

Clanwilliam Institute Writing Tutor Service

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Writing Centre Tutor

Agenda

Clanwilliam Institute Writing tutor ⇔ Adaptation of Writing Centre to specific circumstances of Institute

- Outline Clanwilliam Institute Programmes and stage of engagement with QQI
- What is a writing centre?
- What does Clanwilliam Institute writing tutor actually do?
- Why develop a writing centre?
- Core principles of writing centres
- Future focus

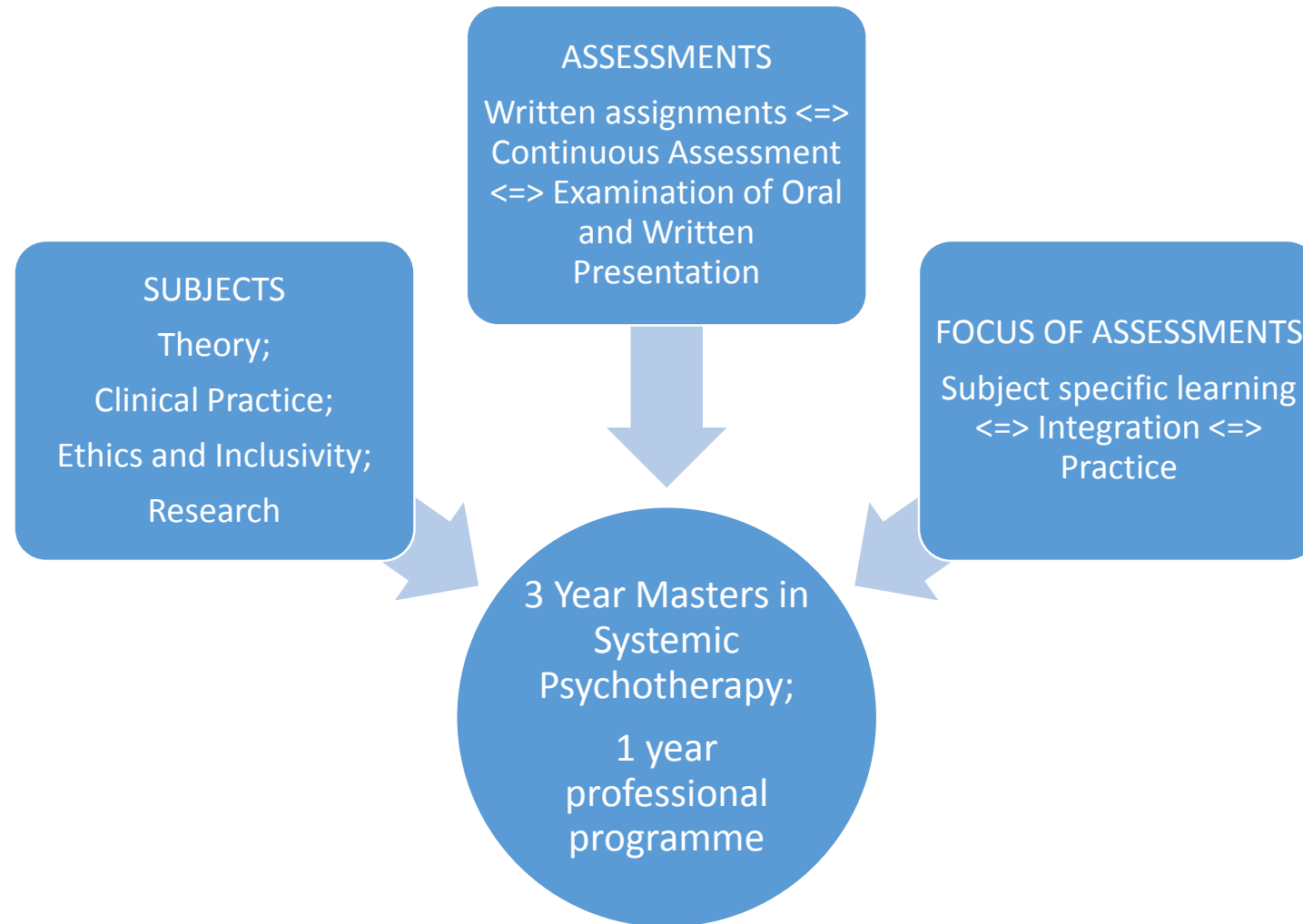
Core Text

“The Maynooth University Guide to Setting up a Writing Centre”
(2015)

Alison Farrell and Sharon Tighe-Mooney

- The Writing Centre, Centre for Teaching and Learning, Maynooth University, Co. Kildare
- Collaborative project between Maynooth University and its SDF cluster partners, Athlone Institute of Technology, Dublin City University and Dundalk Institute of Technology.
- Available through <https://www.maynoothuniversity.ie/centre-teaching-and-learning/student-learning-and-advice/writing-centre>

Clanwilliam Institute Programmes



Clanwilliam Institute Life Cycle of Engagement



Family Therapy Association of Ireland

European Association of Psychotherapy

History of Writing Centres

- **Generally:**

Cater for educational diversity; grounded in social change

- US – proliferation after WW2 – cater for returning GI's
- South Africa – 1990's – cater for diversification of higher education

- **Why?**

- Driven by crisis narratives? “the crisis of access, the crisis of literacy, and the crisis of funding” (Cirillo-McCarthy, 2012, p. 84)
 - And/or
- Driven by enhancement objectives

What is a writing centre

- Writing centres vary in shapes, sizes, and settings.
- Usually connected to writing programmes or teaching and learning centres
- serve the entire institution,
 - **Writing centres are available for students at all levels of writing proficiency**
 - **Core activity: Tutorials offered in a one-to-one setting**
 - **Tutors are coaches and collaborators, not teachers**
 - **Each student's individual needs are the focus of the tutorial**

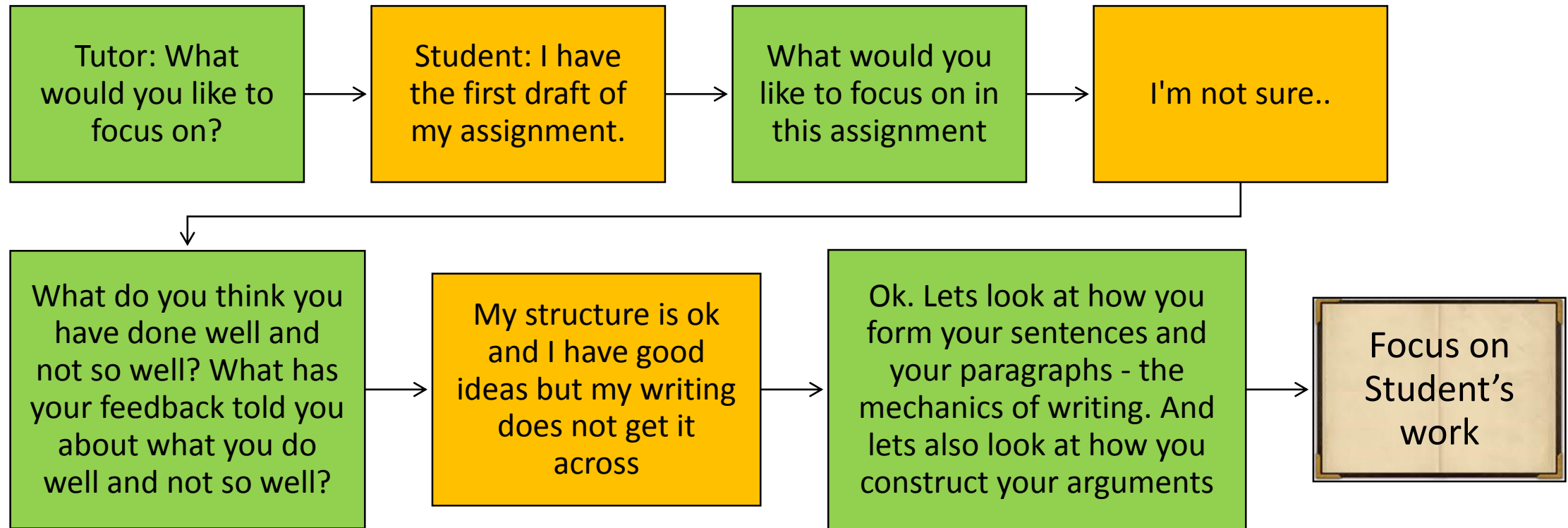
Writing centre activities

- **Drop-in writing help**
- **One-to-one tutoring by appointment**
- **Discipline-specific work**
- **Group working space**
- **Access to relevant materials and on-line resources**
- **Workshops** (Work in progress; using features of Word; referencing)
- **Scheduled topic specific sessions** (Referencing; constructing an argument; structuring a thesis)
- **The provision of Writers' retreats/ masterclasses**

