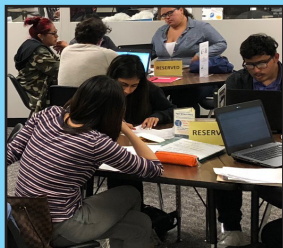
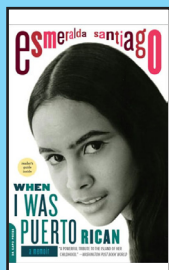


IN THIS ISSUE



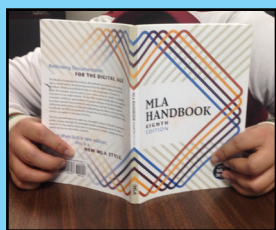
Write Night II a Hit

• 2 •



CWC Staff Summer Reading Picks

• 3-4 •



Tricky Citations: Interviews

• 5 •

CWC & English Profs Present at ALP Conference

By Madonna Hernandez

A Campus Writing Center (CWC) staff member recently joined with three faculty members from Queensborough's English Department for a conference presentation highlighting their experiences with QCC's Accelerated Learning Program (ALP). Held in Washington, DC, from June 14-18, the event was the annual Conference on Acceleration in Developmental Education (CADE).

The conference presenters, CWC STEM Advisor Jose Holguin and English Department professors Margot Edlin, Madiha Shameem, and Ilse Shrynemakers, gave faculty and administrators from colleges around the country a chance to hear about QCC's approach to ALP. Entitled "Co-requisite Courses and Writing Center Pedagogy," their presentation explored how ALP faculty and Writing Center administrators should consider the purpose and structure of tutoring services for ALP students.

At QCC, the ALP program offered by the English Department allows students who need to pass out of writing or reading remediation to take English 101 while receiving additional faculty support. The option is attractive to students in that it allows them to receive course credit and fulfills a general education requirement, while still benefitting from needed developmental support.

The Campus Writing Center, which provides support services for the ALP program, saw record numbers of all students during the past academic year, and end-of-year assessments suggest that CWC services play a role in positive student outcomes, according to Holguin.

The data, Holguin said, was "pretty telling." Students who came to the CWC as

ALP students in the 2017-2018 academic year did better in their final course grade than students who didn't come at all. In fact, the CWC's data suggest that if students come to the center three times for an individual class, they are

much likelier to get a B or higher in that course, particularly English 101.

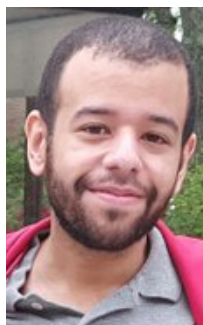
Holguin appreciated the chance to co-present on QCC's growing ALP program and hear of similar efforts at other colleges. "I was really encouraged by the response from other faculty across the country because they recognized that we provide a really important support service for students and we

could act as a model for what they want to do with their writing centers," he said.

The Campus Writing Center originally opened in 1987 and has evolved into an integral part of the student experience at QCC, now working with professors in coordinating class visits, offering workshops and other events, and accommodating students who attend for tutoring sessions.

Holguin also noted that the sheer size, education level, and regular training of CWC's tutor staff impressed other conference attendees who focus on accelerated learning for developmental students. This past academic year, there were 42 tutors on staff and nearly all have either Bachelor's or Master's degrees, according to Joe Labozzetta, the CWC Academic Resource Center Manager.

In addition to being highly qualified and well trained in tutoring techniques, the staff is diverse in age, ethnic background and experience. That diversity is a reflection of not just the ALP program but QCC's campus itself, which is located in one of the most diverse counties in the U.S. and whose student body population represents 127 nations and 78 native languages.



CWC BY THE NUMBERS



From 7/1/17 to 6/24/18:

5617 different (unique) students came for tutoring.

14,900 tutoring sessions.

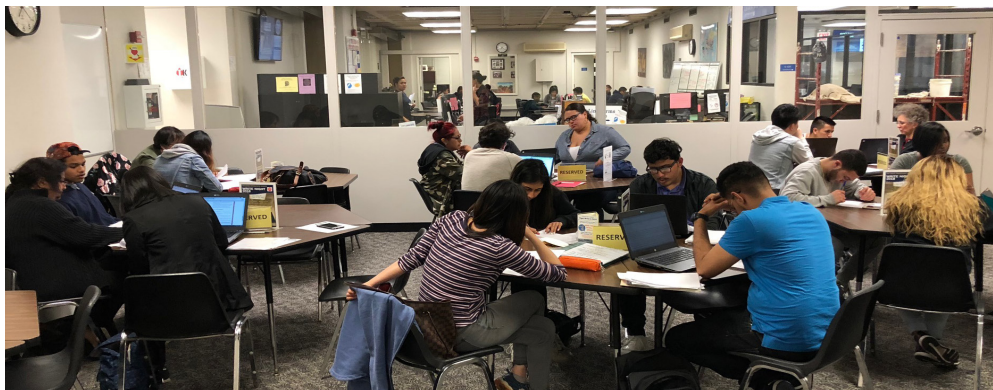
269 class visits.

