

Columbia University Summer Institute  
Sabanci University, Karakoy Communication Center  
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## Alternative Spaces for Education Writing Centers, ELT, and Communication

### Building Identities through Learning Communities



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Here is the forest, you can pick up the tree you want!

## AGENDA

- ➡ Individual in an International Context
- ➡ Expressing Identity
- ➡ Cultures of Writing and Writing Instruction
- ➡ Teaching & Learning Spaces
- ➡ Writing Centers  
WHY/ WHERE/ HOW / WHAT
- ➡ A Writing Center Experience - SUWC  
Testimonials
- ➡ Messages to the Youngsters
- ➡ End Product – *A Letter from a Once-upon-a-time Student*

## Individual in an International Context ?

In the age of “multi”, the world looks for:

- ➡ analytical and critical thinking
- ➡ research and information retrieval
- ➡ creativity and innovation
- ➡ problem solving and decision making
- ➡ technology operations and concepts
- ➡ communication and collaboration

Thus, education requires written & spoken & visual expression  
at an internationally recognized standard in content, reasoning,  
organization, style, and format, AND  
with good usage of minimum two languages!

# Individual in an International Context ?

Meaningful survival as an educated individual = Survival in an international context

This demands:

Individual awareness

National awareness

Global awareness



One decides who  
he/she wants to be:

**Know thyself !**

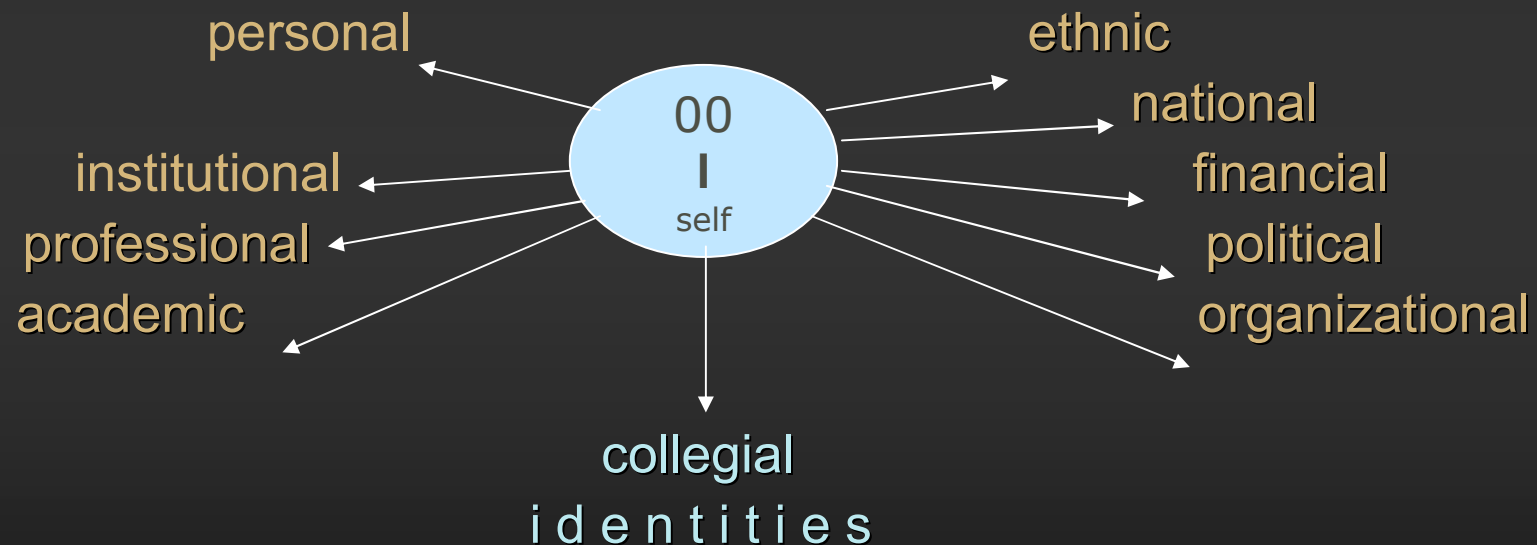
your nearest surrounding !  
your furthest surrounding !



# Expressing identity?

A fundamental question of philosophy from  
Socrates to modern psychologists, sociologists, linguists, educators:

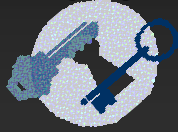
## The notion of identity



What is it that makes each one of us  
a "unique individual" ?

# Individual in an International Context ?

Helping youngsters in developing identity is more challenging, time consuming, and unrewarding at short term, than making them get good grades;



**BUT**

**rewarding at the end when youngsters:**

- ➡ complete primary education having learned HOW to learn
- ➡ finish secondary education with the basics to discover more
- ➡ get into universities with skills to build on a profession
- ➡ complete undergraduate studies as intellectuals
- ➡ get accepted for internships at prominent companies
- ➡ can enroll in renown universities for graduate studies
- ➡ are awarded grants for research, career or creative work
- ➡ get into jobs with responsibility at promising posts

# Individual in an International Context ?

## Youngsters need to learn to

- interact with peers, colleagues, experts, scholars, society
- have self esteem with individual and social awareness
- develop cultural understanding and global awareness by communication with learners of other cultures as well as theirs
- contribute to project teams to produce original works
- live productively in an increasingly digital society
- know very well that new student standards focus on

cognitive and learning skills  
knowledge  
creativity and innovation  
information and media literacy

National Higher Education Standards  
Bologna Criteria

# Individual in an International Context ?

As adults  
they will have to

- ➡ fulfil a participatory role in interactions
- ➡ communicate information and ideas effectively to multiple audiences
- ➡ utilize a variety of media and formats;
- ➡ keep pace with the changing demands of advancing technology and a new global economy.
- ➡ adopt familiarity with the rising challenges to leadership in innovation & technology

**Technology has increased awareness and brought mobility.**

Teaching and learning  
at  
MULTI SETTINGS  
is a consequence of  
NEW NEEDS & TECHNOLOGY & MOBILITY!



# Cultures of Writing and Writing Instruction?

## Why Writing Centers ?

Writing as a means of thinking and expression;  
analysis, synthesis, AND growth concerns:

- ➡ Primary Education
- ➡ Secondary Education
- ➡ Higher Education
- Undergraduate
- Graduate



**B U T T H E R E A R E  
D I F F E R E N C E S**

URBAN versus RURAL  
PRIVATE versus STATE

# Cultures of Writing and Writing Instruction?

## CONDITION

➡ If Secondary & Higher Education offers:  
interdisciplinarity, a second language,  
WAC and WIC

### Students gain

Precision/ dexterity

Rhetorical agility [Irene Clark]

Discourse mobility [Jonathan Monroe ]

# Cultures of Writing and Writing Instruction?

## TRESHOLDS

First year instruction at the universities:  
Preparatory / Foundation Year / Freshman  
Curricula  
need to deal with all differences.



This has to happen in  
The NATIVE language and in the NEW LINGUA  
LATINA, English.



# Cultures of Writing and Writing Instruction?

WAC emphasizes the  
commonality  
portability  
communicability  
of writing practices.

WID emphasizes  
disciplinary differences  
diversity  
heterogeneity  
subject specific jargon

(Jonathan Monroe)

**“Discourse Mobility”**

**Interdisciplinarity**

Reinforcement and enrichment in writing practices  
Organization of content  
Use of rhetoric styles  
Argument with logic & evidence  
Scientific precision  
Rich vocabulary  
Awareness of complexity

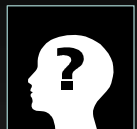
# Cultures of Writing and Writing Instruction?

## CONSEQUENCES OF WIC & WAC & ELT

- ➡ Learning disciplinary/ interdisciplinary concepts in two languages is learning to **THINK** and **WRITE** in both languages and cultures.
- ➡ University culture at international standard determines the number/ nature of the assignments, the kinds of research, and projects students are expected to submit and are evaluated on.
- ➡ Good scientific research can be recognized if reports are written in two languages with sound organization, rhetoric, subject-specific vocabulary, documentation, and format
- ➡ Acceptance at various world universities for graduate/ post graduate studies is a possibility
- ➡ Job opportunities are various for students to choose

### CONSEQUENCES OF WIC & WAC & ELT

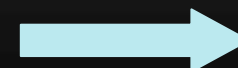
- ➡ “International” standard in writing and speech is formed with what is shared, understood, and accepted.
- ➡ There is space and emphasis for writing and speech both at local or national and international standards.
- ➡ Language plays the role of a bridge for communication; “global” in this context is not a catastrophe.
- ➡ Material on paper or the messages in the spoken words are  
BOTH  
inclusive & representative of the local & national characteristics  
AND  
meaningful in international context



# Why should we teach writing?

We teach writing to make youngsters:

- ➡ THINK and RECORD
- ➡ CHOOSE & DECIDE to better express themselves
- ➡ think analytically
- ➡ think thoroughly
- ➡ think critically
- ➡ improve their organizational skills
- ➡ improve their accuracy in grammar/ structure as they can see their mistakes and can correct their usage with guidance
- ➡ improve their word choice searching for more expressive words
- ➡ express themselves better with a style
- ➡ better understand what they know and don't know in L1 or L2.