One to one tutorial: Focus of the sessions

- Tutors work on any stage of the writing process, from outlining to final revision,
- Students are asked to bring any writing that they have done so far, including assignment instructions/ guidelines. It can also be useful to have access to handbook/ referencing and style guide etc.
- providing guidance on how to:
 - Read the question
 - organise ideas
 - make convincing arguments
 - reach the right audience
 - identify and eliminate common grammatical errors
- Tutoring is not a drop-off proofreading and editing service.

Establishing a student centred collaborative space: What this might look like



Group work: Different focus to individual tutoring

- **To act as a general guide, not to cover every situation**
 - (how do I go about a writing task? How do I go about writing?)
- **To guide on generalities; specifics are up to the student**
 - (the focus is on how to write, you need to apply this to your own writing)
- **To guide on how a student can come to know and come to do**
 - (where do I go, what do I do, what do I look up if I am not sure? how do I check what I am unsure of?)

Why develop a writing centre? 1. Responding to identified need

Clanwilliam Institute Context:

- **Students:** Responding to diversity - Mature; in clinical work settings; diverse education backgrounds; English as second language
- **Academic context:**
 - Development of Academic Integrity and Academic Misconduct policy
 - Focus on collaborative learning
- **Professional context:** Professionalization of Psychotherapy; Increased requirements for skills in written communication
- **Wider contexts:** Change as discourse driven and discourse led; Proliferation of genres
- **Personal contexts:** Writing as learning; writing as transformative; writing as joyful and self-enhancing

Why develop a writing centre? 2. Policy Context

- **National Strategy for Higher Education to 2030 [Hunt Report] (Department of Education and Skills, 2011)**

Identified key generic skills – “analytic reasoning, critical thinking, the ability to generate fresh ideas, and the practical application of theory. ... ease in written communication” (p. 57)

- **ESG (2015, draft)**

- 1.3 Student-centred learning, teaching and assessment
- 1.6 Learning resources and student support

- **QQI Assessment and Standards (2013)**

- (A&S, 2013: 2.1.1. 4 b) “Fair assessment is inclusive. It recognises that different people can have different learning needs, styles and approaches”
- (A&S, 2013 2.2.5) “Good academic conduct is encouraged and supported.”

Why Develop a Writing Centre 3. Quality

The dynamic evolution of quality discourses

- Academic standards (maintain and demonstrate) : Writing as key
- Assessments: Written and oral presentations – Language as key/
Transferability of skills
- Recognition of different learning styles
- Emphasis on embracing student-centred pedagogy
- Increased access to HE
- Increased diversification of student body

Clanwilliam Institute Writing Tutor: Student-led curriculum

- **Year 1:** Introduction to academic writing; Mechanics of writing; Referencing
- **Year 2:** Writing in different genres (Ethics Research Board submission; Research Proposal)
- **Year 3:** Writing a dissertation. Structure; Content of different chapters; Flow; Avoiding repetition; Troubleshooting (Figures, page numbers, Table of contents)
- **Year 4:** Developing professional identity as a writer; considering regulatory context; writing for publication; writing case notes

Core Principles

- **How do we write**

- ❖ Writing as a learned skill;
- ❖ Writing as a separate activity;
- ❖ Everyone can learn to write.

