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A Visual Rhetorical Analysis of Three Independent Writing Center Websites

In the present digital age, websites are a necessary advertising tool. With independent writing centers soon becoming a thing of the past, current writing centers must use every avenue available to them to boost numbers, increase revenue, and justify their existence. Moreover, writing center websites must be aimed towards their clientele and easy to access. We analyzed the websites of three writing centers independent of larger academic resource centers in terms of usability, appearance, and representing the mission of their centers. The websites of writing centers at a four-year university (St. Cloud State University), a two-year college (Clovis Community College), and a private institution (College of the Holy Cross) were assessed.

We acknowledge that examining only three writing center websites is a small number in comparison to the multitude of writing center websites currently available. However, through these three websites, different sizes and types of schools with writing centers are able to be assessed and compared. We specifically selected these three writing center websites because they each have a group picture of their staff on the respective home pages, allowing us to view these writing center websites as unique and directly related to the organizations they represent. We used Internet Explorer 8 to view these websites from October 2010 to October 2011.

When assessing websites, it is important to determine what makes a website appealing and credible. According to Garrett, some essential elements of website design include "balance, emotional appeal, aesthetics, and uniformity of the overall graphical look of a website" (qtd. in Cyr, Head, Larios, and Pan 545). Fogg, Soohoo, and Danielson wrote that "the average

consumer" responds more to visual cues than content, focusing especially on "the overall visual design of a site, including layout, typography, font size, and color schemes" (6). Consumers decide the credibility of an organization based on the visual appeal of the organization's website (Fogg, Soohoo, and Danielson 7). Website users notice a website's visual characteristics and then make judgments about the organization (Fogg, Soohoo, and Danielson 7).

In regards to website accessibility, text can be a determining feature. Karen A. Schriver notes that a usable text, whether print or digital, must have certain "key features of legibility" (260). Some characteristics of effective text are products of the infancy of the printing press (Schriver 260). The two main aspects of an effective text, in terms of typeset, are leading and line length (Schriver 260). According to Schriver, "the vertical space between lines of type," or leading, can "render a [text] a forbidding shade of gray" if it is too minute (Schriver 260). However, "overly generous leading" can instead be read as "choppy" or "fragmented" (Schriver 260).

Line length, "the distance between the left and right margin of the type," also plays a role in the readability of a website (Schriver 262). It is important to note that effective websites will use line lengths that are neither too long nor too short. Schriver wrote that readers might become "weary" when reading lines that are too long. (263). Also, readers will have difficulty "locating the beginning of new lines, and thus may accidentally reread lines of type they just read" (Schriver 263). On the other hand, Paterson and Tinker mentioned that "when lines are too short, roughly three words or less, readers may find the text difficult because the visual display tends to break up the syntactic groupings of words, a cue which readers use to comprehend clusters of words" (qtd. in Schriver 263).

Text is important for the readability and usability of a website, but images, graphics, or pictures give a different, and equally important, dimension to a digital document. Schriver wrote

in *Dynamics of Document Design* that "[r]eading is a social act in that it depends on a community that shares meanings; yet it is also an individual act in that it depends critically on the reader's unique knowledge, attitudes, and values" (364). On a website, text and images communicate meaning to a user and give the website a "social presence" (Cyr et al. 541). Messages with the "strongest impact" use a combination of text and images ("Visual Rhetorical"). Most pictures allow site visitors to go directly to their desired information, whereas text forces visitors to search more thoroughly for preferred content (Schriver 372). More importantly, in terms of writing center websites (for our purposes), Nickerson mentioned that "[p]ictures can arouse the reader's interest and curiosity and are often well remembered even long after people see them" (qtd. in Schriver 407). The St. Cloud State University, Clovis Community College, and College of the Holy Cross writing center websites provide images that pique a visitor's "interest and curiosity" about the writing centers, and even leave a lasting impression for those who might use their services.

Also, important to our analysis are the visual representations of the writing center staff as depicted on each home page. An especially important element of website design is how "Internet users perceive human images" (Cyr et al. 539). Websites with human images appeal to users more than websites without human images (Cyr et al. 539-540). These sites also maintain "warmth or social presence" and appear "trustworthy" (Cyr et al. 539). According to Cyr, Hassanein, Head, and Ivanov, including human images on a website leads to "higher levels of perceived social presence… [and] a higher degree of online trust" (qtd. in Cyr et al. 540).