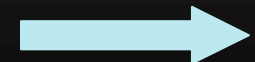




## Why should we teach writing?

That means we teach writing to form a threshold in the youngsters, for them to be

- confident and effective communicators
- critical readers and thinkers
- stronger writers, equipped with skills of
  - research
  - rhetoric
  - creativity



Where?

When ?

How?

Writing Centers

## Writing Center's Viability Recognition/ Institutionalization

## Writing Center's Outreach

- **Writing Center Membership Duties**
- **Contact with Faculty**
- **Curriculum Design**
- **Materials Development**
- **Implementation of the Designed Activities**
  - WIC & WAC Programs
  - Writing Workshops
  - Writing Tutorials
  - Adjunct Writing Courses
  - Study Groups for Skills Integration
  - Contests
- **Editing for Academic Units/ Faculties**
- **Website Design & Update**
- **Professional Development**
  - Research
  - Interaction/ Peer - tutor Training

- **Professional Development**
  - Membership in Organizations
  - Participation in Conferences / Seminars/ Workshops
  - Co - projects
  - Publications
  - Subscriptions
- **Linkages with Institutions**
  - Primary Schools
  - Secondary Schools
  - Universities [Local ]
  - Universities [International]
  - Writers - Novelists/ Poets
  - NGOs
  - Alumuni Associations
  - Private Enterprises
  - State Enterprises/ Ministries

# Writing Center's Viability Recognition/ Institutionalization

## ● Writing Center Membership Duties

### Contacts within the University





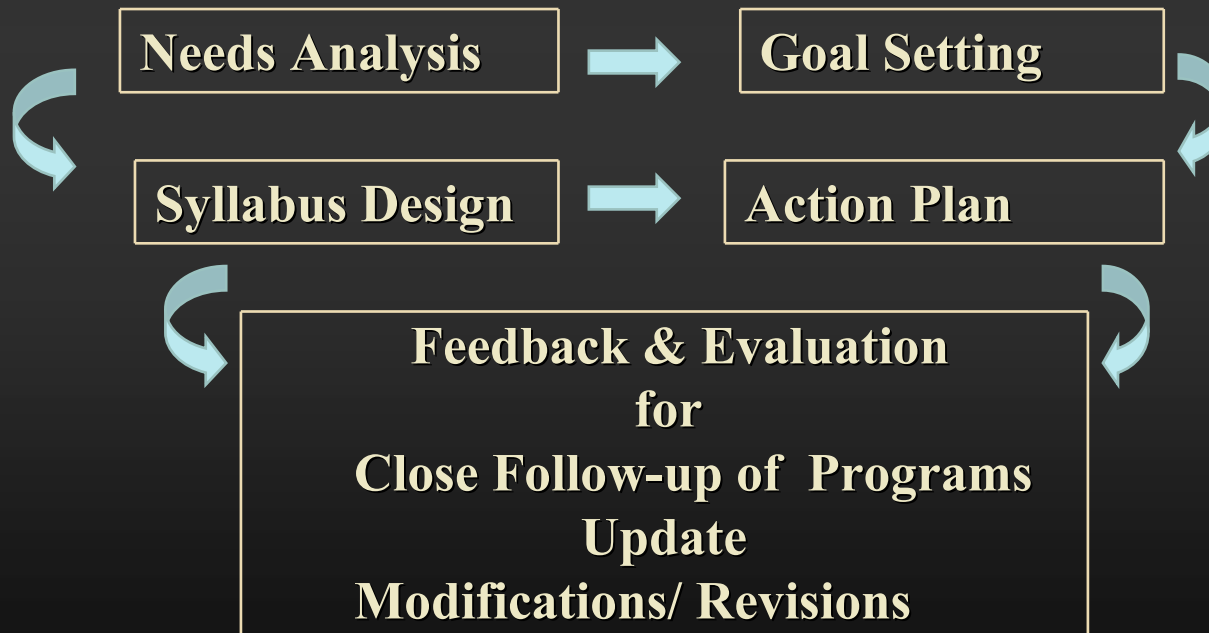
# Writing Center's Viability Recognition/ Institutionalization

## ● Contact with the Faculty

### Interaction and collaboration for Programs & Activities

[Examples: *Undergraduate, Graduate, Academic and Career Advising*]

#### STAGES



## Writing Center's Viability Recognition/ Institutionalization



### ● Curriculum Design



**Evaluating Needs Analysis Results**

**Evaluating Conferences with the Faculty**

**Reviewing Goals**

**Designing Programs for Different Needs/  
Different Target Groups/  
Potential Customers**

**Modifying Action Plan**

# Writing Center's Viability Recognition/ Institutionalization

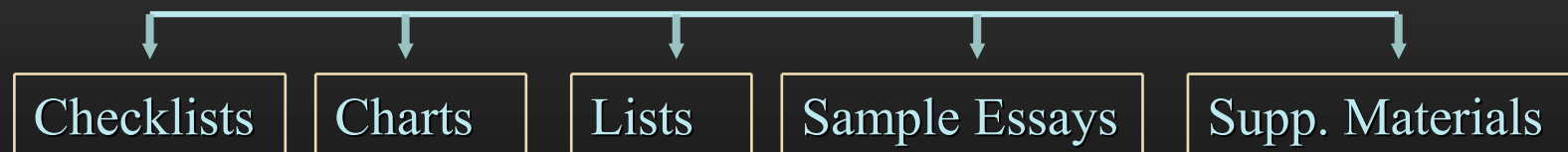


## ● **Materials Development**

**Designing Orientations and Providing Information :**



**Designing Leaflets/ Posters/ Electronic Announcements for Activities  
Producing/ Compiling Materials as Handouts for Workshops/  
Tutorials/ Study Groups**



**Writing Proposals for New Needs & Future Projects**

**Composing 'End of Semester' Reports for Records/ Publicity**

## Writing Center's Viability Recognition/ Institutionalization

### ● Implementation of the Designed Activities

#### → WIC/ WAC Programs

Primary/ Secondary [ Secondary Education]  
Undergraduate/ Graduate [Higher Education]  
Career and Job Advising  
Creative Writing

through

→ Writing Workshops  
→ Writing Tutorials  
→ Adjunct Writing Courses  
→ Study Groups for Skills Development

Contests

→ Plays/ Performances/ Debates  
→

### ● Record Keeping / Archives Build-up & Statistics

## Writing Center's Outreach

- **Representation & Membership**
  - Associations & International Conferences/ Institutes
- **Website Design & Update - Listserv**
  - For the Center
  - For each Conference
- **Linkages with Institutions**
  - Primary Schools
  - Secondary Schools
  - Universities [Local & International]
  - Writers - Novelists/ Poets
  - NGOs
  - Alumni Associations
  - Private Enterprises - Business World
  - State Enterprises – Local & National Government

## Writing Center's Outreach

- **Professional Development  
Membership in Organizations**

### **S A M P L E S**

**IWCA** [www.writingcenters.org/](http://www.writingcenters.org/)

**NCTE** [www.ncte.org/](http://www.ncte.org/)

**CCCC** [www.ncte.org/cccc/](http://www.ncte.org/cccc/)

**EATAW** [www.eataw.org/](http://www.eataw.org/)

**EWCA** [ewca.sabanciuniv.edu/](http://ewca.sabanciuniv.edu/)

**IATEFL** [www.iatefl.org/](http://www.iatefl.org/)

**INGED** [www.inged.org.tr/](http://www.inged.org.tr/)

- **Participation in Conferences/ Seminars/ Workshops**

### **S A M P L E S**

**International Research & Publications:** <http://wac.colostate.edu/>

**Networks/ Surveys:** **WAC/WID Activity/ Initiatives Worldwide**  
<http://mappingproject.ucdavis.edu>

**Projects/ Subscriptions** <http://bosporus.wikispaces.com/>

**Journals:** <http://wac.colostate.edu/journal/>

**Co-projects**

# Formation of the Writing Center in Primary & Secondary Schools



## QUESTIONS TO START WITH

- ➔ Why a Writing Center?
- ➔ How to set the goals and strategies?
- ➔ How to design activities and implement ?
- ➔ What kind of activities?
- ➔ Where to start and carry on functioning?
- ➔ For whom to design activities?
- ➔ With whom to work?

