

LOCATED IN THE
BASEMENT OF MH
(MH-45)

CALL US
(714) 238-3650

WC HOURS:

M-8:30-5:00

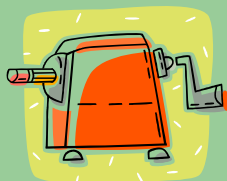
T-8:30-4:30

W-8:30-5:30

TH-8:30-5:30

F-8:30-12:30

ARE YOU READY
TO WRITE?



WELCOME BACK

Ryan Neil, WC Tutor

The Writing Center offers students the opportunity to get feedback on their writing. Tutors—undergraduate and graduate students from a diversity of fields—work with students from any department and at any stage in the writing process. Our immediate goal is to help alleviate some of the anxiety students often feel when writing so that they can improve their work. Ultimately, we hope our "tutees" learn to recognize themselves as capable writers and to comfortably and effectively make use of the writing process.

On an average day, a tutor might find himself or herself helping generate details for a personal narrative, discussing the best way

to incorporate secondary materials, offering suggestions for timed writing, and explaining the subtleties of the semicolon—in a one half-hour session. The variety of the students we see keeps us on our proverbial toes.

Appointments before 1:00 p.m. Monday through Thursday are reserved for English 99 and 101 students. However, our comfy blue couch is always available for "walk-ins" who wish to wait for an open session, and students from other classes can schedule appointments for any time Friday and for times after 1:00 on other days. Students may meet with a tutor individually or in groups of two or three, provided that all members of the group have the same instructor. **{Cont. on pg. 3}**

TALKING ABOUT WRITING

Sheryl I. Fontaine, Writing Center Coordinator

"Googling" the words "writing center" and "talk," I came up with 16,300,000 hits. I suspect that somewhere in the midst of those millions of hits, the connection between the words becomes a bit tenuous. But even if we consider only the first third of these websites to be valid, their vast

number is a clear indication of the inseparable relationship between tutoring and talking.

Many students who come to the Writing Center for the first time believe that a tutorial is about having an essay "corrected." **{Cont. on pg. 3}**



Visit us on-line:

hss.fullerton.edu/english/wc



ON-LINE TUTORING NOW AVAILABLE

The Writing Center is excited to announce the launch of our on-line tutoring center. We understand that a number of students are unable to schedule appointments due to personal or professional obligations. Therefore, we are attempting to meet the needs of a large portion of the University's demographic.

Now all students can submit their papers via a link on our homepage. Our website address is hss.fullerton.edu/english/wc. Students can expect a response

from a tutor in no longer than two working days.

Tutors will spend approximately thirty minutes reviewing the paper—the same as a face to face tutorial. Therefore, it will be helpful for students to voice particular areas of concern.

Our website also includes a number of grammar guides and worksheets that allow students to understand and practice a variety of writing skills.

Please teachers, mention our on-line center to your students.

USEFUL WRITING LINKS

Sheri Hanizavareh, WC Tutor

Listed are a variety of useful – and free – resources aimed at helping the average college student perfect his or her writing skills. Whether it be technical writing, personal statements, or job resumes, these sites excel at supplying students with many of the tools essential for surviving a college education.

The Nuts and Bolts of College Writing

<http://nutsandbolts.washcoll.edu/>

This is an award-winning and extensive site that covers the basics of university-level writing in an in-depth and easy to read manner. Grammar and mechanics are discussed in addition to a comprehensive outline of all the different types of writing to which college students may be exposed.

{Cont. on pg 4}

A BRIEF REVIEW: READING LOLITA IN TEHRAN

BY AZAR NAFISI

Georgeanne Bollinger, WC Tutor

This incredible book outlines the teaching memoirs of the author in Iran, enveloping her experiences in literature. When Nafisi left Iran, it was an open, free society, encouraging of women's rights. When she returned, it was to a "foreign" country, ruled by a

totalitarian regime, which insisted that women be invisible. Imagine A place where it is illegal for a patch of skin on a woman's cheek or forehead to be exposed, where religious practices, sacred to some, are forced on all, where people are tortured and even murdered for failure to conform.

{Cont. on pg. 4}

TALKING ABOUT WRITING {CONT.}

They commonly arrive at the Center imagining themselves as the passive messengers whose job it is to deliver an essay to a tutor who will study it for errors and demonstrate the corrections; once the correcting is complete, the student messenger, in turn, types in the corrections and hands off the essay to the instructor. A tutorial, in this model, is something that happens between the tutor and the essay while the student tutee watches; and the essay itself, once drafted, becomes an object of study, disconnected from its source.

Needless to say, students with this perception are surprised when, after placing an essay on the table between themselves and a tutor, they find the tutor looking, not at the essay, but at them and, even more surprising, when the tutor starts asking questions: *What is your assignment? What's your essay about? What do you want the reader to learn from what you have written? This is an interesting idea; can you tell me more about it? How many ideas are in this sentence? Can you tell*

me what this word refers to? I don't understand what you are saying here? How does this idea before the comma relate to the one after it?

Beginning with questions like these, the tutors invite students into conversations about their writing, an invitation that is sometimes accepted with enthusiasm and sometimes with great reluctance. But as long as students remain passive messengers, they will not understand that writing is not a static object to examine. Rather, writing is a dynamic instance of communication. Tutors merely enter the communication, joining the conversation the student writers—perhaps unknowingly—have begun with their drafts.

At CSUF, although all students are welcomed in the Writing Center, we require that English 99 students have tutoring. While this requirement is, in part, because novice writers deserve more time and attention to their writing, there's another, perhaps more important reason for requiring that they come to the Center. We want them to learn the secret that most experienced writers already know—it's all about talking.

WELCOME BACK {CONT.}

We are happy to welcome a new supervisor to the Writing Center. Jennifer Liddell, a composition instructor in the English Department, worked as a tutor and Graduate Assistant during her time as a CSUF student, and we are glad to have her back.

We are looking forward to a busy and productive semester in the Center, and we hope to see your

students there. If you (or they) have any questions, you (or they) can reach us by phone at (714) 278-3650. Of course, the best way to become familiar with the Center is by seeing it in person, so if you are in the vicinity of MH-45, remember that we always have plenty of room.

Workshops offer students the chance to focus on a specific problem area.

Space is limited. We suggest students sign up in advance at the Writing Center or call us at (714) 278-3650.

Writing Center Workshops:

Introductions
Sept. 12th, 11 am

Thesis Statements
Sept. 18th, 1 pm

In-Class Essay Writing
Sept. 23rd, 1 pm

Sentence Clarity
Sept 28th, 11:30 am

Tackling Commas
Oct. 14th, 11:30 am

Revising and Editing
Dec. 5th, 11:30 am

ALL WORKSHOPS WILL BE CONDUCTED IN THE WRITING CENTER

A BRIEF REVIEW: READING LOLITA IN TEHRAN {CONT.}

After several years in America, Nafisi returned to this “foreign” country, shocked and grieved to see the extreme changes to her beloved homeland.

A trained teacher in English, American, and Persian studies, Nafisi goes to work at the University in Tehran, but she is soon forced out by her failure to conform to the dress codes and the inherent edict to be silent. She begins a very special, and somewhat secret, book club in her home to which she invites a few promising female students. Early in the memoir, Nafisi observes that when the girls arrive and shed their dark chadors, they spring to life in color and vivaciousness.

The book club then studies very “revolutionary” literature. The first book, Nabakov’s *Lolita*, resonates with the women because as Humbert steals Lolita’s body and *tries* to steal her soul, the Iranian state of the time (1980s), is forcing women to be invisible and *trying* to destroy their voices, bodies and souls.

Nafisi then recalls teaching Fitzgerald, James, and Austen, while weaving memories of her own life with the lives of these remarkable young women. *Reading Lolita in Tehran* is an extraordinary tale of ordinary people rising above fear, hate, and intolerance.



CONTRIBUTING WRITERS:

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Edited By Alex Tolj

**THE WRITING CENTER
WOULD LIKE TO WISH
ALL STUDENTS AND
FACULTY A
WONDERFUL
SEMESTER!!!**

USEFUL WRITING LINKS {CONT.}

Focusing Thesis

<http://leo.stcloudstate.edu/acadwrite/thesistatement.html>

For students having trouble pinpointing a specific statement of purpose. Literacy Education Online provides examples of how to make a broad thesis statement workable.

A Guide for Writing Research Papers

<http://webster.commnet.edu/mla/index.shtml>

Here you will find sample works cited pages and an explanation of the American Psychiatric Association guide to research papers, as well as tips on incorporating quotes while avoiding plagiarism.

Resumes and Cover Letters

<http://owl.english.purdue.edu/workshops/hypertext/ResumeW/>

The Online Writing Lab (OWL) provides some valuable tips on perfecting your resume. Handouts and tutorials help to guide students into developing a resume that stands above the rest.

Tips for Graduate School Admissions Help

<http://www.accepted.com/>

Thinking about graduate school? This site offers hundreds of tips on writing admissions essays and resumes. Links are provided to sites that specialize in graduate admission to areas such as law, medicine, and business.