Yoo and Alavi mentioned that social presence creates a "psychological connection with the user" by allowing the user to view a website as "warm, personal, [and] sociable" (qtd. in Cyr et al. 541). Though no direct human contact has been made, the user has the feeling of contact (Cyr et al. 541). According to Hassanein and Head, using "personalized greetings [and] human-

centric pictures" helps create social presence with website users (qtd. in Cyr et al. 541). Lombard and Ditton recommended using audio, while Kumar and Benbasat suggest the addition of video to help create social presence (qtd. in Cyr et al. 541). Overall, images on a website convey social presence more than text alone (Cyr et al. 544). Scott also mentioned that images "can suggest a wide range of affective responses" and incite emotional responses in users (qtd. in Cyr et al. 542). Users have higher levels of enjoyment when viewing sites with human images because there are "increased perceptions of social presence" (Cyr et al. 542). According to Donath, human images on a website lead users to feelings of community (qtd. in Cyr et al. 544). These feelings of community brought on by visits to writing center websites are essential to preparing users for the social settings in writing centers.

One way to prepare students for the social settings of writing centers is through the inclusion of images on writing center websites. Image appeal includes all images on a site, human or otherwise (Cyr et al. 540). The use of images allows messages to be communicated through "color choice, layout, size of image, [and] placement" ("Visual Rhetorical"). Included in image appeal are not just issues of appearance, but the "hedonistic emotions that are elicited by viewing the images" (Cyr et al. 540). According to Singh, Xhao, and Hu along with a separate study by Sun, different cultures prefer different types of images (qtd. in Cyr et al. 540). When including images on a website, it is important to use images that will appeal to a large demographic, especially in the case of writing center websites, who advertise their services to anyone.

However, not all research about the use of images on websites is positive. Riegelsberger wrote that the use of images, especially human photographs, can "clutter" a website, "disrupt[ing] its functionality" (qtd. in Cyr et al. 543). Despite this, Fogg, Soohoo, and Danielson wrote that images attract attention and increase credibility (qtd. in Cyr et al. 543). According to

Riegelsberger, Sasse, and McCarthy, using human images on websites serves as a rhetorical tool, for images "can specifically be used to induce emotional responses" (qtd. in Cyr et al. 543).

The first independent writing center website with human images that we analyzed was the writing center at St. Cloud State University. A public four-year institution, St. Cloud State University was established in 1869 and is the "second-largest public university in Minnesota" ("Experience Our World"). The university is located in a city with over 60,000 residents with an enrollment of over 18,000 students, including almost 2,000 graduate students ("Experience Our World"). The average tuition for one year at St. Cloud State University is around $6,700 ("Cost of Attendance"). The writing center at St. Cloud State University is called "The Write Place," and it is one of the oldest continually operating writing centers in the United States.

The St. Cloud State University writing center conveys much information to its readers through text. However, the text is not continuous; it is broken into specific blocks of text throughout the website, making the different sections visible to site visitors. Breaking the information into blocks of text is conducive to the general readability of the St. Cloud State University writing center website. Since the text is not constant across the entire page, readers do not grow tired of reading across long lines of text. Also, site visitors do not need to read through irrelevant text to find necessary information. The blocks of text are not too narrow, and the text in each section is not too choppy. Instead, it is arranged into coherent blocks, which keeps the site information relevant and available to its readers.

The total of seven sections of text allow students to learn more about the writing center's hours, how to make an appointment, the appointment policy, "Featured Handouts," the writing workshops schedule, the Facebook page, and the Writing Center Directory. A spinning yellow star appears just below the link to make an appointment with a consultant at the writing center. The information on the website is thorough enough for students to effectively make

appointments. The other resources on the writing center website can be classified as *direct* and *indirect*.

The *direct resources* are those resources that can be used immediately through the website, while *indirect resources* are resources that require site users to go somewhere else for the actual resource. Examples of direct resources on the St. Cloud State University writing center website include the Writing Center Directory and "Featured Handouts." Website visitors can download handouts made by writing consultants in the "Featured Handouts" section, and can access the international Writing Center Directory directly from the website. An example of an indirect resource is the information about the workshops offered during any given semester. Because site visitors can only learn about the resource on the website and must go outside of the website to attend workshops in order to actually use the resource, the information about writing center workshops on this site is an indirect resource.

