

---

# word works

a student publication  
weber state college writing center

volume 1, number 5

may 1990

---

---

## From the editor •••

•**Lib Thatcher**

Writing Assistant, Editor

As writing assistants, we find responding to student writing can be a tricky business which requires tact. From the Boise State University writing center newsletter come these suggestions:

- Positive comments are important. Whatever the writer did well should be pointed out. This is hard because we tend to take good parts for granted, but it's possible to get in the habit of pointing out the good parts.
- Be specific. Rather than say,

"This has nothing to do with the topic," ask, "How is this detail related to your main idea?"

"What the writer did not do well is easy to spot and all too easy to point out, but tearing a paper apart seldom leads to improvement. The writer will get more out of your comments if you concentrate on just 3 or 4 problems. Keep in mind that we are readers of students' papers, not editors.

- Put high-order concerns ahead of low-order concerns. High-order concerns deal with content: focus, development, organization, and voice. Lower-level concerns deal with

grammar, spelling, and punctuation.

• • • • •

I have enjoyed editing this newsletter and thank all who have contributed and made suggestions. However, I must confess that I will not be sorry to take a vacation from school for the next 4 months.

We will publish the next issue in October. I look forward to receiving more submissions from both writing assistants and professors before then.

Submissions can be taken to the Writing Center.

Have a great summer! I'll be seeing you next fall!

---

## Grey

i woke up and died

because there is no time  
like the present  
is life

time incorporated

p e o p l e

are products of society

and sex

is the life force

or

merely

a prerequisite

of love

-**Mike Gooch**

Writing Assistant

---

## Ann Dille: Educating for Excellence

•**Sherri Jensen**

Writing Assistant

Ann Dille was the guest speaker in May for the Writing Center "Writing in the Marketplace" lecture series sponsored by the English Department.

Dille is the Director of the North American Training Division of Motorola University. She came to Motorola in 1981 after leaving the public school system where she had been a public educator for 15 years.

The education program which she now heads is involved in educating corporate members in quality improvement strategies.

In 1981, when she began with the company, Dille and thirteen others were part of the Corporate Training program within Motorola Inc. This program recently received university status, making it a separate entity from Motorola Inc.

Now there are 120 full-time staff members

Dille: continued page 2

*The following is an excerpt from a student essay written for Carl Porter's English 111 class.*

## **Mashed Potatoes with Gravy**

**\*Charlie Ward**

WSC student

The hallway was long with doors scattered sporadically on either side. The floor was covered with grey, marble-like tiles which gave it a look reminiscent of ancient times. Placed by each door was a plaque with a name on it. I quietly read each name aloud as I walked down the hallway: Elsie Fife, J. Ridges, Gretta Nix, V. Jensens, T. D'agotmo...The names went on and on as the hall stretched forward.

There were twenty or more people in the big room at the end of the hall. You couldn't put two more in there unless you tacked them to

the walls like paintings. They were stones sitting there, occasionally making comments about the weather, or the flowers in bloom, or the fact that it's impossible to get good help anymore these days. Most of the discussion was seemingly trivial. Not surprisingly, they spoke little about future events.

I sat down at a table and introduced myself to the three ladies who were there. One of the ladies asked me if I worked there, then, without hearing my answer, assumed an overwhelmingly one-sided conversation about the weather. She talked for only a few moments, then silence. No one knew what to talk about. To me, it was an uncomfortable situation. I was concerned that the woman sitting next to me was going to fall asleep, but she was just

*potatoes - continued page 3*

## ***Dille -continued from page 1***

and 87 contract instructors in departments centered in London, Malaysia, Singapore, Chicago, Austin, and Phoenix.

Dille stated that one of the primary objectives of Motorola University is to "become the voice of the corporation when they want to make the move towards higher quality." Her program is one of the keys to that improvement for participating companies.

Last year, 6000 people visited the Chicago center alone and 1200 corporations were represented in the training programs.

The quality improvement program is divided into two areas: Education/External Relations and Suppliers/Customers.

The first of these, the Education/External Relations department, works with the education providers from Kindergarten through 12th grade. The idea is that the future quality depends on the entry of qualified workers who have been adequately educated.

Dille said that the program basically says to those educators, "These are our requirements. Can you make it your goal to require exit-level proficiencies that meet our entry level requirements?"

Some of the basic entry level requirements include: computer skills, basic statistics, and higher reading and math levels.

