

## Summary Document and List of Writing Resources

**Summary:** The purposes of hosting my workshops was to model how English writing tutors as well as Academic Writing Center Directors can create activities that both educate and entertain their students and clients via skills- and task-based activities. Upon completion of this U.S. Department of State sponsored workshop series, participants should have the necessary tools to independently provide comprehensive services for their students/clients to do the following: (1) acquire advanced academic English writing skills, (2) understand rules for writing in-class and publishable papers, (3) learn new methods for creating and delivering impactful presentations, and (4) improve all aspects of their academic, professional, and personal writing. With these skills, professors, tutors, and the students they mentor should be able to write better academic papers, share scientific findings via publications, and become more marketable to future employers.

The ultimate goal of this project is to implement and/or improve an on-campus second language writing resource centers similar to the current successful Writing Skills Improvement Program (<https://wsip.arizona.edu/>) housed in the College of Humanities at the University of Arizona, Tucson. It is hoped that these workshops will empower writing tutors, writing students, faculty researchers, and English Language Learners (ELLs) in general to acquire the language skills, writing proficiency, and presentation techniques that will enable them share their writings with an international English-speaking audience.

An Academic Writing Center should be created and operated to serve the academic, business, and personal writing needs of its entire community, including not only university students from freshmen to post-doctoral level, but also faculty, staff, middle and high school students and teachers, military and business personnel, and private citizens. In the Post COVID-19 world, writing support should be made available online as well as in person.

An Academic Writing Center's long-term goals should include the following:

- (1) To enhance students' and researchers' careers by enabling current and future researchers to acquire advanced academic writing skills;
- (2) To develop better client knowledge regarding the rules and styles needed to write publishable papers in academia;
- (3) To model best practices for creating and delivering memorable presentations; and
- (4) To produce students and professors who can skillfully write proposals that obtain funding.

Possessing the ability to write well helps both aspiring students and acknowledged researchers share their knowledge and findings with the international scientific community with peers around the world resulting in invaluable connections and further collaborations. Currently, knowledge sharing via peer-reviewed publications is increasingly associated with the English language since the majority of indexed research journals are published in English. Clearly, there is a pressing need for academic writing labs to exist throughout Brazil. These workshops should equip Brazilian writing teachers and tutors with a bank of ESL pedagogical tools useful for all levels of writing for a variety of second language writers. It is hoped that local Academic Writing Centers will begin

as small, local programs that can set the foundation for an academic writing support system appropriate for all interested stakeholders in Brazil.

### **Workshop Relevance:**

The ultimate goal of this project is to create self-sustainable writing resource centers that will offer a place that can assist Brazilian middle, high school, and university students, K-12 teachers and university professors, local business persons as well as any person looking to improve their writing skills in English. Centers will not only serve academia; they are intended to also offer outreach programs to anyone in the local community who wants or needs to become a better, more proficient, and competent English writer.

Academic Writing Centers foci should include second language writing, best practices for EFL classrooms, curriculum development, lesson planning and delivery, classroom management, student centeredness, academic writing tutoring, and writing center planning and implementation. Writing instructors and tutors do more than educate students about language rules. They also teach how to communicate. The biggest challenges when working with second language teachers of both English and content is to get them to change their mind set regarding how to transfer knowledge to their students. They tend to be traditionally teacher-centered and somewhat dry in their delivery with very few multitask activities that develop various language skills. To overcome this, writing center teachers and tutors must model a Rapport, Respect, Relationship approach to be used with students.

A Rapport, Respect, Relationship approach centers students as active participants in their education and development of their skills. It acknowledges students as whole beings, and demands that interactions recognize the Funds of Knowledge (Gonzalez, Moll, & Amanti, 2005) that students already have. Their research shows that students achieve higher levels of success when their personal knowledge and experiences are acknowledged in schools. Writing center workshops and professional development training should always demonstrate the ways in which writing instructors and tutors can better interact with their students by offering model of student-centered teaching and learning that Brazilian instructors can experiment with and adapt in their classrooms to meet the needs of their population (Nelson, Bahr, & Van Meter, 2004). This will be particularly effective with the diverse student body of multiracial and multicultural Brazil.

