



TLEF Project – Final Report

Report Completion Date: (2019/02/07)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Creation of Writing Support Resources: On-Call Workshops and Self-Directed Learning		
Principal Investigator:	Julie Mitchell		
Report Submitted By:	Patty Kelly		
Project Initiation Date:	04/01/2017	Project Completion Date:	04/02/2019
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Project Summary

This project provides resources that support student writing across campus, with an emphasis on the types of writing that upper-level undergraduates and graduate students produce at a research institution such as UBC. The project goals include developing highly-situated, discipline-specific resources for students, while at the same time increasing the capacity of the Centre for Writing and Scholarly Communication (CWSC) to serve a larger number of students across a broader range of disciplines and professional programs. The resource materials are similar in complexity to graduate-level writing and research. To date, project resources include 6 annotated research articles in 6 disciplines: art history; chemistry; English literature; law; theatre; and linguistics, and seven videos: “Writing with Integrity” a dialogue with Dr. Beth Haverkamp, Associate Professor of Counselling Psychology and Dr. Susan Porter, Dean and Vice-Provost of Graduate and Postdoctoral Studies; “Writing in Situations” an interview with Dr. Anthony Paré, Professor and Department Head, Language & Literacy Education. As well, the CWSC developed a series of 5 videos with the following 4 graduate students: Jennifer Abel, PhD, Linguistics; Zöe Hackett, PhD Student, Department of Chemistry; Shona Robinson, PhD Candidate, Department of Civil Engineering; Tim Yu, MA Student, Department of English Language and Literatures. As a series, the videos address the following topics of interest to upper-level undergraduate students and graduate students engaged in research writing: “The Writing Process”; “The Prewriting Stage”; “The Writing Stage”; “The Revision Stage”; and “Time Management.”

The resources provide opportunities for students to engage in proactive learning, and in so doing to reflect on their own and others knowledge-making practices. Specifically, the resources, through metadiscursive commentary about writing practices typical of a research institution, invite students to situate themselves as apprentices in a discipline, and recognize the genre-specific and discipline-specific knowledge and support embedded in their peer groups and in CWSC programs, workshops, and services. In turn, the development of genre-specific and discipline-specific resources help educate CWSC peer staff (16 Writing Consultants and 4 Workshop Project Coordinators) in best practices in writing centre pedagogy. In so doing, the resources ensure coherence of program delivery when peer staff interact with students during one-on-one writing consultations, at weekly Graduate Writing Communities, classroom visits to promote CWSC programming, and campus workshops delivered across faculties and departments.

1.4. Team Members – Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Julie Mitchell	Assistant Director, Student Engagement, UBC Library	Principal Investigator
Eric Jandciu	Learning Strategist, Skylight, Faculty of Science	Team Member; Advisory Board; Resource Development: Chemistry Research Article Annotations
Jackie Stewart	Senior Instructor, Chemistry, Faculty of Science	Team Member; Advisory Board; Resource Development: Chemistry Research Article Annotations
Jacqui Brinkman	Director, Graduate Professional Development, Faculty of Graduate and Postdoctoral Studies	Team Member; Advisory Board Member