Dille emphasized that important skills frequently overlooked by educators include critical thinking and "teaming." Teaming is the ability to work in a group.

"Americans have always emphasized the individual and individual competition," said Dille. "Now we have to look at a whole new reward system, all the way back to Kindergarten, that encourages team participation."

The resistance to teamwork in the classroom comes from teachers that feel it compromises the better students. "Not true," said Dille. "What you're doing is getting the best ideas of the team and building on them. You get better ideas from a group than what you

could get from an individual."

If these important skills can be learned in the public schools, the quality of entry-level workers will increase, thus adding to the overall level of corporate quality.

The Suppliers/Customers department deals with the improvement of quality parts that are supplied to a corporation while satisfying the quality standards of the Customer.

Dille stated that "We (Motorola) cannot produce a superior product without the support of our suppliers who make superior parts or without the requirements of the customers."

She emphasized again that this work required teaming skills which are an important part of her training program.

Dille stated that the best part of her job was seeing the results. In 1988, Motorola Inc. received the Malcolm Baldrige National Quality Award in recognition of the excellence in management and improvement programs.

## potatoes continued from page 2

thinking.

"My husband is dead."

"What?"

"He died about ten years ago. We had just moved back to Ogden for a new job, and he up and died on me. I could've killed him. I would have, too, if he hadn't took care of that himself." She said the words slowly and deliberately, making sure I understood everything she said. She seemed to enjoy telling me about it, even though the topic wasn't an enjoyable one. That's why I changed the subject. I asked her if she had ever gone to college.

"I never went to the one up the road, but I went somewhere. Can't remember what they called it. That doesn't matter now. I quit to get married. My husband is in the Forest Service," she said as if he had left for work only a few moments before. "We had to move a lot. Started out near Moab, then they moved us up to Seattle, Washington, then down to Logan. I like Logan. It's a really nice town. They moved us down here to Ogden about 10 years back. That's when he left me. I could've killed him. In fact I would've if he hadn't beat me to it." The lack of emotion I had sensed before was gone: she really missed him. It was sad.

She talked, and I listened for several more minutes before the food trays came. They had milk, green beans, jell-o salad, hamburger steak, and mashed potatoes with gravy.

---

### Reading Students' Papers Is Like...

---

Lois Barry, writing coordinator for Eastern Oregon State College, conducted a writing workshop entitled "The Busy Professor's Travel Guide to Writing Across the Curriculum." The workshop was held April 5th and 6th at the Radisson Hotel in Ogden for WAC faculty. Our own Diane Kulkarni and Sherri Jensen attended.

During the workshop, Ms. Barry asked the participants to freewrite on the topic "Reading students' papers is like ...". She kindly consented to let us publish her freewrite. We have also included Diane's and

Sherri's, all three of which are wonderful metaphors for reading students' papers.

#### **Lois Barry**

Reading students' papers is like being a diplomat attempting to negotiate a treaty, trying to keep the discussion open on both side-encouraging the positive elements while finding the right questions to highlight those areas that are non-negotiable.

#### **Diane Kulkarni**

Reading students' papers is like trekking through the jungle toward freedom. A word or phrase way into the terrain beckons the journey on, but the limbs and vines and dense undergrowth of the

## check this out

Three different opportunities are available for budding young writers who want to publish:

### **—1990 League of Utah Writers Competition**

**Deadline: June 15, 1990.**

**Entry forms available on the bulletin board in the Writing Center.**

### **—The Utah Writer**

**This is a new quarterly magazine which will publish its first issue this fall. The categories are adult fiction and non-fiction, children's corner, poetry, and prose are the categories. The magazine is looking for writing that reflects the people in the Intermountain area. Information is available in the Writing Center.**

### **—Rocky Mountain Writing Centers Association Annual Conference**

**This will be held in Salt Lake October 11-13. The conference is being sponsored by BYU and will accept peer tutor presentations—that's us! The call for proposals deadline is June 15, 1990. Contact Dr. John Schwiebert for more information.**

papers' construction or idea developments grab at me and delay my arrival. Sometimes the best method of advance is to fly low over this jungle photographing strategic areas for a later reconnaissance. After landing at the expressed conclusion site, the photos can be reassembled to map out trekking strategies. Looking back at the too-close struggle with underbrush and dense foliage, I like the distant approach and also feel mapping helps the students go back and do it better the second time. Revision is crucial to arrival, I tell them. No one comes through unscratched or in complete

*papers continued page 4*



### *papers continued from page 3*

control the first time. We all have to do it:  
walk the road to freedom at least twice.

