

On Writing

Celebrating the Art of Writing

The National Council of Teachers of English (NTCE) is a professional association of educators that piloted this event to express the importance of writing and how each of us uses it for either personal, professional, or civic purposes.

The idea is to involve people in all aspects of writing such as new and developing technologies, the incorporation of multi-media, and other tech savvy writing which is becoming more prevalent. This day recognizes writing at all grade levels and allows people to become active supporters and enjoy and learn writing from others.

Get Involved

The NTCE encourages people to submit entries to their National Gallery of Writing or for communities to host inspired events such as a writing marathon, poetry slam, or a journal read-in to make the celebration memorable.

Visit www.ncte.org



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“why I write”: National Day on Writing Grand Event

October 20th, 2011, marked the third annual National Day on Writing and the Lewis Writing Center celebrated in a number of ways including: a chalkboard where students could get creative, two writing prompt boards, a journal scavenger hunt, and writer’s forum. The Writing Center’s event “Why I Write” opened the doors to many forms of writing and sharing creative original works in an intimate and encouraging setting. A group of ten talented student writers presented to a diverse audience the reasons why they write, as well as what inspires them to write, then followed by a performance of their own writing. The room was filled with laughter, empathy, and awe as each writer presented writing unique to their individual backgrounds and personalities. A sophomore majoring in Air Traffic Control Management, Mark Jacobs, shared why he writes, “Of course, the real, main reason I write is for the same reason I yawn, sneeze, hiccup, get sleepy, or laugh at a chipmunk trying to move more peanuts than it can hold. It just happens.” The event represented authors on a small scale, by discussing how writing impacts our lives differently, and also expressing how to generate creative ideas for future writing. After the event concluded, the writers and the audience congregated to further discuss their pieces and to inquire about any questions the audience had.

In addition to the writer’s forum, the Writing Center also displayed writing prompt boards and had a scavenger hunt free journal give-away. Three writing prompt boards were positioned around campus: one in the Benilde and two in the academic building. The two prompts were “What is your first writing memory” and “Why I write”, which really encouraged students to write a variety of testimonials. Finally, to further promote the National Day on Writing and inspire students to write, the Writing Center placed leather bound journals throughout campus in strategically placed locations, marked with post-it notes indicating the person to find the notebook could keep it as a gift from us! The series of exhibitions to celebrate were successful and has inspired new motivations for the future events the Writing Center will have.

“why I write” student chalkboard



Tutors Weigh In

Each semester new tutors join the center; on Facebook and the Writing Center website you can find a page dedicated to them so students and teachers can read their biography and a little bit about what they have to offer. This fall, there is an impressive number of 22 writing tutors that work within the center and each have shared their thoughts on how they plan to contribute their talents to work with writers.

Making it Happen

Each day tutors update the Facebook page in various ways: uploading new photos, writing tips, writing prompts, relevant videos, and any new happenings with the Writing Center. Posting flyers to our Facebook wall has generated interest in Writing Center accomplishments such as the "Why I write" event and the addition of our real time online tutoring services. Tutors also constantly post "Quote of the Day" or "Word of the Day" excerpts to inspire and engage students in the art of writing. Facebook is a great way to connect with tutors and can serve as an outlet for students to express their thoughts.



The Social Media Wave Hits the Writing Center

By now, it is obvious that the social networking movement is making a big impact in almost every aspect of our lives. Users between the ages of 18-24 are among the fastest growing segment for Facebook and the appeal to college-aged students impacts organizations everywhere, driving them to incorporate this technology into their daily operations. The Writing Center has joined the movement and has been a member of the Facebook community since April 2011. Facebook has allowed the Writing Center to reach out to the Lewis community and bring them information about current events and the support available to students. Staying connected by actively posting increases Writing Center awareness and gives students a fun environment to interact. The significant number of updates and new additions to the page is creating a greater interest in the Writing Center and developing more conversations with students on Facebook. In addition to Facebook, the Writing Center joined the Twitter community in September.

Even though we are new members, people are catching on and joining our page. The more interest we generate, the more students we can reach! Currently we follow about 25 different pages such as: other university writing centers, newsletters, Lewis students and staff, and other writing related organizations. Twitter gives the Writing Center the opportunity to send fast updates about new tips we find, hosted events, or interesting articles related to writing or reading, and as with Facebook we have the freedom to post more extensive content that students can refer back to later. Because Twitter is instant, the updates will consist of quick information that give students prompt food for thought. The use of these social networking tools has provided exciting results for the center. The Lewis community is noticing the Writing Center with activity on both Facebook and Twitter and students are reminded of our services more frequently. The social presence has helped make the center a very busy place, and we are pleased they are actively using our services.

