

The Richard Wright Center

Writing | Rhetoric | Research

Annual Report
July 1, 2018–June 30, 2019

MISSION

Our mission is to provide an environment for intellectual engagement outside the classroom. At any stage of the creative and research processes, students and faculty have the opportunity to interact with trained tutors using technology as they develop written, oral, and visual representations of their ideas for an academic audience.

INTRODUCTIONS

Full-time staff

Director: Kathi R. Griffin, Ph.D., full-time administrative position with affiliation to the English Department that includes teaching 1/1

Coordinator: Tatiana A. Glushko, Ph.D., administrative position

Tutors

Graduate assistants—2 paid positions @ 20 hours/week, funded by the College of Liberal Arts

Undergraduate peer tutors—3 paid positions @ 10 hours/week, funded by the College of Liberal Arts

Volunteers—7 (varies each semester) recruited from the Honors College, receiving community service hours

Floor manager

Undergraduate student--1 funded by Federal Work-study Program

MAJOR GOALS for AY2018-2019

The Richard Wright Center goals are aligned with the University strategic priorities of student centeredness, excellence, and teamwork and collegiality.

Goal I. STUDENT CENTEREDNESS (Teaching)

- A. Continue to fulfill our primary mission that involves engaging students in one-to-one conversations about their written, oral, visual, and research projects. Create 2-3 short videos to post on our website for students and faculty to inform about the center. Offer walking and talking tutorial sessions to promote the work/life/health balance.
- B. Continue to provide professional development for peer tutors and graduate tutors, who are trained to engage in conversations with other students about issues related to their writing. Include tutors in more intellectual, professional activities, i.e., classroom visits, developing and leading workshops, data collection, attending and presenting at conferences, community outreach. Re-submit for approval 2 course proposals for tutor training and continuing studies.

Goal II. EXCELLENCE (Academic and Research/Scholarship)

- A. Continue to develop the Student Reflection Research Project that uses replicable, aggregable, data driven (RAD) methodology to study writing center effectiveness in developing student rhetorical authority. Continue to write, present, and publish about the study. Submit article 1 on August 15, 2018. Revise article 2 for re-submission.
- B. Seek ways to present the RWC as a site of teaching and learning scholarship, research and professional development of student-tutors to the university and outside audiences. Redesign the website to represent the work of the RWC more fully to internal and external stakeholders, including potential donors.

Goal III. TEAMWORK and COLLEGIALITY

- A. Continue to work with university academic departments in promoting the RWC and seeking ways to collaborate with faculty on enhancing the teaching of writing on campus (e.g., a graduate course proposed to the School of Public Health; a proposal for redesign of the Graduate English Competence Examination developed with the Division of Graduate Studies).
- B. Continue to reach out to individual faculty members to ask about their perspective of the RWC and discuss how we work to support their students; encourage faculty to send students to the center. Make appointments to talk to individual faculty members. Review faculty listed by students and note departments - make appointments with other faculty in those departments. Ask faculty listed by students who they perceived the benefits (or not) for their students, and how they view the RWC.
- C. Continue to participate in the university governance by serving on the University Assessment Team. Continue to attend departmental, college, and university functions (art, music, chemistry, physics conference this summer, offer an idea for QEP this year, Gibbs-Green Memorial, MWC events and development opportunities, OER GRANT and course using MWC for English department - first OER course at JSU! Seek and request to participate in all orientations we can find: social work, school of public health, new faculty, adjunct faculty, new students, military, business, athletics...we keep looking and participating.
- D. Work with non-academic departments (e.g., University Communications, Development Foundation) to improve ways the RWC presents itself through online and print publications and to obtain additional funding. Work with University communications to redesign the website. Develop advisory board, alumni outreach program, newsletter, Development Foundation fund/button on our webpage for bookmarks, pushcards, t-shirts, and more for community building within the RWC, on campus, and in the greater community (working towards bringing the National Writing Project back to JSU, too!).

MAJOR ACCOMPLISHMENTS and CHALLENGES

Goal I. STUDENT CENTEREDNESS

A. Engage students in one-to-one conversation about their written, oral, visual, and research projects.

One-to-one, face-to-face conversations with students is the method supported by the theory of rhetoric and composition and used by all effective writers and communicators and by 101 top writing centers in the nation (Isaacs & Knight, 2014).

One-to-one conversations conducted: **1186**

Face-to-face: 1180 Undergraduate: 1003

Online: 6 Graduate: 183

The number of students and faculty who participated in RWC activities by semester:

N of Participants	July 2018	Fall 2018	Spring 2019	June 2019	Total
One-to-one sessions	29	619	513	25	1186
Workshops	2	135	70	1	208
Class Presentations	0	56	132	0	188
Roundtables	5	22	8	8	43
Orientations*	35	127	115	0	277
Campus/Department Presentation	0	32	0	0	32
Summer Program	0	na	na	0	0
Faculty Writing Group	0	na	na	32	32
Total	71	991	838	66	1966

**These do not reflect the number of attendees at freshmen and transfer orientations conducted by the Undergraduate Studies and Adjunct Faculty Orientation conducted by Academic Affairs, where we also participate.

Walk-and-talk appointment option was added to the online scheduling system. The description of this type of appointment was posted on the website and on the schedule page. Students did not request walk-and-talk appointments. We can emphasize this option during class visits.

RWC tutors scripted and participated in filming a video about the RWC in collaboration with the University Communications. We were informed that the video did not have a good sound and will have to be reshot.

