Welcome to the inaugural edition of the SBCC Writing Center Newsletter. As writers, we carefully considered the form and function, as well as the audience, the message, and the medium of this new project. Our intention is to connect with and provide information to the campus community of faculty, staff, and students. Additionally, posting each edition on the CLRC WCenter Website will extend our readership beyond our place by the beach.

This LTA column will highlight current happenings in the WCenter, and Dr. Jerry Pike’s “Director’s Notes” will explore how the WCenter fits into campus-wide efforts. You can read about one of our fabulous tutors in “Tutor Talk,” and learn strategies for self editing in “Edit Yourself.” Instructors can submit questions about how to utilize WCenter services to “Instructor Inquiries,” and

“Sarianna Says” will keep you informed about current semester calendar items. We look forward to hearing from you.

~ Lisa Danhi, LTA
Nicole Biergiel, LTA

ON THE PULSE OF THE WCENTER

“Plan Ahead: Make an appointment to see a tutor today!”

Three reasons why you should make an appointment:
- You get 30 minutes one-on-one with an experienced tutor.
- You can visit the Writing Center up to 3 times a week.
- There is no waiting if you are on time for your appointment.

Summer Hours:
M-TH 9 a.m.–4 p.m.
Fri 9 a.m. – 12 p.m.

CLOSED July 4th

Last day WC is open for summer: July 22, 2008

~Sarianna, WC Assistant

SARIANNA SAYS:

CLRC DIRECTOR NOTES

Thanks to the Partnership for Student Success, nearly two years ago we were able to hire Nicole Biergiel and Lisa Danhi to oversee the Writing Center. As a result we have made substantial progress in training tutors and implementing procedural strategies for tutors and students. This supports a much more efficient, consistent, and pedagogically sound service.

Our highly qualified professional tutors are available to help students from all disciplines, on both an appointment and drop-in basis.

We do not edit students’ work; we teach them to edit their own work.

We are pleased to assist students at any stage of the writing process. Ideally, a student will bring the assignment sheet and a draft of the paper. If the student doesn’t yet have a draft, we can help him/her get started. Our goal is to help students develop and improve writing and critical thinking skills.

When referring students to the WCenter, we urge you to use the referral form (available on our web site):

http://www.sbcc.edu/learningresources/website/WL/WritingCenter.htm

This is a great way to connect tutoring with classroom instruction and requires minimal time on your part. For more information, see Page 2 of this edition: “Instructor Inquiries.” Our web site also explains WCenter procedures and has many useful writing resources.

If you have any questions about learning assistance, please email or give me a call at X2673.

~ Dr. Jerry Pike, LRC Director

“Plan Ahead: Make an appointment to see a tutor today!”
TUTOR TALK

With an academic background in philosophy and religion (B.A. 1968) and in literature (post-baccalaureate studies), and with experience writing fiction, I have been working at the Writing Center for almost three years. I have also worked as a professional musician, playing jazz vibraphone, and as barista and café manager.

Trying to contribute to student progress has been both challenging and rewarding, as I have sought to balance four key components of tutoring: rapport, knowledge, technique, and awareness of community. The challenging part is adjusting to students’ widely varied skill sets, anxiety levels, and cultural backgrounds.

Lou Erb, Writing Center Tutor

while also making quick assessments and decisions regarding session focus.

The rewarding aspect is meeting motivated students, seeing them light up with excitement or insight, and knowing that my efforts are appreciated. The one thing I frequently emphasize is that learning to write well is an ongoing and fulfilling process, not a quick fix.

EDUCATIONAL RESOURCES AVAILABLE

- Instructors may submit questions about WCenter services to writingcenter@sbcc.edu.

INSTRUCTOR INQUIRIES

Q: I work closely with my students to identify writing issues on which to focus during the semester. How can the Writing Center support the individual learning plan the student and I have created together?

A: Writing Center services are designed to complement classroom instruction. One way instructors can inform tutors about an individual student’s writing goals is to print and complete a Referral Form, available on the WCenter website. The student then reviews the form with the tutor during the WCenter session.

On the Referral Form, instructors can select writing issues from a list of topics that appears both on the Directed Learning Activity (completed by the student before the tutorial) and the Session Record form (completed by the tutor during the tutorial). This consistent use of terminology familiarizes students with the steps of the writing process and allows them to describe their challenges more specifically. Instructors can also provide direction for the session in the “Additional Instructor Comments” box.

By using consistent terminology and facilitating tutor-instructor communication, students receive scaffolded, coordinated academic writing support.

EDIT YOURSELF

One way to improve your writing is to learn how to correctly combine independent and dependent clauses. (See the Writing Center handout “Connecting Independent and Dependent Clauses,” available on the Writing Center website, for more information about sentence combining.)

Avoid fragment and run-on sentences:

☐ SBCC is located close to the beach. Which is one reason students decide to go there.

✓ SBCC is located close to the beach, which is one reason students decide to go to that college.

Joining the two clauses with a comma eliminates the fragment, and substituting the noun “college” instead of the pronoun “there” clarifies whether students attended classes at the beach or the college.

Make your ideas clear:

☐ Writing from the heat, my father brought the plant inside.

✓ The plant was wilting from heat, so my father brought it inside.

Until the clauses are combined and reversed, the reader is not sure who or what is affected by the heat.

Make your writing more sophisticated:

☐ Robles argued for increasing the local sales tax. Perkins was against it. Robles and Perkins each presented to the council. The council voted on the proposal.

✓ Robles argued for increasing the local sales tax, but Perkins disagreed, so each representative presented their argument to the council before the final vote on the proposal.

Using subordination and conjunctions shows the causality and connection between the ideas in these short sentences.

CLRC WRITING CENTER AT SANTA BARBARA CITY COLLEGE

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805-965-0581 x2663

General info and tutorial appointments

Nicole Biergiel, LTA
Lisa Danhi, LTA
805-965-0581 x2671

Employment opportunities

Come see us on campus or Visit us on the Web:

http://www.sbcc.edu/

Online resources and more!