## ANSWER

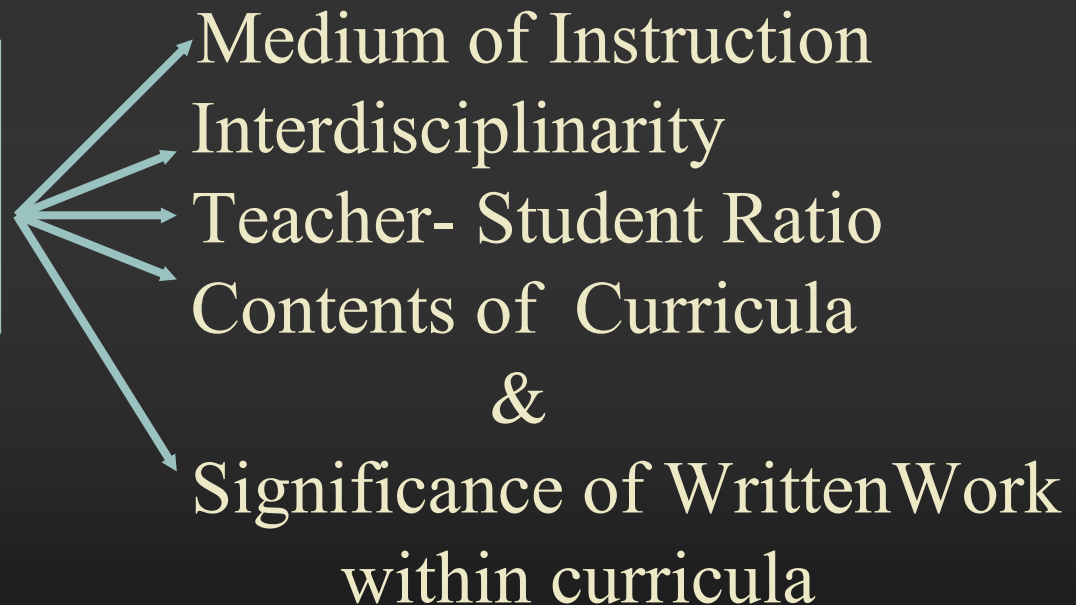
### *Needs Analysis*

# Formation of the Writing Center



What factors contribute to the shaping of Writing Centers' mission?

School Mission  
School Vision  
School Culture





# Formation of the Writing Center



## Why a Writing Center?

- Conferences with students
- Conferences with colleagues in L1 L2 Departments

## Needs Analysis Findings

- Need of improving students' writing skills
- Sharing goals with the colleagues
- Belief in cooperation for WORK
- Reinforcing
  - writing to learn across the curriculum
  - learning to write across the curriculum
  - writing to communicate

# Formation of the Writing Center



## How to set the goals and strategies?

- ➔ Meetings & brainstorming
- ➔ Proposal letter to the administrators

## Action Plan - Group work Long & Short-term Goals

- ➔ Definition and design on paper
- ➔ Defining vision
- ➔ Composing the mission statement
- ➔ Setting & defining strategies

# Formation of the Writing Center



How to design activities and implement?

## Action plan -Tasks & Responsibilities

- ➡ Group members' schedules & course loads
- ➡ Group members' academic strengths & interests
- ➡ Academic calendar for courses - Students' load
- ➡ Length of daily courses
- ➡ Calendar for extracurricular activities

# Formation of the Writing Center



For whom to design activities?

## Needs Analysis - Different Categories



All students mixed on the campus  
Specific group of students

Year -based  
Course-based  
Level-based

## Writing Activities that can be Incorporated in the Primary/ Secondary Curricula:

- ➡ Workshops [by volunteer writing teachers and students]
- ➡ Tutorials [run by volunteer writing teachers and students after training]
- ➡ School Paper by an Editorial Committee
- ➡ Bulletin Board Projects
- ➡ Electronic Journal/ Newsletter
- ➡ Writing Contest
- ➡ Portfolio Contest
- ➡ Translation Competition
- ➡ Research Project Competition
- ➡ Poetry Competition
- ➡ Speech Competitions for Special Days
- ➡ TOEFL-TWE Study Group
- ➡ Student Forums/ Conferences on Specific Themes with a 'Conference Journal' [to be written at the end]
- ➡ Guest Writers/ Poets/ Playwrights [to foster the interest]

# Writing Activities that can be Incorporated in the Primary/ Secondary Curricula:

## Themes/ Subjects for Oral/ Written Composition

### ➡ Link with the Literature Courses

Book reviews

Reports on/ roleplay interviews with famous novelists/  
playwrights/ poets/ short story writers/ essayists

Writing biographies/dairies/ journals/ poems/ shortstories/  
class plays

Letter writing to authors on specific books

### ➡ Link with the Arts Course

Reports on/ roleplay interviews with great painters/  
sculptors/ architects/ photographers/film makers

Reflective writing on photographs/ paintings

# Writing Activities that can be Incorporated in Primary/ Secondary Curricula

## Themes/ Subjects for Oral/ Written Composition

### ➡ Link with the Social Sciences

Reports on/ roleplay interviews with great philosophers/  
sociologists/ psychologists

### ➡ Link with the History Course

Reports on/ letters to past/ present world leaders  
Letters/ film reviews on world wars

### ➡ Link with the Geography Course

Traveler's notes on countries - Landscape/ Population/ Industry  
Albums/ portfolios about great cities of the world

Reports/ roleplays about the lives of great musicians

### ➡ Link with the Music Course

Descriptions of musical instruments

Description of moods with different kinds of music

Video & scene description on selections from ballets/ operas



## **What do the Students gain through the Writing Center experience in Primary/ Secondary Education?**

- ➡ They acquire an awareness for the significance of writing at an earlier stage than higher education.
- ➡ They become analytical and critical thinkers.
- ➡ They become familiar with mind mapping & outlining
- ➡ They improve their organizational skills.
- ➡ They improve their accuracy in structure and word choice.
- ➡ They learn to express themselves better.
- ➡ They can better understand what they know and what they don't know in L1 or L2.
- ➡ They learn what plagiarism is and avoid it.
- ➡ They can meet TWE/ TSE/ SAT/ GRE requirements.
- ➡ They can see the link between Oral & Written composition.
- ➡ They develop portfolios and see their own achievements.
- ➡ They become better communicators & better writers.



As writing is an essential part of  
learning

discovery

development

critical thinking

in

primary

secondary

**higher education**

and

**SOCIETY**



**Use Connections!**  
**Alumni Associations**  
**Government Circles**  
**in events such as:**

**Openings**  
**Exhibits**  
**Fairs**  
**Listen to people's literacy**  
**stories!**

**Try to CONNECT**  
**to innitiate writing projects!**



Preparing a Professional Identity through  
Four Different Programs

# A WRITING CENTER Experience Overview

Institution

# Sabanci University

**HISTORY**      **International Search Conference**  
with participants from 22 countries for the  
vision, mission, and design of the University  
**Membership in the European Foundation for Quality[EFQ]**  
**First Academic Year: 1999**

**NOW**      **Numbers in it's tenth academic year [2008-2009]:**  
**3 faculties/ 11 undergraduate/ 22 graduate/ 3 minor programs**  
**Undergraduate: 2,879 students**  
**Graduate: 616 students**  
**Academic Staff: 276**  
**Scholarship Ratio: 31%**  
**<http://www.sabanciuniv.edu/>**

# Writing Requirements at Sabancı University

## EXPECTATION

**Writing competence in all Faculty Courses**  
**Students are expected to:**

- ➡ **write academic essays and term papers**
- ➡ **take essay exams**
- ➡ **do research for term papers and dissertations at undergraduate and graduate level.**

## IMPLEMENTATION

- ➡ **Administration encourages Writing Center activities**
- ➡ **Academics require students to use the services**
- ➡ **Students & the staff feel comfortable at the Center**

