

the **WRITE** place



50th Anniversary Edition!

Hello, and thank you for reading this very special edition of *The Write Place*, the official newsletter of the Writing Resources Center (WRC) at UNC Charlotte! This year, we are celebrating the 50th anniversary of the WRC's founding, and we are so grateful to have been serving the students of this university for such a long time. In this issue, we will detail our mission, goals, and general advice. We hope that you will celebrate along with us as we look forward to the many years to come!

Also, be sure to check out our very special interview with Chris, the Senior Tutor at the WRC. Chris is our longest-serving tutor and has fascinating insight on the way the WRC and the practice of tutoring writing have changed over time.

Finally, we wish to spotlight the incredible work that WRC tutors do with tutoring creative writing, in addition to the academic writing that makes up most of what we see here day-to-day. Creative writing is a great outlet for personal expression, and many people don't know that we here at the WRC are happy to work with you on your creative writing as well! Many of our tutors are creative writers themselves, and even those who aren't can still give you expert feedback as readers and writing tutors.

IN-PERSON

DAYTIME: Cameron 125

Monday-Thursday 9am-5pm
Friday 9am-12pm

NIGHTTIME: Atkins G34

Monday-Wednesday 6pm-8pm
Thursday 5pm-7pm

ONLINE

(Zoom or eTutoring)

Monday- Thursday 9am-9pm
Friday 9am-5pm

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What to Expect at the WRC

We know you might have some questions before booking an appointment with the WRC, so here are the answers to some of our most frequently asked questions! If you're still unsure, check out our previous editions for more information about the writing center!

How many appointments can I make in a week?

People making appointments with the WRC are allotted three scheduled appointments, as well as one walk-in appointment, per week.

What does “peer feedback” mean?

At the writing center, tutors are not here to grade your writing or teach you a lesson about grammar. Instead, writing center tutors focus on understanding your own approach to writing, suggesting strategies to improve your writing process, and keeping your goals at the forefront of the session.

I'm not an English or writing major. Can the WRC still help me?

Absolutely! The WRC does not consist solely of tutors with English majors, but instead employs people from a diverse range of backgrounds and majors, all of whom are excited to get to know your writing process inside and out! There's no paper or writing assignment that we won't help you with.

What's the difference between Zoom tutoring and eTutoring?

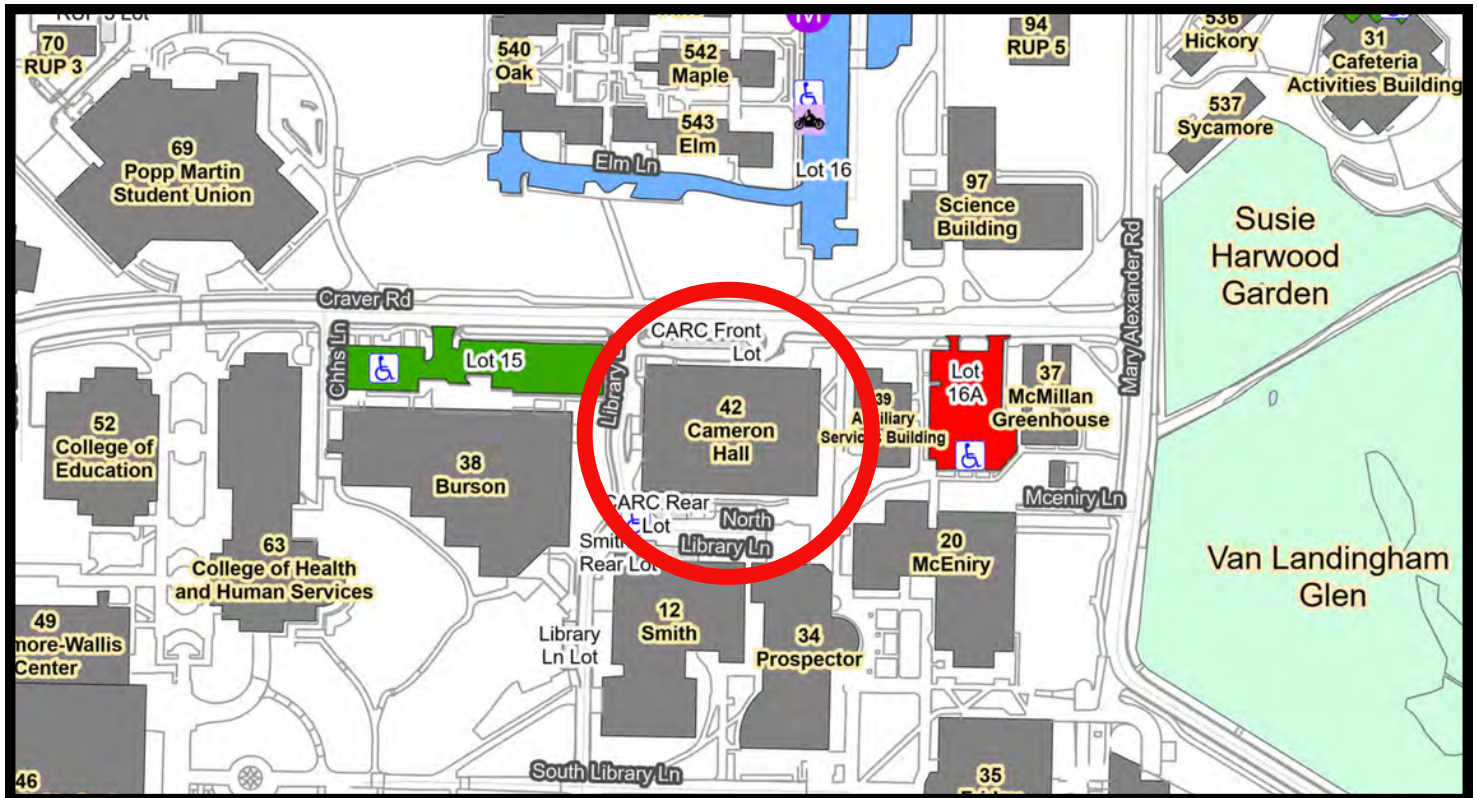
For Zoom sessions, you will make your appointment on the schedule for a time that you are available. When the time comes for your appointment, you will go to the WRC Zoom room via the Zoom link and wait to be placed in a breakout room with your tutor! For eTutoring, you'll upload a copy of your writing to the online scheduling system. During the hour you booked, the tutor will look at your writing and send you a feedback letter.