Just by browsing the Writing Center Facebook wall, students can find helpful tips; for example there is a link where students can get information about writing an argumentative essay. Tutors have found that the addition of social media technology into the Writing Center has been a great move because we are able to reach a large audience instantly!

The Writing Center intern says:

"I think social media has really helped promoting the Writing Center and ever since we have used social media we have been busier this semester than any with many students coming in which is awesome."

- Allison Penchar



@WritingCenterLU



www.facebook.com/LewisWritingCenter



Can't Make it to the Writing Center? Get Tutored Online!

School is back in session for Lewis University and since the start of the semester the Writing Center has been keeping busy as students are using our services now more than ever. Our goal is to make the center as accessible as possible to students so they can improve their writing abilities easily. This semester the Writing Center introduced a new way to tutor students! We launched a real time online tutoring using Google Docs, which now provides assistance to students that seek writing tips but cannot make it to campus, such as regional or online students.

So far students are catching on and becoming more aware of this application and sessions have provided a great opportunity to get the full benefit of our writing services. In previous years the center provided an online option where students can send in their papers and the tutors will make comments, suggestions, and model strategies in a word document to send it back to students as an attachment in their e-mail. This option is still available for students if they prefer and have an understanding of their paper's focus and want a quick review, or if they had a previous session with a tutor and have follow up questions.

However, we encourage the real time online sessions to all students, undergraduate and graduate level of all majors, who are not on campus. This alternative allows for a discussion to take place the same way a normal session would and for students to receive hands-on input on their assignments in an active conversation. Google Docs is very user friendly and can be used as long as both parties have access to a computer and a stable Internet provider.

How the Online Session Works:

Students make an appointment the same way as a face-to-face session, but in addition they will upload their document as an attachment. The tutor will call the student at the number provided to begin the session. The tutor sends back the document to the writer using Google Docs and they will open the attachment in their e-mail. Once opened, both the writer and the tutor can see the document in real time and use the tool bar to highlight, make comments, and make changes. Once the session is over, both parties can save the document which will be stored in the Google Docs section of your e-mail.

Writing Center HOTLINE

The Writing Center now has a hotline where students can call if they have quick writing questions. This gives students the opportunity to reach out to tutors if they need a writing related question answered immediately and the issue would not exceed five minutes. If a tutor is not readily available when a student calls, there is also a e-mail hotline where the student can leave their question and the tutor will answer them as soon as they are available.

Tips on Making a Successful Appointment

Make an appointment:

Make an appointment the same way a writer would for a face to face session (www.lewisu.edu/appointment) but in addition they will upload their document and be sure to provide a current phone number and indicate that it is a real time online session in the blank space.

After a set appointment:

The tutor will call the student at the desired time and the document will be sent back to the student by the tutor using the "Share" button.



Viewing the Document:

Once the document is shared, the screen will display the paper to both the student and tutor, and both parties will be able to make changes, highlight, comment, and save. During this demonstration, the conversation will take place either on the phone or using Google Voice Chat so the tutor and the writer can collaborate and share ideas about the writing.

Hotline: 815-588-7301

E-mail hotline:

*quickwritingques-
tion@lewisu.edu*



Tutor Talk

Now that students are more aware of the Writing Center, let us get to know some of the tutors that work here! Our tutors are hardworking and devoted to what they do at the center.

Two Writing Center tutors share their wisdom and advice about working at the Writing Center: Liana Vantrease, a senior English and Secondary Education major, and Kevin Meyer, a senior journalist major and a writer for the Flyer Newspaper.

- Article by Allison Penchar

What have you learned from being a tutor in the Writing Center?

Liana shares, "I have learned to be more than a personal proofreading service for my friends and peers. While I did not mind helping anybody prior to the Writing Center, I was never really ensuring that they would become better writers by proofreading their assignments." She has now learned that she has helped students to become stronger writers.