Alex Kuskowski	Learning Services Librarian, UBC Library	Team Member; Advisory Board Member
Brian Wilson	Curriculum Manager, Vantage College	Team Member; Advisory Board Member
Kate Power	Lecturer, Arts Studies in Research and Writing, Faculty of Arts	Team Member; Advisory Board Member
Philippe Kruchten	Professor, Electrical and Chemical Engineering, Faculty of Applied Science	Team Member; Advisory Board Member
Laila Ferreira	Lecturer, Arts Studies in Research and Writing, Faculty of Arts	Team Member; Advisory Board Member; Resource Development: English Literature Research Article Annotations
Patty Kelly	Program Manager, Centre for Writing and Scholarly Communication, UBC Library	Project Management; Resource Design & Development
Alice Wang	Graduate Student, Art History; CWSC Writing Consultant	Resource Development: Art History Research Article Annotations
Suhyun Choi	Graduate Student, Art History; CWSC Writing Consultant	Resource Development: Art History Research Article Annotations
Tayo Olarewaju	Graduate Student, Law; CWSC Writing Consultant	Resource Development: Law Research Article Annotations
Cody Gagnon	Undergraduate Student, Computer Science; CWSC Writing Consultant	Resource Development: Law Research Article Annotations
Erin Guntly	PhD Candidate, Linguistics; CWSC Workshop Project Coordinator	Resource Development: Linguistics Research Article Annotations
Lucie Stepanik	Graduate Student, Community and Regional Planning; CWSC Writing Consultant	Resource Development: Linguistics Research Article Annotations
Eury Chang	PhD Candidate, Theatre Studies; CWSC Workshop Project Coordinator	Resource Development: Theatre Studies Research Article Annotations
Kevin Sun	Graduate Student, Children’s Literature; CWSC Writing Consultant	Resource Development: Theatre Studies Research Article Annotations
Iván Salazar González	Graduate Student, Music; CWSC Workshop Project Coordinator	Video Editor; Sound Editor
Emi Sasagawa	Marketing and Communications Coordinator, CTLT	Videographer



Janey Dodd	PhD Candidate, English Literature & Co-op Student	Video Production and Design; Video Interviewer; Resource Design and Development
Beth Haverkamp	Associate Professor of Clinical Counselling, Faculty of Education	Video Interviewee: “Writing with Integrity”
Susan Porter	Dean and Vice-Provost, Graduate and Postdoctoral Studies, Faculty of Graduate and Postdoctoral Studies	Video Interviewee: “Writing with Integrity”
Anthony Paré	Professor and Department Head, Language & Literacy Education	Video Interviewee: “Writing in Situations”
Jennifer Abel	PhD, Linguistics	Video Interviewee: 5 videos
Zöe Hackett	Graduate Student, Chemistry	Video Interviewee: 5 videos
Shona Robinson	PhD Candidate, Civil Engineering	Video Interviewee: 5 videos
Tim Yu	Graduate Student, English Literature	Video Interviewee: 5 videos

1.5. Courses Reached – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
WRDS* 150: Research & Writing in the Humanities & Social Sciences (Arts Students) (Arts Students)	Multiple sections	Primarily first and second year	All terms
WRDS 150: Research & Writing in Engineering, STEM, & the Sciences (Non-Arts Students)	Multiple sections	Primarily first and second year	All terms
WRDS 350: Knowledge-Making in the Disciplines (Arts Students)	Multiple sections	Third and fourth year; primarily transfer students	All terms

* The acronym “WRDS” stands for “Writing, Research, and Discourse Studies”

The above chart focuses on writing intensive courses from Arts Studies in Research and Writing (ASRW) because the CWSC resources (videos and annotated research articles) align with the pedagogical approaches of that unit (rhetorical genre theory and writing in the disciplines), and demonstrate the relevance of these pedagogies for academic writing at a research institution such as UBC.

Due to this pedagogical alignment, CWSC staff visit undergraduate classes to promote CWSC programming. For example, the video “Writing with Integrity,” a conversation between Dr. Beth Haverkamp and Dr. Susan



Porter, helps recontextualize the undergraduate notion of plagiarism (a negative construction) as an act of persuasion in interaction (a positive construction), indicative of professional integrity and identity, and emblematic of membership in a discourse community or community of practice. Foregrounding integrity, identity, and membership as core values allows for a richer discussion of citation practices and scholarly attribution in academic writing. This approach views students as novice or apprentice researchers and writers and asks students to inhabit that subjectivity when they engage with the resources individually or in a group setting. The pedagogical approach embedded in the resources position writing as a recursive process, and the materials provide opportunities for students to critically reflect on their own writing practices and knowledge-making endeavours in their respective disciplines.