## CENTER FOR INDIVIDUAL AND ACADEMIC DEVELOPMENT [CIAD]

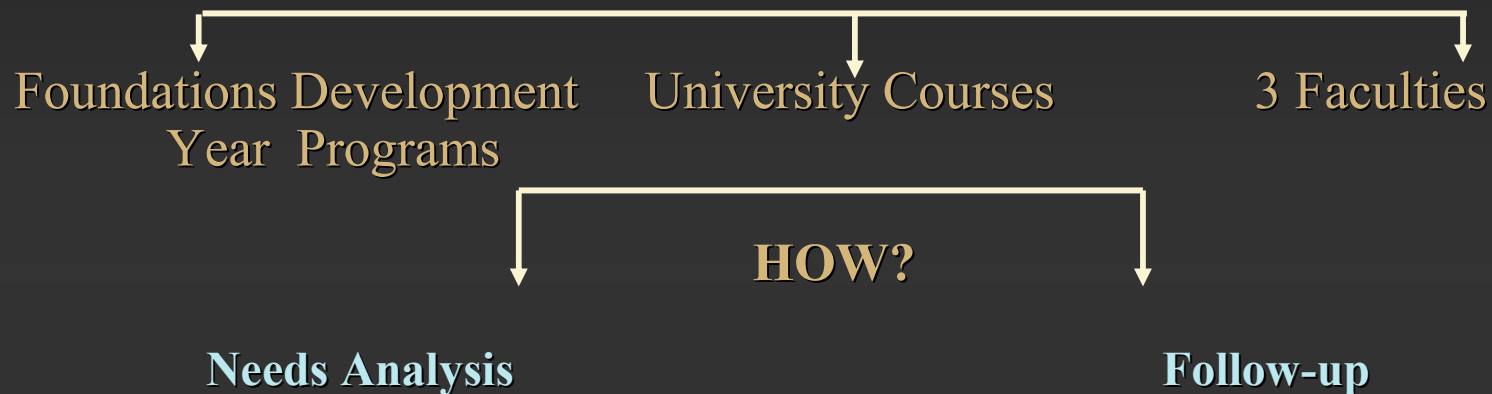
A Center giving support to the whole university by  
academicians, specialists, TAs and peer tutors  
Necessity in universities where growth is horizontal  
such as



- ➡ Academic Support Unit
- ➡ Individual Counseling Unit
- ➡ Peer Advisory Activity
- ➡ Writing Center

Level / Course		Short Papers	Long Papers RP
<b>FDY</b>	<b>Beginners</b>	3- 4 ¼ -1pages	1 RP 3-4 p
	<b>Intermediate</b>	3 - 4 ½ -2p	1 RP 4-5 p
	<b>Upper Intermediate</b>	3 - 4 ½ -2p	1 RP 4-5 p
<b>University Courses – Interdisciplinary</b>		<b>[ Mandatory for Fresh. &amp; Sop.]</b>	
<b>English 101&amp;102</b>		2 - 3 1-3 pages	1-2 RP 4 -7 p
<b>Humanity &amp; Society [SPS] 101&amp;102</b>		4 - 6 2-3 p	1-2 RP 4-8 p
<b>Humanities 201 202 203 204</b>		4 - 7 2-3 p	1-2 RP 5-10 p
<b>Natural Science</b>		2 Progress R	1 Project Report 5-10 p
<b>Maths 101 102</b>		-	-
<b>Project 102</b>		1 Prop. P 1-3 p 1 Prog. R 1-7 p	1 Project Report 5-10 p
<b>Turkish Language &amp; Literature</b>		4 - 5 1-3 p	1-2 RP 5-6 p
<b>Civic Involvement Projects</b>		4 Case Ana. 2-3 p	1 Project R 5-7 p
<b>Junior</b>		4-6 5-8 p	1-2 RP 7-15 p
<b>Senior</b>		4-6 5-9 p	1 Dissertation 90-100 p
<b>Graduate MA</b>		2-6 5-10 p	1 Dissertation 90-110 p
<b>Graduate PhD</b>		2-6 5-10 p	1 Dissertation 90-150 p

## On-going Contact with Administrators & Faculty



## On-going Contact with Students



# WRITING CENTER PROGRAMS

## Foundation Development Year Program

### Undergraduate Program

#### University Courses

Freshman/ Sophomore/ Junior/ Senior

**Writing in the Discipline [WID]:** ENG. 101/ 102

**Writing across the Curriculum [WAC]:** SPS 101/ 102,  
PROJ 102/ HUM. 201, 203, 204, 211, 214, 225

### Graduate Program

## Academic & Career Advising Program

## Creative Writing: Undergraduate/ Graduate/ Staff





Center

## WRITING CENTER ACTIVITIES

**Implementation of Programs**

**Planning & Evaluation & Recording & Reporting**

**Interaction with Faculty & Representation**

**Materials Production & Archives**

Sample Essays/ Checklists/ Reading Lists/ PPMaterials/ Posters/  
Manuals/ Leaflets/

**Recruitment & Tutor-Training**

**Outreach & Collaborations**

**Links with Institutions/ Associations**

Projects/Conferences/Seminars/Symposiums/Panels/Workshops

**Electronic Networks - Websites with Listserves**

# Implementation of Programs

**ORIENTATIONS**

**WORKSHOPS**

**TUTORIALS**

**TA & Tutor Training**

# Strategies at Workshops



## Pre-Workshop

- Subject is set upon need/ feedback.
- Room is arranged, tools are chosen/ materials are designed/ duplicated.
- Announcement is made electronically and posters are put on the bulletin boards.



## Workshop

- There is presentation/ interaction: pair/group work or Q/A
- Activity Sheets are provided.
- Attendance is taken for records.



## Post-Workshop

- Workshop EVA Forms are collected.
- Attendance List is provided for links with tutorials.

# What is Achieved through Workshops?

- Needs Analysis
- Review of the Courses' Syllabi/ Contents
- Selection of Sample Student Papers
- Design of the Workshop's Layout
- Core Writing Material
- Content Tools: Models/ Samples/ Extracts
- Process Tools: Pair/ Group work/ Competition/ Q/A
- Announcements :Room/Date/Time

CONTACT WITH THE FACULTY  
INTERDISCIPLINARITY  
KNOWLEDGE  
ORGANIZATION

- Interaction in the Workshop
- PP Core Material
- Sample Essays Patterns
- Check Lists for EVA
- Supplementary Handouts
- Feedback from the Participants

TEACHING-LEARNING  
INTERACTION  
MATERIALS PRODUCTION  
EVALUATION

- Feedback to the faculty
- Evaluation& Revision of the Approach
- Follow-up
- Archives/ Statistics/ Record keeping

COLLABORATION  
WITH THE FACULTY &  
THE STUDENT BODY

## Strategies at Tutorials

- **ORGANIZATION** definitely improves!
- **CONTENT** can improve depending on research!
- **ACCURACY/ FLUENCE** issues improve gradually!
- Students are strongly urged to quote, paraphrase or summarize to **AVOID PLAGIARISM**. They do learn to document in **APA, MLA, Harvard or Chicago** styles !
- **Numbers** grow tremendously!
- **Grades** go up!
- **Faculty** gives encouragement!

# What is Achieved through Tutorials?

- Reinforcement of workshop material
- Writer's decision-making
- Student's taking appointments & voicing individual needs

WRITER - WORKSHOP  
PRESENTER INTERACTION  
WRITER - READER DIALOGUE

- Tutor's lead-in questions
- Writer's reading student's essay outloud
- Writer's finding his/ her own mistakes
- Guidelines for revision with a checklist
  - Content
  - Organization
  - Accuracy/ Fluency/ Unity/ Coherence
  - Documentation to avoid plagiarism
  - Format

CLOSE  
COLLABORATION  
WITH THE WRITER

- Feedback to the writer
- Encouragement
- Follow-up
- Contact with the instructor

CLOSE  
COLLABORATION WITH THE WRITER  
FEEDBACK TO THE INSTRUCTOR

# WORKSHOPS FOR COURSES/ LEVEL

## TARGET AUDIENCE

### FOUNDATION DEVELOPMENT WORKSHOPS

- Writing Process Series
- Word Power Series
- Accuracy, Clarity, and Fluency Series
- Structure Series