More than **400** papers submitted to TigerWrite.

—Joe Labozzetta
CWC Manager

Students and Tutors Write into the Night

Spring Write Night event draws a crowd



By Maya Grant

On Thursday, May 10, the Campus Writing Center (CWC) held its second Write Night, an event created to encourage students to further develop their writing skills and broaden their familiarity with academic resources.

Open an extra three hours until 11 pm, the CWC offered writing tutorial services, self-study spaces, librarian consultations, and light refreshments throughout the evening. The CWC saw a 28% increase in students attending over the previous semester, with 66 students visiting during the hours of 6-11 pm.

“Events like Write Night are created for students so they have a place to come sit and study. We wanted to create a free space for students to just come in write,” says Joe Labozzetta, the CWC’s Academic Resource Center Manager.

Write Night was part of the 2018 International Write-in, an event organized by Swarthmore College that encourages writing centers around the world to stay open at least one night per semester to provide a space for students during stressful times of the school year. Write-ins and write nights are designed to exemplify the importance of campus-based resources, independent learning, and community.

The CWC aims to make academic resources accessible for all, a mission that Write Night furthers. Due to the event’s continued success, the center expects to host more late night writing events in future semesters.

IT’S SUMMER! HOW CAN THE CAMPUS WRITING CENTER HELP YOU?

Are you a faculty member planning fall classes? A student in a summer course? We are here for you! Visit our website (www.qcc.cuny.edu/write) or stop by the CWC in L-113 to learn more about:

Tutoring for Writing & Reading Comprehension

In-Center Class Visits

BE Lab Hours

Conversation Hour

Workshops

CAT-W Review Sessions

Classroom Visits

TigerWrite E-Tutoring

Grammar Clinics

Scholarship Essay & Resume Help

AND MORE!

Contributors: This edition of *The Campus Writer* is brought to you by: Christina Denny (editor), Maya Grant, Robert Herman, Madonna Hernandez, Joe Labozzetta, Melanie N. Lee, Lorraine Mesagna, John Pian, and Stefan Spezio.

Chill Out with These Summer Book Picks

By Melanie N. Lee

Summertime, and the reading is easy... or not. Whether your idea of light summer reading is a quick romance novel by the beach or a tome that weighs more than you do, our CWC staff has recommendations for your summer bookshelf.

Preyaa Manohar, front desk: **Lilac Girls** by **Martha Hall Kelly** (novel).

Three women—a New York socialite at the French consulate, a teenage Polish resistance courier, and a German doctor—witness the horrors of the Holocaust.



The Substitute: The Wedding Pact #1, by **Denise Grover Swank** (novel, part of a series). Her engagement broken, a woman meets a “random guy” on the plane and has him pose as her fiancé before her family.

Isabel Robayo, front desk: **Water for Elephants**, by **Sara Gruen** (novel). This “romance-thriller” involves circus people—an orphaned veterinary student, an equestrienne, and her brutish husband—during the Depression. Adapted into a movie.

Naomi Ferguson, CUNY Office Assistant: **The Sun Does Shine: How I Found Life and Freedom on Death Row**, by **Anthony Ray Hinton** with **Laura Love Hardin** (memoir). An Oprah’s Book Club Summer 2018 selection: *Condemned to Death Row*, an

innocent Black man chooses to live with hope and joy.

Before We Were Yours, by **Lisa Wingate** (novel).

Memphis, 1939: 12-year-old Rill and her siblings are whisked away from their parents into a system that sells poor children to rich families. Inspired by actual events.

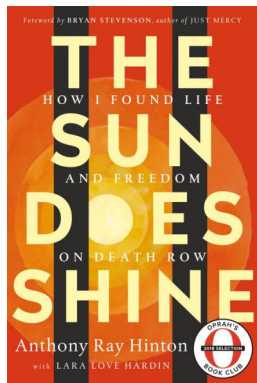
Ferguson also recommended the website **Goodreads**, where one can track one’s reading and exchange recommendations with other book lovers.

Rob Schmitt, tutor: **Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream**, by **Joshua Davis** (nonfiction). Four Mexican immigrant teens, facing the “typical troubles” of poverty



in a high-crime neighborhood, join their school’s robotics club and take on more than one national challenge. Inspired a feature

film. “We hear negatives about undocumented immigrants,” Schmitt said, “and this is a positive...a good role model for students.”



