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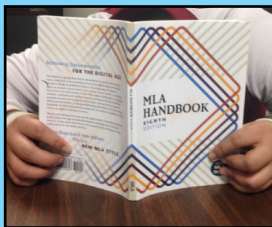
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BE Services Launch for Fall Semester

Student offerings range from tutoring to small groups to skill-building software



By Maya Grant

The QCC Campus Writing Center (CWC) is an academic resource center that devotes itself to helping students improve their writing and reading skills. Since Spring 2017, the CWC has expanded its services to meet the needs of students enrolled in BE (Basic English) courses. These services extend to one-on-one tutoring and workshops created to aid students in their specific academic endeavors.

Our broad range of services offer students many opportunities to grow as readers and writers, no matter their skill level or learning styles. We invite students to visit the CWC often and explore:

One-on-one Tutoring: In a one-on-one session the consultant provides the student with clear and concise feedback while catering to the student's specific needs and concerns. The majority of tutoring sessions done at the Campus Writing Center are one-on-one. This method helps further the CWC's philosophy of student-centered learning by providing students with individual attention and advice.

Students can come for walk-in sessions any time the Writing Center is open, or they can schedule an appointment for a specific day and time.

One-time appointments: One-time appointments for tutoring can now be made through

our website, in person at the front desk, or over the phone. Appointments can be made up to a week in advance and are designed to help students reserve a consultant for a set time.

Weekly Appointments: Weekly appointments can also be made at the front desk. This type of appointment provides students with the option of meeting with the same consultant every week at a convenient day and time.

Workshops: The following workshops and special group sessions are offered to all students, and they might count towards completed BE lab/tutoring hours (students should always check with their specific professor to see which CWC services can count as lab hours).

Conversation Hour: Lunchtime conversation hours are offered by the English Department and are held in the CWC (room L-113). Conversation hours help students improve their English conversation skills in an informal setting. Each session is facilitated by an English Department faculty member. In each session, students are able to converse with their peers while discussing current events. Conversation hours are held Mondays-Thursday 12pm-1pm and are offered October 1- December 13. No registration necessary. (*continued on p. 3*)

CWC BY THE NUMBERS



From July 1, 2017-June 30, 2018:

5675 (up 27% from previous year)

Students tutored in the CWC (some of whom came multiple times for multiple services).

1228 (up 11%) Students who came for help with a WI (writing-intensive class) assignment.

277 (up 71%) class visits.

32% of students returned on their own after attending a class visit.

24/7 When students were able to submit paper drafts through the online TigerWrite system!

--Joe Labozzetta

Nursing Classes Tour the CWC

First-ever NU201 Class Visit Part of Expanding STEM Outreach

By Christina Denny

On Wednesday, Aug. 29, over 60 Nursing 201 students came to the Campus Writing Center with their classes for a site visit.

Class visits are a service arranged by professors to introduce their students to the consultants and resources available at the CWC. Usually held for one hour during class time, class visits also give students a chance to work with consultants in small groups on a course assignment or other writing task.

"It was the first time we've had a Nursing class visit, and it was also our largest visit ever," said John Pian, a CWC staff member and STEM academy advisor. Pian was enthusiastic that Nursing, "a premier program on campus," was introducing its students to the range of assistance available at the CWC for student research papers and other course writing.

Having all Nursing 201 sections visit the CWC together was especially valuable because the department has program-wide paper assignments, said Writing Center Manager Joe Labozzetta. "It's a great way to have consultants and students go over the assignment together," so CWC consultants could become familiar with a common NU 201 assignment and talk through students' initial writing concerns, he noted. Students were also encouraged to return throughout the semester for individual sessions as they progress through their writing assignments.

Labozzetta added that the Nursing 201 class visit is part of a larger Writing Center effort to reach out to instructors of writing-intensive courses in STEM and other non-humanities fields. As the point-of-contact for professors who wish to schedule class visits, Labozzetta met with CWC Director Stefan Spezio and Nursing Department chair Anne Marie Menendez during the summer, to arrange the visit and discuss CWC resources helpful for nursing students.

