Writing Tutors Resources
(Fall 2016, so periodically check to see if some of this info info needs updating)

The following is information you can share with your students.

1. Learning Support Services
Drop-in Writing Tutoring is available to all UCSC undergraduate students.

Drop-in writing is essentially a 30-minute express appointment. Students can just show up to drop-in tutoring, and tutors will serve them in the order they arrive. Please bring all relevant material (assignment guidelines, your paper) for your tutor to use during your session.

For more information on this service see http://lss.ucsc.edu/programs/drop-in-tutoring.html. Information on drop-in math tutoring is also available on the same webpage.

Form more information on One-on-one writing tutoring see http://lss.ucsc.edu/programs/one-on-one-writing/index.html

2. Westside Writing Center

The Westside Writing Center: tutoring services designed to support Oakes, Porter, College 8 and Kresge students, in your academic pursuits at UCSC.

Writing Center staff are professionally experienced tutors and teachers, and have different backgrounds as writers and scholars. They are ready and waiting to help you with essays for Core, but you can bring them any of your writing assignments from your classes. They can talk with you about your ideas and strategies, help you form a thesis and support it, and help you with organizing tools as well as suggestions for how to work on clarifying your sentences.

Day and evening tutoring appointments are available throughout the quarter in Oakes 111, on the first floor of the Oakes Academic building.

You need to book WWC appointments online at least 2 hours in advance (and cancell them at least 4 hours in advance). For more information and booking go to: http://oakes.ucsc.edu/academics/writing-center/index.html

3. Kresge College Writing Center

The Kresge Writing Center is located inside the Kresge Study Center. Writing tutoring is available at the center each quarter, and there are open hours for students who wish to use the computers, resources, or space for writing-related projects.

http://kresge.ucsc.edu/academics/writing-center.html
4. WRITE (Writing and Research Intensive for Transfer Excellence), for transfer and re-entry students
The WRITE program offers you the opportunity to meet with a peer mentor to enhance your academic writing skills, gain confidence in your writing, and receive assistance in researching your paper. You will work with your peer mentor one-on-one in weekly meetings. If you would like to participate in WRITE, please return this completed form with your class schedule to STARS. For questions, contact Jannet Ceja at jrceja@ucsc.edu or (831) 459-2552.

Check with your College to see what other resources might be available.

You might also want to check the online resources at https://owl.english.purdue.edu/owl/
Some helpful material from this source is included below (on developing a thesis statement and integrating quotes in your papers).
What is a Thesis Statement?

The thesis statement is that sentence or two in your text that contains the focus of your essay and tells your reader what the essay is going to be about. Many writers think of a thesis statement as an umbrella: everything that you carry along in your essay has to fit under this umbrella, and if you try to take on packages that don't fit, you will either have to get a bigger umbrella or something's going to get wet.

The thesis statement is also a good test for the scope of your intent. The principle to remember is that when you try to do too much, you end up doing less or nothing at all. It's a matter of limiting our discussion to the work that can be accomplished within a certain number of pages.

The thesis statement should remain flexible until the paper is actually finished. It ought to be one of the last things that we fuss with in the rewriting process. If we discover new information in the process of writing our paper that ought to be included in the thesis statement, then we'll have to rewrite our thesis statement. On the other hand, if we discover that our paper has done adequate work but the thesis statement appears to include things that we haven't actually addressed, then we need to limit that thesis statement.

The thesis statement usually appears near the beginning of a paper. It can be the first sentence of an essay, but that often feels like a simplistic, unexciting beginning. It more frequently appears at or near the end of the first paragraph or two. The first paragraph serves as kind of a funnel opening to the essay, which draws and invites readers into the discussion, which is then focused by the thesis statement before the work of the essay actually begins.

Why Should Your Essay Contain a Thesis Statement?

- to test your ideas by distilling them into a sentence or two
- to better organize and develop your argument
- to provide your reader with a “guide” to your argument

In general, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question your paper explores.
Thesis Statement Worksheet

What is your topic?:________________________________________________
________________________________________________________________
What background information does the reader need to know before you state your thesis?:_______________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
What is your working thesis statement?:_______________________________
________________________________________________________________
________________________________________________________________

Test your thesis statement. Does your thesis statement:
▫ Make a claim that a reader can agree or disagree with?
▫ Reflect knowledge of the source material?
▫ Pick out an idea that can be defended in the space allowed?
▫ Limit the kinds of evidence you can use to defend it?

