Supporting Lifelong Writers: The Graduate Writing Fellowship Program

Presented at the:

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Presented by:

Dr. Elaine M. Bukowiecki
Professor of Literacy Education
Chairperson of the Department of Counselor Education
Director of the Graduate Writing Fellowship/Graduate Quantitative Fellowship Program
College of Graduate Studies

BRIDGEWATER STATE UNIVERSITY
Agenda

- Introduction
- A Brief Sketch of Bridgewater State University (BSU)
- The BSU College of Graduate Studies
- The BSU Graduate Student
- Research Base for The Graduate Writing Fellowship Program
- The Original GWF Program
- Reasons to Change the Original GWF Program
- Faculty and Graduate Student Concerns for Changing the GWF Program
Agenda

- The Newly Designed GWF Program for the 2018-2019 Academic Year and Continuing for the 2019-2020 Academic Year
- Job Description for the GWF
- Meet the GWFs for 2018-2019
- Our Tutoring Space
- Selected Materials from the GWF Program
- On-Going Training of the GWFs
- Sharing Current Data Regarding the Redesigned GWF/GQF Program
- The GWF Program for the 2019-2020 Academic Year
- A Conversation with the Audience Regarding Peer-Assisted Writing Support for All Students
Bridgewater State University
A Brief Sketch of Bridgewater State University

- Founded in 1840 by Horace Mann
- Is the Largest and Oldest State University in Massachusetts, USA
- Began as Bridgewater Normal School
- Is Located in Southeastern Massachusetts, USA
- Is About 30 Miles Southeast of Boston, Massachusetts, USA
- Enrollment in 2018-2019:
  - 9562 Undergraduate Students
  - 1436 Graduate Students
Bridgewater State University College of Graduate Studies
Bridgewater State University
College of Graduate Studies

- Located on the Ground Floor of the Maxwell Library
- Is Home to Over 60 Graduate Degrees and Licensure Programs
- Has Programs in Four Bridgewater State University Colleges:
  - Education and Allied Studies
  - Mathematics and Sciences
  - Humanities and Social Sciences
  - Business
- Provides a Rich and Intellectually Diverse Range of Advanced Educational Opportunities, an Exceptional Faculty Commitment to Student Success, and a Responsive Staff Dedicated to Meeting All Students’ Needs.
The BSU Graduate Student
The Bridgewater State University Graduate Student

- Are Adult Learners
- Are Recent Graduates from Undergraduate Programs or Have Not attended College for Several Years
- Have Full-Time Jobs
- Have to Balance Academic Learning, Work Responsibilities, and Home/Family Obligations
- Attend Classes in the Late Afternoon, Evenings, and on Weekends
Writing Centers in United States universities have been existing since the 1930s and have become “rich sites of individualized instruction” (Corbin, 2013 as cited in Park, 2015, p. 364).

Mostly, writing centers are process-oriented and student-centered and follow the philosophy of “producing better writers, not just better writing” (North, 1984, p. 438 as cited in Park, 2014, p. 364).

Traditionally, writing centers provide peer assistance to undergraduates, often first-year students, and offer global writing skills support instead of a focus on writing in a specific academic discipline (Dinitz & Harrington, 2014; Ellis, 2005; Greiner, 2005; McAndrew & Reigstad, 2001; Ryan & Zimmerelli, 2016; Robinson & Hall, 2013; Soven, 2006).
While peer-assisted writing programs at the graduate level are not as prevalent as they are at the undergraduate level, they still provide quality and collaborative support by peer tutors (Bergman, 2010 as cited in Fitzgerald, Makenczuk, & Ritter, 2015; Ellis, 2005; Godbee & Novotny, 2014; Soven, 2006).

Graduate Writing Fellow Programs can provide specific suggestions and support for writing in different academic subjects (Dinitz & Harrington, 2014; Ellis, 2005; Greiner, 2005; McAndrew & Reigstad, 2001; Ryan & Zimmerelli, 2016; Robinson & Hall, 2013; Soven, 2006).

Online writing assistance may be provided at both the graduate and undergraduate levels (Gillespie & Lerner, 2008; McAndrew & Reigstad, 2001; Ryan & Zimmerelli, 2016; Severino & Prim, Soven, 2006).

Writing tutoring services can be connected to a particular course (Soven, 2016; Wells, 2016).
The Original Graduate Writing Fellowship Program

- Was Founded in 2008 at the University’s School of Social Work
- Was Housed in Eight Separate Graduate Programs:
  - Psychology
  - Physical Education
  - Counselor Education
  - Reading
  - Social Work
  - TESOL Program
  - MPA Program
  - Criminal Justice
- The GWFs Worked Inclusively in Each Separate Graduate Program.
- There Was a Faculty Member Guiding the GWF in Each Academic Program.
- There Was One Director of the Entire GWF Program.
### Reason to Change the Original Graduate Writing Fellowship Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Number of Students Serviced by the GWF Fall Semester 2017</th>
<th>Total Number of Students Serviced by the GWF Spring Semester 2018</th>
<th>Total Number of Students Serviced by the GWF Fall Semester 2017 and Spring Semester 2018 Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education</td>
<td>19</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>21</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>MAHPLS</td>
<td>5</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Psychology</td>
<td>29</td>
<td>22</td>
<td>51</td>
</tr>
<tr>
<td>Public Administration</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Social Work</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Social Work</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>TESOL</td>
<td>14</td>
<td>20</td>
<td>34</td>
</tr>
</tbody>
</table>
How to Change the Original Graduate Writing Fellowship Program

- Limiting the Number of Graduate Programs Being Serviced by the Graduate Writing Fellows.
- Having One Graduate Writing Fellow Servicing More Than One Graduate Program.
- Centralizing the Graduate Writing Fellows to the College of Graduate Studies.

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Graduate Faculty and Graduate Students Concerns for Changing the Graduate Writing Fellowship Program

- By consolidating the GWF program, students will not go to the GWF for writing assistance.
- If the program does not have its own GWF, we do not want to participate in the GWF program.
- The comparison of the GWF program to the undergraduate Writing Studio is not accurate.
- It is difficult to schedule workshops/presentations due to the scheduling of graduate classes.
- If the GWF program moves out of the department, then relationships with students and faculty will not develop.
- It is challenging for the Graduate Program Coordinator to do supervision of the GWF.
The Newly Designed GWF Program for the 2018-2019 Academic Year

The Graduate Writing Fellowship Program offers graduate students in all academic disciplines support in all aspects of the writing process. Likewise, the Graduate Quantitative Fellow provides quantitative reasoning assistance to all students in specific academic programs. While the GWFs and the GQF are connected to specific academic programs, each fellow will spend two hours each week in the College of Graduate Studies to provide writing support to all graduate students on campus.
Academic Programs Hosting a GWF for the 2018-2019 Academic Year

- Psychology
- Social Work
- Physical Education
- Teaching English to Students of Other Languages (TESOL)
- Counselor Education
- Master Public Administration Program (Political Science)
- Criminal Justice
Job Description for the GWF 2018-2019 Academic Year

For the 2018-2019 academic year, there will be 1 Graduate Writing Fellow (GWF) associated with the following academic programs:

- Counselor Education
- Criminal Justice
- MAHPLS
- Psychology
- MPA Program
- Social Work
- TESOL Program
Job Description for the GWF for the 2018-2019 Academic Year

Requirements for Applying as a Graduate Writing Fellow:

- Be enrolled in at least 6 graduate credits each fall and spring semester
- Demonstrate strong writing skills
- Be knowledgeable of specific writing style guides (APA, MLA, Chicago, etc.)
- Be proficient in the Microsoft Office Suite (Word, Excel, PowerPoint, etc.)
Job Description for the GWF 2018-2019 Academic Year

Responsibilities of Graduate Writing Fellow:

- Work 10 hours per week for a specific academic discipline
- Of the 10 hours, work 2 hours per week at the College of Graduate Studies with students from specific academic disciplines and other academic disciplines
- Assist students with writing projects via face-to-face meetings, email, telephone calls, SKYPE/FaceTime
- Provide writing assistance, as relevant, to all students in a specific academic program through workshops, newsletters, writing tips, program Blackboard sites, classroom visits, etc.
- Attend monthly training at workshops presented by the Director of the Graduate Writing/Graduate Quantitative Fellowship Program
- Attend the Graduate Fellowship Orientation in September
- Participate in the spring Student Arts and Research Symposium
Job Description for the GWF 2018-2019 Academic Year

Compensation:

- Tuition/Fees Reimbursement for 6 graduate credits each fall and spring semester (Additionally, 3 credits during the summer)
- Bi-weekly stipend
- Parking Pass
Meet the GWFs 2018-2019

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Meet the GWFs 2018-2019

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Our Tutoring Space
Selected Materials from the GWF Program

- Introductory Letters
- Newsletters
- Writing Tips
- Weekly Schedule
- GWF Contact Information
- Weekly Log
- Letters to Faculty and Students
## On-Going Training of the GWFs

<table>
<thead>
<tr>
<th>Date</th>
<th>Day/Time</th>
<th>Tentative Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 16, 2018</td>
<td>Tuesday: 7:00 pm-8:00 pm</td>
<td>The Tutoring Space</td>
</tr>
<tr>
<td>October 30, 2018</td>
<td>Tuesday: 7:00 pm-8:00 pm</td>
<td>Inside the Tutoring Session</td>
</tr>
<tr>
<td>November 20, 2018</td>
<td>Tuesday: 7:00 pm-8:00 pm</td>
<td>Meeting the Needs of All Learners</td>
</tr>
<tr>
<td>December 11, 2018</td>
<td>Tuesday: 7:00 pm-8:00 pm</td>
<td>Crossing Cultures: Working with International and ESL Students</td>
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</table>
## On-Going Training of the GWFs

<table>
<thead>
<tr>
<th>Date</th>
<th>Day/Time</th>
<th>Tentative Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 12, 2019</td>
<td>Tuesday: 7:00 pm-8:00 pm</td>
<td>Welcome Back; StARS 2019; Revisit Working with International and ESL Students; Sharing the Tutoring Space</td>
</tr>
<tr>
<td>February 26, 2019</td>
<td>Tuesday: 7:00 pm-8:00 pm</td>
<td>Helping Writers Through the Curriculum</td>
</tr>
<tr>
<td>March 26, 2019</td>
<td>Tuesday: 7:00 pm-8:00 pm</td>
<td>Addressing Various Tutoring Situations</td>
</tr>
<tr>
<td>April 23, 2019</td>
<td>Tuesday: 7:00 pm-8:00 pm</td>
<td>Tutoring in the Information Age</td>
</tr>
</tbody>
</table>
## Usage Data Graduate Writing Fellowship
### Program Fall Semester 2018

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Number of Individual Students Serviced by GWF</th>
<th>Total Number of Students Serviced Through Just Face-to-Face Meetings</th>
<th>Total Number of Students Serviced Through Just Email, SKYPE, and/or Telephone Meetings</th>
<th>Total Number of Students Serviced Through Both Face-to-Face Meetings and Email/SKYPE/Telephone Meetings</th>
<th>Total Number of Students Who Met with the GWF More Than Once (Either Face-to-Face or Online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education</td>
<td>13</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MAHPLS</td>
<td>18</td>
<td>0</td>
<td>16</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Psychology</td>
<td>18</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Public Administration</td>
<td>12</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Social Work</td>
<td>18</td>
<td>2</td>
<td>4</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>TESOL</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>33</strong></td>
<td><strong>37</strong></td>
<td><strong>27</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>
## Usage Data Graduate Writing Fellowship Program Spring Semester 2019