Labozzetta encourages instructors who give writing assignments in any discipline to visit him in L-113 or contact him at JLabozzetta@qcc.cuny.edu to learn more about CWC class visits, either for this semester, or for the Winter or Spring 2019 sessions.

HOW HAS THE WRITING CENTER HELPED YOU?

STUDENTS: HOW HAVE YOU BENEFITED FROM VISITING THE CWC? DID YOU HAVE A STICKY ASSIGNMENT OR WRITING CONCERN, OR A HIGH-STAKES APPLICATION ESSAY, THAT WE HELPED YOU WITH? WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS ABOUT GETTING THE MOST OUT OF CAMPUS WRITING CENTER SERVICES?

SEND US YOUR SUCCESS STORY, AND WE MIGHT HIGHLIGHT IT IN OUR NEXT NEWSLETTER! LENGTH SHOULD BE 100-200 WORDS. YOU CAN EMAIL IT TO CWC@QCC.CUNY.EDU WITH THE SUBJECT LINE "NEWSLETTER SUCCESS STORY."

This edition of *The Campus Writer* is brought to you by: Christina Denny (editor), Maya Grant, Joe Labozzetta, Lisa Lay, Lorraine Mesagna, Stefan Spezio, and Melinda Yale. Each newsletter issue shares Campus Writing Center news, information on services, and other features with the broader QCC campus community. Have any suggestions for future issues? Send them to us at cwc@qcc.cuny.edu.

Learning Resources for BE Courses at the Writing Center and Lab



David, Rizwan, Vinay, Shawn, and Chris are among the tech staff who assist BE students in H-236.

(continued from p. 1)

Reading Strategies: Reading strategies sessions are available for students enrolled in BE 122 and 226. These workshops are designed to help upper-level reading students gain a stronger understanding of their course work and prepare for their exit exam. Each session is dedicated to reviewing the topics discussed in class. Held weekly, reading strategies are offered over 10 weeks throughout the semester. Students are able to choose a time and date that fits their schedule. Registration is required. All sessions are held in L-113.

Grammar Groups: Held in L-113, grammar groups encourage students to review specific grammar topics. Students are able to come in during club hours and learn about specific grammar rules and guidelines. Each week, students will explore and discuss different grammar topics that may be challenging. Students are encouraged to come in with their own questions and examples. Grammar groups will be held on most Wednesdays 1pm-2pm. Sessions start in September and end December 5. No registration necessary.

CWC Computer Lab (H-236): The CWC Computer Lab for students in BE courses is located in Humanities building room 236. It offers up-to-date skill building software for students in Reading and Writing BE courses. No appointment is needed, and students can arrive at any point in the hour. The CWC Computer Lab is open the same hours as the Writing Center, six days a week. In addition to technical staff, writing consultants are available to assist students working in the lab.

Checking Lab hours

As a part of their course requirements set by the English Department, students must complete a total of 12 hours of additional academic support per BE reading or writing course each semester. These lab hours may be done at either the Campus Writing Center in L-113 or at the CWC's Computer Lab in H-236. Each tutoring session or hour spent in the computer lab counts as one lab hour. Students should plan ahead and complete lab hours throughout the semester, since it is not possible to complete them all in the last few weeks of the semester.

One major concern that students have is how these sessions are tracked and accounted for. As of Spring 2018, the Campus Writing Center has implemented an online lab hour tracker, which allows students to view

their completed hours through our website. Students are able to view their current and previous completed hours from home and on mobile devices. No more worrying about lost lab hour cards!

When students attend an hour, either at the CWC or Computer Lab in H-236, they are checked in at the front desk. These hours are added to the student's lab hour account instantly. However, when a student attends a workshop, such as Conversation Hour, Reading Strategies, and Grammar Clinics, hours may take a day or two to appear online.

For more information on our services, hours, and events, please visit our webpage or stop by the Campus Writing Center. Our friendly front desk staff will be happy to help answer your questions.

Tracking Your BE Lab Hours is Easier Than Ever!

