



Writing Studio

Annual Report
FY2012-2013

Submitted by
Brian Fallon, Director of the Writing Studio

June 5, 2013

Program Changes

The Writing Studio's most significant program change AY2012-2013 was the completion of the Associate Director search. Adam Gray was officially hired as the new Associate Director of the Writing Studio on May 21, 2013, with a start date of August 19, 2013. This administrative change will take place AY2013-2014, but the search was a major effort throughout this academic year and speaks to the growth of the Writing Studio both in meeting the needs of students and faculty. The new position will aid in outreach to the college and make possible other programmatic changes such as a multiliteracies focus and the potential of a burgeoning Writing Enriched Curriculum (WEC) Program (see Writing Advisory Board Annual Report).

With nearly 400 more tutoring sessions and 156 more individual visitors than last year, the Writing Studio is still growing at a steady pace. The Writing Studio had a total of 4,102 tutoring sessions by 979 unique visitors. With the increase in visitors and sessions, the number of peer writing consultants and student aide office assistants also increased to meet the demand for tutoring. The staff reached 32 members this academic year (4 professional writing consultants, 26 peer writing consultants, and 2 student aides). With the increase in tutors, staff education meetings had to be adjusted to accommodate the large number of attendees and a greater variation in tutors' schedules. Therefore, all tutors met once a month for meetings and broke into smaller groups or one-to-one meetings between monthly meetings to check-in and ensure staff were being supported and trained.

Another significant change had to do with preparing tutors to shift our pedagogical focus to multiliteracies. Staff education meetings during spring 2013 were dedicated to discussing multiliteracies, global Englishes, diversity, cross-cultural communication, and visual presentation. These discussions provide an ideological foundation for tutors as we prepare to transition to a multiliteracies focus in the coming academic year. As the Writing Studio undergoes this transition, it will likely take on tutoring speaking as well as multimedia presentations.

Staff and Faculty Development and Honors

Director, Professional Writing Consultant (WC), and Peer Writing Consultant (PWC)

Conferences, Institutes, and Presentations

Michelle Carl (PWC), "Thinking in Pictures: Variations of Pre-Writing," National Conference on Peer Tutoring in Writing, Chicago, IL, November 2-4, 2012.

Brian Fallon, Leader, International Writing Center Association Summer Institute for Writing Center Directors and Professionals, July 29 – August 3, 2012.

Brian Fallon, "Tutor-Scholar: Hearing Tutor Voices in Writing Center Research," International Writing Centers Association, San Diego, CA, October 25-27, 2012.

Brian Fallon, Mentoring SIG Facilitator, International Writing Centers Association, San Diego, CA, October 25-27, 2012.

Brian Fallon, Staff Development Workshop Facilitator, Marymount Manhattan College, January 25, 2013.

Brian Fallon, Workshop Leader, "Fashioning the Writing Center as an Institution-wide Program," WPA Metropolitan Affiliate Mini-Symposium, John Jay College, CUNY, February 22, 2013

Brian Fallon, Leader, International Writing Center Association Summer Institute for Writing Center Directors and Professionals, June 22-28, 2013.

Christopher Gawiak (PWC) and Lina-Paola Riveros (PWC), "Using Music, Design and Multilingualism to Enhance Communication," National Conference on Peer Tutoring in Writing, Chicago, IL, November 2-4, 2012.

Patrick Jackson (WC), Assistant, International Writing Center Association Summer Institute for Writing Center Directors and Professionals, July 29 – August 3, 2012.

Keely-Shea Smith (PWC) and Nicole Tan (PWC), "Putting Yourself in the Shoes of an ESL Student," National Conference on Peer Tutoring in Writing, Chicago, IL, November 2-4, 2012.

Desmond Zhengs (PWC), Assistant, International Writing Center Association Summer Institute for Writing Center Directors and Professionals, July 29 – August 3, 2012.

Publications

Sasha Graybosch (WC), "Risk is Central to the Concept of Adventure," *Canteen Magazine*. June 2013, Issue 9. Print.