### STUDY GROUPS

- Oral Composition
- Reading & Notetaking
- Listening & Notetaking
- Writing

# UNDERGRADUATE WAC WORKSHOPS



FOR  
PROJECT 102  
SPS 101& 102  
HUM 201  
HUM 203  
HUM 204  
HUM 211  
HUM 225  
HUM 227

2 - 3 WORKSHOPS for each course = 18 - 26 Per Semester

- Writing & Editing Essays
- Rhetorical Styles
- Documentation Styles - APA/ MLA/ Chicago/ Harvard
- Preparing and Taking Essay Exams
- Writing Literary Reviews on Novels/ Plays/ Films
- Writing Project Proposal/ Progress Report/ Final Reports
- TA Training Workshops - Classroom Management & Writing

## WORKSHOPS FOR ALL UNDERGRADUATES

- Academic Reading
- Writing Response Papers/ Reflective Essays
- Rhetorical Styles Series
- Presentation Techniques
- Documentation Techniques



## GRADUATE PROGRAM WORKSHOPS

- 'Nettiquette' aka Net Etiquette
- Project Report/ Executive Summary Writing for MBA & LI
- Thesis/Dissertation Writing in the Natural Sciences
- Thesis/Dissertation Writing in the Social Sciences
- Presentation Skills for Engineering & Natural Sciences & GSM

## ACADEMIC & CAREER ADVISING WORKSHOPS

- CV/ Cover Letter/ Statement of Purpose Writing
- TOEFL and GRE Study Groups
- GMAT Study Groups and Tutorials
- Effective Interviewing Strategies [Workshops & Tutorials]

## CREATIVE WRITING WORKSHOPS

- For FDY & Undergraduates
- For Graduates
- For Administrative Staff
- A Selected Group of High School Students [as Outreach]

Do you want to improve your  
speaking skills?

How confident are you at using  
English ...

...in different situations?

and participate in  
discussions,  
role-plays and  
debates...

Join our

Oral Practice

Group  
for undergraduate and School  
of Languages students

SUWC

Starting: Thurs, Nov 23, 2006  
17:30-19:30, FASS 2123

Continuing every Thursday, 17:30-19:30

Please send a mail to  
[writingcen@sabanciuniv.edu](mailto:writingcen@sabanciuniv.edu) to register.

SUWC

Gaining

W  
P

Know a lot  
words in isolation? Do  
use words work for you  
ize your learning oppor  
the vocabulary of effec  
rn and practise skills  
ill help you expres  
ideas convinc

RD  
WER  
for essay writing

Tue, Nov 28 17:40-19:30 FASS 2128

# WRITING A RESEARCH PAPER

for Upper Intermediate  
and Freshman



## Workshop I: Composing the first Draft

Planning; Outlining; Thesis Statements

Thursday, March 1, 2007

17:40 FASS 2128

## Workshop II

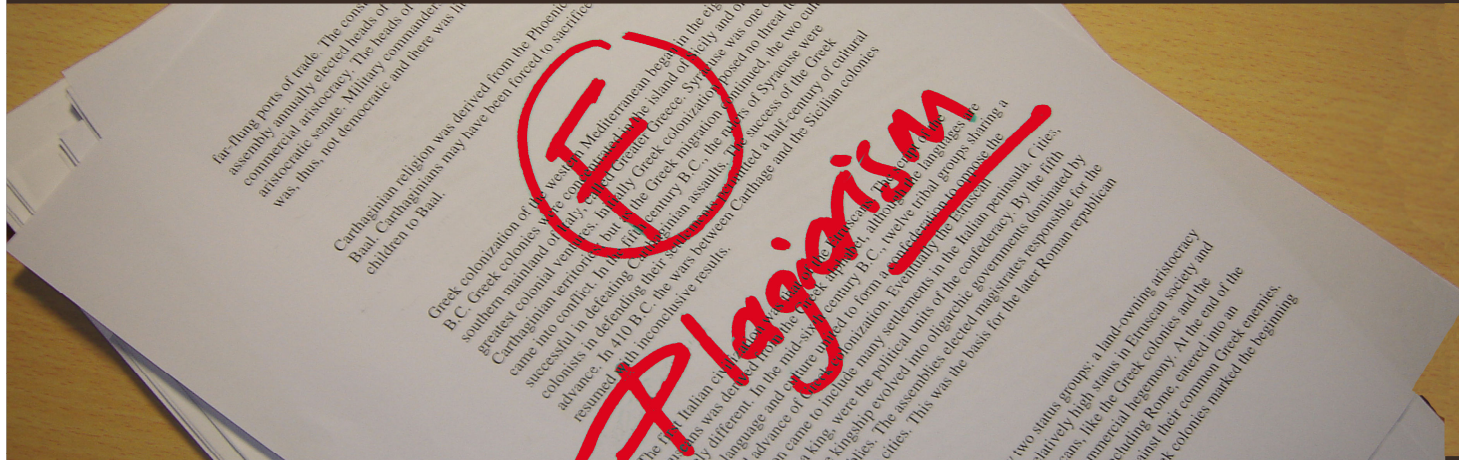
Topic Sentences, Citing Sources, Editing