B. Provide professional development for undergraduate and graduate tutors.

1. Tutor-training course offered each fall and spring semester through the Honors College: HON 101-49 “Tutoring Writing in the Global Context” (1-credit hour)

Number of Students Taking HON 101

Took the Course	From Honors College	Completed	Volunteered to Tutor
7	6	6	4

2. Two 1-credit courses have been approved by the University Curriculum Committee and will be offered beginning Fall 2019:

ENG 310 Peer Tutoring in a Global Context (tutor training course)
ENG 311 Issues in Tutoring Writing (for tutors working in the RWC)

The Honors Colloquium Peer Tutoring in a Global Context, HON 110-49, will continue to be offered to Honors students, but now we can open the tutoring opportunity to more JSU students.

3. Other professional development activities:
 - a. Four tutors presented at the Mississippi Writing Center Association. March 23-24, 2019. Mississippi College. Jackson, MS.
 - b. Six tutors and one RWC alumnus led a panel discussion “Cornerstone of a Liberal Arts Education: A Conversation with Richard Wright Center Tutors” during the College Day, April 15, 2019

Goal II. EXCELLENCE

A. Continue to write, present, and publish about our research

1. Publications

Peer-reviewed article

Griffin, Glushko, & Liu. (2019). Rhetorical awareness of student writers at an HBCU: A study of reflective responses in the writing center. *Praxis: A Writing Center Journal* 16(2). Accessible at <http://www.praxisuwc.com/162-griffin-et-al-1>

Book chapters

Glushko & Griffin. Whatever happened to conversation? A pedagogical view from a writing center. In R. Luckett (Ed.) *Redefining liberal arts education in the 21st century*. University of Mississippi Press. In print.

Glushko. Developing writing centers in Russia: A balancing act. In A. Squires (Ed.) *The development of academic writing in the Russian Federation*. The WAC Clearinghouse. Under review.

2. Conferences

Presented

Griffin. Rhetoric and Religion in the 21st Century.

Griffin & Glushko. Grappling with Conflicting Narratives: Questions for Our State. Mississippi Writing Center Association. March 23-24, 2019. Mississippi College. Jackson, MS.

Attended

Griffin & Glushko. The Peck Research on Writing Symposium. April 5, 2019. Middle Tennessee State University. Murfreesboro, TN.

3. Accepted to the two-week Dartmouth Summer Seminar for Composition Research to continue to develop our RAD study on student rhetorical awareness. The goal for the seminar: to be able to use tools for quantitative data analysis and aggregation of data; to refine our methodology.

B. Increase visibility of the Richard Wright Center as site of teaching and learning scholarship

1. The RWC website was redesigned to improve access to the resources page for JSU students, faculty, and outside audiences; the donate button and page were added to the website to give access to potential donors.
2. Dr. Glushko was invited to conduct an academic writing workshop for faculty at the Higher School of Economics, one of the largest and leading universities in Russia (October 16, 2019): <https://academics.hse.ru/awc/announcements/267573599.html>

Goal III. TEAMWORK and COLLEGIALLY

A. Participation in the university governance

GECE Review Committee—Griffin and Glushko

Institutional Assessment Team—Griffin

SACSCOC Committee on Institutional Planning and Effectiveness and Student Achievement—Griffin and Glushko

SACSCOC Committee on Library and Information Resources--Griffin

B. Collaboration with university academic and non-academic departments

Students: RWC is a community service site for 5 undergraduate peer tutors and participated in the following information fairs and orientations:

Graduate Student Orientation

International Student Orientation

Honors College Orientation

Freshman and Transfer Student Orientation (Undergraduate Studies)—July 2018

Freshman Orientation (Undergraduate Studies)—Fall 2018

Department/Program Orientation for Students:

Urban and Regional Planning

Master's Program in Social Work

School of Public Health

Faculty: 12-Week Writing Support Group (Summer 2019)

C. Membership in Professional Organizations and Academic Community

Griffin—Treasurer, Mississippi Writing Center Association (MSWCA)

Conference Committee Member, Mississippi Philological Association

Conference Committee Member, Transitioning to College Composition, University of Mississippi

Glushko—Member at Large, MSWCA

Conference Committee Member, Transitioning to College Composition, University of Mississippi

MAJOR GOALS FOR ACADEMIC YEAR 2019-2020 (to be updated)

Goal #1: Student Centeredness: Offer daily face-to-face conversations to all students, 10 weekly 30-minute workshops for undergraduate students, and 8 monthly roundtables for graduate students; offer 8 exam preparation workshops for undergraduate and graduate students; increase the number of students who train to be peer tutors; increase number of class visits accompanied by tutors

Goal #2: **Excellence – Academic Research and Scholarship:** Complete Dartmouth Seminar in Composition Research; complete analysis of 4-year data; submit an article for publication; participate in 1 international conference, 1 national symposium, 2 regional conferences, and 1 state conference; add a research section on the “About Us” page on our website and post a blog about Dartmouth Seminar

Goal #3: **Teamwork and Collegiality:** Contact each academic department about class visits; offer the Online Summer Writing Group for faculty and graduate students; participate in the university governance (university assessment committee, SACS accreditation, GECE, QEP); collaborate with the School of Public Health and the Executive PhD Program in implementing writing in the curriculum; participate in student orientations with other departments; serve as board members of the Mississippi Writing Center Association