Writing Center tutors go through a training process before they become a professional tutor. Kevin expresses what he has learned after becoming a tutor. "I've learned to "show, not tell" more than anything. By this I mean that when I'm helping a student, telling them how to fix their paper is not going to help them become a better writer, it's only going to help them get a better grade on their paper." So by showing and modeling writing strategies tutors can easily help students better understand their own writing.

Do you think you have impacted students overall writing skills?

Liana expresses, "It is so encouraging to help any student, but it is even more reassuring when those that I have tutored come back to get my help again."

For the tutors that are Education majors, this is a great practice to help a student one on one and develop skills that will help them in their future career as a teacher, which Liana expressed.

What do you enjoy about working as a tutor?

Kevin shares, "I really enjoy the rewarding feeling you get after a successful session. The students are so grateful that you are willing to help them and as a tutor you realize that the most once the session is over. I think meeting a bunch of students who honestly want to be better writers and helping them towards this goal is rewarding enough. It doesn't hurt that you know in most cases the help you provide will likely help the student in school, you as a tutor can be a direct reason a student's paper improves."

It is a rewarding experience to be a tutor at the Writing Center which these tutors have amiably shared with us. It is always great to practice writing on a daily basis and we emphasize that act of writing at the Writing Center. A final remark from Kevin; "Be yourself in life, and be yourself in your writing."

"It is a wonderful opportunity to help out students in a professional way while honing skills that as a teacher I will apply to my career.

- Abby Disabato, WC tutor

"I think the great thing about the Writing Center is the open communication and collaboration it provides in the aspect that both tutors and students are able to learn from one another."

- Allie Penchar, WC Intern

"I love being a tutor because I get to work with a variety of writers and explore a plethora of writing purposes and audiences with them. It's a lot fun!"

- Kelly Schreiber, WC tutor



1st Place Winner

"I've always loved graphics and designing photographic art. It has always been a hobby of mine, so it's kinda cool to win a contest for it."

-Michael Sansone

2nd Place Winner

"I wanted to do something fun and simple but yet memorable. I have to thank my computer graphics design class for showing me how to be creative. I was honestly shocked when I got the email telling me that I came in second place. I am honored and second place is awesome!"

-Amanda Ferrise

Logo

Design Challenge

The Writing Center designed a contest to seek out interested students to help re-design our current logo! The Writing Center Logo Design Challenge was a creative way to get the Lewis community involved in fashioning a fresh new design to represent the Writing Center and win some great prizes at the same time. Flyers were posted throughout campus and mass e-mails were sent in order to create a buzz among students. All creative ideas were encouraged as long as they could make "The Writing Center" the main focus of the logo. After looking at each submission it was up to the Writing Center's team of judges to decide who would get the grand prize and who would be the runner ups.

After careful review of student submissions, judges Dr. Jennifer Consilio, Dr. Sheila Kennedy, Brittany Moore, Allison Penchar, and Dr. Jackie White had the tough decision of appointing the winners. Due to the sleek design and great representation of the Writing Center's personality, the collaborative efforts of Michael Sansone and Joe Smith are both first place winners of the Fall 2011 Logo Design Challenge! Both first prize winners received a \$100 bookstore certificate, a feature in the Lewis Flyer, and a featured blog entry in the Jet Fuel Review. The second place winner Amanda Ferrise received a \$50 bookstore certificate. This new design will be featured on publications, flyers, social networking sites, and Writing Center webpages to create a common theme and leave a lasting impression.



Jet Fuel Review: 2nd Issue Launch



What is the Jet Fuel Review?

The Jet Fuel Review is a bi-annual, student-run literary journal that seeks to publish the very best poetry, fiction, non-fiction, and art from members of the Lewis University community as well as artists on a national scale. It was originally created in the Fall of 2010 and has published recognized authors and artists, as well as received interviews from award winning novelists. The editors of JFR also run a student blog to complement the journal which include submissions from a variety of unique topics. Their mission is "to become a new space where Lewis students and national writers and artists can find a voice." The journal is run by a collaboration of editors, advisors and consultants.

The 2nd Issue Launch Event

On Tuesday, November 29th 2011, in celebration of the second issue launch of the Jet Fuel Review, Lewis University hosted an event for students, alumni, faculty and staff, and also special guest Jan Bottiglieri. The readers included :

Alumni: Chelsea DeRose, Mary Egan

Students: Ellie Renz, Tim Fitzpatrick, Kristina Powers, Erica Edgeworth, Jessie Richey

Editors: Mark Jacobs, Linda Strahl, Deirdre McCormick, Michael Malan

Faculty: Dr. Chuck Crowder (Physics), Dr. Jason Keleher (Chemistry), Dr. George Miller (Philosophy),

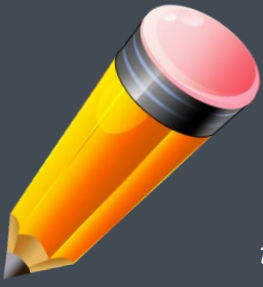
Dr. Sheila Kennedy (English), Dr. Jennifer Consilio (English) Dr. Jamil Mustafa (English)

Published Jet Fuel Authors

Although new to Lewis University, the Jet Fuel Review has already published the works of many students, faculty, and various authors: nonfiction by Candelaria Sanchez; poetry by Ellie Renz; artwork by Clorissas McPhail, Krishan Nadarajah, Lauren Kill, Anna Jaros and Audrey Heiberger; poetry by alum Chelsea DeRose and Elizabeth Weber; and work by Lewis faculty and staff: Professor Therese Jones, Dr. George Miller and Dr. Maryellen Collette Davis, Dr. Ewa Bacon and Michael Progress.

JFR also has published poetry from names such as Karyna McGlynn, Hadara Bar-Nadav, Ray Gonzalez, and Jaswinder Bolina; fiction from Jane Lebak and Adam Peterson; and art from: Julie Clack and Grant Palmer.

To begin writing is not always an easy task



try using.....

Writing Prompts

“There are thousands of thoughts lying within a man that he does not know till he takes up the pen and writes.”
~ William Makepeace Thackeray

Writer’s Block? Here are a few creative prompts to get you started:

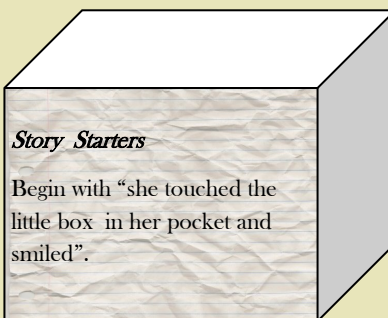
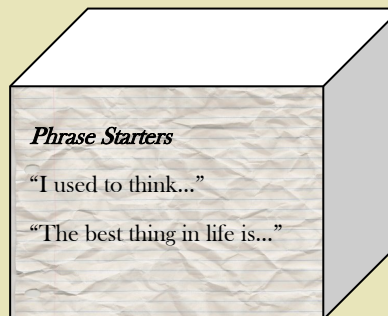
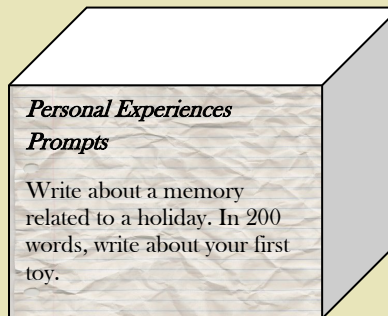
To practice writing daily can help generate ideas for papers or just for fun. Journaling is a great way to encourage a daily routine of writing. If journaling is not your cup of tea, you can always generate ideas and have fun with writing by writing in response to writing prompts; start by free writing for about 10 minutes. Time yourself and see what creative ideas flow in order to practice the art of writing.

Check out this website:

www.creativewritingprompts.com for writing prompt ideas which has a variety of writing prompts to get you started, such as writing prompts based on personal experiences, prompts that start with a phrase and you finish the phrase, answering open-ended questions, and story starters in which you are given a phrase and you write a fictionalized story about the phrase by starting the story with the phrase or idea given.

“The only way to learn to write is to write.”

~ Peggy Teeters



These writing prompts can help explore the creativity inside you and develop ideas for writing assignments. Just like anything else, practice makes perfect and to practice in a fun way makes it even better. Keep these prompts in mind when writing a new assignment and see if any ideas come out of your free writing. Aside from a fun way to generate ideas, this practice will strengthen the way you write, how you develop ideas for future assignments, and your confidence when it comes to writing. It is a good idea to write as long as your mind will let you, regardless if you think you are making sense or not. Because the idea is just to get you writing in the first place, if your thoughts are flowing then you are on the right track. You never know what you may discover.

- Article by Allison Penchar

“Fill your paper with the breathings of your heart.” ~ William Wordsworth

Contact the Writing Center

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