Tuesday, March 6, 2007

17:40 - FASS 2128

**SUWC**

# Avoiding Plagiarism in the Writing Process & Expressing yourself through Language Functions



SU Writing Center Workshops

Tue, Feb 27

17:40-19:00

FASS 2128





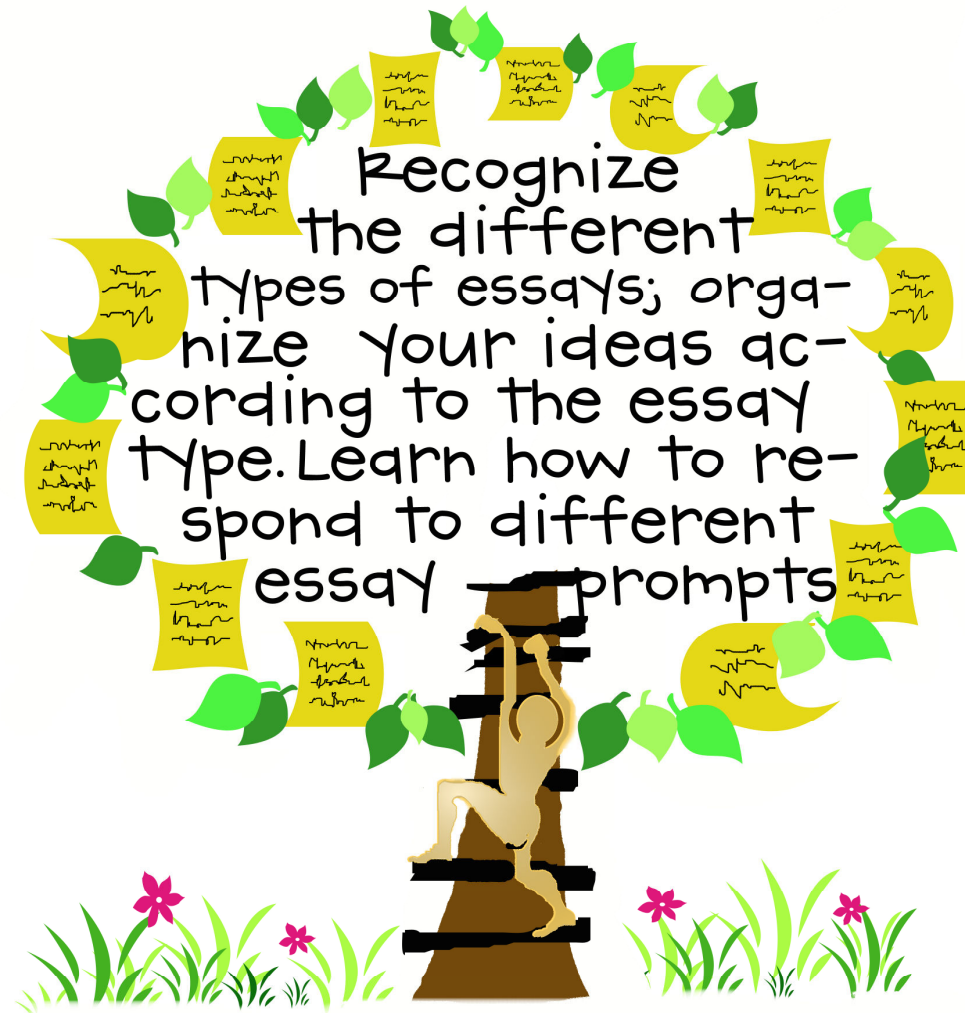
# Documentation Techniques

What's so difficult with

**APA or MLA ?**

**Review for HUM. 201, 203, 204, 211 & SPS 101  
Courses**

**December 7, Thursday  
17:40 - 19:30  
FASS 2128  
Writing Center**



## RHETORICAL STYLES IN ACADEMIC WRITING

Wed. Nov 29, 17:40-19:30 FASS 2128



**Too  
much  
reading?**  
**Academic  
Reading  
Skills  
SUWC  
WORKSHOP**

**Thu, March 8  
17:40-19:40  
FASS G049**



# Presentation Skills

For FDY & Freshman



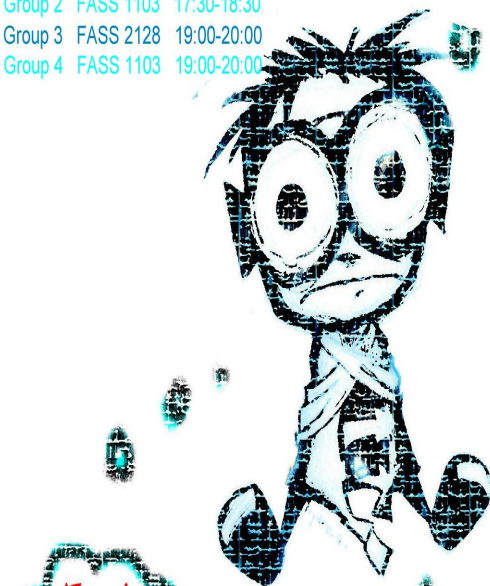
SUWC

# PROJ 102

## Report Writing Workshops

### Workshop I Writing a Project Proposal Monday, Oct. 16, 2006

Group 1 FASS 2128 17:30-18:30  
Group 2 FASS 1103 17:30-18:30  
Group 3 FASS 2128 19:00-20:00  
Group 4 FASS 1103 19:00-20:00



*SU Writing Center*

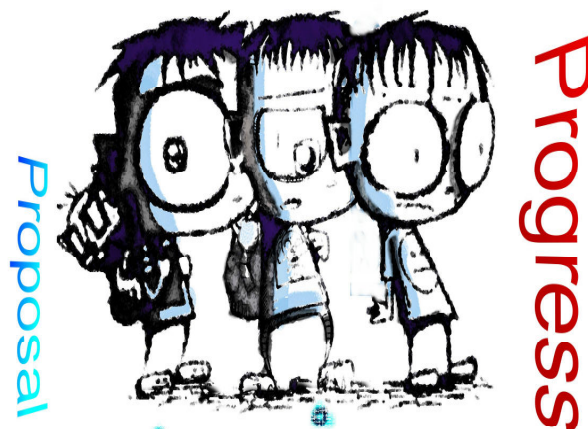
# Proj 102

## Report Writing Workshops

### Workshop II Writing a Project Progress Report

Monday, Nov. 6, 2006

Group 1 FASS 2119 17:40-18:40  
Group 2 FASS 2128 17:40-18:40  
Group 3 FASS 2119 18:40-19:40  
Group 4 FASS 2128 18:40-19:40



Proposal

Progress

*SU Writing Center*

# PROJ 102

## Report Writing Workshops

### Workshop III Final Report Writing and Presentation Strategies

Wed, Dec 13, 2006

Group 1: FASS 2128 17:30-18:30  
Group 2: FASS 2119 17:30-18:30  
Group 3: FASS 2128 18:30-19:30  
Group 4: FASS 2119 18:30-19:30





# SPS and the Joy of Writing a Take-home Paper

Enjoy the beauty of the event !

## Composing the First Draft

Mind Mapping & Outlining the Essay  
Claim & Support in Rhetorical Style  
Integrating References

**Revising/ Editing Strategies**  
Documenting & Format

**Model Final Essays**

**Tuesday**

**March 21**

**17:40-19:30**

**FASS 2128**

**Writing Center**

Photo Marcel Cohen

# SPS and the Challenge of Getting an 'A' in Essay Exams

Climbing higher and higher is not that difficult !

## Preparing for Essay Exams

Reading / Notetaking / Annotating  
Compiling/ Reviewing Notes  
Mastering Keywords / Concepts

## Taking Essay Exams

Deciphering Prompts for Argument  
Content and Organization  
Support for Argument  
Fluency & Coherence  
Precision & Economy

## Sample Essay Exams

**Tuesday**

**March 28**

**17:40-19:30**

**FASS 2128**

**Writing Center**



# SPS 102

Humanity and Society II

## workshops

Workshop I :  
Writing Academic  
Essays

Wed, March 14, 2007  
17:40 -19:30

SUWC



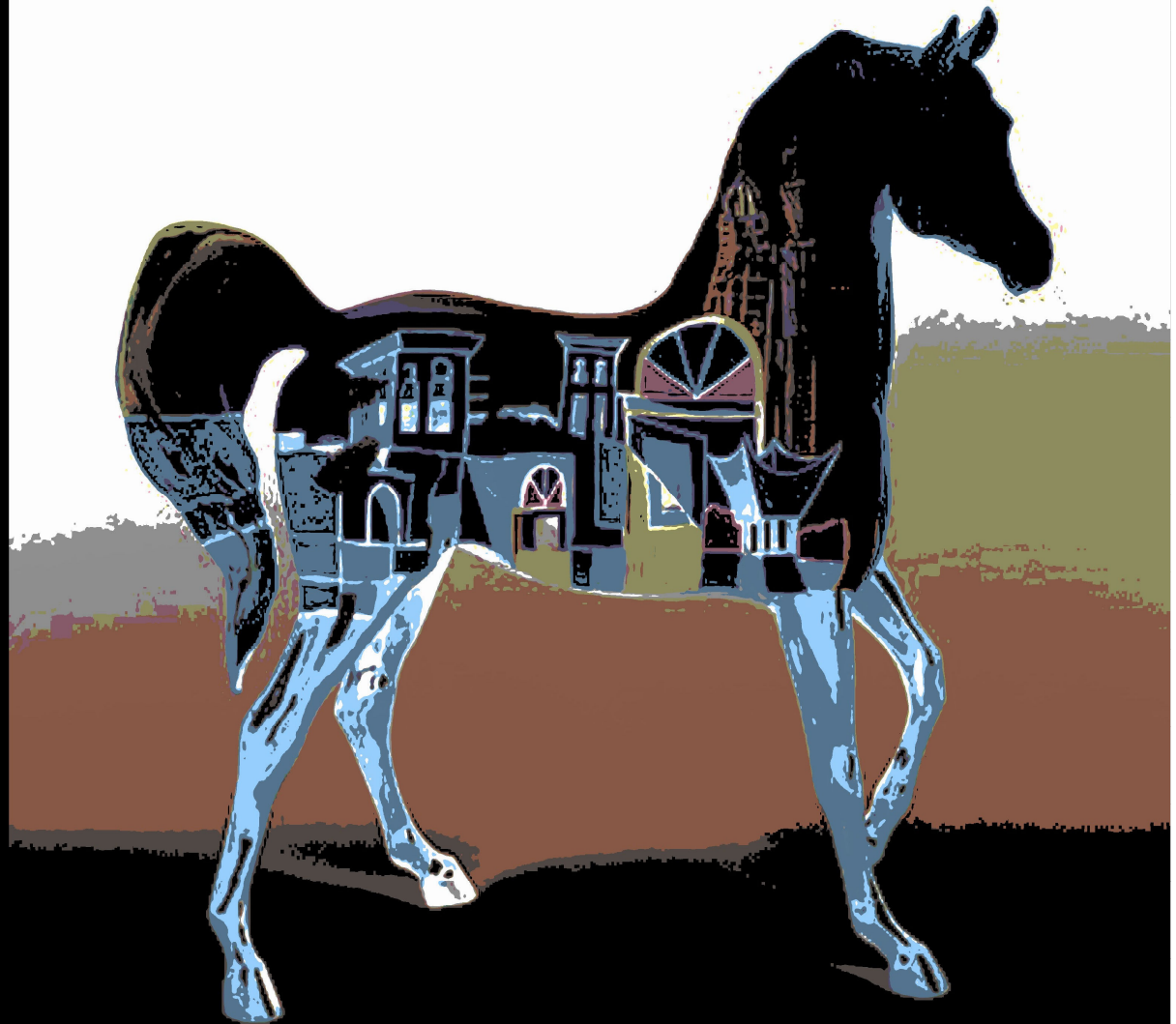
# SPS 102

Humanity and Society II

## workshops

Workshop II :  
Taking Essay  
Exams

Wed, March 28, 2007  
17:40 -19:30



SUWC





Writing Workshops  
for

# HUM 203

## Ottoman Culture

Preparing for & Taking  
Essay Exams

Wednesday, October 18, 2006

FASS 2128, 17:40 -19:40

Preparing for Essay Exams  
Reading & Notetaking Strategies  
Annotating  
Compiling & Reviewing Notes  
Mastering Keywords / Concepts



Taking Essay Exams  
Deciphering Prompts for Argument  
Caring for Content and Organization  
Support for Argument  
Fluency & Coherence  
Precision & Economy



# HUM 203

## Ottoman Culture

### Writing & Editing Essay Assignments I, II, III

Wed., Nov. 8, 2006

FASS 2128, 17:40 -19:40

SUWC





DOES  
HOW you teach  
make  
WHAT you teach  
more  
meaningful  
and  
effective  
with a  
RETENTION  
VALUE ?