How to Check Your Lab Hours Online:

1. Go to the CWC Homepage: www.qcc.cuny.edu/write
2. Click on "Tutoring for BE Students"
3. Click on "Check Lab Hours"
4. Enter your First Name, Last Name, and Student ID here:



WRITING CENTER VOICES

Q & A with Naomi Ferguson, Academic Resource Center Coordinator

By Melinda Yale

Edited excerpts.

How did you end up working here at the Campus Writing Center?

I started in March of 2004. Back then, we were called Instruction Support Services and did tutoring in all subjects. At the time, I was working on my associate's at LaGuardia College. A friend of mine worked in payroll and suggested I also try to work on campus. The interview process was held at Baruch College with multiple CUNY schools. When I was interviewing with LaGuardia though, the woman wasn't really paying attention to me...and at the same time, all of these other schools were closing up for the day. I thought, *Oh! Queensborough! You know what? Let me go over to Queensborough. That's in Bayside and I'd like to stay in Queens. They're open and still looking for people.* Queensborough was the one school who right away wanted me. So, in the end, I thought, let me take this chance, and I've been here ever since!

So you started out as a CUNY student? Yes. While working, I was able to finish my associate's here at Queensborough and then my bachelor's at Baruch. And I plan on going back to school to get my master's as well. **What would you like to study?** I've been thinking of doing a certificate course in project management offered at Queens. Eventually I would like to get my MBA.

What is something you enjoy about your job? Meeting so many people. Also, seeing students struggle at the beginning, pass the tests, and later graduate is such a good thing. So many students come in regularly and become like family. Seeing them going forward in life and making it is great. **That sounds rewarding.**

Describe a typical day at the front desk. Working! Because we have so many different programs and workshops, it can get really crazy here. We have to keep track of what is going on for the day whether that be workshops, weekly appointments, or class visits. Not to mention the regular students coming in for walk-in tutoring. Once we've got all of that figured out ahead of time, we can then take control of how everything will play out. It's the same thing with students. We tell them that it's better to prepare ahead of time before they sit with a tutor.

What comes into play when you assign students to tutors? We definitely think about the relationship, who we figure will vibe well with

a student. Sometimes students are a little nervous, unsure about how well a tutor will understand their concerns. Or you have a student who is really shy. I would not want to sit them down with a tutor who is also shy. We need someone to take charge of that session! Personality-wise, we try to see who will guide the student in the right direction.

What would you like students to know about coming to the Writing Center? I think if they have a clear idea of all of the services we provide that will help them to take advantage of their time here. A lot of students don't understand the range of our workshops, clinics and appointment options. We want to make sure they take full advantage.

Can you tell our readers about a particularly memorable moment or day on the job? Every day there is something interesting, especially working at the front desk. For example, I don't know who got this word out but a lot of people seem to think we have information about the whole college. All general information. If they can't find it, students think, I'll go to the Writing Center. They will have the answers. **That's funny. A sort of informal central hub?** Exactly!

We also have students who've been coming here for years. They know our policies, but they still think, *Oh, let me see if I can come in and be smooth and try get extra tutoring time.* That's always hilarious.

How does writing fit into your life? Working at the front desk, I use Outlook daily to send memos and email. **And outside of the writing center?** I'm a heavy reader. Also, because I have kids, I try to show them the best way to approach writing. My daughter is in 11th grade and she doesn't have a problem with essays. My son, on the other hand, is going into the 4th grade, and I know this year is going to be hard for him. There will be more detail involved with his schoolwork. I'm always asking him, "Now where's your introduction? Your body paragraphs? Your conclusion?"

Describe your perfect day off. No housework. Whatsoever. If I could also not get up super early, that would start the day off well. Catch a good program. Go somewhere and eat something good. Be around people, and have a good laugh. Ultimate goal though is being able to sleep in, say, until 10AM. That would be perfect.

Thank you so much!

How Do I Cite ... a YouTube Video in MLA Format?

