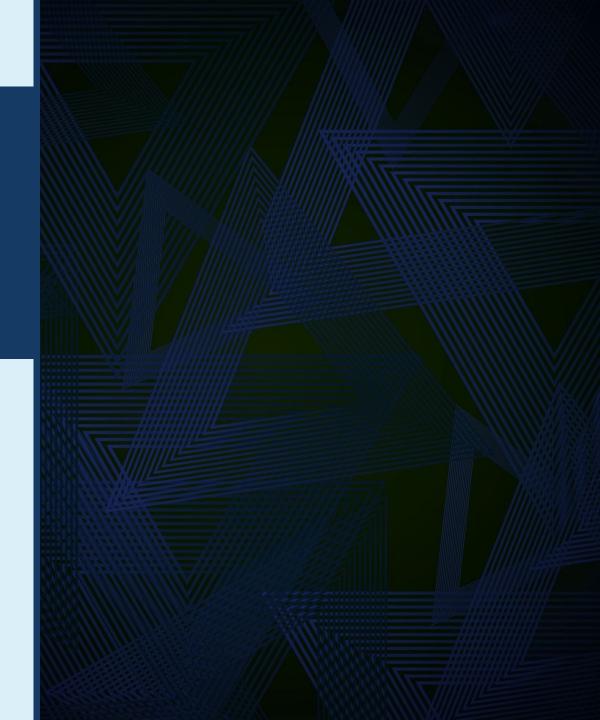
THE WRITING CENTER'S ROLE
IN COREQUISITE CLASSES:
THREE OPTIONS FOR
INCREASING STUDENT SUCCESS

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Peer Review and Learning Support

Students—peer review can be muddled or frustrating

- Uncomfortable if students don't feel confident with their own writing.
- Many believe poor past performances disqualify them from offering constructive feedback.

"Frequently hear students complain bitterly that peer review is a waste of time or blame their peers for not 'catching all the mistakes'" (Brammer & Reese, 2007).

- Much trepidation stems from what students feel they should do as evaluators.
- Many responders read for error detection instead of building off of what is working and creating confidence.

Enter the Writing Center

- Established in 2012
- Staff (Coaches) in varying stages of their own educations
- Philosophy is centered on "improving the writer"
- Mission Statement:
- Develop the writer, not just the paper
- Even the best athletes need coaches.
- Knowledge is fundamentally social
- Writing Center sessions are not passive, just as peer review shouldn't be a passive process

The Golden Thread

Nancy Sommers Responding to Student Writers

- Importance of positive tone
- · Building off what is already working

Safe and encouraging space

• Writing is more personal and subjective

Work to abolish the deficit model

Remove the emotional baggage attached to writing

Option One

Embedding coaches in an informal drafting workshop

- Goal is to introduce students to Writing Center coaches
- Low stakes opportunity for engagement
- Flexible timing and construction

Option Two

Peer Review Modeling

- More focused teaching on the process of reading and responding to peer writing
- "As your reader . . . "
- Encourages "constructive conversations" about writing

Option Three

Develop special bond with Writing Center coaches

- WC coaches attend LS class each week
- Participate in LS activities
- WC coaches engage with the same writing exercises and model not only their own products but also their processes

Final Thoughts

The importance is getting students familiar and comfortable with giving and receiving meaningful feedback

Recognizing the value of collaborative discussion and review

 Using other students in a mentoring capacity has potential benefits outside the learning support classroom.

Contributing to Writing Center coaches' skill and mentoring development

Effective use of academic support services