At the top of the St. Cloud State University writing center website is what appears to be the university header that goes along with any sponsored webpage affiliated with the university. However, the red and black color scheme is not featured throughout the writing center website. Along the left edge of the website, a menu of options is also available. There are two sections to the menu which include general information and more resources for students. The general information allows the website user to learn about the writing center through the following links: "About Us," "Meet the Staff," "Information for Faculty," "Employment Opportunities," Writing Center Syllabi," "Contact Us," and "Home." The "About Us" section is where a student might find the mission statement of the Write Place, along with more information about the services the writing center offers. The "Meet the Staff" link guides site users to a webpage with a group picture of the staff and "bios" of all of the desk workers and consultants from the Write Place. The "bios" section explains who the employees of the Write Place are, possibly offering insight

into the type of environment in the writing center. Since the writing consultants are required to take a course before or concurrent with beginning employment, the "Employment Opportunities" and "Writing Center Syllabi" links guide users to information about how to find a job with the writing center, and the course requirements of the required classes for writing center tutors. The "Contact Us" section is useful for visitors who have questions about appointments or the writing center in general. Students can contact the Write Place via telephone or email, and the hours of operation are also available for both locations. However, there is an unlabeled area with fields to fill in. This is confusing for website visitors because it is impossible to know what information to provide or what information one will receive.

The second section of the menu shows more resources that site visitors can use. There are links to "Kaleidescope [sic]" (a multicultural literary publication of the Write Place), "Literacy Education Online (LEO)," and "Other Online Links." Again, these resources are both direct and indirect. The "Kaleidescope [sic]" link, misspelled, brings users directly to information about the writing center publication *Kaleidoscope*. The "Literacy Education Online (LEO)" link directs users immediately to St. Cloud State University's writing resource for students, which makes both the "Kaleidescope [sic]" and "Literacy Education Online (LEO)" links direct resources. LEO is a useful source, since it gives students immediate answers to questions they have about specific writing problems. The "Other Links" section leads students to other common writing center resources (such as *The Writing Lab Newsletter*, *The Writing Center Journal*, and *The Dangling Modifier*).

The use of direct and indirect resources on the St. Cloud State University writing center website gives students many options when visiting the site. Students can answer their questions immediately through "Literacy Education Online (LEO)" or they can find resources for more in-depth instruction through "Other Links" and the "Workshop Schedule." Even though the site has

a technical issue with the "Contact Us" page, the up-to-date resources are useful for students and other website users.

The website of the Write Place at St. Cloud State University also has a large picture of the Write Place staff on the homepage ("The Writing Center"). This picture takes up around half the available page width and around one-quarter of the length of the page. The caption reads "Staff 2011-2012" with twenty-three staff members, both men and women, pictured in a group shot ("The Writing Center"). The picture was taken outside, with a large tree and brick building with windows in the background. Because of the time of day the picture must have been taken, ten of the twenty-three staff members are partially obscured by shade from the large tree by which they were posing. This is unfortunate, for the faces of eight people are indistinguishable.

Another page of the site, the "About Us" section, has half a picture on the right side of the page, with the text of the biographies underneath it cut off. The caption of the picture says "Intelligent and Dignified Staff 2010-" and then is cut off, but it seems this picture is a "goofy" picture of the previous year's staff ("The Writing Center"). The spacing of this page seems to be incorrect, as everything is shifted to the right hand side of the page, making navigation and ease of reading difficult.

The "Employment Opportunities" page also has a group picture, taking up about one-third the available width of the page and one-fourth the available length of the page ("The Writing Center"). This photo was taken indoors, presumably inside the writing center, with seven people, both males and females, smiling for the shot, with one man giving a "thumbs up" sign. The people are mostly dressed casually and wearing jeans, with some sitting and some standing.