The third in a series on tricky citation situations

By Lorraine Mesagna

A professor might ask his or her class to watch a YouTube video that is connected to a class reading. For example, if a class is reading *Hamlet* by William Shakespeare, the class might be asked to watch the actor Kenneth Branagh perform the “To be or not to be” soliloquy and respond in an essay. The “Works Cited” page of the student’s final paper must contain an entry for this video. How should this entry be formatted?

The official MLA format for a YouTube video should contain the following information:

- Title of video – surrounded by quotation marks
- Title of website – in italics
- Name of uploader
- Date uploaded
- URL

MLA Works Cited page entry

“To be or not to be – Hamlet Kenneth Branagh HD (Hamlet).” *YouTube*, uploaded by Carlo Bonaiuti, 8 Sep. 2013, www.youtube.com/watch?v=SjuZq-8PUwo

MLA in-text (body of the paper) citation options

When formatting the in-text citation, the student can choose to emphasize the soliloquy as directed by Kenneth Branagh or the words written by William Shakespeare.

In his role as director, Kenneth Branagh uses circling angle shots in a mirror-filled room to express the turmoil in Hamlet’s mind in the film *Hamlet* (“To be or not to be” 2013).

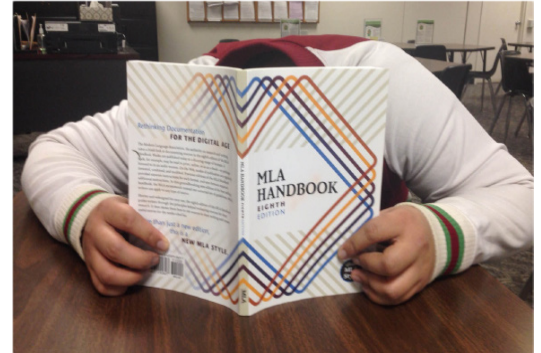
The powerful words in the “To be or not to be” soliloquy reveal the turmoil in Hamlet’s mind in the film *Hamlet* (“To be or not to be” 2013).

Note: Remember that the source in this example is the clip from the film *Hamlet* that was uploaded to YouTube in 2013, not the original text of *Hamlet*.

Want to learn more?

Additional information about MLA format for a YouTube video can be found at:

- owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html
- style.mla.org/citing-an-online-video/



Not sure how to cite? A writing consultant can walk you through it.

CENTERED WRITING

HAIKU CORNER

One fine spring day, two tutors from the Campus Writing Center met at the track and proceeded to climb the seventy steps up to the main campus. Noting the dramatic climb and the beauty of the morning, they decided a haiku was in order to celebrate the moment. Two tutors became three, and then four. We would love to expand our three-line circle to include haiku from as many tutors (and staff!) as possible!

In this issue, we share some of our poems. Please enjoy! -- Lisa Lay

Sweet-tooth Tragedy

Oh, chocolate-sweet
cookies, be my bad breakfast:
alas - they're raisins.

-- Julius Baltonado

Of all punctuates
I don't like semi-colons
They don't satisfy.

-- Lisa Lay

My quiet talker:
Speak! Use your voice or I shall
Wear your puffy shirt.

*Inspired by my session with QCC's most
soft-spoken student (and Seinfeld)...*

-- Melinda Yale

Glass Room

A mass of coiled cords
Curled in a glass box, blinking
Lights of neon green

-- Ashwak Fardoush

Campus headlines

Big Bees Swarm Oakland's
Warm Welcome. Faculty/Staff
Risk Danger for Lunch.

-- Melinda Yale

Lunch Break

Tree shadows stretch like
Spider veins, sleeping on the
Roots laying below

-- Ashwak Fardoush

Lab Report

Pipette, beaker, sure
Data: Please release results
From shaky grammar.

-- Christina Denny

H236

Clicking of keyboards
Softly murmuring voices
Students hard at work

-- Melinda Yale

short

expand. show don't tell.
my autobiography --
why not rebel?

-- Christina Denny

Cross Island crawling
Charlie prances at the door
Woof woof! Welcome home!

