

# the WRITE place

## Getting Cozy with Your Writing

Hello! Thanks for picking up the latest edition of *The Write Place*. We are the official newsletter of the Writing Resources Center, UNC Charlotte's premiere student writing center, and we hope you are keeping warm at this chilly time of year! Winter can be a great time to curl up with a good book, not to mention the fact that winter break might have given you a moment to do some pleasure reading outside of assigned classwork. But reading is also an important, and often overlooked, part of the writing process. So for this issue, in addition to our usual attention to the writing process, we are putting some extra focus on the act of reading.



### IN-PERSON

#### DAYTIME: Cameron 125

Monday-Thursday 9am-5pm  
Friday 9am-12pm

#### NIGHTTIME: Atkins G34

Monday-Wednesday 6pm-8pm  
Thursday 5pm-7pm

### ONLINE

#### (Zoom or eTutoring)

Monday- Thursday 9am-9pm  
Friday 9am-5pm



## How the WRC Can Help You with Reading Practices

Successful writers will tell you: good writing begins with good reading. Whether responding to class readings or writing a research paper, comprehending the content and style of other people's writing is crucial for the writing process. Different genres of writing can have *very* different conventions, and may require new strategies for reading. Luckily, helping writers become better readers is one of the many ways the Writing Resources Center is here to support the UNC Charlotte community. So come in out of the cold, and visit the WRC! No matter how experienced you are, or what phase of the process you are in, our specially trained tutors are here to help with your writing *and* reading, no matter the weather.

### Winter Edition

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# HAVE MORE QUESTIONS? WE HAVE ANSWERS! THIS PAGE WILL ANSWER SOME PRESSING QUESTIONS YOU MIGHT HAVE ABOUT THE WRC. CHECK OUT THE PREVIOUS EDITION OF OUR NEWSLETTER ONLINE TO SEE MORE Q&A'S!

## Can the WRC help me with research?

It may seem like you need to come to the WRC with all your references and evidence in order, but if you're struggling with your research, we can help with that too! All tutors at the WRC are adept at finding journals and databases to ensure you get the best possible information for your research. As long as you know what you are looking for, we can help you find it. So if you're stuck at the beginning and don't know where to look next, feel free to book an appointment with us for some extra help!

## What if I'm struggling to read an assigned article?

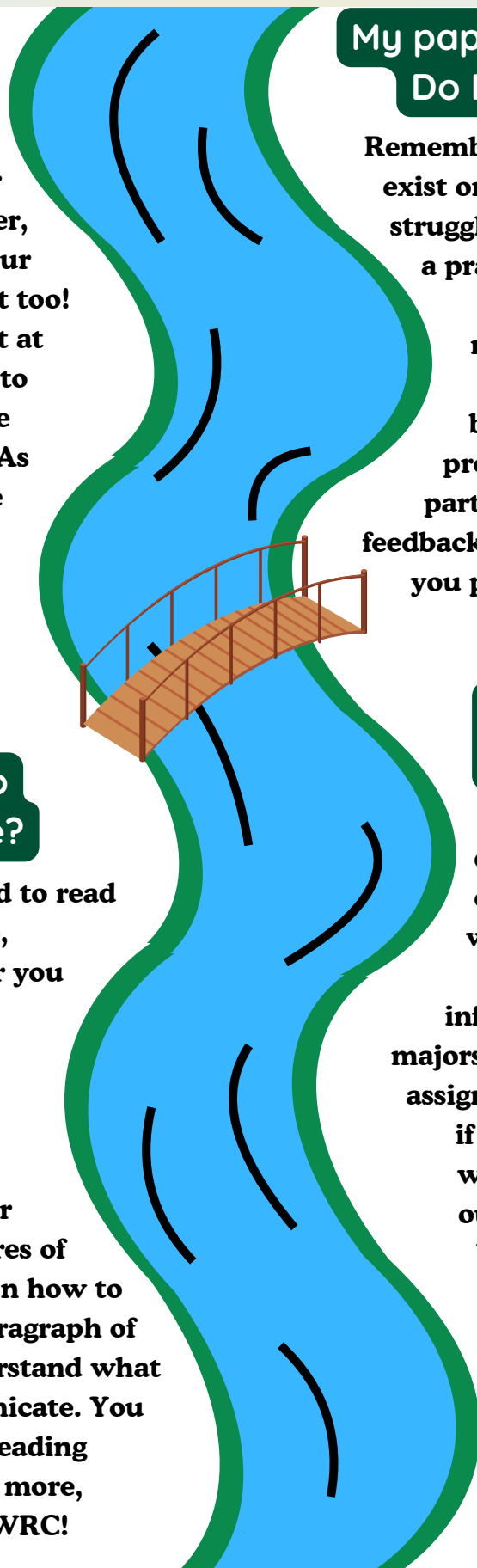
Sometimes you will be assigned to read an article that seems too dense, convoluted, or full of jargon for you to properly understand. But remember, you don't have to struggle all by yourself! Bring your difficult readings to the WRC, and we'll be more than happy to help you out. We offer strategies for all types and genres of reading, and can provide tips on how to break down each section or paragraph of dense writing in order to understand what the author is trying to communicate. You can learn about these helpful reading strategies, and so much more, when you come to the WRC!