However, taking the text and images into account is only one part of analyzing the website of St. Cloud State University's writing center. In order to communicate effectively through a website, the audience and context must be considered and the website shaped

accordingly (Jun 2373). In an attempt to boost numbers and expand clientele, many writing

centers are currently pressured into "opening their doors to everyone" (Carino 101, 103). This

creates within many writing centers a "rhetoric of inclusiveness" that can be seen through the

resources available to anyone visiting the writing centers' websites (Carino 102). The Write

Place's mission statement operates with a "rhetoric of inclusiveness" and is clearly displayed on

the "About Us" page:

> To maintain a fundamental philosophy of collaboration and inclusion. Within this
>
> core philosophy, to offer individualized help and encourage independence in all
>
> writers who use the center, respecting the writers' authority and ownership of
>
> their own written work.
>
> To offer its graduate and undergraduate student staff a venue for professional
>
> development, primarily, supporting their individualized development as effective
>
> peer consultants.
>
> To respond to SCSU community writing needs in a timely, creative, and ethical
>
> manner to promote excellence in scholarship on all levels. ("About Us")

Through this Mission Statement, the Write Place at St. Cloud State University makes clear the

core philosophies of the writing center in regards to collaboration and inclusivity. Further

encouraging knowledgeable consultants, the Mission Statement emphasizes the ongoing training

of a diverse staff. Finally, the Mission Statement contains information about ethically and

efficiently meeting the needs of the university community.

It is next important to determine whether the Write Place, through its website, fulfills its

mission. Through the use of group pictures and an informal atmosphere, it can be said that the

Write Place "fundamental philosophy of collaboration and inclusion" is achieved ("About Us").

Graduate and undergraduate students are encouraged to develop their writing (and tutoring) skills

and achieve "excellence in scholarship" through the availability of both the direct and indirect resources available on the website as well as the ongoing training described. Based on the accessible resources and wealth of information available and easily accessible on the website, the St. Cloud State University writing center website fulfills the mission of the Write Place.

The second school featured in our analysis is Clovis Community College. Established in 1961 as a branch of Eastern New Mexico University, Clovis Community College constructed a separate campus in 1978 and became an independent community college in 1990 ("Clovis Community College"). Clovis Community College is part of Clovis, New Mexico, where Cannon Air Force Base is located with a surrounding community of around 100,000 people ("Serving Our Community"). The average enrollment is 3,000 to 4,000 students per semester (Clovis College Admissions Representative, personal interview) with an average tuition of around $3,000 per year ("Clovis Community College").

The Clovis Community College writing center website includes organized text for readers to follow. The text follows traditional conventions for print documents, and is broken into two sections: "Writing Center Information" and "Our Services." The color of the headings matches the rest of the base color of the college's website, making the writing center site seem to fit well with the college's format and structure.

The Clovis Community College writing center website is embedded within the Clovis Community College website. This is seen along the top and left edges of the site, where there are links to information and resources for the college in general ("Administration" and "Registration Information"). However, there are three mini pages as a part of the larger Clovis Community College site. The writing center's mini pages are titled "Home," "Mini Sessions," and "Tutor Bios." While this structure for the website might seem limiting for the writing center in terms of offering resources, it conveys a close relationship between the college and the writing center.

The "Home" page of the writing center site gives information about hours of operation and the service provided through the writing center. This information, while useful, is out of date on the Clovis Community College website. The hours provided on the "Home" page are for the summer sessions, and mention nothing about the current fall semester. One resource for students on the "Home" page is under the "Our Services" section. Students can learn what to expect from tutorials with the Clovis Community College writing center by looking at the various stages of writing with which the tutors can help.

The "Mini Sessions" page offers resources for students as well. The entire page consists of lists of "mini sessions" focused on topics such as "Confusing Commas," "The MLA Writing Process," and "Sentence Structure." The lists of mini sessions show the name of the sessions as well as the date and time that they are offered. The mini sessions do not provide direct resources for students, but directs them to resources provided elsewhere through the Clovis Community College writing center.

The third mini page of the Clovis Community College writing center website includes "Tutor Bios." These bios, much like the SCSU tutor bios, give insight about the kind of people who make up the writing center, helping students to better understand the environment created by writing center consultants. By including personal information, one might deduce that the tutorials are relaxed and informal. While the bios on the "Tutor Bios" mini page of the website focus attention on the employees and general personality of the writing center, the entire website shows the connection to the Clovis Community College.

On the homepage for the writing center at Clovis Community College, there are two pictures ("Writing Center"). The first picture is on the right third of the page and is around three inches long. The second picture appears in the middle third of the page and is around one-and-a-half inches long. The first picture shows a man holding a pen pointing at a paper (a tutor,

presumably) while a woman holds another pen, reading to mark the paper (a client, presumably). The second photo, in the middle of the page, appears to be a group shot of the staff at the Clovis Community College writing center. It is an outdoor shot of six people with a brick wall in the background to one side.