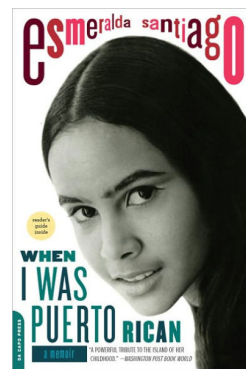
Two Black kids named Wes Moore, growing up fatherless, blocks apart, in Baltimore: how did their paths turn out so differently? Schmitt called this book a “good, personal, gripping read” about “the small decisions you make that you think won’t have any impact” and about “the importance of mentors and good role models.”

Maya Grant, tutor: **Interpreter of Maladies**, by **Jhumpa Lahiri** (fiction). Pulitzer Prize for Fiction, 2000: These nine short stories about Indian and Indian-American women includes the title story: on a family vacation, a joyless woman, who distains her husband and children, lusts after her tour guide. “It’s a very light read,” said Grant.

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, by **Michelle Alexander** (nonfiction). Why are some types of people put into prison more than others?

Madonna Hernandez, tutor: **When I was Puerto Rican: a Memoir**, by **Esmeralda Santiago**. A young girl journeys from Puerto Rico to New York to Harvard.

“It’s about growing up, family... one of the best books I ever read,” said Hernandez. “With so much in the news about Puerto Rico, it’s timely... [to] have an understanding of the place and the people who live there.”



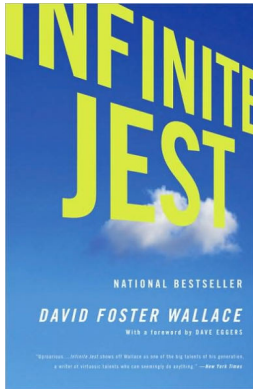
1984, by **George Orwell** (novel). Written in

continues...

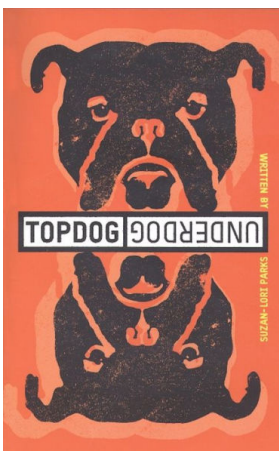
(...continued) CWC Staff Summer Reading Suggestions

1948, this story imagines a future dystopia where Winston Smith, rewriter of history, pens official lies for the Ministry of Truth. Big Brother is watching you. Inspired two movies, a play, and an opera. Hernandez said, “It’s a warning against those types of political figures rising in front of us, who are dominating the social and political climate we’re living in now. More than ever, reading is so important. Usually with summer reading, we think of the antithesis of that, but it’s important not to lose focus of what’s happening in the world.”

Eugene Sedita, tutor: **Infinite Jest**, by **David Foster Wallace** (novel). Written in 1996, set in the corporately sponsored Year of the Depend Adult Undergarment (perhaps in the early 2000s), this futuristic story involves a tennis academy, a halfway house for addicts, the MIT student union, a dysfunctional family, and the quest for entertainment. Sedita called this novel “Lynchian” (as in director David Lynch), “the opposite of summer reading,” that is “trying to be a slacker version of Finnegans Wake.”



Paul DiFilippo, tutor: **Topdog/Underdog**, by **Suzan-Lori Parks** (play). Pulitzer Prize for Drama, 2002: Two brothers, Lincoln and Booth, struggle with self-improvement, responsibility, and “internalized

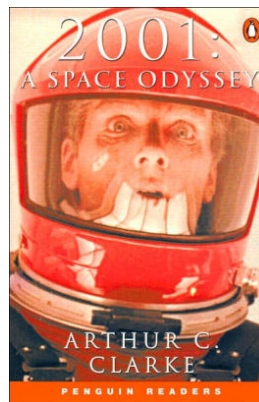


self-hatred,” as one plays Abe Lincoln in whiteface in an arcade and gets shot daily, and the other hustles with three-card monte.

Gloria, by **Branden Jacobs-Jenkins** (play). Pulitzer Prize finalist, 2016: As writers eke out a magazine, “a dying business,” Gloria pulls out a gun and starts shooting. Afterward, the surviving co-workers cope with grief, book deals, and a movie script. “When tragedy happens, who actually wins?” DiFilippo said. “Who was Gloria? ...and no one cares about the people who died.” The play explores “how media affects our perception of tragedy.”

Nadir Durrani, tutor: **2001: A Space Odyssey**, by **Arthur C. Clarke** (novel).

