
wordworks

a student publication
weber state college writing center

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From the Editor ...

•Lib Thatcher

Writing Assistant. Editor

Welcome back! After a four-month reprieve (Webster 3: "a temporary respite, as from pain or trouble"), it is good to get my hands back on the keyboard and to get back into the thinking life again. I have had a languid (1: "drooping or flagging from or as if from exhaustion") summer filled with much needed recuperation (1: "to regain a former state or condition") and delicious ennui.

I am now pleased to say that my former state of vim (1: "robust energy and enthusiasm") has been restored, and I am ready to tackle the new year with pep (1: "brisk energy or initiative and high spirits").

This should be an exciting year as we are welcoming twelve new writing assistants, expanding the Writing Center to include Writing Center Outreach, expanding our "Writing in the Marketplace" lecture series, and compiling a writing assistant's handbook. Oh, and there is that university thing, too.

Welcome back! Work hard! Have a great fall quarter!

Welcome

Twelve new writing assistants are joining us in the Writing Center this year. They are:

| | |
|----------------|---------------------|
| Julie Judd | Karen Hayhurst |
| Kathy Nelson | Michelle Emery |
| Dennis Owens | Jennifer Elkington |
| Tina Kelly | Kathleen Gooch |
| Brandon Baxter | Jacqueline Holbrook |
| Held! Brown | Nicole Phillips |

We will also be helping St. Joseph Catholic High School open its own Writing Center. The tutors there are:

Dr. Lee McKenzie
English Department W.S.C.

Changing her name to Lee.
Moving from Flaubert to Orwell
coach to referee.

Synonymous with reading, writing, poetry.
Comfortable, kind, analytical, creative,
personal.
Putting students first; pushing for excellence.

Personification of poetic diction: a roller
coaster—
reading in between the lines, slightly pausing,
picking up consonants, rising, falling, slowing,
stopping, resounding.

A bard looking back at a Longfellow dactyl.
Moving up deadlines, keeping margins,
perimeters: clustering, rearranging ideas.

Touch of class, earthy, tones of color unlimited.
Knotting threads of life with violets, paper not
plastic.
textured cotton, wool and linen.

Brainstorming ideas, audiences, advertising.
Finding out what we don't know.
Teaching us how to write.

•Marion Pust
Writing assistant

| | |
|-------------------|-----------------|
| JoAnn Ahrensbach | Liz Freimuth |
| Jennifer HasraUan | Theresa Jenkins |
| Dawn Kingsbury | Michael Yount |

We at *wordworks* want to welcome all of our new tutors to the Writing Center and wish them all the best of luck. May you never suffer from writer's block!

Famous Last Words

When helping students prepare for essay exams, giving concrete examples can be useful. The following are examples of how not to end an essay, with some notes on writing essay examinations by William H. Wiatt, Indiana University.

1. "Dear Mr. _____: I just found that I misread the forty-five-minute question, and I've got only two minutes left. I'm sure you'll understand and ..."

Read each question carefully.

2. "But I was expecting you to ask ..."

Answer the question asked, not some question that you may have expected and for which you feel better prepared.

3. "I got started well, but somehow I just ran out of stuff. Then I just kept on writing, hoping that..."

Plan your answers before you begin to write.

4. "But I've read the whole book twice, and it's all there ..."

Never try to summarize the story unless you are specifically told to do so.

5. "O.K.: so I made a couple of little mistakes ..."

Be specific and accurate.

6. "When I got to the thirty minute question, I had only three minutes left: so I ..."

Budget your time carefully.

7. "But I wrote eight whole pages on that question..."

Length is measured not in numbers of pages or words, but in how much you say and how well you say it.

8. That's just what you said in class: I know, because I've got it in my notes, and ..."

Tape recordings of lectures do not make good essay answers. Most essay questions are carefully designed to make you think about the work in question or to provoke you into showing that you have thought about it before you came into the examination room.

9. "What is this anyhow? a litercher corse or a english corse?"

Both, alas! A good essay has all the virtues of a good theme. It has purpose, organization, and unity. It cannot be shot through with misspellings, bad grammar, confused syntax, and irrelevant matter.

10. "I'd like to see you about my grade ..."

Conferences are occasionally helpful, but students who are more concerned with raising the grade of the last exam than with raising the grade of the next one will invariably be disappointed.

Maple Sugar

One windy July dawn, I climbed up on the tree stump

Next to the young silver maple.

A primeval urge instantly suggested, so how could I resist?

I shyly embraced him, closed my eyes and put my ear on his heart, listening for the surge and decline.

As the wind crescendoed, he gathered me up in vigorous arms

and we swept out into a bold tango.

We bent and swayed to blended harmonies and gusty rhythms of applause—high, yet delicate strains I had never heard before.

Lifting me up at the zenith, I heard him sigh deep inside, and whisper eternity in my ear.

It would have been easy to stay longer; the orchestra had begun a fandango

and he eagerly picked up the pace.

But suddenly self-conscious in the growing light,

I looked over my shoulder in case the neighbors

were peering and their children snickering to see a nightgowned *hausfrau* out in plain sight,

romancing her tree.

•Diane Kulkarni
Writing Center Coordinator

This poem won first place in the Brigham City Peach Days Writing Contest.

FYI

writing center news and activities

The Rocky Mountain Writing Centers Association Annual Conference is being held in Salt Lake City October 11-13. Dr. John Schwiebert, Writing Center Director, will be presenting his paper entitled "Ideas for Modeling the Writing Center Approach to Writing and Learning Campuswide." Sherry Jensen, Assistant Writing Center Coordinator, will also be presenting a paper called "The Writing Center Reaches Out: The Experience of A Writing Fellow." Dr. Lee McKenzie, director of Writing Across the Curriculum, will present her paper, "Faculty Writing Groups."

Diane Kulkarni will be traveling to Eastern Oregon State College on October 13, 1990 to present her paper entitled "Starting a High School Writing Center: A Valuable Training Experience for Writing Assistants." Diane also won first place in poetry and third place in essay in Brigham City's annual Peach Days celebration in September. She published a description of "Writing as Meditation Workshops" in *Voice in the Wilderness*. She will also have a poem, "A Proverbial Spinoff. Beginning in the Sixth," published with a photo in *The Utah Writer*.

Tina Kelley's paper, "The Impact of the Dreyfus Affair on French Society," will be published in the *Phi Alpha Theta Journal* in March, 1991. She will be reading this paper at Phi Alpha Theta's annual meeting held in March at the University of Utah.

If you have any items about or activities or accomplishments for "FYI," leave a written description in the Writing Center.

Want to Publish?

-wordworks

We are always looking for articles, poems, stories, quotes, news items, tutoring suggestions, and anything else dealing with tutoring, writing, and the Writing Center. Submit your pieces and contribute to the success of this newsletter! Submissions can be left in the Writing Center in Lib Thatcher's box.

-Metaphor

The staff is looking for papers from all disciplines. English and non-English subjects, in the three categories of fiction, non-fiction, and poetry. Submissions will be accepted through Friday, February 1, 1991. Entry forms are available in the English Department Office (SS 314).

-W. S. C. Writing Contest

The English Department is sponsoring this annual contest open to all students enrolled during the current year. Certificates of award and cash prizes will be awarded, and selected winners will be asked for permission to publish their works in the *Metaphor*. Cash prizes range from \$25-\$100. Submissions are due in the English Department office (SS 314) by 4:00pm on February 1, 1991. More information on the rules and requirements can be obtained from the English Department.

-Freshman Writing Contest

Cash prizes ranging from \$15-\$100 will be awarded in this annual contest. This contest is open to students with 60 or fewer credit hours at the date of submission. The categories include essay or narrative and research. Submissions are due in the English Department office no later than March 20, 1991. More information on contest rules and requirements is available in the English Department Office.

-Writing Lab Newsletter

One forum open to writing assistants is the Purdue University "Writing Lab Newsletter," edited by Muriel Harris, editor of Teaching One-to-One.

Recommended length for articles is eight to twelve double-spaced typed pages, three to four pages for reviews, and one to two pages for the Tutor's column. Though longer and shorter manuscripts are invited.

Enclose a self-addressed envelope with return postage clipped (not pasted) to the envelope. Send to:

Muriel Harris, editor
Department of English
Purdue University
West Lafayette, IN 47907

--The Utah Writer

This is a new quarterly magazine that just published its first issue this fall. Adult fiction and non-fiction, children's corner, poetry, and prose are the categories. This magazine is looking for writing that reflects the people in the intermountain area. Information is available in the Writing Center.

Writing Assistants

Luana Au
Brandon Baxter
Monica Blume
Heidi Brown
Jennifer Elkington
Michelle Emery
Kathleen Gooch
Icarus Hayhurst
Jackie Holbrook
Sherrt Jensen
Julie Judd
Tina Kelley
Diane Kulkarni
Brent Mark
Kathy Nelson
Dennis Owens
Ronald Peterson
Nicole Phillips
Marlon Pust
Liesa Stockdale
Elizabeth Thatcher
Sanna Thompson
Heather Weymouth
Jeanie Wiecks

St. Joseph Catholic High School
JoAnn Ahrensbach
Liz Freimuth
Jennifer Hasratlan
Theresa Jenkins
Dawn Kingsbury
Michael Yount

Statement of Purpose: The Writing Center
•Dr. John Schwiebert
Director of Writing Center

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.

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Co-editor: Liesa Stockdale
Writing Center Director: Dr. John Schwiebert
Writing Center Coordinator: Diane Kulkarni
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8:30-3:30 Monday-Thursday
8:30-1:30 Friday
10:30-1:30 Saturday SS 040
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