Also on the homepage of the writing center at Clovis Community College, directly above the centered group picture, is the mission of the writing center:

> The mission of the Clovis Community College Writing Center is to produce skilled and confident writers. We offer a safe environment where reading and writing take place in an informal and comfortable way. ("Writing Center")

Through this mission statement, the Clovis Community College writing center makes clear its stance on creating "skilled and confident" writers ("Writing Center"). Also emphasized are the safety and informality of the writing center environment. In comparison with the writing center at St. Cloud State University, the audience of the writing center at Clovis Community College is not identified. The mission statement is concise and focused, but perhaps too brief. Taking into account the professionalism of the site and its close association with the college, such a succinct description of the mission of the writing center leaves the website user conflicted by the description of an informal writing center with such a short mission statement.

With such a brief mission statement, perhaps it is easier for the website of the writing center at Clovis Community College to accomplish its mission. Creating better writers can be seen as a goal of the writing center, but the writing center does not accomplish this on the website because of the lack of direct resources. The second part of the mission statement, a safe environment with an informal and comfortable atmosphere, is also not accomplished through the website. The tutor bios presented a relaxed atmosphere in the writing center, but these feelings are not necessarily associated with the writing center website.

Our third school, College of the Holy Cross, was established in 1843, and is "the oldest Catholic college in New England" ("About Holy Cross"). The college is in Worcester, Massachusetts, a city with a population of over 175,000 ("About Holy Cross"). Enrollment averages around 3,000 students each semester with an annual tuition of almost $40,000 ("Facts and Figures").

The College of the Holy Cross writing center website incorporates text that differs from the text used on the general College of the Holy Cross website. The different text fonts and colors leave the writing center website looking more unprofessional and disconnected from the university than the previous two websites. However, the mission statement of the writing center is stated at the top of the "Home" page of the writing center site. This allows students to discover the purpose and goals of the writing center immediately, before finding any other information on the website.

Along the left hand side of the "Home" page, links to other pages on the writing center's website are available. Beneath the links, the hours and telephone number of the writing center are available. Only when on the "Home" page is this information available. The links provided on the website include "Home," "General Information,"  "FAQ's," "Student Resources," "Faculty Resources," "Staff," "Tutor's Schedules," "Becoming a Tutor," and "Academic Services."

The "General Information" page has a paragraph and bulleted list of the services that can be found at the writing center, and the people who work there. The "FAQ's" page has similar information regarding location, hours of operation, appointments, and tutors. This kind of general information is valuable to site visitors to alleviate some stress accompanied with making an appointment with a tutor at the writing center.

The College of the Holy Cross writing center website allows users to find indirect resources through the "Student Resources" and "Faculty Resources." Both of these links lead site visitors to links to other websites, where users will find direct resources in the form of handouts, teaching tools, grammar tools, and reference guides. While these resources are useful, some direct sources from the College of the Holy Cross writing center might give students more immediate service and a closer connection to the writing center. This connection could inspire students to use the writing center as a result of the resources available on the website.

The "Staff" link brings users to information about each tutor. A list of the tutors appears on the page, and some of the tutors' names are linked to a description of that tutor's major, campus activities, spoken languages, and a quote about tutoring, presumably from the tutor. This way of presenting tutors on the writing center website leaves users anticipating a more formal experience in a tutorial since the personality of the tutors and writing center in general are not conveyed through the staff descriptions. Instead, site visitors learn which tutor to work with on specific papers based on the majors of specific tutors.

The tutors' schedules are available through another link; however, these schedules are out of date, as they only represent the tutor availability during the spring 2010 semester. Not only is this not useful for students who wish to make appointments, but it leaves them wondering whether the writing center is even in operation during the current semester. Besides information about the tutor's schedules (from last semester), the website also offers information about how a student might become a tutor with the writing center. The required course for students to take to become writing center tutors is described on the "Becoming a Tutor" page, answering user questions about how to become a tutor, and the questions about what qualifications tutors need to have to work in the writing center.

