"Bringing the Writing Center to individual classrooms has been a great experience for the students, the teacher, and myself. Being able to reach more than one student at a time and delivering an alternative point of view is an advantageous experience." – Brittany Moore, Writing Center Graduate Assistant

Mobile Tutoring

The Writing Center has created new ways to assist students with their writing needs. Starting Spring semester 2012, mobile tutoring was released to the Lewis community and many professors have taken the opportunity to use it in their classrooms. Mobile tutoring is designed for teachers who would like a Writing Center tutor to come to their classroom and serve as a peer tutor to students. Tutors can offer presentations on various writing topics or issues, such as plagiarizing, formatting, integrating quotations, synthesizing sources and more. As the service has become more popular, the Writing Center has received requests from teachers who want a tutor to focus on a particular topic that best suit their students for specific writing tasks. Mobile Tutoring is also available for instructors who would like a tutor to facilitate classroom sessions with students individually to provide them with immediate feedback. This practice is great for students because it offers them a personal writing coach to help strengthen their writing process and writing skills.

Mobile Tutoring is a promising service and continues to develop with the collaboration of professor requests, the Writing Center Director and the diligence and enthusiasm of the tutors who prepare and deliver the individual workshops.

Mobile Tutoring Services have Included:

- Offering revision and essay workshops
- Integrating quotations successfully into papers
- Formatting for MLA, APA, and Chicago Style
- Brainstorming and developing student essays
- Organizing and overall assistance with students papers

It is beneficial to students to receive the perspective of a peer tutor, who may be able to explain a specific task or lesson in a different light. Writers collaborating with each other works well within the Writing Center, so bringing the same environment to the classroom makes for a supportive learning environment. In the future, the Writing Center hopes to continue mobile tutoring across all disciplines. The goal is to show how valuable mobile tutoring is to students and by taking advantage of such an educational service, writers will strengthen both their writing skills and abilities, as well as creating stronger writing projects.

a teacher’s thank you….

“I had always wished I could sit one-on-one with every student when that final due date looms and there is a frenzy of revision. Then lo and behold, Dr. Consilio announces her latest innovation, mobile tutoring! All it took was an inquiry to her, who arranged for a tutor to come in to my classes. The tutor jumped right in to everyone’s benefit. My students love mobile tutoring!”

-Susan G. Mitchell, Adjunct Instructor, Department of English
Strategies on Starting a Writing Assignment:

Written by: Kim Falbo, Graduate Writing Tutor

Getting started on a writing assignment can be the hardest part of the writing process. Before you begin typing, make sure you fully understand your instructor’s directions on what is required for your paper. Ask yourself what the purpose of the writing assignment is. Then uncover readings or sources that are unclear to you and flip through your notes, readings, handouts, and syllabus for ideas about what to include in your paper. Next, figure out who the intended audience of your paper is and how you will connect to them. Knowing your audience will help you brainstorm possible ideas based off your topic and plan ahead for the assignment by doing prewriting, allowing you to be more productive and organized when you sit down to write. Brainstorming allows you to list all possible ideas about a topic and ask the basic “who, what, when, where, and why” questions. Freewriting can be a helpful prewriting strategy because it can stimulate your thinking. Spend 5 to 10 minutes writing everything that comes to mind about the topic of your paper. You may discover a single word or phrase in a jumble of ideas that focus your thinking about a subject. Clustering is another useful prewriting strategy, allowing you to choose a word that is central to your assignment. Circle that word and write words all around it that occur to you when you think of your word or topic. Using prewriting techniques such as clustering will prepare you to begin a first draft of your paper.

Brainstorming
Freewriting
Clustering

Outlining

Outlining aids in the writing process by helping you organize your ideas. Outlining also presents your material in a logical form and shows the relationship among ideas in your writing. When creating your outline, determine the purpose of your paper, the audience you are writing for, and the main idea of your paper. Then you can take your brainstorming ideas and list all the ideas that you want to include in your paper and organize your ideas by grouping related issues together. Put your ideas in order by arranging your material from general to specific. Label your ideas by creating main and sub headings. Remember that structured outlining does not work for everyone; however, making any kind of outline, even just by jotting down some main ideas may be beneficial to your writing process.

Writing your First Draft

The next step is writing your first draft; the goal is to put something down on paper. It does not matter if sentences are incomplete and the grammar is incorrect. Focus on getting your ideas out. Try to keep the flow going and leave gaps for words that do not come to mind immediately. Write when your energy is high and you can find a place to think without distractions. Then, read your paper aloud or to yourself. When you read aloud, you spot the areas that are problematic with your paper and you will hear awkward sentences and catch phrases that don’t work. Watch especially for the need to clarify or add more information. It is highly recommended that you take a break from your paper and allow your ideas to marinate. Also, feel free to visit the Writing Center to collaborate with a tutor to receive feedback on your first draft and help determine a plan for your next draft.