If most tutors are undergraduates, how can they help me?

All of the tutors at the WRC, whether undergraduate or graduate, take the same writing practicum to prepare them for their tutoring position. This course prioritizes a commitment to helping you, the writer, acquire and further develop your skills when it comes to your writing process. No matter their major or degree, our tutors are prepared to work with you on becoming the best writer you can be!

Where can I find the WRC?

The Writing Resources Center is located on the ground floor of Cameron Hall! Enter on the side of the building facing Craver Road. Enter the Writing, Rhetoric & Digital Studies (WRDS) department and follow the hallway down to Cameron 125. If we are open, you can walk right in and speak with an available tutor! If we aren't, you can make an appointment with us online. Here's our location:



Ready to schedule an appointment?

Follow the easy steps below:

- 1) Scan the QR code on the right.
- 2) Click on "Schedule an Appointment" in the green box.
- 3) Sign in to the Scheduler with your UNC Charlotte username and password.
- 4) Choose whether you want Cameron, Online-Only, or Atkins hours.
- 5) Find an available time that works for you and schedule your session!



Senior Tutor Spotlight



Chris

Chris is the Senior Tutor at the Writing Resources Center. She is our longest serving and most expert tutor, and our definitive go-to for all things writing! *The Write Place* sat down with Chris to discuss the evolution of tutoring and the WRC.

Tell us a little about your background, and how you got started at the WRC.

I majored in English at UNC Charlotte, and this seemed like an interesting class. Tutors enrolled in ENG 441 in the fall semester. So I took it, and I fell in love with it. Most of us continued in the following spring semester. Some tutors even volunteered time. One of the things that has really stuck with me, and probably has continued my interest, is that you don't have to grade, and you still get to teach.

What has changed in the time you've been here?

When I joined the WRC staff, we had a small staff (typically 6–8 tutors) of primarily English and education majors. In the 1980s, the Graduate Assistantship program began, and it has grown from three to eight positions. Now, we heavily recruit tutors from WRDS, and it has appreciatively enhanced the diversity of majors on our staff. In the early years, the WRC operated only in the fall and spring semesters. The overall perception on campus was that we were English majors working on English papers. Clients were more likely to regard us as a fix-it shop, which mirrored what the greater university community thought.

Director Stan Patten's efforts to secure a budget permitted us to tutor in the summer (thanks to our participation in McNair Scholar and UTOP summer programs). Stan was my first director, and he is also the one who set the foundation for what the WRC became. He was a Purdue man, so we are very Purdue influenced. He also gained funding for additional summer tutoring. Eventually, we received pay to work during the regular academic year. These paid positions allowed us greater continuity with our staff, which enhanced mentorship, permitted tutors to grow professionally, and provided better guidance for our clients.