What evidence, examples, or arguments will you use to support the working thesis?:_______________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Once you’ve written a draft, rewrite your thesis statement to improve it:________
________________________________________________________________
________________________________________________________________
# Thesis Statements Illustrated

<table>
<thead>
<tr>
<th>Statement</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shakespeare was the world’s greatest playwright.</td>
<td>trite, not defensible</td>
</tr>
<tr>
<td>The last scene in “Midsummer Night’s Dream” showcases Shakespeare’s ability to manipulate subtle linguistic differences among his characters for comic effect.</td>
<td>intriguing, has an edge</td>
</tr>
<tr>
<td>This essay will show that the North American Free Trade agreement was a disaster for the furniture industry of Canada.</td>
<td>emotional, vague</td>
</tr>
<tr>
<td>Neither neo-protectionism nor post-industrial theory explains the downswing of the Canadian furniture industry in 1988-1994. Data on productivity and profits, however, can be closely correlated with provisions of the North American Free Trade Agreement that took effect in the same period.</td>
<td>gives context, reflects research, shows intent</td>
</tr>
<tr>
<td>The Dutch example shows that having an official policy on euthanasia just causes problems.</td>
<td>sweeping, minimizes opposition</td>
</tr>
<tr>
<td>Recent cases show that Dutch laws on euthanasia have not been able to deal adequately with issues involving technological interventions and unconscious patients.</td>
<td>focused, promises facts and analysis</td>
</tr>
<tr>
<td>Michael Dukakis lost the 1988 presidential election because he did not work hard enough after the Democratic National Convention.</td>
<td>simplistic, lacks detail</td>
</tr>
<tr>
<td>While Dukakis’ ”soft-on-crime” image hurt his chances in the 1988 election, his failure to campaign coast to coast after the Democratic National Convention was more significant in his eventual defeat.</td>
<td>anticipates reader reaction, promises debate</td>
</tr>
<tr>
<td>The occurrence of measles in medical settings is higher than nosocomial infections, rubella, pertussis, influenza, and nosocomial hepatitis B according to a survey of hospital records.</td>
<td>distracting detail, hard to follow, no context</td>
</tr>
<tr>
<td>In recent years, transmission of measles in hospitals has been described only rarely. New data suggest that the spread of measles in hospitals is more frequent than previously recognized.</td>
<td>shows purpose and context, promises new information of consequence</td>
</tr>
</tbody>
</table>
Integrating Quotes into an Essay

**Things to ask yourself when you’re choosing a quote:**

- Does it have relevance to the point I’m making in the paragraph? (Yes!)
- Will it help the reader understand my point more clearly? (Yes!)
- Am I trying to use the author’s words to get my own point across? (Yes and No)

This answer might be yes and no because while the author phrases what you want to say in an efficient or eloquent way, you don’t want the quote to replace your own analysis or “speak for itself” but instead use it to support the overall point that you are trying to make. Don’t let the quote stand alone. It needs to be supported by your analysis.

**Introducing quotes:**

Even though you don’t have to go into great detail about the background of the quote, you should give some context so that your reader understands the analysis at hand.

**Explaining your quote:**

Number one rule to remember: don’t put your quote in the paragraph and expect it to make magic for your argument. It needs to be cultivated and explained in order for it to mean anything to your reader.

**Incorrect:** “Similarly, Black Angelenos did not automatically gravitate toward other people of color. This was perhaps most evident in the uneven relations between Japanese and African Americans, who often lived in close proximity.” African Americans and Japanese Americans did not get along and there was miscommunication.

**What is wrong here?**

- No in-depth introduction explanation, or citation of quote
- Assumption that the reader already knows what the quote is trying to say
- Explanation is not accurate or is too simplistic

**Correct:** To demonstrate the complex inter-ethnic relationships, Pulido states, “Similarly, Black Angelenos did not automatically gravitate toward other people of color. This was perhaps most evident in the uneven relations between Japanese and African Americans, who often lived in close proximity” (57). This argument describes how there was not always a cohesive community between people of color. Despite the fact that Japanese Americans and African Americans may have been living in the same geographical location, it did not mean that they had mutual understandings of each other.

