

**Free**  
**Poetry Writing Workshops**  
**Wednesdays**  
From January 17 to March 27  
5 p.m. – 6 p.m.  
*Writing and Communications Center  
Cayan Library*

Ask a WCC Desk Clerk about registering, or use the QR code!

**SUNY POLY**  
Writing and Communications Center



#### Seeking Poetry/Flash Fiction Submissions

**Who:** *SUNYPoly* and *MVCC* seek poetry and flash fiction submissions for their inaugural poetry reading. Poets whose work is deemed exemplary will be offered an opportunity to read their works at our Poetry reading on April 10<sup>th</sup>, 2024, in the Gannett Gallery following our guest, poet, Charlotte Pence.

**What:** We seek **ONLY** student works for our contest, and we cannot consider previously published works, including those posted online. We will only accept single submissions of no more than two pages in length.

**Where:** Send your submissions to [wccas@sunypoly.edu](mailto:wccas@sunypoly.edu) with subject heading "2024 WCC Submission." Please submit works with no identifiable markings.

**When:** Submissions will be accepted between Feb 1st through March 13<sup>th</sup>, 2024. Poets selected for our reading will be notified via e-mail by April 3<sup>rd</sup>, 2024.

**We look forward to reading your works!**



The Writing and Communications Center

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