What would you say is the biggest difference between then and now?

Definitely technology. Everything from the ability to make your appointments yourself online, instead of having to call or come by the WRC. It's not pencil and paper anymore. Initially, all tutoring occurred in the WRC, and we worked with a physical document. Often, the students brought handwritten texts, but some had typewritten their papers.

Perhaps our first technological advance came when Stan convinced the English Department to furnish us with a phone. He also wrote a grant that provided enough computers to open IBM and Macintosh labs in our Denny location. When the university provided the WRC with Internet access, it enabled us to connect to resources and meant we no longer had to conduct research-based sessions in the library. Remote sessions occurred later, initially through experimentation with eTutoring. Now, WOnline better enables clients to seek help remotely on days and at times that meet their availability outside of the WRC and off campus.

Are there any downsides to the ways the technology of writing has advanced?

Currently, the WRC faces the impacts to writing that have emerged with the creation of AI. It has altered student writing, perhaps as the ultimate plagiarism challenge, and we are discussing approaches to employ in sessions. We've worked with earlier computer programs that supposedly offered writers fool-proof advice and have dissuaded clients from relying on MS Word's grammar check, Grammarly, and citation machines by demonstrating their pitfalls. However, AI offers a different challenge, especially because it can replace rather than assist writing skills.

Has the philosophy of tutoring changed since you first became a tutor?

I think we have pretty much stayed the way that Stan taught us. That we're peers. We don't grade, we don't give homework. We let the students set the agenda, and if we notice something else, we try to include it in the session. I think the essentials of making the student feel comfortable, letting them decide what we work on and dictate the session, and not undermining a professor or an assignment. A lot of those tenants of good writing center practices have remained. I think the good thing that has changed is, we're not just English majors anymore. We've done a better job of diversifying our staff. But also, the university community doesn't say, "Oh, that's a place where English majors go to have their papers corrected." I think the overall university community is more aware of who we are and what we do, and a lot of them seem to be supportive of us.

Do you have any advice for new tutors starting at the WRC?

I think part of it is you're going to come in and you are going to be nervous if you've never tutored before, and you're going to be afraid to make a mistake, and you're going to be afraid not to have a perfect session. Because I think we all kind of start off that way. And you just need to try to get over that fallacy and just relax. Meet the student where they are. You're going to do your best. None of us are going to be perfect every day. Give yourself a few weeks to kind of get used to it and to settle down. It's like any new job, there's still going to be that nervousness with a new set of coworkers. So just relax.

Stan used to say that if all you do is help a student change just one thing about their paper, then you still improve their writing. And it is true. If they come in and you've talked to them, if you've just settled them down and gotten them not to be fearful of the writing assignment, you have made an impact. You've made a difference. You've established a rapport, and they'll come back. Also, don't take it personally if you've been working with someone and they go to someone else, because a lot of times it just means availability is different, and it's not necessarily personal.

So, yeah, that's kind of it. Just trust yourself, trust that you're going to understand and grow. You'll be fine, we all are. And certainly by midterm, you should be having a lot of fun.

Try to have fun. You learn a lot of stuff. You'd be surprised at the answers you get right on Jeopardy. And you think, "It has to be because I read it about it in a session." So just have fun with it.

Any final thoughts you'd like to share for our 50th anniversary edition?

In looking back, the WRC obviously has changed in fifty years. I guess it's more noticeable to outsiders or newer staff than it seems to me. Having worked through our progression, I suppose I think of these variations as gradual pivots in our work. Although the ways we work may have changed, our accessibility to and practices with undergraduate and graduate students, faculty, and staff have remained constant through the years. We still want clients to set the agenda, and we still use any piece of writing to build better writers. These principles have remained constant to our mission, and that's what I think about when I consider that the WRC has not changed over time.

As I work with the ebb and flow of the WRC, I do not think much about how my tutoring practice has evolved—until someone wants to interview me. My advice to new tutors comprises part of my growth. In retrospect, my ability to explain aspects of writing, to sense when I need to alter tactics in a session, to work effectively with English language learners, and to help students understand instructor feedback may have strengthened the most. Additionally, my work with international clients and people with learning, emotional, and physical disabilities has broadened my worldview as much as it has enhanced my tutoring skills.

Through the years, I have not altered my core principles. I still believe in and adhere to the WRC's mission, and tutoring remains an enjoyable, rewarding job. I learn so much from my clients and colleagues, and my work adds fulfillment to my day. If I ever discover that this is no longer true, then I'll know that I've changed.