#### **Sherri Jensen**

Reading student's papers is like mining. Once you read through the paper, you must dig around to find the vein of valuable thoughts that are sometimes buried beneath the rubble of grammar, punctuation, and organization problems. Picking out a gem of an idea that is solid and valuable will eventually lead to a vein of ideas. Then you must refine by the fire and agony of the revision process, forcing the student to labor with you in order to recognize the great worth that potentially lies beneath the stubborn rock surface.

---

#### **HELP!**

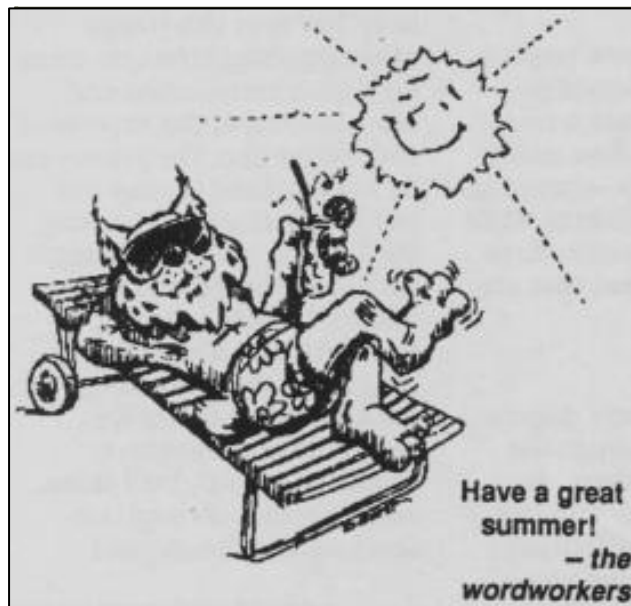
Till's summer Ron Peterson will be putting together a book containing the winning entries from the Creative Writing Contest. He would like to create a publication as professional as Metaphor which would be sponsored by wordworks and the Writing Center. Anyone who would like to help with this project should contact Ron Peterson. He would really appreciate volunteers!

---

#### **Congratulations!**

Congratulations to the winners of the Creative Writing Contest: JoAnn Holbrook won third place in non-fiction, and Marion Pust won second place in poetry.

Congratulations are also extended to those whose work was accepted for publication in Metaphor: Marion Pust, Lib Thatcher, and Neil Hollands.



## **Writing Assistants**

Luana Au: CIS/French  
Ken Barlow: Nursing/English  
Monica Blume: Business/Linguistics  
Dan Cooper: Communication/English  
Carolyn Durham: Psychology/Social Work  
Mike Gooch: General  
Brett Hart: Communication/Spanish/English  
JoAnn Holbrook: English/Secondary Ed  
Neil Hollands: Political Science/History/  
Communication/English  
Sherri Jensen: Economics/English  
Diane Kulkarni: (1987 grad) English/  
Communication  
Brent Mark: English/Communication  
Ronald Peterson: English/Communication  
Marion Pust: English/Earth Science/Sociology  
Liesa Stockdale: English Ed/French  
Elizabeth Thatcher: English/History  
Sanna Thompson: Physical Education  
Jeanie Wiecks: English

---

#### **Statement of Purpose: The Writing Center** **\*Dr. John Schwiebert, Writing Center** **Director**

Staffed by undergraduate students (writing assistants), the Writing Center is a unique place where W. S. C. students can receive feedback on their writing in a comfortable, non-threatening environment. The Center seeks to help all students, of all levels of writing ability, at any stage of the writing process. Trained writing assistants ask questions, listen, demonstrate techniques of invention, drafting, and revising, and provide an attentive and challenging audience for the student writer. Rather than "fixing" or proofreading papers, we model strategies so that students can help themselves to become better writers. In this way the Center fosters independent thinking, promotes a collaborative spirit, and improves intellectual growth and writing ability.

---

## **wordworks**

Editor: Lib Thatcher  
Design: Brett Hart, Liesa Stockdale  
Writing Center Director: Dr. John Schwiebert  
Writing Center Coordinator: Diane Kulkarni  
Writing Center Hours: SS 042  
8:30-2:30 Monday & Thursday  
8:30-4:30 Tuesday & Wednesday  
8:30-1:30 Friday  
10:30-1:30 Saturday SS 040  
Writing Center Phone: 626-6463