# CLASSROOM MANAGEMENT WORKSHOP

for FENS TAs

Presenter: Dilek Tokay  
Thursday, September 20, 2007  
FENS G035, 14:30 -17:30  
FENS Graduate Orientation, Fall 2007





*Writing Workshop for*

**HUM 204**

*Writing Essay Assignments*

**I&II&III**

**Monday, Nov. 27, 2006**

**FASS 2128 18:40-20:40**

*SU Writing Center*

# HOW to WRITE a FILM SYNOPSIS

## HUM.227

### FEDERICO FELLINI'S AMARCORD



Oscarpreisträger® 1974

Bestes fremdsprachiger Film



23.Nov.05  
Wednesday  
17:30-19:30

## FASS 2128



# HOW to WRITE a FILM SYNOPSIS

## HUM.227

23.Nov.05

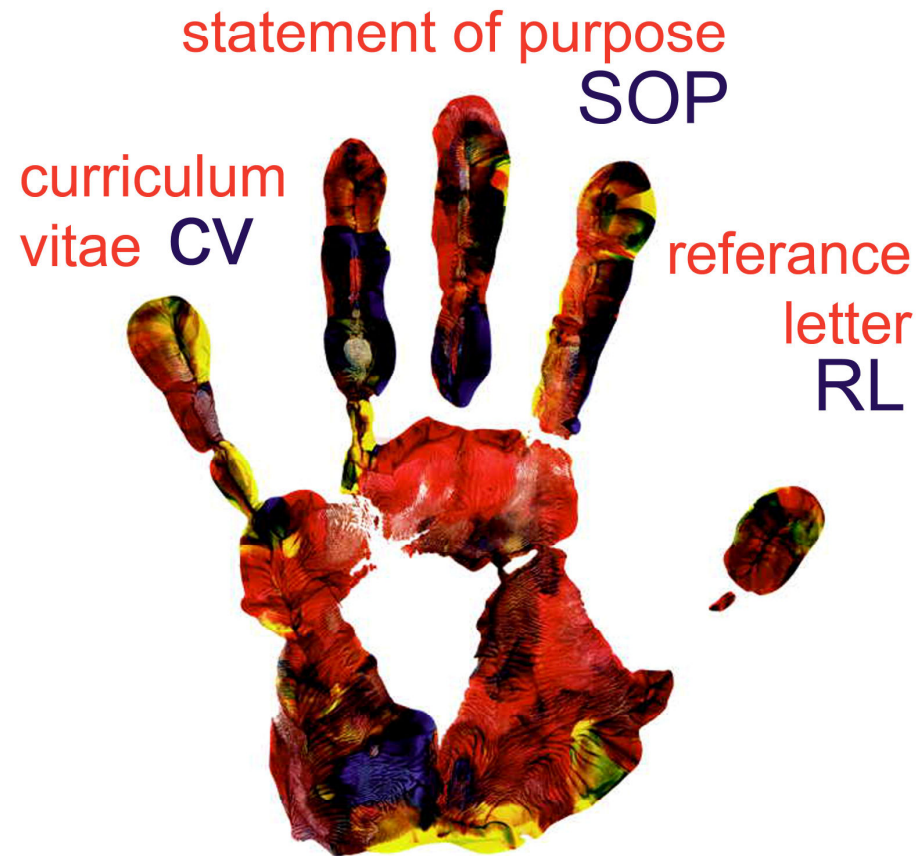
Wednesday

17:30-19:30



**FASS 2128**

# SUWC WORKSHOP



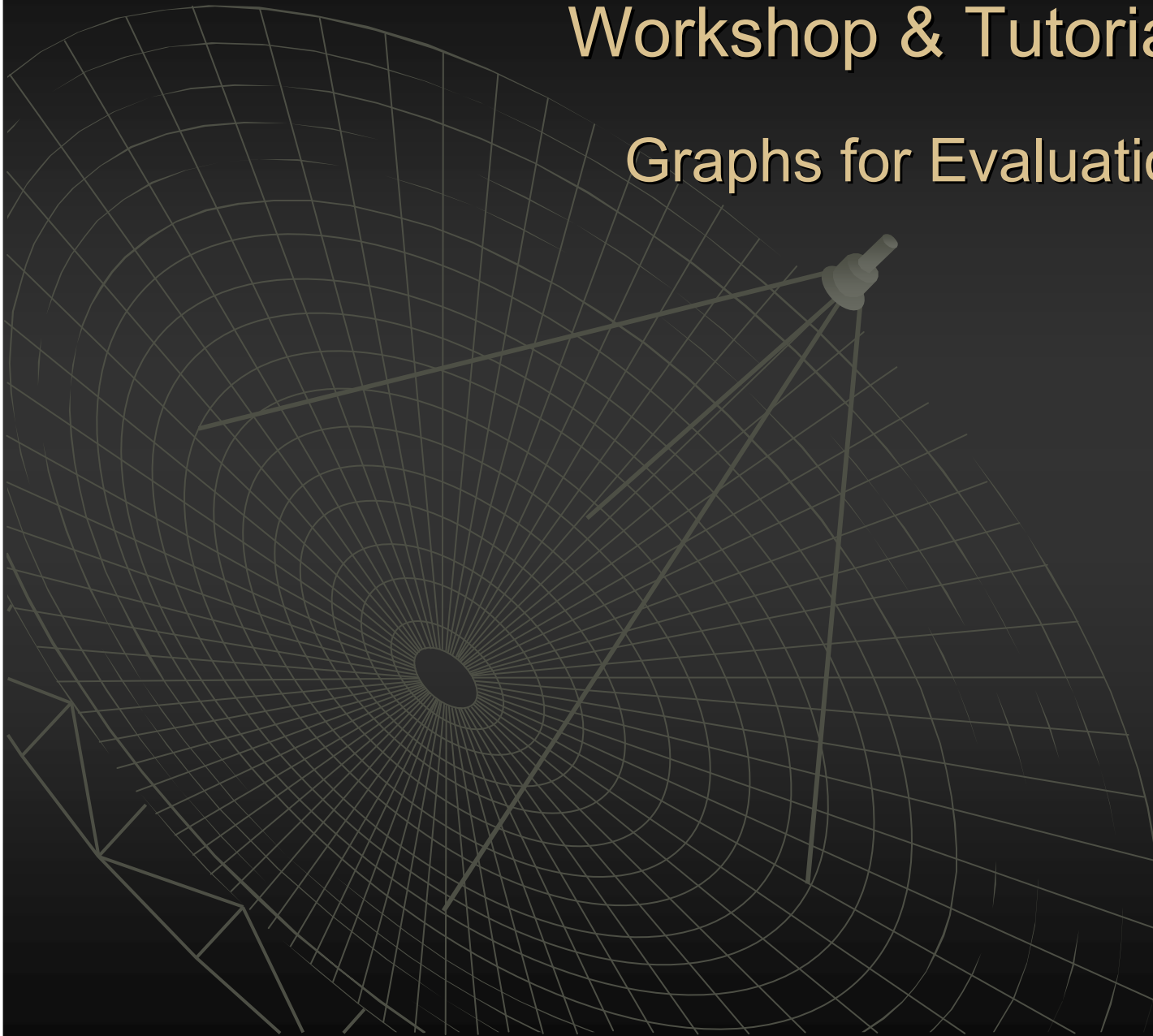
for FENS students

Tue, Feb 27

17:40-20:00 G022

# Workshop & Tutorial Statistics

Graphs for Evaluation of Growth  
Modification  
Change!