Chris's Fiction Recommendation:





**WANTING TO SHOW YOUR
SUPPORT OF THE WRC?
COME JOIN US!**

CELEBRATING

50

**YEARS
OF THE WRC**

17 | SEPTEMBER | 2026

**FOUR O'CLOCK IN THE AFTERNOON
HARRIS ALUMNI CENTER, CHARLOTTE, NC 28223**



ATTENTION: Creative Writers!

Due to our writer-first approach to tutoring, the Writing Resources Center at UNC Charlotte is open to tutor all kinds of writing, not just classroom assignments. One kind of writing that often goes under-explored in the WRC is creative writing, and at first glance, this might seem inevitable. With all of your assignments, scholarship applications, and resumes needing to be worked on, it can be difficult for a college student to find the time dive into any sort of creative writing beyond their classes. However, tapping into your more expressive side can prove beneficial for exercising your writing muscles!

When you come into a session with a creative piece, the tutor has an even easier time engaging with your writing voice. This time spent on developing your self-expression will help to give you more confidence not just in your creative writing, but in all of your other writing assignments as well!

Issue 6, p. 6

"WRITING CREATIVELY"

Issue 9, p. 7

"WRITE YOUR OWN SCARY STORY!"

Issue 10, p. 10

**"Exploring Creative
Nonfiction Writing"**

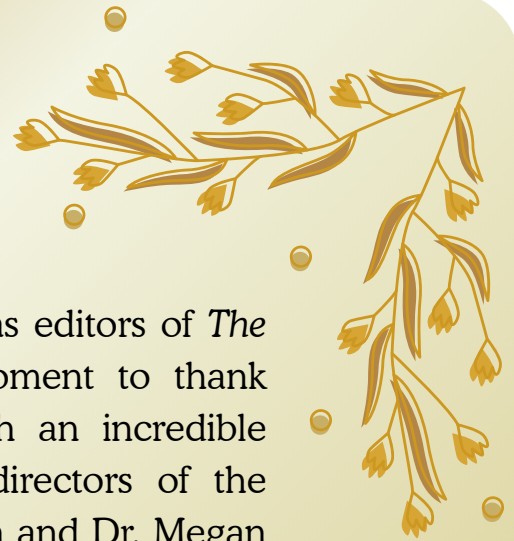
Issue 11, p. 14-15

"Writing Poetry"

**Check out our previous
newsletters for some
features on creative
writing and just a few of
its many genres!**



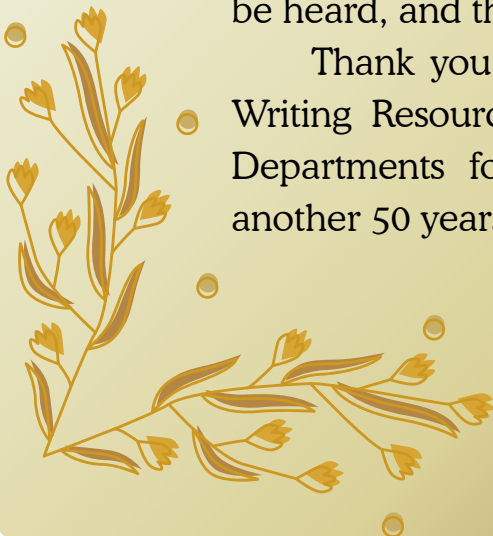
A Word From the 2025-26 Editors:



As we come to the end of our tenure as editors of *The Write Place*, we would like to take a moment to thank everyone who has helped make this such an incredible experience. Thank you to the amazing directors of the Writing Resources Center, Dr. Katie Garahan and Dr. Megan Keaton, and to our Senior Tutor, Chris (see her interview on Page 4!). Thanks also to all the faculty members who agreed to be interviewed for *The Write Place* last year. Thank you especially to all the wonderful tutors who work together here to make the WRC a truly incredible place to be. Congratulations to all of you who are graduated or moved on from the WRC, and good luck to all the new tutors coming in. This place is truly special, and you're going to do a great job!

We would also like to issue extra special thanks to all the clients who come to the WRC. We would not exist without you. You are why we are here, and we would like to say what an honor it has been to serve you all, both as writing tutors and as co-editors of *The Write Place*. Best of luck to you in everything you do. Remember that you are amazing, and most of all, keep writing! You have a voice that deserves to be heard, and thoughts that deserve to be shared.

Thank you once again, to everyone involved with the Writing Resources Center, and to the WRDS and English Departments for this life-changing experience. Here's to another 50 years!



Humbly Yours,
**Jason
and
Jack**