

The background features a dark blue area on the right with a complex, overlapping geometric pattern of lines and shapes. On the left, there are solid color blocks: a light blue rectangle at the top, a medium blue rectangle below it, and a white rectangle at the bottom. The title text is centered in the white block.

THE WRITING CENTER'S ROLE IN COREQUISITE CLASSES: THREE OPTIONS FOR INCREASING STUDENT SUCCESS

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Peer Review and Learning Support

Students—peer review can be muddled or frustrating

- *Uncomfortable if students don't feel confident with their own writing.*
- *Many believe poor past performances disqualify them from offering constructive feedback.*

“Frequently hear students complain bitterly that peer review is a waste of time or blame their peers for not ‘catching all the mistakes’” (Brammer & Reese, 2007).

- *Much trepidation stems from what students feel they should do as evaluators.*
- *Many responders read for error detection instead of building off of what is working and creating confidence.*

Enter the Writing Center

- **Established in 2012**
- **Staff (Coaches) in varying stages of their own educations**
- **Philosophy is centered on “improving the writer”**
- **Mission Statement:**
 - *Develop the writer, not just the paper*
 - *Even the best athletes need coaches.*
 - *Knowledge is fundamentally social*
- **Writing Center sessions are not passive, just as peer review shouldn't be a passive process**

The Golden Thread

Nancy Sommers *Responding to Student Writers*

- *Importance of positive tone*
- *Building off what is already working*

Safe and encouraging space

- *Writing is more personal and subjective*

Work to abolish the deficit model

Remove the emotional baggage attached to writing

Option One

Embedding coaches in an informal drafting workshop

- *Goal is to introduce students to Writing Center coaches*
- *Low stakes opportunity for engagement*
- *Flexible timing and construction*

Option Two

Peer Review Modeling

- *More focused teaching on the process of reading and responding to peer writing*
- *“As your reader . . . ”*
- *Encourages “constructive conversations” about writing*

Option Three

Develop special bond with Writing Center coaches

- *WC coaches attend LS class each week*
- *Participate in LS activities*
- *WC coaches engage with the same writing exercises and model not only their own products but also their processes*

Final Thoughts

The importance is getting students familiar and comfortable with giving and receiving meaningful feedback

Recognizing the value of collaborative discussion and review

- Using other students in a mentoring capacity has potential benefits outside the learning support classroom.

Contributing to Writing Center coaches' skill and mentoring development

Effective use of academic support services