Outlining
Writing your First Draft

In Addition

- When writing a research paper, limit your use of Google, Bing, or Wikipedia. Instead, use online databases such as EBSCO and Proquest, found in the Library section of our Lewis Website.
- When feeling pressure and if you get discouraged about completing your writing assignment, talk to your instructor about further direction.
- Sometimes trying to create an elaborate sentence does not sound right—being clear and to the point is key.

Remember these simple steps before you start to write

1. Make sure you fully understand your instructor’s directions.
2. Ask yourself what the purpose and who the audience of the assignment
3. Ask yourself how you are going to achieve this purpose
4. Start getting the ideas flowing with brainstorming techniques
5. Create an outline
6. Write your first draft
7. Take a break from writing your paper
8. Come to the Writing Center and collaborate with a tutor about your writing

When writing a research paper, limit your use of Google, Bing, or Wikipedia. Instead, use online databases such as EBSCO and Proquest, found in the Library section of our Lewis Website. When feeling pressure and if you get discouraged about completing your writing assignment, talk to your instructor about further direction. Sometimes trying to create an elaborate sentence does not sound right—being clear and to the point is key.
What is the most common writing issue you see in the Writing Center?
"I most often find that the main goal of the session becomes a mission of focusing the essay. The writers I have worked with will often have papers which are organized well, and lay out all the main points, but they frequently fail to explain those points or to put them in the context of their thesis. The writer knows their purpose in providing a fact or piece of information, which leads to a tendency to leave out explanations or connections which a new reader, like myself, is unaware of. By providing a second set of eyes, and asking for explanations, I am able to help these writers give context to the ideas in their work, things which they had known, but had not typed."

- John Dembowski

When a writer is discouraged, how do you encourage them about their writing?
"I encourage students to break down their papers in order to make it more understandable. I always suggest creating an outline, so the student has a structured layout of what their paper will consist of and what should be included in each paragraph. Since I am a very "visual" learner, I like to incorporate visual methods into both the pre-writing and writing process to assist students. When there is organization, there is usually less frustration!"

- Melanie Arce

What was one of your most favorite tutor sessions?
"Any session where I can see that the student is progressing in their work. Such as, if I have already worked with a student and they come back to work on a different assignment and I see that they have improved in their writing, that is one of my favorite moments. I always compliment students when I see major improvement in their writing."

- Allison Penchar

Is there anything specifically that a writer has taught you?
"Writers have taught me the power of examples. It can be very difficult to explain complex grammatical concepts both because I don't necessarily always have the proper jargon available and because, even if I did, the student may not understand it. So, it is much easier to explain what is right or wrong through example. This is a large part of the reason for which reading makes for a good writer - you get to see the mechanics of proper spelling, grammar, syntax, and style in actual use, not just in the form of prescribed rules."

- Mark Jacobs
Writers Talk

The Writing Center values writers and their experiences.
We asked some returning writers to elaborate on their experiences within the Writing Center and why the center has been a great place to develop and strengthen their writing skills. By sharing their personal experiences, they help tutors know what they are doing right, and encourage others to use our services.

How many times have you been to the Writing Center and why do you keep coming back?

“The tutors in the Writing Center make me want to come in the Writing Center every time I’m writing for any class, or to seek help on any assignment.”

- Robens Decius

“The Writing Center has truly enhanced my writing abilities and this is a place that I visit quite often. All the tutors are a joy to be around and extremely willing to answer any writing problems that I encounter.”

- Student Writer

“I have been back many times and will continue to come to seek help with my writing. I feel I can ask any writing question and the tutors will do their best to find the answer.”

- Student Writer

What was one of the most helpful experiences from the Writing Center?

“The most helpful experience was my very first time! I got help with organizing all of my ideas.”

- Nancy Andrade

“When I was writing my final essay for my College Writing class. I had no idea where to start and I was overwhelmed. After coming to the Writing Center, I was able to make an outline of my thoughts and write my paper with ease.”

- Student Writer

“When I first came to the Writing Center was my freshman year in college. I was not a strong writer, but right now I can realize some of the errors in each of my papers. The Writing Center really helped me improve my writing skills. I suggest to all students to go if they need help on writing and improving their paper.”

- Student Writer

By using the Writing Center how has it improved your writing?

“I am very happy to have the Writing Center help me with my writing needs, my grammar skills have improved dramatically! Every student should use this resource.”

- Latonya Pickett

“It made me a better writer, It made me pay attention to things I may have skipped over if I had not have come here.”

- Jamila Tate, Grad Student

“It has improved my writing in my papers and with organizing my overall ideas.”

- Nancy Andrade

A WRITER’S TESTIMONY

“I have been to the Writing Center over ten times throughout the year and have taken advantage of what the Writing Center has to offer. Initially, I was scared to take my essays in because I heard you had to read them out loud. That quickly changed and became the exact reason why I come to the Writing Center. It has helped me catch so many mistakes before turning in my paper. To not come in and not have your essay looked at would be a big mistake. I have had my essays looked at for various classes: College Writing I, College Writing II, and Air Transportation. Overall, I would highly recommend coming to the Writing Center for any writing help one may need.”

- Alex Hung
The Mini Anagram Dictionary: Have you ever wondered what an anagram is or how it could be useful to you? Use this brief version of the Anagram Dictionary to get you started on your journey to anagram discovery. An anagram is a word, phrase, or sentence formed from another by rearranging its letters.

For example; the word ‘cinema’, can be formed from the word ‘iceman’.

There are more advanced examples which can include short sentences such as "The best things in life are free" can also be "Nail-biting refreshes the feet".

There are also variations of how to use an anagram; as there are some that don’t involve rearranging the sequence of letters at all but merely just the insertion and deletion of spaces ("The IRS" -> "Theirs"). There are a few reasons to use anagrams where they will be useful to your daily life, for example as encryption. This may not be the most advanced way to conceal private information, but for practical uses it will suffice. Also try using anagrams for generating mnemonics, securely recording numbers, and creating passwords.

Here’s a few to get you started:

- aboard – abroad
- baldy – badly
- abode – adobe
- carson – acorns
- caution – auction
- default – faulted
- farts – rafts
- gaps – gasp
- lowers – slower
- meteor – remote
- region – ignore
- shamed – mashed
- dangled – gladden
- direct – credit
- I’ll – ill
- lops – slop
- relation – oriental
- slaw – laws
- anger – range
- blue – lube
- blows – bowls
- causes – sauces
- complaint – compliant
- delight – lighted
- fleeing – feeling
- gardens – dangers
- matey – meaty
- niches – inches
- seaside – disease
- wags – swag
- dial – laid
- halter – lather
- knee – keen
- minute – minuet
- seabird – sidebar
- stilt – tilts

Links & Guides

If you seek assistance with your writing needs, remember to make an appointment with the Writing Center for a face-to-face session or a real-time online response at www.lewisu.edu/appointment

For additional information, use some of these links and guides to find useful writing tools:

- The Purdue Owl (Online Writing Lab) [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)
- UNC College of Arts & Sciences [http://writingcenter.unc.edu/resources/handouts-demos](http://writingcenter.unc.edu/resources/handouts-demos)
- Harvard Writing Center Online [http://www.fas.harvard.edu/~wricntnr/resources.html](http://www.fas.harvard.edu/~wricntnr/resources.html)
The Writing Center has been helping English Language Learners (ELL) and English Second Language (ESL) students strengthen their writing skills by providing writing resources. Materials such as practice readings and grammar and language guides are useful to ESL students and all writers to have additional resources to help them become more skilled writers. ESL students are in an academic learning environment where they must process information in their second language; and by having ideas and observations from a multifaceted team of writers will provide them with helpful tools. Imagine living in a household speaking one language on a regular basis, then coming to school and learning in another! Learning, writing, and understanding information is frustrating enough for anyone; with the right tools and support, assignments and tasks become more manageable. The Writing Center has found a number of useful materials for ESL students.

Some resources for ESL students:

- ESL Café: a website where ESL students can come to research and get help with their writing
  http://www.eslcafe.com/
- ESL Desk: vocabulary, grammar, spelling and many other resources for English learners
  http://www.esldesk.com/
- Free ESL Lessons: A great source for ESL tutees with sections on nouns, verbs, adjectives, and so on
  http://eslus.com/esl/resource.htm
- Additional handouts that assist our tutors to better understand ESL writers: Editing line by line articles, practice theory, researching, creative writing, looking at the text as a whole, avoiding plagiarism, and helpful practice readings.

*The Writing Center encourages all students to use our services to strengthen their writing habits and become better writers!*

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**Fall Events**

- Presents the “Why I Write Event” to celebrate the National Day on Writing
- Hosts an “Avoiding Plagiarism” Workshop at the main campus in Romeoville
- Gets a new LOGO!
- Launches Twitter @WritingCenterLU
- Created real-time online tutoring: Students use Google Docs to have a real tutoring session online!
- Presents a Workshop on the “Introduction to Writing at a Graduate Level”
- Creates a hotline; a phone service for quick writing questions at 815-588-7301 & an email hotline for quick access at quickwritingquestion@lewisu.edu
- Tutors create two promotional videos: “The Tutor Melody” & “Can Anybody Help Me..”

**Spring Events**

- Presents an “Integrating Quotations” Workshop
- Presents another workshop on the “Introduction to Writing at a Graduate Level”
- Hosts a “Fundamentals of APA Style” Workshop at the Oak Brook Campus
- Hosts a follow-up “Advanced APA” Workshop at the Oak Brook Campus
- Presents the “This I Believe” event where students shared insightful stories in honor of the national “This I Believe” campaign. This event was co-hosted with the Office of Mission and Identity, and The Lasallian Vocation Council

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Lewis University Writing Center hosts:
“This I Believe” Event

Lewis celebrates the ongoing campaign established by the “This I Believe” international organization. The purpose is to encourage students to share personal essays that describe events that influence their daily lives.

“*A public dialogue about belief….one essay at a time*”

On April 16, 2012, Lewis University’s Writing Center along with the Office of Mission and Identity, and The Lasallian Vocation Council celebrated the national “This I Believe” campaign. The Lewis community and visitors gathered in the D’Arcy Great room to watch a group of talented performers and to actively participate in discussions following the event. Presenters included a talented list of students, faculty members, and Lewis alum. A special guest performer Sabrina Dubik, a Lewis Alum and English teacher at Minooka Community High School, presented her piece entitled, “Do Talk To Strangers”. Her essay is being published in the book, *This I Believe: Life Lessons* as broadcasted on the “This I Believe” broadcast on National Public Radio (NPR) station on April 15th, 2012.

The ten other Lewis students and faculty who presented their thoughtful essays included: Ryan Arciero, Michael Cunningham, Samantha Fox, Joshua Johnson, Peter Jokubauskas, Terry Karas, Anthony Kortas, Emily Lif, Katie McDermott, Charisma Morini, and Christine Sellin.

Joshua Johnson’s essay “Don’t Knock Knock the ‘Knock Knock’ Joke” had the audience laughing with joy. Josh shared, “This was definitely one of the most engaging assignments out of the course and the fact that I was able to present it only made it better. After hearing the description of the assignment I knew it would be something I could really have fun with. From the beginning I intended to take a humorous approach, especially since I had plans on presenting it to an audience I really wanted to give them something to remember. With that said, I believe I did have an impact on a few people in the audience, to this day I have people complementing my presentation and telling me random knock-knock jokes. The overall intent of the essay was to express the idea of learning to laugh and enjoying life.” Other essays focused on the power of reading, carefree summers, animation and more.

The room was filled with engagement and captivating audience expressions. From laughter, to intrigue, to tears there was something that everyone in the audience could appreciate. Each essay reflected the main purpose of the “This I Believe” campaign, which is to discuss individual core values that guide our daily lives. Since 2004, the independent campaign has been positively influencing youth and young adults from all walks of life and teachers have embraced it as a useful educational tool. Many English classes integrate this essay into their curriculum as an incorporating voice for strengthening writing skills. This event was just another way to praise students and faculty for their hard work and active involvement in this campaign.

Samantha Fox reading her essay entitled “Our Carefree Summer”
18 Ways to Stay Creative

1. Make **LISTS**
2. Carry a **NOTEBOOK** everywhere
3. Try free **WRITING**
4. Quit beating yourself up
5. Take **BREAKS**
6. **LISTEN** to new music
7. Be **OPEN**
8. Get **FEEDBACK**
9. **COLLABORATE**
10. Don’t give up
11. **PRACTICE**, practice, practice
12. **MAKE MISTAKES**
13. Get lots of **REST**
14. Take **RISKS**
15. **BREAK THE RULES**
16. Create a **FRAMEWORK**
17. Got and **IDEA**? Write it down
18. Have **FUN**

**Write a more interesting blog:** A blog in an online journal in which users post entries and leave interactive comments. It is a good idea to personalize your writing and leave a unique impression in the crowded blogosphere, encouraging readers to interact with your ideas. It’s all about visibility and scope of user participation!

1. **Say something unexpected (but true):** Find ways that will interest your reader and get their attention. Tell them why they won’t enjoy your post or by doing a specific action will help them to enjoy your post better!
2. **Write about a social cause you care deeply about:** This will help you to become a passionate writer and draw your audience in. For example, on Blog Action Day, bloggers were encouraged to all write about the same social issue topic.
3. **Tell a personal story with passion—and from a unique perspective:** Personal stories are always the best because YOU have the most and the best information about it.
4. **Take an unconventional approach:** Write a conventional post in a completely different way. For example, be the most pessimistic or optimistic food critic!
5. **Turn a negative into a positive:** You can turn anything negative into a positive with a little bit of creativity!

**Contact the Writing Center**

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