Patrick Jackson (WC), "Glimmer," *The Rusty Nail*. April 2013: 16-19. Print.

Other Accomplishments, Awards, and Honors

Corey Apploff (PWC), hired by Kohl's Department Stores as a designer 10 months prior to May 2013 Graduation.

Michelle Carl (PWC), awarded Barnes and Noble Grant to study Russian and linguistics in St. Petersburg, July 2012.

Sarah Dill (PWC), started as freelance editorial assistant for Better Homes and Gardens Home Design Department.

Jaime Duncan (PWC), Awarded Barnes & Noble Grant to paint a mural in Paris, France; Selected for Marks and Spencer Internship, London, UK.

Brian Fallon, Appointed Treasurer of the National Conference on Peer Tutoring in Writing.

Sasha Graybosch (WC) and Patrick Jackson (WC), Awarded Diversity Grant for the Multilingual Writers Project

Danna Hall (PWC), Awarded Ralph Lauren ITM Scholarship; Elected Treasurer of the International Trade Student Association

Miriam Hennig (PWC), Awarded the FIT Leslie Fay scholarship; Completed triple minor in Film Studies, Art History, and English Literature.

Bruno Nadalin (WC), Selected by Jersey City Mural Arts program to paint a public mural; Exhibited work at 313 Gallery and JCAS Gallery (Jersey City); Hired to illustrate an adapted version of *The Red Badge of Courage*.

Lina-Paola Riveros (PWC), Selected for Hasbro Internship.

Desmond Zhengs (PWC), Named Style Curator for PETRI(E)

Major Activities and New Initiatives

The Writing Studio's primary function is to provide tutoring in writing in all subjects and professional areas. As mentioned earlier, the Writing Studio continued to see growth in the number of sessions and visitors throughout AY2012-13 (see tables below). In fact, the spring semester was the Writing Studio's busiest semester to date with 2,151 sessions.

This year also marked the first year the Writing Studio officially offered synchronous online tutoring using WOnline, a scheduling software and online tutoring tool. The online tutoring program has gone through many incarnations and has used a number of different platforms over the past four years, ranging from email consultations to video chat sessions using Adobe Connect. However, with the advancements to WOnline, the Studio was able to provide more reliable and practical online tutoring throughout the year. The number of

students using our online services spiked (see tables below), likely due to the convenience of WCOOnline’s program and the staff’s ability to offer better and more substantial online support to writers.

Writing Studio Sessions and Visitors

Total Tutoring Sessions	4102
Unique Visitors	979
Online Sessions	444

Visitor Breakdown

First-year Students	1448	35%
Sophomores	833	20%
Juniors	550	13%
Seniors	387	9%
Graduate Students	454	11%
Alum	50	1%
Faculty/Staff	118	3%
Not Disclosed	226	6%

Top Courses/Writing Needs

EN121: College Composition	425 sessions
FM268: Team Development Workshop	106 sessions
Personal and Professional Writing	818 sessions

Two interesting points to note with this data are that students visited for first-year writing help, namely EN121, and for personal and professional writing help in large numbers. There is a sharp decline in the percentage of students using the Writing Studio from first-year to Senior year. This could mean that the Writing Studio could do more to target Juniors and Seniors, but it may also speak to fewer writing expectations as students progress through their course of study. The second point of interest is the number of students visiting for personal and professional writing help. The Writing Studio uses this category when students are working on non-course related writing. This indicates that the Writing Studio is being used frequently for writing enrichment outside of course curriculum.

This information can be beneficial to the newly developed Writing Advisory Board. Charged with the task of developing Writing Intensive courses and investigating writing enriched curriculum (WEC) programs, the Board can use this information to begin identifying clear writing partnerships on campus and areas where the curriculum could be enriched with more writing instruction. The Writing Studio is well positioned to support the Board in its efforts to build a more comprehensive WEC program and to help support students who are enrolled in any potential Writing Intensive courses.

In addition to tutoring writing from a variety of disciplines, the Writing Studio also assisted the Fashion Design Department in preparing students for the 2013 Council of Fashion Designers student competition. Students are required to write a design philosophy statement to accompany their renderings. These statements are used by the CFDA to break ties and select winners. The Director spoke with all fashion design students preparing to enter their 6th semester in November about the significance of their statements and then visited classes with professional and peer consultants in February and March to run writing workshops.

In addition to workshops with students, the director worked with the Center for Excellence in Teaching to lead workshops for faculty on writing in the disciplines (October 2012) and on visual rhetoric (April 2013). The director also worked one-to-one with a number of faculty members to discuss writing and teaching throughout the year.

Two professional consultants, Sasha Graybosch and Patrick Jackson, were awarded a Diversity Council grant to start the Multilingual Writers Project. Multilingual FIT students submitted their language learning stories and were selected to be published in a manuscript edited by Graybosch and Jackson. Students selected to have their work published were honored at an awards luncheon where they read excerpts of their work. The project will eventually go online and will extend to other areas. For example, there will also be a design philosophy/artist statement writers project, cataloging and showcasing the written work of our student writers.

Peer Writing Consultant Corey Apploff spearheaded an initiative meant to bring more students into the Writing Studio on Friday morning in April 2013. He led discussions on research writing and offered students donuts and coffee as incentive to participate. Apploff graduated in May, but other peer consultants plan to continue the initiative this fall.

Over and above staff education meetings, Writing Studio tutors also met in May for the first time with tutors from the Academic Skills Tutoring Center to discuss the politics of tutoring at FIT. The meeting yielded a lively discussion about our shared one-to-one pedagogy and helped build a stronger connection between academic support units on campus. Because the meeting was so successful, plans are being made to hold a joint meeting in the fall.

Finally, one of our newest initiatives is to shift the focus of the Writing Studio toward Multiliteracies. As mentioned at the beginning of this report, Writing Consultants have been studying and discussing global Englishes, diversity, cross-cultural communication, and visual presentation, to name a few issues discussed by multiliteracies scholars. The Writing Studio is at the very beginning stages of this transition, and the work done thus far has focused on providing the staff a foundation. The incoming Associate Director will be able assist in rebranding the Writing Studio and ensuring our tutors are prepared intellectually and pedagogically for this shift. Once the Associate Director is on board, he and the director will collaborate on a strategic plan for the Writing Studio to bring it to its full potential at FIT.

Conditions and changes to academic spaces, labs, classrooms

Feldman C612 continues to be a good location for the Writing Studio. In the future, there may be a need to seek more space to work with students on visual and speaking presentations. Also, as online tutoring becomes more popular, we may need a designated area where tutors can conduct video chat sessions undisturbed. The only pressing issue in terms of space is the office in the Writing Studio, C612A, because the closet that belongs to IT takes up an unnecessary amount of square footage; this is mainly a problem because of the additional space needs of the new Associate Director.

Outstanding Technology Advances

Online tutoring has taken off this academic year at the Writing Studio with 444 sessions. This number is compared to 15 to 30 sessions in past years. What's most impressive is that students meet with tutors online in a live chat session. The student's paper is on a whiteboard that allows tutors to see changes instantaneously, also enabling students to receive tutor feedback in real time. The new program additionally allows for video chat. One of the best features is that once students have concluded their online session, they can return to WOnline and replay their tutoring session.

The director also established a blog that will be used for WEC purposes. The blog, Writing Matters, is still in development, but will be ready for fall 2013. Working with the Technology Development Team, the director is also planning on migrating the Writing Studio's web site to an FIT blog. Blogs allow for more dynamic user interaction and will make it easier to build the writers project series mentioned in this report. Ultimately, a blog will allow for students to access and contribute to writing samples, visuals, and videos.

Funding/Grants

The Perkins Grant helped support tutoring for AAS students at the Writing Studio throughout FY2012-2013. It also supported the travel of seven tutors to the National Conference on Peer Tutoring in Writing in November 2012.