

Executive Summary

The Richard Wright Center for Writing, Rhetoric, and Research (RWC)

Throughout the year, the RWC offered a range of opportunities for students to engage in conversations about writing, speaking and research through one-to-one conversations, workshops, roundtables, class and campus presentations. In addition, it provided support for students in summer programs. It offered faculty support through departmental presentations, summer writing group, resources and blog posts on its website. The director and coordinator published an article and submitted two, now under review. They also participated at 6 professional conferences on state, regional, national, and international levels. RWC submitted 1 grant proposal (funded) and 2 course proposals to work towards building a sustainable writing, speaking, and research center to meet the needs of JSU as a Research 1 institution.

Productivity in the RWC is primarily measured by the number of conversations about writing, speaking, and research with JSU students.

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).

The Richard Wright Center is an auxiliary unit that provides considerable opportunities for students and faculty to improve their writing skills. With only 2 full-time staff members, 3 graduate tutors, and 4 undergraduate tutors, it provided support to student writers and to faculty through teaching and learning activities, campus engagement, and scholarship.

Teaching and Learning

The RWC provided the following teaching and learning opportunities for conversations about writing:

One-to-one conversations	1108
By appointment	886
Walk-in	222

Other Opportunities

Type	Number Offered	Number of Students
Small groups		
Workshops open to all JSU students	57	123
Graduate Roundtables	7	41
ICN Summer Program	2	24
Large groups		
Class presentations	10	193
Orientations	5	110
School/Departmental Presentations	2	159

Faculty groups	3	24
Total	86	674

Since Fall 2013, the RWC has collaborated with the Honors College to recruit and train peer tutors. **For the first time**, an Honors colloquium was offered, HON 110 Tutoring Writing in a Global Context (1 hr) for training honors students to become peer tutors:

Fall 2016	3 students completed the course
Spring 2017	3 students completed the course

With the course, the number of tutors who completed the training doubled. Thus RWC submitted proposals for two 1-credit courses through the Department of English and Modern Foreign Languages to recruit students beyond the Honors College. With the additional courses, RWC will be better positioned to address the persistent problems of recruitment and retention of tutors by

- Increasing the number of peer tutors
- Providing continuous professional development for peer tutors
- Creating a community of trained peer tutors

Campus Engagement

- The RWC also participated in the following campus activities:
 - Fall Faculty and Staff Seminar
 - Honors College Orientations
 - Honors College Leadership Meeting
 - ESL Program for Students from Mexico
 - Conference on the Liberal Arts, as Co-chair (Director) and Presenter (Coordinator)
 - Graduate Studies meetings about the administration of the GECE
- RWC continues to provide a community service site for students who train and work as peer tutors.
- Likewise, the Center provided tutoring to students in ICN (Department of Chemistry) summer program.
- The director was a member of the University Assessment Team.
- RWC continues to develop and add resources for students and faculty to the RWC website. In addition, RWC was invited by the Center for University Scholars to lead 2 workshops, and it hosted an online summer writing support group for faculty, which will continue in Summer 2017.

Scholarship

RWC also engaged in research and participates in professional conversations on campus and in the field. The director and coordinator presented their research at 6 state, regional, national, and international conferences, including the Conference on the Liberal Arts co-chaired by the director. The director and coordinator participated in state conversations about writing as members of the planning committee for Transitioning to College Writing and as board members of the Mississippi Writing Center Association. Together the director and coordinator submitted 3

articles for publication, 1 in print and 2 under review. RWC also received a grant to develop and teach an open education resource (OER) course for ENG 104 (Composition 1).

Also this year, the work of 2 tutors, one graduate (Psychology) and one undergraduate (Chemistry), has been accepted for publication in the *Dangling Modifier*, an international newsletter affiliated with the National Conference on Peer Tutoring in Writing (NCPTW).