**What is right here?**

- Introduction and explanation of quote and use of author and citation
- Makes a substantial analytic point regarding the quote and is useful to the reader

Remember to be very conscious of the argument you are making. Make sure you ask yourself “why do I need this quote?” If you have a good reason, chances are you have a good analysis in mind.
Citations are required for all print and electronic sources. These are examples of the most common.

Citations – Common In Text Scenarios

Author's name in the main sentence: *page number in parentheses*

As Litterati asserts, the modern short story is often seen as a uniquely American phenomenon, due in part to the influence of Poe and Hawthorne (278).

Author not named in the main sentence: *author’s last name and page number in parentheses*

What is missing from most adaptations of Austen’s novel is her critique of the economics of social interactions (Janist 27).

Authors not named in the main sentence: *author last name and page number; (semicolon) next author last name and page number*

Several scholars have found that gothic novels romanticize vampirism (Lazarus 65; Kaine 86-89).

Several sources by the same author, name in main sentence: *first two or three words of the title and page number in parentheses*

Jones has completed several studies on the evolution of the use of prepositions in literature (“Parts of Speech” 65-87; “Prepositions in Speech” 99).

Quotation: *use author’s name in main sentence; page number(s) in parentheses*

D’Artista notes that Kahlo’s paintings were often “personal narratives, similar to Mexican retablos, that told the story of her suffering, strength, and stoicism” (483).

Unknown author: *first two or three words of title and page number in parentheses*

Newspaper reports of the time described the event as “the most horrifying catastrophe ever to strike the people of London” (“Historic Disasters” 51).

No page number: *use author’s last name in parentheses, if not already in main sentence*

Even after Galileo was condemned as a heretic by the Catholic church, his relationship with his daughter, a cloistered nun, remained close and supportive (Starsky).
Citations – Bibliography

NOTE: MLA FORMAT IS DOUBLE SPACED WITH A HANGING INDENT; DUE TO SPACE CONSIDERATIONS, EXAMPLES ARE SHOWN SINGLE SPACED.

Order of Information to be Included in the Bibliography (if Available):
Name of Author or Editor or Compiler, etc in reverse. Title of work in italics. Edition Used. Number(s) of the Volume(s) used. City of publication: Name of publisher, Year of publication. Medium of Publication.

Book – Single Author


Book – Two or More Authors


Book – Anonymous


Book – Anthology


Book – A Work in an Anthology


Book – Encyclopedia

Order of Information to be Included in the Bibliography (if Available):

Author’s name. “Title of article in quotation marks.” Name of periodical in italics [the area the periodical serves in brackets if periodical title does not already contain] Volume number.Issue number Date of publication: Inclusive page numbers. Title of database the article came from in italics (if applicable). Medium of Publication. Date of access (if taken from an online database).

Article – Newspaper


Article – Magazine


Article – Scholarly Journal


Film


Speech

Order of Information to be Included in the Bibliography (if Available--and it may not be available in most cases):

Author’s name. "Title of work in quotes" if part of a larger work (a page on a site, for example) *OR* Title of work in italics if it is independent of other works. Title of overall website in italics, if distinctive from title of work. Version or edition used. Publisher or sponsor of the site, if not available use N.p. Date of publication (day, month, and year as available)--if no date available, use n.d. Medium of publication. Date of access (day, month, and year). <URL enclosed in angle brackets> (see note below).

NOTE: YOU NO LONGER NEED TO PROVIDE THE URL FOR YOUR SOURCE AS LONG AS THE OTHER INFORMATION IN THE BIBLIOGRAPHY WILL REASONABLY DIRECT THE USER TO THE SITE. IF IN DOUBT, INCLUDE THE URL. ALSO, IF YOUR INSTRUCTOR REQUIRES IT, INCLUDE THE URL.

Web Site – Personal Author


Web Site – Institution Author/Organizational Author


Blog


E-mail

E-MAIL FollowS THIS FORMAT: name of writer. "Title of message in quotes" (from Subject Line). Description of message (e.g. Message to the Author). Date of Message (day, month, and year). Medium of delivery (E-mail, in this case).

Citing Images

For a bibliography:
Cite the artist’s name, title, usually underlined, and the institution or individual who owns the work, and the city. If you want to indicate the work’s date, include it after the title. For a work of art you viewed online, end your citation with your date of access and the URL.


Pei, I.M. Rock and Roll Hall of Fame. Cleveland.

From a Web site:

Work of art found in an image database:

Work of art found in a book:

Personal Photograph:

Map or Chart: