

LLCC Writing Center Embedded Tutoring Program

As a result of the Writing Center Program Review, the Writing Center now offers an embedded tutoring program. The program aims to bring Writing Center services to the students in the classroom, increase opportunities for skill development and help students succeed in courses. All instructors can apply to participate in the program; however, preference is given to courses that meet one or both of the following criteria: high-risk, writing-intensive courses that either serve as a gateway course or that have a high D-F-W rate (e.g., EGL 100; EGL 101; writing-intensive, 100-level gen ed courses). Specialists are assigned to courses based on staff availability.

While participating in the program, instructors will meet with their assigned specialist before or during the first week of the semester to identify days/times when the specialist will be present in class and to determine the ways in which the specialist will serve students in the course (see “Services” below). Instructors will continue to meet with specialists throughout the semester to discuss writing assignments and expectations of student performance.

Instructors and specialists will be interviewed or surveyed at midterm and during finals week to gauge their assessments of how effectively embedded tutoring is meeting expectations regarding student performance, improvement in skills, and gains in confidence and self-efficacy (see “Goals” below). Students will be given the opportunity to provide feedback on their experiences with embedded tutoring during the last week of classes to gauge how effectively embedded tutoring helped them succeed in the course.

Embedded Tutoring Model

- The Writing Center will accept request forms from instructors to participate in embedded tutoring. Preference will be given to high-risk (D, F, W rates; gateway courses, etc.), writing-intensive courses that also fit the staff’s availability.
- At the beginning of the semester (prior to the first class session attended by WC staff), WC staff and the instructor will negotiate services (see below) that will be offered in the course.
- WC staff will attend a minimum of 5 class sessions (dates to be scheduled at the beginning of the semester) and a maximum of one class session per week (same day each week) per semester on specific days designated for supplemental writing instruction. Hybrid and online courses may negotiate different terms for participating in class.
- Instructors meet with WC staff once per major writing assignment to discuss expectations, evaluation criteria, areas of challenge for student performance, etc.
- Instructors will meet with WC staff at least once mid-semester to evaluate the effectiveness of the embedded tutoring and renegotiate services if necessary. (This may coincide with a meeting about a major writing assignment.)

Services/Activities Offered from WC Specialists

- Share information about WC services, resources, and events
- Model good student behavior (asking questions, participating in discussion, taking notes, etc.)
- Help facilitate learning activities and small group work (e.g., peer review)
- Create/curate supplemental instructional material for specific topics students struggle with (1-3 per semester)
- Lead workshops in or outside of class on topics students struggle with (3 per semester, 1 per major writing assignment, etc.)
- Provide walk-in Writing Center hours designated for students enrolled in the course

Goals of the Model

- Increase student and faculty awareness of Writing Center services and resources
- Support students in improving their writing skills
 - Provide more individualized and small group supplemental instruction
 - Reach all students with tutoring not just weak writers
- Improve student confidence in writing skills and process
 - Provide opportunities for focused practice of writing skills
 - Provide encouragement through positive feedback on student writing
 - Emphasize the importance of time and planning
 - Improve students writing behaviors (drafting, revising, using WC, etc.)
- Help students persist toward reaching academic goals