

9. OTHER ACADEMIC RESOURCES

OFFICE **WRITING & TUTORIAL CENTER**

LOCATION North Hall 1

PHONE (718) 636-3459

OFFICE HOURS Vary by semester

E-MAIL wtc@pratt.edu

URL www.pratt.edu/wtc/

MISSION, OVERVIEW, SUMMARY

The WTC is a multi-faceted writing lab that is available to all Pratt students on both a walk-in and scheduled basis. Our aim is to provide academic support for all Pratt students. We cater to all academic levels from Intensive English, through all undergraduate courses, to Master's Thesis preparation. We have individual and small group tutorials to improve writing skills. We also offer tutoring in Art History, Math, Physics, Statics, and Science, and run conversation groups for international students. At the Center we have computers available for your word processing tutoring.

SPECIFICS

FAQ, Issue, First contact, Best contact

Q. One of my students is struggling with a recent assignment. Can you help?

A. We can work with you and specific students who may be struggling to understand an assignment. Contact us to coordinate our our efforts, and we can provide you with feedback on how they're doing. Our tutors have a variety of backgrounds, covering most subjects taught at Pratt, but for some specialized topics we may refer them to your department for further assistance.

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Q. What assistance can you offer international students?

A. All of our services are available to international students, including help with writing structure and grammar, and graduate theses. We hold conversation groups of five or six students designed to improve English conversation skills, covering a variety of topics and levels of skill.

Q. Is the WTC a quiet area where students can study?

A. The atmosphere is casual and often raucous, comfortable but not always quiet. The WTC has developed a strong sense of place as the hub for Freshman English and writing faculty, and functions as home base for liberal arts faculty.

OFFICE	WRITING ACROSS THE CURRICULUM
LOCATION	314 ISC
PHONE	(718) 636-3725
OFFICE HOURS	Generally M-Th 2-5 pm, and by appointment
MAILBOX	320 DeKalb
E-MAIL	wac@pratt.edu
URL	http://www.pratt.edu/slas/wac/

MISSION, OVERVIEW, SUMMARY

Writing Across the Curriculum (WAC) began in the 1970s across the U.S. as an educational reform movement committed to increasing the recognition of the importance of writing and language in every field. At Pratt Institute, WAC has evolved in ways that reflect the unique nature of the Institute itself. For over twenty years, WAC initiatives have catalyzed dialog and collaboration, both creative and pedagogical, between instructors as well as students across the many fields and disciplines represented here. WAC at Pratt seeks to foster approaches that work across the curriculum to improve student writing and critical thinking skills, allowing them to develop more thoughtful approaches to their creative work, and to enhance the ability of faculty to support them in this effort.

Pratt can serve as a laboratory for bold new interdisciplinary curricula and instruments of learning that draw on the visual and textual strengths of faculty and students. The essential elements are already in place—a talented and diverse faculty and a visually savvy and diverse student body. WAC fosters new approaches that work across the curriculum to improve student writing and critical thinking skills, and the ability of faculty to support them in this effort.

SPECIFICS

FAQ, Issue, First contact, Best contact

Q. I'd like to incorporate writing in my class; where do I start?

A. First, contact Writing Across the Curriculum to discuss approaches specific to your coursework, or attend one of our faculty development workshops and round-table discussions. These provide an interdisciplinary forum for writing professors and interested studio faculty from across the curricula who wish to explore and utilize either compositional or textual pedagogy, as well as encourage student writing in their classes or studios. Four scheduled workshops are held during the second month of each semester. Watch for flyers in your department office, announcements via e-mail, or contact WAC for a schedule.

Writing can be a useful tool in helping your students with the creative process. Indeed, through writing, students can develop their critical thinking and public speaking abilities, and learn the importance of revision in all forms of textual and visual creation. WAC has created a series of workshops, seminars, and roundtable discussions that provide an interdisciplinary forum for writing professors and interested studio faculty from across the curricula who wish to explore and utilize either compositional or textual pedagogy, as well as encourage student writing in their classes or studios.

Q. What more specific services can WAC provide to help me to develop writing strategies and pedagogy?

A. WAC works with individual faculty to create formal writing strategies, as well as writing exercises, for the specific needs of studio classes. We can suggest new ways to use writing, if you are considering restructuring your class and/or department's curriculum.

WAC will work with you to develop a one-time workshop specific to your class. We will consult with you to conceive and personalize the workshop, but also to help you to incorporate it, or some of its elements, in your future syllabi.

WAC is also very interested in developing workshops within individual departments. If you have a student writing issue that may be shared by others in your department, or a type of field-specific writing that we might help you to approach in your classroom, please contact us. We are more than happy to work with you and your chairperson to set up a workshop for a group of instructors focused on the specific needs of your classes and department.

Q. How can I bring writing and language skills into my studio class?

A. WAC offers several services that enable instructors to bring writing into their studio curricula, including Poet in the Studio and Artist's Statement Workshops. These services emphasize the relationship between words and images, and the exercises com-

plement each specific curriculum. WAC can work with individual faculty members or a coordinated group of classes. More information is available on the WAC website.