-- Lisa Lay



CWC EVENTS - FALL 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sept. 23	Sept. 24 <i>Monday tutoring hours: 9am-8pm</i>	Sept. 25 <i>Tuesday tutoring hours: 9am-8pm</i>	Sept. 26 ELL Open House! 12-2 PM <i>Wed. tutoring hours: 9am-8pm</i>	Sept. 27 <i>Thursday tutoring hours: 9am-8pm</i>	Sept. 28 <i>Friday tutoring hours: 9am-5pm</i>	Sept. 29 <i>Saturday tutoring hours: 10am-3pm</i>
Sept. 30	Oct. 1 12-1 Conversation Hour	Oct. 2 12-1 Conversation Hour	Oct. 3 12-1 Conversation Hour 1-2 Grammar Group: Verb Tenses	Oct. 4 12-1 Conversation Hour	Oct. 5	Oct. 6
International Tutor Appreciation Week						
Oct. 7	Oct. 8 <i>College closed - No tutoring</i>	Oct. 9 12-1 Conversation Hour	Oct. 10 12-1 Conversation Hour 1-2 Grammar Group: Verb Tenses Part II	Oct. 11 12-1 Conversation Hour	Oct. 12	Oct. 13
Oct. 14	Oct. 15 12-1 Conversation Hour	Oct. 16 12-1 Conversation Hour	Oct. 17 12-1 Conversation Hour 1-2 Grammar Group: Count/ Non-count Nouns	Oct. 18 12-1 Conversation Hour	Oct. 19	Oct. 20
Oct. 21	Oct. 22 12-1 Conversation Hour	Oct. 23 12-1 Conversation Hour	Oct. 24 12-1 Conversation Hour 1-2 Grammar Group: Preposi- tions	Oct. 25 12-1 Conversation Hour	Oct. 26	Oct. 27
Oct. 28	Oct. 29 12-1 Conversation Hour	Oct. 30 12-1 Conversation Hour	Oct. 31 12-1 Conversation Hour 1-2 Grammar Group: Adverbs vs. Adjectives	Nov. 1 12-1 Conversation Hour	Nov. 2	Nov. 3

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Nov. 4	Nov. 5 12-1 Conversation Hour	Nov. 6 12-1 Conversation Hour	Nov. 7 12-1 Conversation Hour 1-2 Grammar Group: Pronouns	Nov. 8 12-1 Conversation Hour	Nov. 9	Nov. 10
Nov. 11	Nov. 12 12-1 Conversation Hour	Nov. 13 12-1 Conversation Hour	Nov. 14 12-1 Conversation Hour 1-2 Grammar Group: Auxiliary Verbs	Nov. 15 12-1 Conversation Hour	Nov. 16	Nov. 17
Nov. 18	Nov. 19 12-1 Conversation Hour	Nov. 20 12-1 Conversation Hour	Nov. 21 12-1 Conversation Hour	Nov. 22 <i>College closed - No tutoring</i>	Nov. 23 <i>College closed - No tutoring</i>	Nov. 24 <i>College closed - No tutoring</i>
Nov. 25	Nov. 26 12-1 Conversation Hour	Nov. 27 12-1 Conversation Hour	Nov. 28 12-1 Conversation Hour 1-2 Grammar Group: Articles (a, an, the)	Nov. 29 12-1 Conversation Hour	Nov. 30	Dec. 1
Dec. 2	Dec. 3 12-1 Conversation Hour	Dec. 4 12-1 Conversation Hour	Dec. 5 12-1 Conversation Hour 1-2 Grammar Group: Conjunctions	Dec. 6 12-1 Conversation Hour	Dec. 7	Dec. 8
Dec. 8	Dec. 10 12-1 Conversation Hour	Dec. 11 12-1 Conversation Hour	Dec. 12 12-1 Conversation Hour <i>Last day of classes</i>	Dec. 13 12-1 Conversation Hour (last meeting of semester)	Dec. 14	Dec. 15

For more information on Campus Writing Center events, check out our website, call us at 718-631-6663, or visit us in L-113.