## My paper already seems good. Do I even need to come in?

Remember, the writing center does not exist only for the benefit of those who struggle with writing! Even if you are a practiced writer who is confident in their ability to create meaningful work, a second pair of eyes on your paper can still be a huge help with the writing process. If there is even one small part of a paper that you would like feedback on, The WRC is happy to help you polish it to a shine! The WRC is here for all writers, even if you consider yourself a pro.

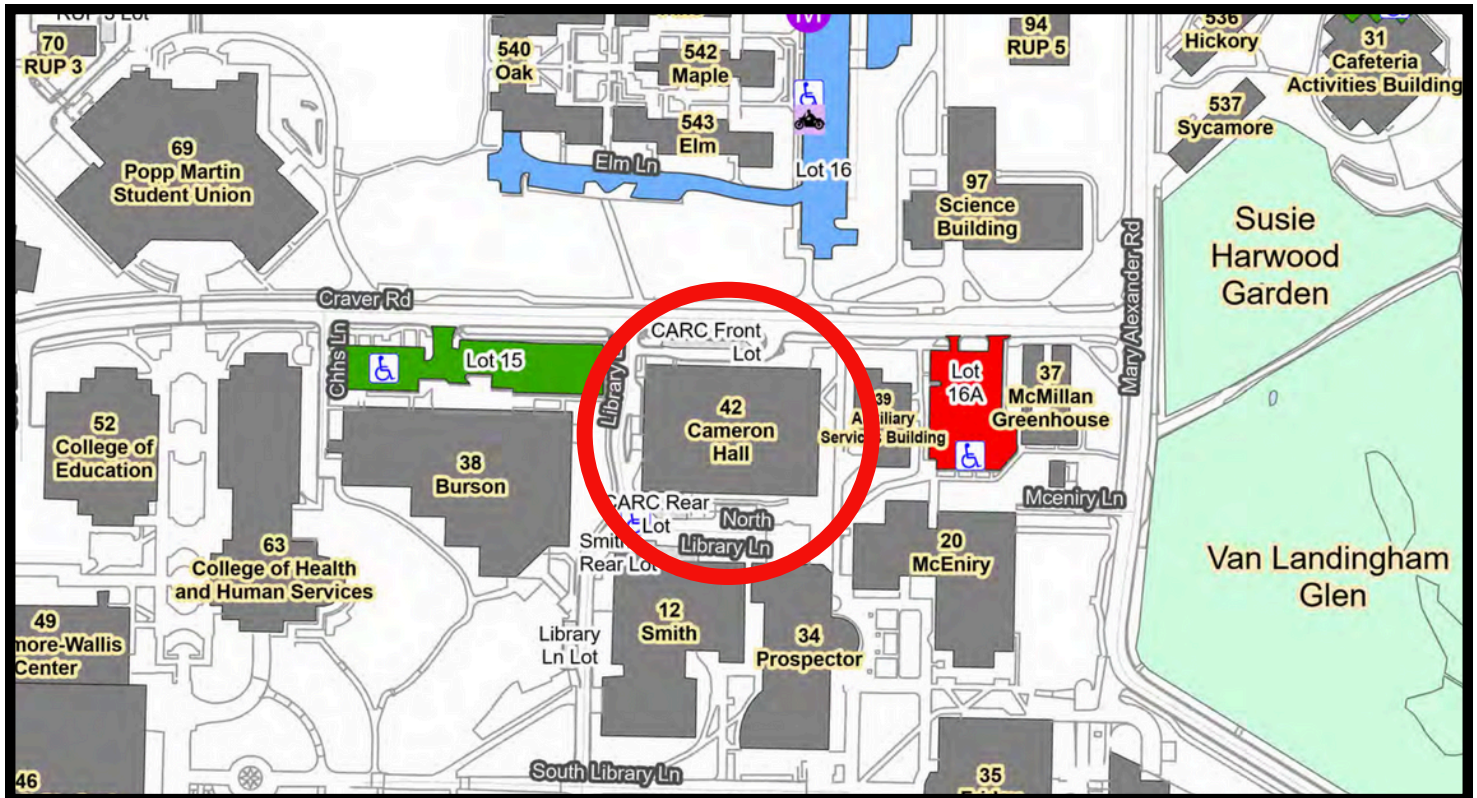
## Is there a tutor for my specific area of study?

The WRC employs over 30 different tutors across a variety of disciplines. You can visit our website and check out the "Our Team" page to find specific information about tutors, such as majors and minors and what kinds of assignments they specialize in. Even if you don't find someone who is working in your specific subject, our tutors have diverse interests beyond their fields, and carry a wealth of knowledge that can help you in your writing process. No matter your subject, paper topic, or discipline, you can always get helpful writing advice here at the WRC!