The site also links students to the "Academic Services & Learning Resources" page of the wider College of the Holy Cross website. This can show students where they can go to find help in other courses, or with specific assignments beyond the writing process. Even though the writing center website does not match the look of the overall College of the Holy Cross site, this link conveys a close relationship between the writing and the broader institution.

The only items on the homepage of the writing center at College of the Holy Cross are the previously mentioned mission statement and three pictures, one larger with two smaller underneath (along with tabs to other pages) ("Writer's Workshop"). A large group picture takes up two-thirds of the width of the page with two smaller pictures beneath it, each one-third of the width of the page. The group picture was taken outside on cement steps and shows seventeen people, with sixteen women and only one man. The lower left-hand picture depicts a woman working on a paper by herself. The lower right-hand picture shows two women, one with a paper in front of her with a pencil on the desk next to it (a client, presumably), and the other woman holding a writing utensil and looking towards the paper (a tutor, presumably).

Above these pictures is something similar to a mission statement. Instead, it seems the writing center simply reiterates the mission statement of the college:

> The Writer's Workshop at Holy Cross seeks to represent the College community by sustaining and practicing the Mission Statement of the College. In particular, the Writer's Workshop strives "to create an environment in which integrated learning is a shared responsibility" and "to make the best of individual talents, to work together, to be sensitive to one another, and to serve others" (Holy Cross Catalog 2006-07). ("Writer's Workshop")

While this regurgitation fully emphasizes the center's affiliation with the overall college, not much can be said about the mission of the writing center itself. Instead, the writing center's true mission statement can be found on the "General Information" page:

> The Writer's Workshop is a place for Holy Cross students to get help with all of their writing. The Writer's Workshop tutors can help students:
>
> • discuss and understand assignments
>
> • brainstorm ideas
>
> • take notes to organize and write a first draft
>
> • improve the organization and clarity of their papers
>
> • develop and better articulate their own ideas
>
> The Workshop is staffed by trained peer tutors who act as a resource to help students expand their repertoires of effective writing strategies. We take writing seriously and understand that writing plays a significant role in a liberal arts education.  All writers, no matter their abilities, need readers, and peer relationships create strong, intellectual bonds.  Collaboratively, we work toward a common goal of growing individual talent. We hope that you will join our group of accomplished academic writers. ("General Information")

From this, we can see that the Writer's Workshop advertises its services to College of the Holy Cross students only and helps at any stage of the writing process. Unlike the informality emphasized in the Clovis Community College writing center Mission Statement, the seriousness of writing and the role it plays in post-secondary education are emphasized with the College of the Holy Cross Mission Statement. Collaboration is also highlighted, along with the necessity of writer-audience interaction. Finally, the statement boasts of the "accomplished academic writers" who have visited the writing center and been helped ("General Information").

The Writer's Workshop website for the College of the Holy Cross fulfills the mission of the writing center. The site seems formal, aligning with the seriousness insisted upon in the Mission Statement. The writing center website provides external resources, possibly leading to the improved writers the center references. Collaboration can be achieved through the listing of tutors and their majors, allowing website users to align themselves with tutors who have similar courses of study. How much the writing center actually helps writers cannot be determined through the writing center website.

Keeping in mind that the three writing center websites we examined are merely representations of the centers they correspond with, the writing centers are more than likely inhibited by the institutions controlling the web space available for the writing centers (McKinney 8). Some writing center directors may not have access to their writing center websites or are without financial or institutional support, while still others may be "required to have an online presence" (McKinney 8). Close attention to detail and periodic updates are a necessity to a well-functioning writing center website, along with providing accurate information and links to resources. Multiple rhetorical strategies such as the inclusion of both text and images allows for writing center websites to communicate visually to website users and potential clients. Usability, appearance, and representing the missions of their respective centers are key items for analyzing writing center websites. By examining the websites of three independent writing centers from different kinds of post-secondary schools, we have determined whether the missions of the writing centers are represented and the importance of accurately representing a writing center online.