- **Why focus on academic writing?**

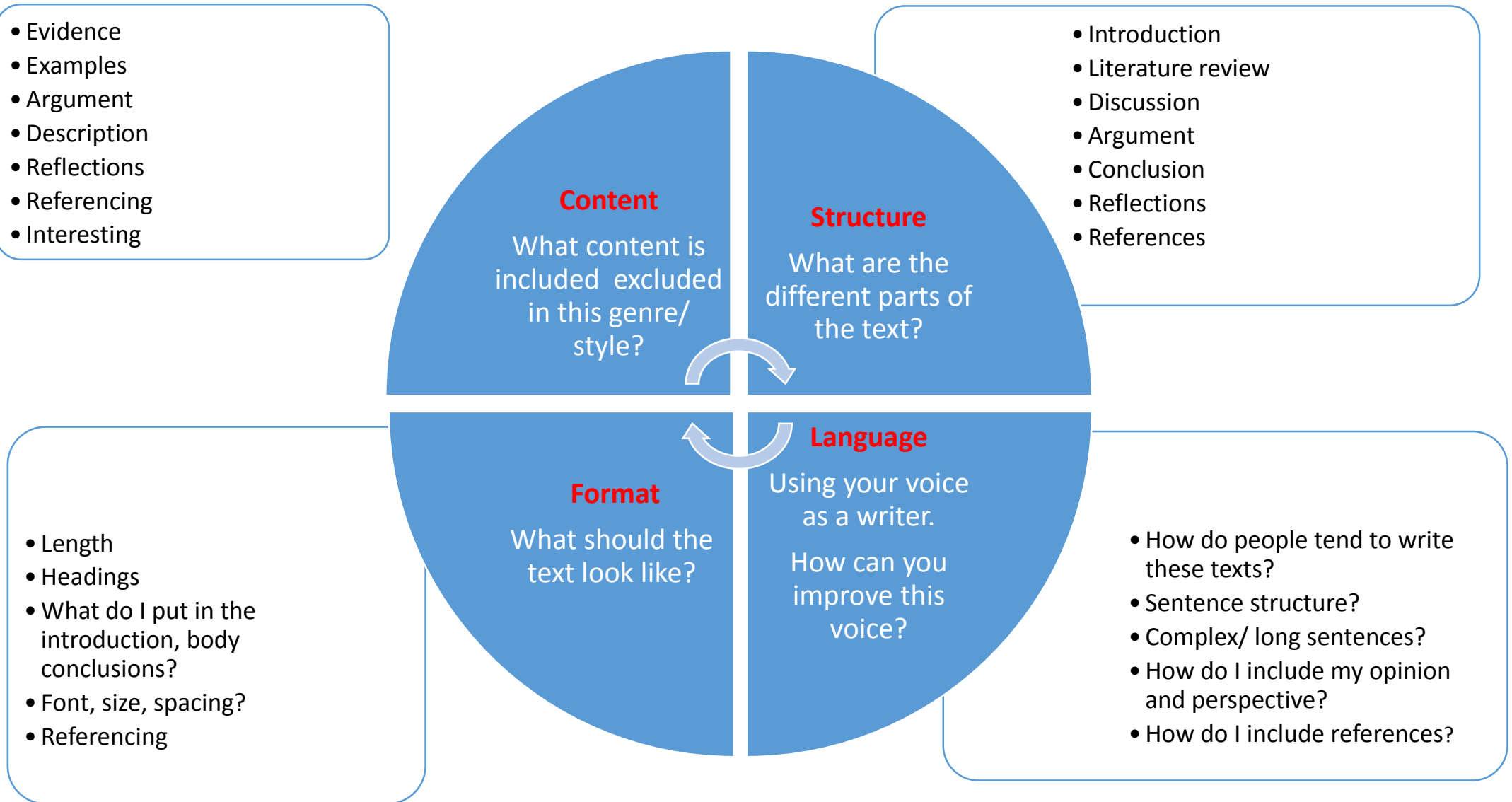
- ❖ Writing as Academic Literacy;
- ❖ Writing as a mode of learning.