2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
“Writing with Integrity”: a conversation with Dr. Susan Porter and Dr. Beth Haverkamp	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/ that links to UBC Leap You Tube Channel https://www.youtube.com/user/UBCLEAP
“Writing in Situations”: an interview with Dr. Anthony Paré	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/ that links to UBC Leap You Tube Channel https://www.youtube.com/user/UBCLEAP
“The Writing Process”: a conversation with 4 graduate students from Chemistry, Civil Engineering, English Literature, and Linguistics	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/ that links to UBC Leap You Tube Channel https://www.youtube.com/user/UBCLEAP
“The Prewriting Stage”: a conversation with 4 graduate students from Chemistry, Civil Engineering, English Literature, and Linguistics	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/ that links to UBC Leap You Tube Channel https://www.youtube.com/user/UBCLEAP
“The Writing Stage”: a conversation with 4 graduate students from Chemistry, Civil Engineering, English Literature, and Linguistics	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/ that links to UBC Leap You Tube Channel https://www.youtube.com/user/UBCLEAP



“The Revision Stage” : a conversation with 4 graduate students from Chemistry, Civil Engineering, English Literature, and Linguistics	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/ that links to UBC Leap You Tube Channel https://www.youtube.com/user/UBCLEAP
“Time Management” : a conversation with 4 graduate students from Chemistry, Civil Engineering, English Literature, and Linguistics	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/ that links to UBC Leap You Tube Channel https://www.youtube.com/user/UBCLEAP
Annotated Art History Research Article	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/
Annotated Chemistry Research Article	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/
Annotated English Literature Research Article	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/
Annotated Law Research Article	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/
Annotated Linguistics Research Article	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/
Annotated Theatre Studies Research Article	Centre for Writing and Scholarly Communication “Writing Resources” https://learningcommons.ubc.ca/improve-your-writing/writing-resources/
Graduate Writing Community	Two weekly Graduate Writing Communities: 1 at Koerner Library (weekday afternoon); 1 at IKBLC (weekday evening). Both run year round.

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Some project outputs will be attained later this month (February, 2019).	See project output details and explanations below.

The CWSC, which as of January 2019 operates with 3 fulltime staff (Program Manager, Program Coordinator, Program Assistant), underwent a number of staff changes and shortages that presented concrete challenges for full attainment of intended project outputs in a timely manner. During the funding period, staffing



challenges included (but are not limited to) the following: the CWSC employed 3 Program Managers, 1 of whom was seconded to the Provost's Office (20% time); a 4 month period without a Program Manager (January 1, 2018 – April 31, 2018); and a 5 month period without a Program Coordinator (August, 2018 – December, 2018).

In terms of a time line, the 6 annotated research articles and 7 videos will be posted to the CWSC website later this month (February, 2019). CWSC staff and student staff are writing two companion texts to accompany the annotated research articles: (1) a brief instructional "how to read" guide; (2) a Glossary of Terms. These companion texts will be posted on the CWSC website later this month (February, 2019).

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team teaching practice and satisfaction
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: The project ensures the CWSC website resources align with and reflect the unit's pedagogical approaches as well as those of Writing Across the Curriculum Program+ (WAC+) and Science Writing Resources for Learning (ScWRL).

3.2. What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.

The primary aim of the project was to develop highly-situated, discipline-specific resources for upper-level undergraduate and graduate student. The resources are based on current best practices in rhetorical genre theory and writing in the disciplines approaches to teaching and supporting university writing. Furthermore, the resources (videos and annotated research articles) help ensure that CWSC staff and student staff uphold best practices in writing centre pedagogy during classroom visits, in the design and delivery of graduate workshops, and in the design of writing consultations (undergraduate and graduate). The resources, suitable for undergraduate and graduate students across the disciplines, situate academic writing practices as typical of research institutions such as UBC, while accounting for disciplinary differences. Because CWSC resources and workshops embed best practices in writing centre pedagogy in the theoretical and methodical design, CWSC staff can readily adapt writing workshops for delivery across campus to reflect typical or standard writing practices in particular disciplines and professional programs.

The evidence- and research-based model builds ensures that the CWSC programming prepares students to recognize and participate in discipline-specific discourse practices (reading, writing, speaking, researching) that typify research institutions such as UBC.



The CWSC continues to collaborate with disciplinary experts across campus, for example, the Writing Across the Curriculum+ Program (WAC+). Moving forward, the CWSC aims to identify and initiate new opportunities for outreach with disciplinary experts.

3.3. Were these changes/impacts achieved? How do you know they occurred? – *What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

Several qualitative evaluation strategies were used over the course of the project. During the early stages of the project, data were collected using CWSC-designed qualitative surveys with both a 5 point Likert scale (10 questions) and evaluative open-ended questions (4 questions). For example, participants provided the following feedback on several workshops designed using research-based evidence from writing studies to help students understand the macro-structure of the research article, to view the research article as one of many academic genres, to view writing as a process, and to consider how disciplinarity shapes macro- and micro-structural elements of the research article (and all academic writing).

Structural Analysis Overview: *Was this section valuable?*

“This was all very helpful! It’s a way to think about writing strategically beyond thinking just about topic sentences.”

“I like the examples of ‘rhetorical moves’ and I thought I understood structure in scientific papers but saw it in a new light after the exercise.”

Structural Analysis Overview: *Which handouts or activities did you find most valuable?*

“Rhetorical moves handout and activity very useful. --- easily apply to scientific research papers.”

Genre Overview: *Was this section valuable?*

“Interesting hearing differences between different academic genres! e.g., prospectus, theoretical framework, etc.”

“What’s the difference between ‘genre’ and ‘discipline’?”

Genre Overview: *What improvements would you recommend?*

“Genre worksheet was a bit repetitive.”

Research Article Analysis: *Was this section valuable?*

“Helpful to deconstruct expert writing and our own writing.” [...] Every piece of work that supports and strengthens the writing process is crucial in grad school. THANK YOU!”

Writing Process: *What improvements would you recommend?*

“Maybe define academic vs. professional vs. technical writing?”

During the latter stages of the project, qualitative surveys designed by the respective departments were used. For example, following the recent (January, 2019) two hour workshop for Political Science graduate students on **writing the thesis introduction** the CWSC received the following feedback (from 4 of 22 participants):



Please give any further general remarks or recommendation for the improvement of the workshop.

“Make it a sequence. Go beyond the introduction.”

Please list any elements that you did not like during the workshop (material or other activity).

“I was wondering if there are any follow-up events. This workshop only focuses on Introduction.”

Please list up to three elements that you liked most during the workshop.

“Explanation on the model with three Moves and using example with real dissertations.”

“Time to work on our own project, tailored to the poli sci field, peer review.”

Following a **Faculty of Medicine Thesis Boot Camp** (June, 2018), the facilitator solicited evaluations of the CWSC talk “Writing in the Disciplines: The Case of the Dissertation”:

How useful and informative were the structured conversations about writing and editing?

(c) Presentation by the Centre for Writing and Scholarly Communication.

The 24 responses from 27 participants follow: On a scale of 1 – 10 the average score = 7.50. The breakdown follows: 4 – 1 response; 5 – 1 response; 6 – 5 responses; 7 – 6 responses; 8 – 4 responses; 9 – 3 responses; 10 – 4 responses.)

3.4. Dissemination – *Please provide a list of past and upcoming scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.*

In terms of dissemination, the list (below) indicates where team members made use of project resources and the pedagogical design of those resources to support the design and delivery of workshops, program development, invited talks, and consultations with faculty.