Defining the three terms is warranted. Rapport means getting to know every student and client as an individual and learning about their writing strengths, weaknesses, needs, and goals. Respect means viewing all writers as equals and never taking their voices away. Relationship means the writing tutor/tutee should work together regularly for a long period of time, months to years. There are no quick fixes to the writing process. Activities they model can take a week or longer to complete in class. Students should not rush from one task to another trying to memorize language; they need to internalize it over time.

To adapt the Rapport, Respect, Relationship model to instruction, build on the belief that anyone can become a good writer, and everyone can become a better writer. Furthermore, emphasize equal access to information by creating multi-modal activities that address a student's multiple senses: seeing, hearing, speaking, imagining, and doing. This approach allows learners to access

content in ways that best suit them. Activities encourage students to listen, speak, read, and write around a common theme, goal, or topic. Current research in education shows that interactive teaching strategies are successful models for student achievement, including in writing centers (National Writing Project, 2003). Introducing this model to the Brazilian educators can their current teaching strategies and help them learn new and effective ways to engage students.

One area often taught incorrectly is that writers must have a minimum number of words to get their point across. I cannot stress enough how crucial it is to promote a quality over quantity approach to academic writing. In other words, writing many words is less efficient and effective than using the most precise words, this the saying “More is Less”. Clearly, writing instructors and tutors will need re-analyze their materials and the way they have been teaching them in order to change their English writing classroom expectations.

Classroom instructors and tutors have often confided in me that they feel discouraged and burnt-out, but attending similar workshops re-sparked their interest in teaching writing. Others stated that they always blame their students for their failures, but after attending several workshops, they think the fault may have been theirs, and they are excited to try new approaches to English language writing teaching. If writing instructors and tutors raise the bar on their expectations, their students will actually exceed them! In the long-term, I would like Brazilian writing teachers and tutors to try new things in the classroom all year long, not just this the weeks immediately following these workshops. This will have a domino effect; if one teacher has success with a method with his/her students, some of them may become future teachers themselves, at which time they can use the same methods with their students.

Another vital aspect of improving writing centers going forward is for Brazilian educators to start following a more holistic approach to program start-up and administration by allowing their writing programs and classroom pedagogy to develop more naturally. I cannot stress enough how important it is for English language teachers (all teachers, really) to understand that their job is to educate the “whole” student. Classrooms seem over-structured to me. We teach language, which is the foundation of human communication, yet we use approaches that are so prescriptive and robotic that it was not surprising to hear many teachers say their students don’t like English class and don’t learn very much. Teachers have to use authentic materials and assign practical activities that the students can use OUTSIDE of the classroom. The best way they can do this is by using the PowerPoints, materials, free web resources, approaches, and new ideas. One piece of advice I always give is to teach your students the way you LIKE to be taught, not the way you WERE taught. Perhaps we can figure out a way for Brazilian EFL writing teachers and tutors to observe American ESL writing teachers and tutors in action – remotely of course!

Some of the proven best practices that WSIP has implemented over the years may be helpful in the Brazilian context as well, including the following:

- Initiating and setting up an online tutoring registration system, like AppointmentPlus
- Creating and/or improving program websites
- Developing workshop themes, topics, and schedules relevant to your population’s needs

- Creating and presenting various workshops from their own best practices
- Developing and facilitating 1-on-1, small group, and walk-in tutoring sessions in person or remotely using software applications such as Skype, Zoom, Gruveo, appear.in, and Google Docs
- Learning and implementing non-evaluative feedback techniques
- Coordinating special graduate, undergraduate, and teen writing institutes
- Creating and distributing newsletters
- Implementing a social media presence (Twitter, Facebook, LinkedIn, etc.)
- Creating and utilizing virtual classrooms
- Compiling and distributing online second language writing resources
- Identifying professional associations and professional development opportunities
- Developing marketing and instructional materials
- Attending and presenting at local, national, and international conferences, like the Symposium on Second language Writing ([SSLW](#))
- Hosting on-site colloquiums, round-tables, student forums, or mini-conferences
- Identifying ways to generate revenue via tutoring, workshops, document editing, job market preparation, special writing programs, etc.