A mysterious monolith infuses prehistoric man-apes with consciousness. Millennia later, the time-bending monolith awaits Earth explorers venturing out into the solar system. Basis for the 1968 movie. “It was ahead of its time, written in the 1960s,” Durrani said. “The book was written as the movie was filmed.”



Robert Herman, tutor: a non-recommendation: **Manhattan Beach**, by **Jennifer Egan** (novel). One Book, One New York choice for 2018: during WWII, the Brooklyn Navy Yard’s first female diver searches for her missing father. “Very straightforward historical fiction,” Herman said, with “dry, flat characters,” strange narrative, shifting points of view, and weird, unrealistic dialogue: “Oh...I haven’t any money!” The technical jargon about diving was “interesting” at first, “but it got very dull.”

John Pian, STEM advisor: Pian recommended **reading a book based on a movie you saw, or vice-versa**. “You’ll get more out of a movie if you’ve read the book,” he said. “There are nuances you might miss if you don’t read the book. It’s a package deal.”



Melanie Lee, tutor: **On Tyranny: Twenty Lessons from the Twentieth Century**, by **Timothy Snyder** (nonfiction). From 2017: quick, inexpensive read with lessons from the past about creeping fascism, Nazism, communism, and totalitarianism, and tips on how to spot and confront the growing threats to our democracy today.



Harry Potter, by **J.K. Rowling** (novel series). In 1990s Britain, a mistreated orphan discovers he’s a wizard and studies yearly to prepare for magical battle against the totalitarian rule of the evil Lord Voldemort. Starting in 2009, I’ve read all seven books every other summer, but last year, 2017, I let cable TV and the Internet distract me. Children’s fantasy, detective story, spiritual allegory, political thriller... was Rowling prophetic, foreseeing the rise of Nazi-like rule in our time? I should resume my biennial read this year. Maybe I’ll even include **Cursed Child**.

How Do I Cite ... Personal Interviews?

The second in a series on tricky citation situations

By Lorraine Mesagna

Sometimes, a professor may make a specific research request, such as for a student to interview a family relative or fellow classmate about a given topic. The professor may have the student connect the interview to one or more class readings. This interview, along with any readings, should be cited (if using MLA format) or referenced (if using APA format) in the student's final paper.

Here are examples of how a student might cite or reference an interview about literacy with someone named Jane Lee on April 14, 2018.

MLA CITATIONS

MLA in-text (body of the paper) citation

Jane Lee's last name should appear in a parenthetical citation when quoting or paraphrasing Jane Lee's words.

Example: Family involvement in getting a child to read is important. "My father took me to our local public library every Sunday afternoon when I was a child" (Lee).

MLA Works Cited page entry

Example: Lee, Jane. Personal interview. 14 Apr. 2018.

APA CITATIONS

APA in-text (body of the paper) citation

Jane Lee's name, classification as "personal communication," and the date of the interview should appear in a parenthetical citation when quoting or paraphrasing Jane Lee's words.

Example: Family involvement in getting a child to read is important. "My father took me to our local public library every Sunday afternoon when I was a child" (J. Lee, personal communication, April 14, 2018).

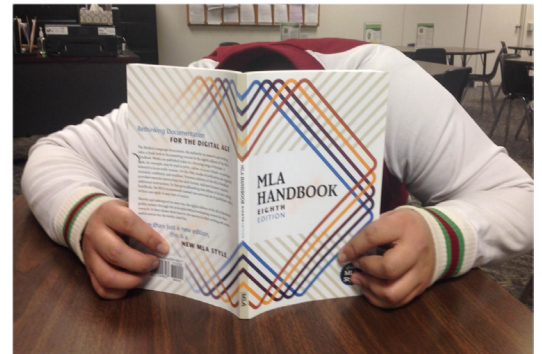
APA References page entry

None. A personal interview is not published, so APA format specifies that a personal interview is referenced only as a parenthetical citation within the body of the paper.

Want to learn more?

Supporting information for MLA format for personal interviews can be found at:
owl.english.purdue.edu/owl/resource/747/09/ or owl.english.purdue.edu/owl/ Use search box for "personal interview"

Supporting information for APA format of personal interviews can be found at:
www.apastyle.org/learn/faqs/cite-interview.aspx or www.apastyle.org Use search box for "personal interview"



Confused about citations? Come talk with a tutor.

SUMMER 2018

Hours of operation

Monday –Thursday
10am to 6pm



Campus Writing Center

Queensborough Community College, Office of Academic Affairs

www.qcc.cuny.edu/write

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The Campus Writing Center assists QCC students to become active, lifelong learners through the use and practice of:

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- effective reading and study skills techniques
- identifying and applying the appropriate rhetorical style for writing assignments in any subject
- performing research and documentation of sources using the QCC Library and online databases

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