➤ **How does this translate into the practice of the writing tutor?**

Framework for writing tutor input

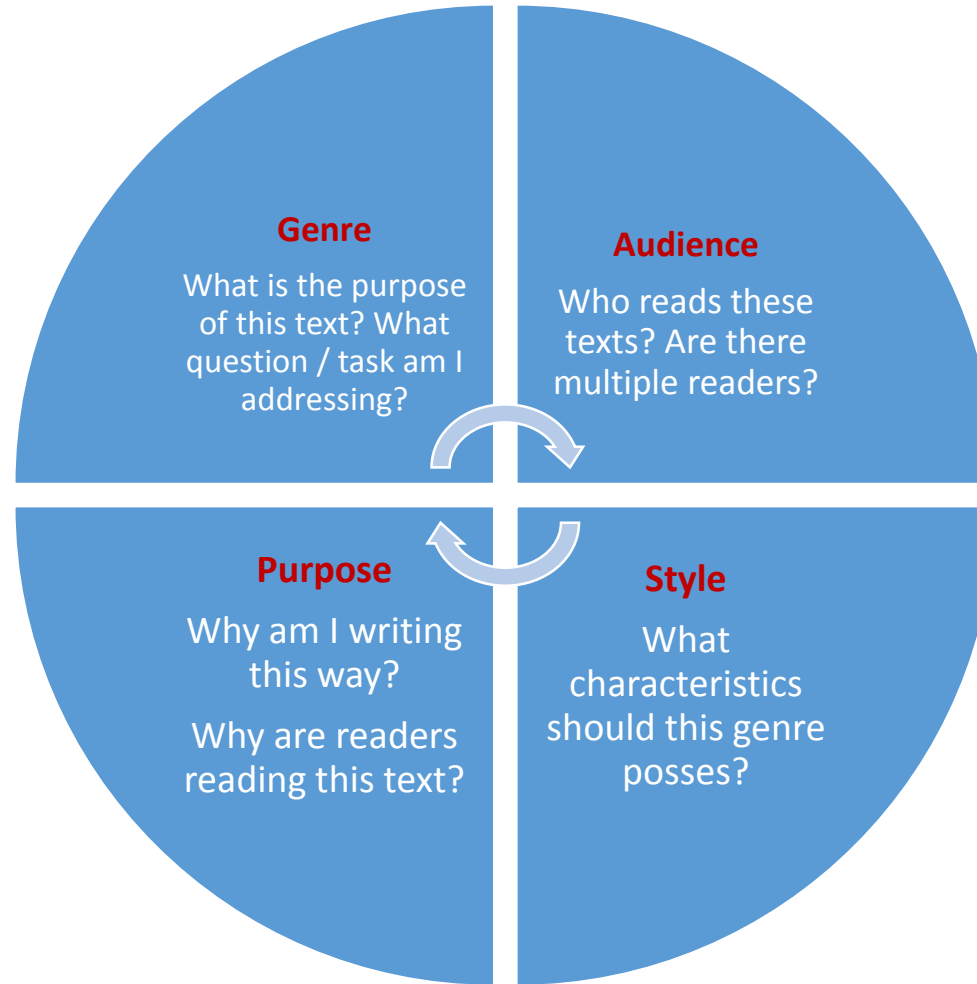
1. Elements of writing: Inside the text
2. Elements of writing: Outside the text
3. Combining elements of writing: The writing process
 - Drafting and editing at different levels– Paragraph; Sentence; Phrase; Word.
 - Drafting and editing for different purposes – References; Flow; Language; Grammar; Spelling.
 - Argument – Using evidence to argue a case; Stating your opinions
4. Professional and academic writing: Approaching the text.
5. Professional and academic writing: Positioning yourself as writer

Elements of writing: Inside the text



Elements of context: Outside the text (This view helps to Prepare for writing)

- Assignment
- Funding application
- Programme evaluation
- Research proposals
- Book reviews
- Literature reviews
- Reflexive writing



- Discipline specific?
- Managers?
- Tutors?
- Students
- Service users?
- Funders?

- To convince?
- To inform?
- To describe?
- To evaluate?
- To critique?

- Formal?
- Informal?
- Referencing?
- Argument?
- Use of I?