- Faculty of Medicine Dissertation Boot Camp: “Writing in the Disciplines: The Case of the Dissertation.” (June, 2018).
- Graduate Pathways to Success & Centre for Writing and Scholarly Communication Thesis Boot Camp: “Writing in the Disciplines: The Thesis Introduction.” (July, 2018).
- Arts Studies in Research and Writing Faculty Consultation: Assignment and rubric design for WRDS 150 course with Iona School of Economics cohort (August, 2018).
- MSc in Occupational and Environmental Hygiene: Resume and Cover Letter Writing Workshop for Co-Op applications (October, 2018).
- Centre for Student Involvement & Careers (CSI&C): Meeting with CSI&C career peer coaches to introduce the CWSC pedagogical approaches, specifically as they pertain to writing consultations on resumes and cover letters (October, 2018).
- Masters of Public Policy and Global Affairs: “Ethical Research Practices: Academic Integrity in Public Policy & Global Affairs. Workshop co-developed and co-presented with Dr. Laurie McNeill (TLEF: “Our Cheating Hearts” (October, 2018).
- Engineering Faculty Consultation: Designing authentic writing assignments and rubrics, tied to learning objectives, for applied science graduate students (October, 2018).



- Arts Studies in Research and Writing (ASRW) Faculty Meeting: Introduction to the one-on-one writing consultation service with a focus on pedagogical alignment between ASRW & CWSC. (September, 2018).
- Department of Political Science Graduate Student Workshop: “Create a Research Space CARS) Model: The Thesis Introduction” (January, 2019).
- Sauder MBA: Meeting with MBA Manager and International MBA Manager to discuss writing resources, writing consultations, and writing support for, primarily, non-native English speakers in the two programs (January, 2019).

4. TEACHING PRACTICES – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

Section 2.2 above addresses staffing challenges as impacting the timely attainment of some project outputs. However, this section briefly addresses the education and expertise of current CWSC fulltime staff, in terms of the unit’s teaching practices and the sustainability of those practices. Specifically, evidence-based pedagogies from rhetorical genre theory and writing in the disciplines inform the design and teaching of writing-focused workshops and, indeed, all CWSC programming. The Program Manager holds a PhD in rhetoric, writing, and discourse studies, and was a faculty member in Arts Studies in Research and Writing for 5 years before joining the CWSC; the Program Coordinator holds a BEd and an MA (English), with experience teaching college courses in academic writing, rhetoric, and English for specific purposes; the Program Assistant holds a BA (English) with a focus in rhetoric and writing studies.

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

The CWSC is well-positioned to sustain and expand the project resources. CWSC staff have the appropriate education and expertise (enumerated above) to ensure project oversight and sustainment. As the substantial list of graduate student Team Members in Section 1.4 above demonstrate, the CWSC incorporates resource development into student projects for Writing Consultants and Workshop Project Coordinators. For example, current project sustainment includes the following:

- Two Undergraduate Writing Consultants are using project hours this semester to annotate a Biology research article for the resources section of the CWSC website.
- Two Graduate Workshop Project Coordinators facilitate the writing communities (Koerner Library and KBLC).
- One Graduate Workshop Project Coordinator is reviewing the literature on writing communities pedagogy to ensure the current model upholds best practices.
- The Program Coordinator is reviewing the literature on thesis boot camps pedagogy to ensure the current model upholds best practices.
- The Program Manager and a Graduate Workshop Project Coordinator are designing a requested follow-up workshop for Political Science graduate students on writing with integrity and citation practices.
- The role of the Program Coordinator (educational programming) includes outreach to undergraduate classrooms.



In terms of future-directed impacts, the CWSC aims to expand the repository of annotated research articles in the humanities, social sciences, and sciences; annotate academic genres beyond the research article, for example, thesis abstracts, thesis lay summaries, research proposals, to name a few; and expand the repository of annotated sample texts beyond academic disciplines to include the written texts typical of creative, professional, and technical programs at UBC.

The Program Manager and Program Coordinator are conducting an internal environmental scan of departments that offer the undergraduate honours thesis to determine how to best meet the needs of this demographic. This is being done with a view to model undergraduate writing support on best practices in graduate writing support (e.g., writing communities; thesis boot camps; workshops on writing in the disciplines; workshops on thesis writing).