### References

- González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Lawrence Erlbaum Associates Publishers.
- Nelson, N. W., & Van Meter, A. M. (2006). *The Writing Lab Approach for Building Language, Literacy, and Communication Abilities*. In R. J. McCauley & M. E. Fey (Eds.), *Communication and language intervention series. Treatment of language disorders in children* (p. 383–422). Paul H Brookes Publishing.
- 30 Ideas for Teaching Writing. (2003). The National Writing Project. <https://archive.nwp.org/cs/public/print/books/30ideas>

For the free, downloadable version of above, see

[https://archive.nwp.org/cs/public/download/nwp\\_file/2409/New%2030%20Ideas%20That%20Work.pdf?x-r=pcfile\\_d](https://archive.nwp.org/cs/public/download/nwp_file/2409/New%2030%20Ideas%20That%20Work.pdf?x-r=pcfile_d)



## List of Writing Resources

1. PowerPoint 1 presented on Friday April 9, 2021.
2. PowerPoint 2 presented on Friday April 16, 2021.
3. Purdue University Online Writing Lab ([OWL](#))
4. OWL [MLA](#) (Humanities and Literature papers)
5. MLA [Quick Guide](#) (Western Washington University)
6. MLA [FAQs](#)
7. MLA [Sample Papers](#)
8. OWL [APA](#) (Psychology, Social Sciences, Education)
9. APA [General Rules](#)
10. APA [Sample Papers](#)
11. OWL [Chicago/Turabian](#) (History, Geography, Music, Philosophy)
12. IEEE (Institute of Electrical and Electronics Engineers) – [online manual](#)
13. University of Toronto [Engineering Communication](#) Program
14. University of Arizona Libraries Write & Cite [web resource](#)
15. University of Arizona Libraries Research and Writing [Tutorials](#)
16. Writing Skills Improvement Program - WSIP (<https://wsip.arizona.edu/>), University of Arizona, Tucson, [Writing Resource Page](#)

Have fun browsing the lists below. You may contact WSIP at [writingskills@email.arizona.edu](mailto:writingskills@email.arizona.edu).

### WSIP Tips

- [Tips for Creating Transitions](#)
- [Tips for Efficient Sentences](#)
- [Tips for Overcoming Writer's Block](#)
- [Tips for Paraphrasing](#)
- [Tips for Reducing Awkwardness](#)
- [Tips for Timed Exams](#)
- [Tips for Using "That" and "Which"](#)
- [Tips for Writing during Breaks](#)

### Resources for Graduate Student Writers

- [Abstracts Handout \(UNC Writing Center\)](#)
- [Academic Phrase bank](#) (British English)
- [Engineering Communication Online Handbook \(U Toronto\)](#)
- [Graduate Writing Groups at the WSIP](#)

- [Guide to Creating and Maintaining a Successful Writing Group \(WSIP\)](#)
- [Graduate Writing Success - Quick Tips and Resources \(Think Tank\)](#)
- [My Grad Skills Professionalization – Free Course Modules](#)
- [The Not-So-Secret Guide to Dissertating](#)
- [On the Value of Dissertation Writing Groups](#)
- [UA Graduate Center's Writing and Publishing Page](#)
- [Writing Research Papers: From Idea to Publication \(Video\)](#)
- [UA Grad Center ABD to PhD Workshops](#)

### General Writing Resources

- [APA Video - What Is APA Style?](#)
- [APA Documentation Resource](#) (University of Wisconsin – Madison)
- [Hemingway Interactive Grammar App](#)
- [Plagiarism - Avoid Plagiarism](#)
- [Plagiarism - Understanding and Preventing Plagiarism](#)
- [Technical Writing - Tips for Writing Technical Papers](#)
- [Technical Writing - Writing Technical Articles](#)
- ["College Guide to Preventing Plagiarism"](#)
- ["7 Ways to Overcome Writer's Block"](#)

### Resources for Multilingual Writers

- [Grammar Bytes \(Chomp Chomp\) ESL Resources](#)
- [General ESL/ELL Language Games](#)

### Places to Write

- [WSIP Online Writing Room](#) (Open to all writers, including those not associated with the University of Arizona)