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Number of Individual Students Serviced by GWF</th>
<th>Total Number of Students Serviced Through Just Face-to-Face Meetings</th>
<th>Total Number of Students Serviced Through Just Email, SKYPE, and/or Telephone Meetings</th>
<th>Total Number of Students Serviced Through Both Face-to-Face Meetings and Email/SKYPE/Telephone Meetings</th>
<th>Total Number of Students Who Met with the GWF More Than Once (Either Face-to-Face or Online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>22</td>
<td>8</td>
<td>14</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MAHPLS</td>
<td>12</td>
<td>1</td>
<td>11</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>16</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Public Administration</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Social Work</td>
<td>19</td>
<td>0</td>
<td>5</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>TESOL</td>
<td>21</td>
<td>9</td>
<td>12</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>34</td>
<td>48</td>
<td>20</td>
<td>48</td>
</tr>
</tbody>
</table>
Qualitative Information from GWF Program 2018-2019 Academic Year

- All GWFs have been working with students in their respective programs and at the College of Graduate Studies.
- Some GWFs have been working just with students in entry level courses in their respective programs.
- Some GWFs have been working with students upon recommendation from faculty members.
- All GWFs have visited all courses in their respective programs and have introduced themselves, and how they can provide writing support.
- All GWFs have written letters of introduction to the students and the faculty.
Recommendations from the 2018-2019 GWFs for the 2019-2020 GWF Program

- Present workshops across relevant disciplines regarding APA format
- Have a space for the GWFs to work after the College of Graduate Studies closes each day
- Have a specific university email address for all GWFs to use
- Use Qualtrics for appointments
- Create a flyer to be distributed across campus advertising the GWF program and the GWFs office hours
- Provide a resume writing workshop across all academic disciplines
Recommendations from the Director of the GWF Program for the 2019-2020 GWF Program

• In early September, meet with the faculty mentor for each GWF in the academic disciplines where GWFs are housed. At these meetings, discuss the GWF program the 2018-2019 academic year as well as the GWF program for the 2019-2020 academic year.

• Brainstorm ways to make the GWF program much more visible to all academic disciplines across campus.

• Have a bulletin board outside of the College of Graduate Studies devoted specifically to the GWF program.

• Have a meeting with the mentors of GWFs at the end of the 2019-2020 academic year for feedback regarding the GWF program for that academic year and for recommendations for the GWF program for the 2020-2021 academic year
Recommendations from the Director of the GWF Program for the 2019-2020 GWF Program

• To revise the GWF weekly log
• To develop an end-of-the-semester recording format for each GWF to complete
Job Description for the Graduate Writing Fellow 2019-2020

For the 2019-2020 academic year, there will be 1 Graduate Writing Fellow (GWF) associated with the following academic programs:

• Counselor Education
• Criminal Justice
• MAHPLS
• Psychology
• MPA Program
• TESOL Program

For the 2019-2020 academic year, there will be 2 Graduate Writing Fellows (GWFs) associated with the MSW program in the School of Social Work.

BRIDGEWATER STATE UNIVERSITY
Job Description for the Graduate Writing Fellow 2019-2020

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• Assist students with writing projects via face-to-face meetings, email, telephone calls, SKYPE/FaceTime

• Provide writing assistance, as relevant, to all students in a specific academic program through workshops, newsletters, writing tips, program Blackboard sites, classroom visits, etc.

• Attend monthly training at workshops presented by the Director of the Graduate Writing Fellowship Program

• Attend the Graduate Fellowship Orientation in September

• Participate in the spring Student Arts and Research Symposium

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Job Description for the Graduate Writing Fellow 2019-2020

Compensation:

• Tuition/Fees Reimbursement for 6 graduate credits each fall and spring semester
• Bi-weekly stipend
• Parking Pass
The GWF Website

- A Dynamic Website Regarding the GWF and GQF Programs is linked to the College of Education Website.
- This Website is for All Graduate Students and Graduate Faculty.

https://www.bridgew.edu/gwf-gqf


References


References


References


Zauha, J. (2014). Peering into the writing center: Information literacy as a collaborative conversation. *Communications in Information Literacy, 8*(1), 1-6.

A Conversation with the Audience

Question:

How do you currently provide or would like to provide peer-assisted writing for all students?
Presenter’s Information

Dr. Elaine M. Bukowiecki
Bridgewater State University
Bridgewater, Massachusetts 01545
USA

ebukowiecki@bridgew.edu