

The AUS Library and the Writing Center: Partnering for Student Success

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Snapshot of IL at AUS



Embedded in General Education Program
Writing 102: Academic Writing
English 204: Advanced Academic Writing

One-shot library sessions

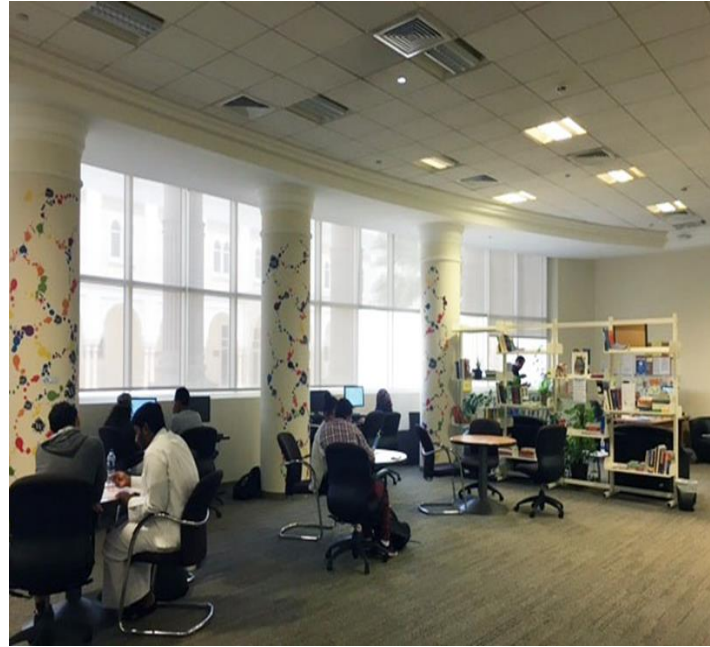
June 2016-May 2017:
179 sections, 3462 students

Snapshot of Writing Center Tutors at AUS

Student successfully completes 3 sequential writing courses.

Peer tutoring faculty recommends student names to Writing Center Director.

Interviews and hires.

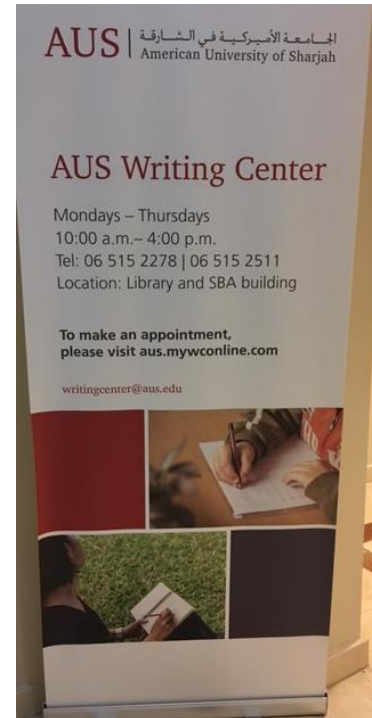


Snapshot of Writing Center Tutors at AUS

40 tutors for Spring 2017

Sunday to Thursday, 10-4
8 online hours each weekend.

Scheduled to provide 300+
half-hour sessions a week



Research help available at the Writing Center!

Experts will help you with last minute research as you finish writing your papers!



Visit us at the Writing Center (Library building, ground floor, LIB 024) at 11:00 a.m. on the following dates:

Week 12: November 24–26, 29–30

Week 13: December 6–10

Week 14: December 13–17

For more information, please email researchhelp@aus.edu

What? Analysis of Writing Center peer tutor sessions

Who? Students in the Department of Writing Studies and Department of English

Why? Strengthen partnerships and provide outreach to academic units connected to student research

What did we want to know?

- What research related issues arise during a Writing Center peer tutor appointment?
- How can the library support the Writing Center peer tutors?
- How can the library support students using the Writing Center?
- How can we promote and raise awareness of research support?
- How can we improve outreach to other academic units?

Overview of study

Eleven individual transactions between peer tutors and students were observed and audio recorded.

Recordings were transcribed and later analyzed by librarians for identification of common themes.

Analysis highlighted several key areas of focus for both students and peer tutors.

Findings: Pilot of Academic Writing Students (WRI 102)

Analyzed for patterns related to research strategies
and library resources

- Little discussion of research
- Limited to paraphrasing vs. direct quotes
- APA citations and referencing

Student: Mhm.

Tutor: Ok.

Student: And I mention the psychological and the social- the first paragraph about psychological effects and the second one about social effects. And I think a third paragraph on the counter-argument.

Tutor: Ok, that would sound good. How about the re- did you look at the scholar sources? Do you have that already?

Student: Yesterday I went to the library and I asked them about some resources. And she gave me a term. It's like I think...I forgot it but I have the word. But I didn't start with the resources though like...

02:00

Tutor: Ok. So are you planning to use books.

Student: No.

Tutor: No?|

Student: She told us for this essay we can use magazines or anything.

Tutor: Ok, alright.

Student: But for our next argumentative essay, no, we have to use books.

(long pause in conversation)

Student: Here's my introduction.

Findings: Advanced Academic Writing Students (ENG 204)

Analysis of recordings indicate this cohort has questions about resources and citations.

- Citation and APA questions
- Discussion of using resources as support for arguments
- Journal articles vs. journals
- Questions about finding appropriate sources

204 Examples

Example 1:

Tutor: *Do you know the difference between a journal and a journal article?*

Student: *No*

Tutor: *Basically the journal is a magazine. The journal article is like...what do you call it...one magazine article. Like, you have a book. This is the book. Inside it what do you have? Chapters. Right? The magazine is the same thing. The journal is the same thing. So, you have the journal, which is the big thing, and inside it you have articles.*

204 Examples

Example 2:

Student: *I'm just concerned about finding the right sources.*

Tutor: *Typically, I'd always recommend, especially when you are choosing a topic...and this is a pretty sensitive topic...so finding sources for this, I'm guessing, is going to be a little tough. But then you have library staff upstairs. They'll definitely help you. Tell them your topic, tell them you are struggling with whatever you want to find and they will definitely help you.*

204 Examples

Example 3:

Tutor: *Where did you get that from?*

Student: *AUS Library. It's an article.*

Tutor: *But, it's peer reviewed. It's not really his own work.*

Student: *So, what does that mean?*

Tutor: *When you say it's peer reviewed it means someone else reviewed it. Okay, so it's always recommended not to look at peer reviewed articles.*

Student: *So, we shouldn't pick peer reviewed articles?*

Tutor: *No, it's always recommended not to.*

Student: *Really?*

Observations and Themes

Recommendations

Report findings to the Writing Center Director and English Department. Survey 204 faculty about primary research requirements.

Train peer tutors and WRI221 enrollees:

- library resources and services that support student learning & research,
- increase awareness of librarian roles and services, and
- encourages referrals to the Research Help Desk.

Revise the library's APA Citation Style LibGuide and online learning modules.

Align additional APA Citation workshops near draft deadlines.

Formalize referral system for students to move between the Writing Center and the Research Help Desk.

Investigate crossover and gaps in Writing Center handouts.

Thank you.

Input? Feedback? Comments? cfurno@aus.edu

What are your experiences with research related questions that develop during a tutor consultation?

How do you handle these?