Q. How do I handle grammar, spelling, and other writing problems with assignments?

A. Some problems can be addressed as you design an assignment; a well focused exercise can often help your students be more successful writers. WAC can guide your use of writing in the classroom and help you understand how to grade assignments when you aren't a grammarian. Also WAC encourages instructors to have their students use the Writing and Tutorial Center at 101 North Hall (718-636-3725, <http://www.pratt.edu/wtc/>), and to check out their services themselves as well.

WAC works with individual faculty to create formal writing strategies, as well as writing exercises, for the specific needs of studio classes. We can also suggest new ways to use writing, if you are considering restructuring your class and/or department's curriculum. WAC serves both individual classes and multiple sections to integrate writing workshops and writing professors into your studio curriculum.

Q. When are WAC faculty development workshops and roundtables held?

A. Four scheduled workshops are held during the second month of each semester. Watch for flyers in your department office, announcements via e-mail, or contact WAC for a schedule. WAC is also very interested in developing workshops within individual departments. If you have a student writing issue that may be shared by others in your department, or a type of field-specific writing that we might help you to approach in your classroom, please contact us. We are more than happy to work with you and your chairperson to set up a workshop for a group of instructors focused on the specific needs of your classes and department. You should receive a WAC brochure at the beginning of Fall semester that describes all of our services; additional copies are available from our office.

OFFICE	IEP - INTENSIVE ENGLISH PROGRAM
LOCATION	DeKalb 408
PHONE	(718) 636-3450
OFFICE HOURS	9:00 am - 5:00 pm Monday-Friday
MAILBOX	9:00 am - 4:00 pm Monday-Friday (Summer)
E-MAIL	cep@pratt.edu
URL	http://www.pratt.edu/iep/

OVERVIEW

The Intensive English Program (IEP) provides academic instruction in English as a Second or Other Language (ESL) to Pratt's graduate and undergraduate students. In addition, two certificate programs run under the IEPs umbrella: fall and spring semester Certificate of English Proficiency (CEP) programs for full-time academic preparation, and the Summer Certificate Program (SCP) for both full- and part-time study.

Most international* graduate and undergraduate students will take a proficiency exam when they arrive at Pratt, regardless of their TOEFL scores. According to the results of the proficiency exam, students will either be placed in an IEP class or will be considered "exempt" from ESL study in the IEP. Students who are placed in an IEP class receive instruction in English language reading, writing, listening and speaking skills to assist them in participating fully in life at the institute. Chairpersons may recommend that candidates for admission to the institute whose English language skills do not meet the standards for admission but whose applications otherwise meet all criteria enroll in the certificate program (CEP) for fall, spring and/or summer semester(s) for full-time English language study; upon successful completion of the prescribed course of study, the application may be reconsidered by the chairs and the admissions office. Such candidates should be referred to the IEP staff and to the CEP brochure and application on the IEP's website.

**The Intensive English Program currently serves international Pratt students, for whom English is not the native language. Any member of the Pratt community is welcome to use the Language Resource Center, 406 DeKalb Hall, for language study; the LRC is open M-F 9:00-5:00 and some evening hours (phone 636-3450). The LRC also houses the institute's Language Club.*

SPECIFICS

FAQ, Issue, First contact, Best contact

Q. How can an instructor get assistance for students whose English does not seem sufficient for success in his/her course?

A. Contact the IEP staff to determine what type of assistance is appropriate based on their status as an international student or other history with the IEP program. Your department chair can facilitate this as well, and may help identify concerns shared by other faculty. The type of help available to each student can vary; the IEP staff is your best resource for getting students the assistance they need. You can also encourage students to contact IEP directly, but follow up by contacting your department chair or the IEP staff.

Consider recommending the student to contact the Writing and Tutorial Center, (718) 636-3459, to set up regular tutoring appointments (at no additional cost to the student) for help with English language skills: this can include one-on-one writing tutoring, conversation groups and specialized (e.g., art history) tutoring.

Q. I'm having difficulty with foreign students not participating in class discussions. What can I do to help?

A. The IEP staff can offer advice on working with language and cultural issues that can dramatically influence how students function in the classroom. The WAC (Writing Across the Curriculum) also hosts roundtables and presentations on pedagogy that address these concerns.

Q. How do I know if a student should be participating in IEP?

A. The IEP staff is best equipped to make the final determination of a student's eligibility for IEP services, but the answer can be summarized as follows:

If a student is at the institute on an international student visa, the student was required to take an English placement exam during orientation. Based on the results of the exam, the student may have been placed in an Intensive English Program (IEP) class. Please call the IEP staff if you have questions about the placement and progress in the IEP of such students in your class.

If a student is a non-native speaker of English but is not at the institute on an international student visa, the student is not required to take the IEP's placement exam and can only be enrolled in IEP classes on a voluntary basis. If an instructor believes that such a student cannot succeed in his/her class because of the student's level of English proficiency, the instructor can contact the IEP office to discuss how the student can best be assisted. The IEP staff will then recommend to the student that s/he voluntarily enroll in an IEP or CEP course. When appropriate, the IEP staff may initiate a meeting with the student's chairperson to discuss other alternatives.