The writing process

Writing Process



Preparing a text: Putting it all together

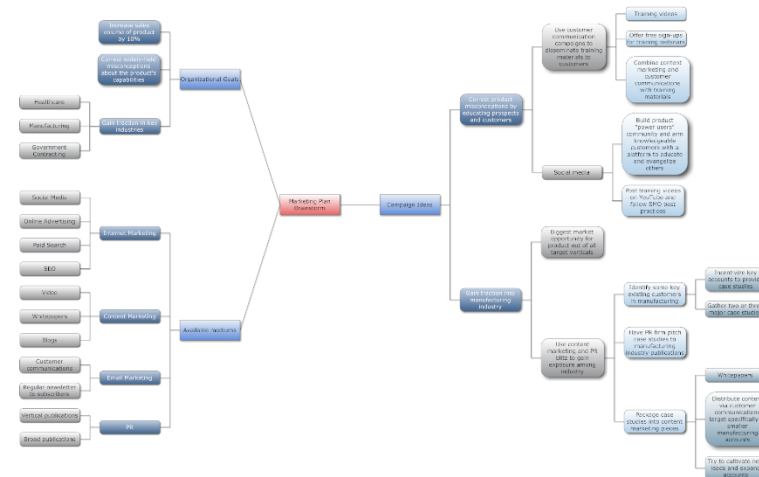
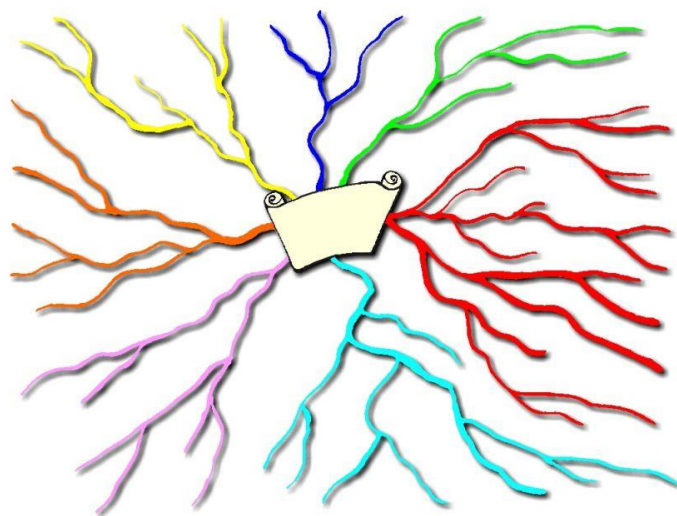
Gather together relevant documents

Reference guide	Style guide	Specific instructions	Additional texts	Task specific document
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Interrogate the documents

Inside the text	Outside the text	Instructions
Content	Genre	Keywords
Structure	Purpose	Topic
Format	Audience	Command
Language	Style	Focus

What system of representation works best for you? Move from Template to Your Design



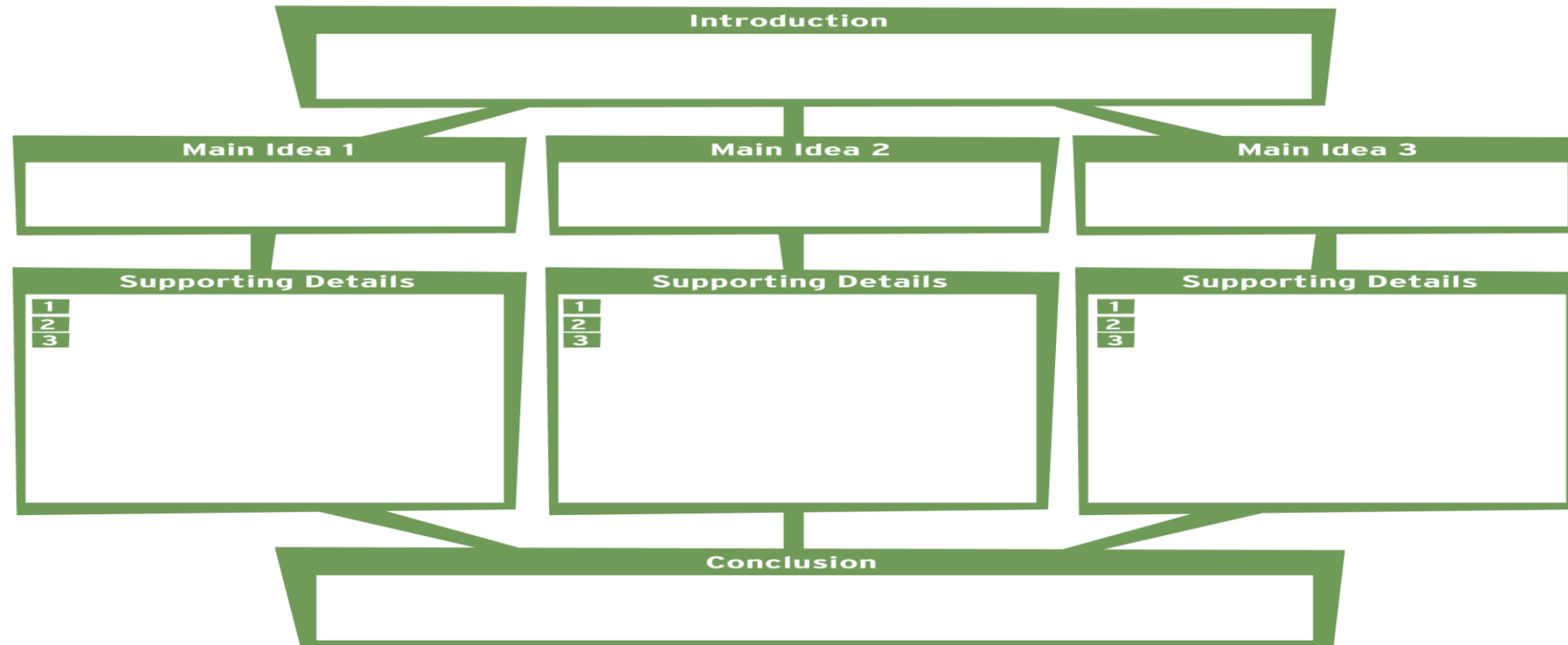
Careful Preparation => groundwork for deciding **structure** and **content**

International Literacy Association / National Council of Teachers of English (2010) *readwritethink*. *Essay map*. [Online Resource]. Retrieved from <http://www.readwritethink.org/files/resources/interactives/essaymap/>

Essay Map

by: aine

test



Future Focus:

Transferability of academic writing
to professional contexts;
Distinguishing between academic
and professional writing.

Academic and Professional Writing

Developing writing skills across contexts: tasks

- Different kinds of writing, each with their own conventions (**genres**)

=> task: recognise and identify conventions with different genres

Different ways of writing (**styles**) associated with different genres

⇒ TASK: Develop your own voice in different genres

- Different **contexts** of writing

Professional (internal service documents and external review/ policy / quality document)

Academic (Assignments; research proposals; research reports; writing for publication)

⇒ TASK: Developing expertise in identifying contextual requirements on your writing

Different ways of writing in different **disciplines / services**

⇒ Task: Become a practised, skilled writer; developing your writing process

Differences between academic and professional texts (1)

Academic Writing

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Academic regulations (Academic impropriety)

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Discipline specific writing requirements (use of I; what counts as evidence)

↓

Task specific requirements (research; opinion; descriptive)

↓

Particular assessment requirements
In this assignment you should...

Professional Writing

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Regulatory requirements: Data protection; Client confidentiality and consent; Legal limits and restraints

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Service specific requirements: Policies and procedures; Precedents and conventions
Culture

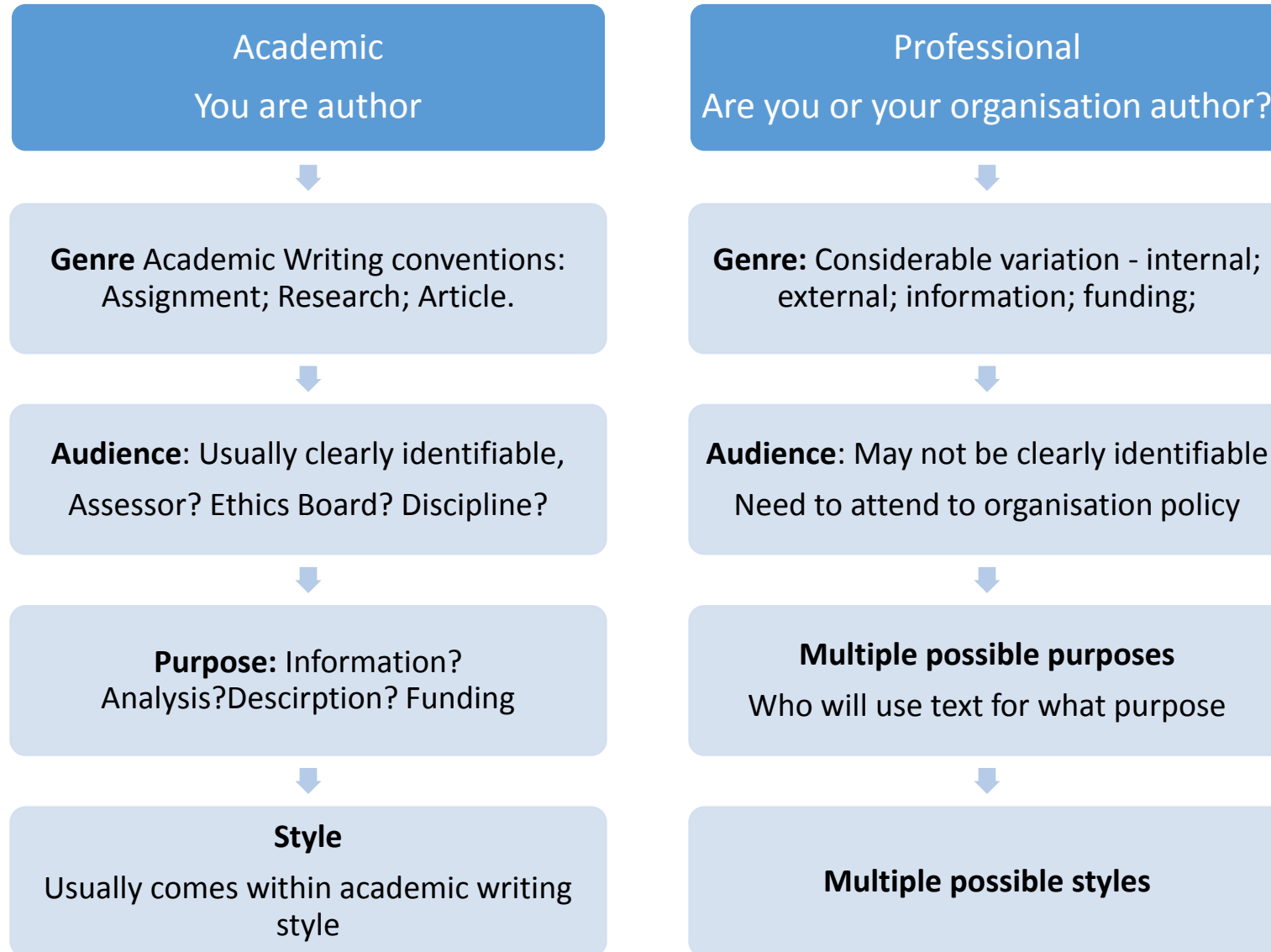
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Task specific requirements
Service relationship with audience; Service requirements for communication with audience

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Particular task requirements
Consultation process? Who is named as author?

Differences between academic and professional texts (2)



Resources

- *The Maynooth University Guide to Setting up a Writing Centre* (Alison Farrell and Sharon Tighe-Mooney, The Writing Centre, Centre for Teaching and Learning, Maynooth University, Co. Kildare, 2015). Available through <https://www.maynoothuniversity.ie/centre-teaching-and-learning/student-learning-and-advice/writing-centre>
- Maynooth University Writing Centre, Available at <https://www.maynoothuniversity.ie/centre-teaching-and-learning/student-learning-and-advice/writing-centre>
- University of Limerick Writing Centre, Available at: <http://www.ul.ie/rwc/>
- *readwritethink. Essay map*. [Online Resource] (International Literacy Association / National Council of Teachers of English, 2010) . Retrieved from <http://www.readwritethink.org/files/resources/interactives/essaymap/>
- *Narrating the writing center: Knowledge, crisis, and success in two writing centers' stories* (Erica Cirillo-McCarthy, University of Arizona Doctoral thesis, 2012). Retrieved from <http://arizona.openrepository.com/arizona/handle/10150/265336>