Appendix 1



**ST. CLOUD STATE UNIVERSITY**

HOME  ADMISSIONS  ACADEMICS  STUDENT LIFE  ABOUT SCSU  ATHLETICS  ALUMNI & FRIENDS

the **Writing Center**

About Us
Meet the Staff
Information for Faculty
Employment Opportunities
Writing Center Syllabi
Contact Us
Home

More Resources
Kaleidoscope
Literacy Education
Online (LEO)
Other Online Links

Finals Week hours (main location only): Monday through Thursday, 10 am to 2 pm

### Main Location (51 B, room 117)

| Monday | 9 am to 7 pm |
|---|---|
| Tuesday | 9 am to 5 pm |
| Wednesday | 9 am to 7 pm |
| Thursday | 9 am to 5 pm |
| Friday | 10 am to 4 pm |
| Saturday | Closed |
| Sunday | 12 pm to 5 pm |

### Miller Center Library Location (1st floor)

| Monday to Friday | 10 am to 4 pm |
|---|---|

### Make an Appointment

Appointment policy: 1 appointment per day per location. 4 hours per week maximum in the main location. 3 hours per week maximum in the library location. Maximum length of appointment is 1 1/2 hours.

To Change locations: If the main location is busy, don't forget our 1st floor library location. To make an appointment in the library, go to the scheduler. At the top, click on the drop down menu next to "Change to a different location" and click on "Miller Center."

### Fall 2010 Workshop Schedule

### Featured Handouts

(Word Documents--Feel free to copy)

- APA Electronic Material Citations 2009
- Cohesion and Transitions
- Academic vs Business/Technical Writing
- Strategies for Managing Effective Peer Evaluation Groups . . . . .NEW!

**Writing Center Directory**

2010-11 Staff

### Using the Online Scheduler

- REGISTER on the Write Place online scheduler
- DELETE an appointment
- Make an appointment for an ONLINE TUTORIAL
- Meet your consultant and UPLOAD YOUR PAPER FOR AN ONLINE TUTORIAL

### Two-Minute Tech Tutorials

(For Word 2007 for a PC)

Line Spacing

Changing Margins

Inserting Page Numbers

Hanging Indent (for Works Cited, Reference, or Bibliography page)

Prepositions for English Language Learners: in, on, at, by

Prepositions with Sammy the Squirrel

### Welcome

The Write Place, supporting SCSU writers since 1968, offers free, one-on-one tutoring to all members of the St. Cloud State University community. We work with writers from all levels of experience, ability, and expertise. Writers at any stage in the writing process work with trained writing consultants, who help them identify writing strengths and potential problems, teach students strategies for revision and editing, and provide information about writing conventions in the academy. Write Place consultants also assist students in developing and organizing their ideas, in clarifying their communications, and in adapting their texts for specific readers and purposes.

Writers working on assignments, theses, special projects, creative works, or employment application materials are encouraged to bring drafts in progress to their appointments. To schedule an appointment go to the online appointment scheduler. For more information please call 320.308.2031. Email inquiries may be directed to writeplace@stcloudstate.edu . Faculty and staff wishing assistance with writing should contact Carol Mohrbacher at camohrbacher@stcloudstate.edu

*The Write Place staff actively celebrates the diversity of SCSU, St. Cloud, Minnesota, United States, and world communities.*

Client Survey

The Write Place (contact information)
720 4th Avenue South - St. Cloud, Minnesota 56301-4498
Phone: (320) 308-2031

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Appendix 2

Appendix 3

**Holy Cross**

About Holy Cross    Admissions    Academics    Student Life    Administration    Athletics

- Home
- General Information
- FAQs
- Student Resources
- Faculty Resources
- Staff
- Tutors' Schedules
- Becoming a Tutor
- Academic Services

**Locations and Hours :**
Dinand Library:
Sun, 6-10:00 pm
Mon-Thurs, 4-10:00 pm
Fri & Sat – closed

**Open For Fall Semester**
Sunday, September 26

**Closed for Fall Break**
Sunday, October 10 –
Sunday, October 17
Reopen Monday, October
18, 4:00 p.m.

**Closed for
Thanksgiving Break**
Tuesday, November
23-Sunday, November 28
Reopen Monday,
November 29, 4:00 p.m.

**Close for regular
semester hours**
Thursday, December 9,
10:00 p.m.

Phone: 508-793-2548

## Home

The Writer's Workshop at Holy Cross seeks to represent the College community by sustaining and practicing the Mission Statement of the College.  In particular, the Writer's Workshop strives "to create an environment in which integrated learning is a shared responsibility" and "to make the best of individual talents, to work together, to be sensitive to one another, and to serve others" (Holy Cross Catalog 2006-07).

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