The Writing Studio has been around just shy of a decade. We have always had incredible graduate writing consultants, but this is actually quite rare when compared to other universities around the nation. Typically, writing centers (at large, small, public, and private institutions) have what are often called “peer tutors,” who are undergraduates working as writing tutors. In line with this and to meet increasing demand for the need of writing assistance at USF, we are excited to offer USF’s first course to train undergraduates to work as writing consultants. ENG 4907: Writing Center Theory & Practice is a service-learning course open to all majors in Spring 2018. Any undergraduate interested in working as a writing consultant should take this course. Students taking this course will learn about theories of writing and writing centers and work directly with our graduate writing consultants in the Studio across the semester. This is a great and eclectic course that focuses on professional development and employability due to its emphasis on “real-world” interactions with people and the skills needed to effectively consult. Feel free to email us at writingstudio@usf.edu with any questions!

—Danielle Farrar, Assistant Director

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CONSULTANT QUIPS

[Quick Tips for Writers]

One tip I always give is to read your revisions aloud to yourself. You might feel silly at first, but you will catch things you didn’t see when you were reading silently. It’s not the most creative tip, but I think it’s a good one.

—KIMBER

One thing I like to do is spill my guts. Get all my thoughts down on paper first, then sift through what is important and organize it. Putting down a thesis statement helps get all of that started.

—TAMESHA

When you feel stuck during a session, sit back in the chair. This physical space helps with your perspective, and you breathe better too.

—MARIAN

For clarity, break long, comma-filled sentences into two separate sentences. A paragraph should read as a cohesive argument.

—TYLER

MONTHLY MESSAGE from THE STUDIO

SEPTEMBER & OCTOBER 2017

“I think writing is super cathartic. [Recently], I was feeling super overwhelmed. I just couldn’t handle all the emotions I was feeling, so I just started writing down everything I felt, and it felt really great afterward.”

—Tiffany Ruano, Medical Technology

#WritersofUSF

SCHEDULE APPOINTMENT:

IN PERSON
USF Tampa Library - 2nd Floor

BY PHONE
(813) 974-8293

ONLINE
usf.edu/writing
Meet Our Consultants

Ashely

Q: Are you working on any writing projects right now?
A: I am working on my outline for an article I hope to send out to journals next semester and a book review for the online magazine, “Black Girl Fly.”

Q: What can a writer expect from working with you during a session?
A: A writer can expect to receive encouragement, questions about clarity and probably a laugh.

Q: Is there an author that inspires you?
A: Toni Morrison. She published her first novel when she was 39, proving you don’t have to be a child prodigy to be successful in life.

Q: Do you have a piece of writing that you are most proud of?
A: I just sent out my first article to be considered for publication. I’m pretty proud about it right now, but I’ll let you know how it turns out.

For Graduate Writers

“I’m a new graduate student, and I’m not much of a writer. What’s your advice on writing graduate-level papers?

Writing papers at the graduate level can seem intimidating at first. When a PhD candidate read his paper in our critical theory class during my first semester of grad school, I didn’t understand a word he read. Afterward, I discussed my self-doubts with the professor, who assured me that all PhD students write obscurely because they want to be published. After over 15 years of teaching and tutoring both undergraduate and graduate writers, I can safely say that obscure writing is not suitable at any level. Yes, graduate-level writing employs the lexicon of the discipline. Yes, a fully developed scholarly vocabulary is essential in academia. However, if the intended readers cannot fully understand the points the writer is trying to make, none of that matters.

Graduate papers incorporate solid research and critical thinking to explore complex problems and generate innovative solutions. Writing, like learning, is a process. The more you do it, the better you get. You’ve got this!

— Mare

Follow the Writing Studio

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For many, sitting down to write is a daunting task. Starting a new paper can even be intimidating for experienced writers. Through this blog post, Joseph Puterbaugh highlights three tips that can facilitate confidence building during writing. Establishing a buddy system, rewriting papers and accepting our weaknesses are things everyone can do to reshape their approach to writing and to ultimately build confidence. Everyone has strengths they bring to the table, and finding assurance in writing is all about using these strengths to improve on our weaknesses and in the end, feel secure in our writing abilities.

Visit the Writers Blog at http://www.lib.usf.edu/writing/category/wenews/ to read more!

Writing

In a nation where the school system is predominantly English-speaking, many students experience the adjustment of not only learning a new language, but also being required to write in a language that they are unfamiliar with. This blog post by Nancy Roque acknowledges how extensive of an undertaking it is to approach writing any paper, let alone one that isn’t in one’s native language. Roque also reflects on her own experience of how she came to value reading, writing and speaking as a result of the extra time dedicated to her by educators.

Visit the Writing Professionals Blog at http://usfwritingstudio.blogspot.com/ to read more!