## Undergraduate Program

ACTIVITIES	F 2001	S 2002	F 2002	S 2003	F 2003	S 2004	F 2004	S 2005	F 2005	S 2006	F 2006	S 2007	F 2007	S 2008	F 2008	S 2009
<b>WORKSHOPS</b>	18	15	14	4	18	10	15	14	17	12	16	13	20	17	18	26
<b># of Students</b>	439	181	330	64	341	145	389	248	326	173	945	877	1132	874	961	1258
<b>TUTORIALS</b>	271	448	337	370	228	430	609	452	410	334	55	130	410	182	244	301
<b># of Students</b>	87	224	190	182	86	230	249	195	228	136	88	50	111	94	127	149
<b>STUDY GROUPS</b>	126	21	54	7	3	8	---	---	---	---	21	27	70	78	51	
<b># of Students</b>	41	8	36	33	9	4	---	---	---	---	265	10	12	11	306	

Center  
Statistics

# Graduate Program

ACTIVITIES	Fall 2001	S 2002	F 2002	S 2003	F 2003	S 2004	F 2004	S 2005	F 2005	S 2006	F 2006	S 2007	F 2007	S 2008	F 2008
<b>WORKSHOPS</b>	<b>6</b>	<b>-</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>15</b>	<b>2</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>21</b>	<b>2</b>
<b># of Students</b>	<b>73</b>	<b>-</b>	<b>85</b>	<b>25</b>	<b>58</b>	<b>21</b>	<b>47</b>	<b>16</b>	<b>44</b>	<b>20</b>	<b>278</b>	<b>100</b>	<b>32</b>	<b>138</b>	<b>20</b>
<b>TUTORIALS</b>	<b>28</b>	<b>24</b>	<b>36</b>	<b>30</b>	<b>35</b>	<b>144</b>	<b>36</b>	<b>22</b>	<b>11</b>	<b>11</b>	<b>403</b>	<b>51</b>	<b>210</b>	<b>381</b>	<b>175</b>
<b># of Students</b>	<b>9</b>	<b>4</b>	<b>24</b>	<b>113</b>	<b>16</b>	<b>31</b>	<b>13</b>	<b>55</b>	<b>40</b>	<b>32</b>	<b>158</b>	<b>23</b>	<b>29</b>	<b>34</b>	<b>36</b>



# Academic & Career Advising Program

ACTIVITIES	F 2001	S 2002	F 2002	S 2003	F 2003	S 2004	F 2004	S 2005	F 2005	S 2006	F 2006	S 2007	F 2007	S 2008	F 2008
WORKSHOPS	-	1	-	14	21	18	12	5	18	14	10	7	21	6	15
# of Students	-	39	-	142	546	367	373	74	493	206	284	117	509	111	330
TUTORIALS	454	-	631	370	763	623	769	384	550	459	408	590	651	560	882
# of Students	181	-	288	182	256	217	268	234	316	288	275	331	396	368	455

# Creative Writing Program [in Turkish]

ACTIVITIES	F 2004	S 2005	F 2005	S 2006	F 2006	S 2007	F 2007	S 2008	F 2008
WORKSHOPS	20	28	23	29	18	16	29	22	43
# of Participants	87 Sts. 40 Empl.	96	85	92	71	111	145	275	227
TUTORIALS	74 + 13	12	21 + 10	33	67	105	182	58	154
# of Participants	26 Sts. 9 Empl.	14 Sts.	11 Sts. 2 Empl.	23 Sts.	36 Sts.	54	14	37	23

Numbers are from the Semester End Reports & SUWC Website

<http://www.sabanciuniv.edu/writingcenter>

# OUTREACH

## What SUWC Tries to Achieve:

- ➡ Participating in international conferences with presentations
- ➡ Designing conferences/ workshops/ panels
- ➡ University - high school linkages as an educational obligation of universities to elevate students' writing thresholds at an earlier age
- ➡ Contact with renowned writers for them to start their programs as civic rhetoric may appeal to them with the support of the media

## What SUWC CAN Try:

- ➡ Contact with the business world to reinforce involvement with civil discourse & offering programs concerning e-mail etiquette, CV/ resume/ report/ business letter writing
- ➡ Interaction with civil society and the NGOs to provide individuals with professional counseling services, creative writing competitions for scholarships to promote consciousness of reading/writing skills
- ➡ Liaising with local or state government to promote effective reading/ writing curricula and collaborative learning
- ➡ Providing packaged programs for report/ proposal writing in line with the demands of international politics and communications.

# Information with data on the Websites for Sharing & Outreach

Bulletin Board  
Useful Links  
Archives  
Gallery





[Mission](#) , [Programs/Activities](#) , [Archives](#) , [Bulletin Board](#) , [FAQs](#) , [Useful Links](#) , [Contact](#)

writingcenter

Writing is self-exploration.  
Open the door and explore more of yourself.



[SU Seminar Page](#)  
[Leaflets](#)

Sabanci University,  
Orhanli - Tuzla, 34956 Istanbul  
PH + 90 216 483 9299  
FX + 90 216 483 9480  
e [writingcen@sabanciuniv.edu](mailto:writingcen@sabanciuniv.edu)

Org.  
Website

**EWCA**

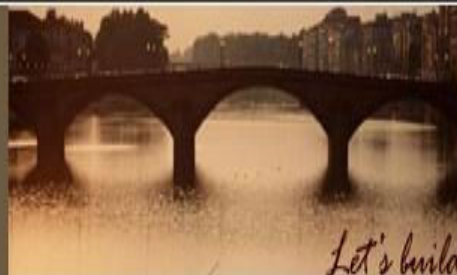
EUROPEAN WRITING CENTERS ASSOCIATION

[Mission & History](#) | [Organization](#) | [Members](#) | [Archives](#)

[EWCA Gallery](#) | [Useful Links](#) | [Bulletin Board](#) | [EWCA Listserv](#)

[EWCA 2006](#) | [EWCA 2005](#) | [EWCA & SU Seminar 2004](#)

[EWCA 2008](#) 



*Let's build bridges to connect!*



**Conf.  
Website**

**SAMPLE  
EWCA2005**



## LOCAL PRACTICE / GLOBAL VISION

European Writing Centers Association Conference  
June 17-19, 2005 – Halkidiki, GREECE

Call for Proposals  
Proposal Submission  
Conference Program  
Registration  
Abstracts  
Lodging  
Poster  
EWCA Web  
EWCA Listserv

Conf.  
Website

SAMPLE  
EWCA 2006  
Website

EUROPEAN WRITING CENTERS ASSOCIATION  
EWCA CONFERENCE 2006

*Connecting the dots...*

June 24-26, 2006 Istanbul, TURKEY

*at a point of juncture: Bogazici University*



. Call for Proposals  
. Conference Keynotes  
. Proposal Submission  
. Registration  
. Location and Lodging

. Conference Program  
. Abstracts  
. Evaluation  
. Gallery  
. Poster

. Bogazici Home  
. EWCA Web  
. EWCA Listserv  
. **Attention!** ...



# Networks - Websites/ Listserve

**SU Writing Center** <http://www.sabanciuniv.edu/writingcenter/>

Period	Visits
Oct. 2003 – June 2009	197, 248

**European Writing Centers Association** <http://www.ewca.sabanciuniv.edu>

Period	Visits
Nov. 2003 – June 2009	90, 303

**EWCA Conference 2005** <http://www.ewca.sabanciuniv.edu.ewca2005>

Period	Visits
Oct. 2004 – June 2009	27, 979

**EWCA Conference 2006** <http://www.ewca.sabanciuniv.edu.ewca2006>

Period	Visits
Oct. 2005 - June 2009	43, 656

**2002 - 2009 International Conference Participation as Presenters: 29**  
**Seminars as presenters: 14**

# HOLISTIC VIEW OF SUWC MISSION



Sense of Belonging/ Sharing  
through  
WIC & WAC & Creative Writing

## KEY CONCEPTS

Organize → Prioritize → Scrutinize → Synchronize

within the  
Center/ Unit/ University  
with  
State/ Private/Local/ International  
Universities  
Primary/ Secondary Schools  
NGOs  
Business World  
Local/ State Government

Our Writing Center gives this message



Open the door and explore more of yourself

Thank you for your participation!

## A quote to remember from: Amin Maalouf

*Identity is shaped by  
a person's journey through time – experiences, beliefs he acquires  
during this time, his own tastes, sensibilities, affinities like a  
profession, an institution, a social milieu.*

*No one allegiance has absolute supremacy  
BUT is exposed to CHANGE*

## Messages to youngsters...