# Where can I find the WRC?

The Writing Resources Center is located on the ground floor of Cameron Hall! Enter on the side of the building facing Craver Road. Enter the Writing, Rhetoric and Digital Studies (WRDS) department and follow the hallway down to Cameron 125. If we are open, you can walk right in and speak with an available tutor! If we aren't, you can make an appointment with us online. Here's our location:



*Ready to schedule an appointment?*

**Follow the easy steps below:**

- 1) Scan the QR code on the right.
- 2) Click on "Schedule an Appointment" in the green box.
- 3) Sign in to the Scheduler with your UNC Charlotte username and password.
- 4) Choose whether you want Cameron, Online-Only, or Atkins hours.
- 5) Find an available time that works for you and schedule your session!





# New Faculty Spotlight



## Dr. Helen Davies

**Dr. Helen Davies is a new Assistant Professor of English at UNC Charlotte, specializing in Digital Humanities. *The Write Place* met with Dr. Davies near the end of Fall semester to talk about her background, her writing process, and her advice for approaching difficult reading.**

### **How has your first semester here at UNC Charlotte been so far?**

Thank you so much for asking; it's really great. It's been interesting to get to know another student population. I've worked at very fancy schools and regional state schools, and taught at massive public institutions and smaller ones, so it's fun to get to see a whole new population again and see how it fits in with my previous experiences. And I have learned a lot. I was like, why is everybody so quiet? Then, belatedly, somebody pointed out to me that I'm used to Colorado students who will just raise their hand and be like, "I have a thought." Working with Southern students who might be a bit more formal has been a whole revelation to me.

I'm really into the research support here. The amount of support that the university offers is truly, truly a gift. The work that I do is, I use multispectral imaging to recover documents that you can't otherwise see because of damage from rain, water, fire, mold, bombs, etc. And so they have a lot more support for that kind of work, both in financial and students interested in it, grant opportunities, and in literally physically giving me lab space and cameras, which is cool.

### **Your research sounds fascinating. Can you tell us about your background?**

My education background is really weird. My undergrad is in history and classics, and I have a degree in medieval studies and one in digital humanities. Then I did my PhD in English. The fact that I'm in an English department continues to surprise old mentors when I run into them. But I finished my PhD in 2020 at the University of Rochester, then taught at University of Colorado Colorado Springs for five years and now I'm here. For me they all fit together. Because the type of work I do is very weird, and I don't think I'd have been able to do it without each of these very different degrees that I have. Each one has been an essential piece for the kind of work I end up doing. My background is in digital humanities, so I study digital technology, and I study how it impacts literature, the world

around us, our mode of understanding the world, as well as how we can use it to understand literature and texts and documents. In this ongoing age of AI and whatnot, I'm hoping that I'll be in a position to continue some of these conversations and a different kind of perspective than might be otherwise found.

### **What is your writing process like?**

Um... I start writing, I have a mental breakdown, I go on a long walk, sometimes cry to one of my best friends, sit down and write some more, eat a bag of cookies or Twizzlers (depending on the day), and then keep writing. To be fair, it takes longer than that to reach the mental breakdown stage, but it is an essential part of my writing process. It's only after we've gotten through the mental breakdown that any actual insights happen.

I also will say more sensibly that I compose a lot of it in my head. I have real bad ADHD, and my advisor in grad school was willing to work with me on this. She was like, "You clearly know what you're talking about, how do we get these words onto paper?" Over time we discovered that if I do voice-to-text on my phone or to a computer and get a really rough draft, then I can use that to edit further. And students do this all the time: if they're trying to come up with a serious conversation to have with their partner, if they are trying to ask their parents for more money, you might rehearse the conversation in your head for a bit. I do that with writing. Then I speak it into my phone. A lot of times I decide that that is my "Shitty First Draft." A lot of times it needs further editing from that point, but it at least provides the outline, and I can go from there. Because if I just sit down at a blank page, unless I have an outline in my head or on paper to go from, it's not happening; I can't get the idea out of my head onto the page in a way that makes sense. I talk in circles, and when you're writing it needs to be more linear than that. Trying to get the image in my head onto the page in words is essentially a translation process. It's really hard to get right.



I deep-dived into the attention economy. One of the things that kept coming up in book after book was the importance of rest. The example they kept using is Marie Curie. She was, like, half a second away from developing whatever process got her her second Nobel Prize. And she took her family on vacation for four months. It was only after she came back from the South of France that she sat down in the lab and finished everything. I think that it's important, because when we're writing, if we take a break from the thing we're working on, we see it with more clear eyes. I think the reason shower thoughts are so common is because you've turned your attention to something else that doesn't involve cognitively engagement. Or walking. There are so many books I've read in the last year about the power of walking for thinking, because you're doing something monotonous and mechanical, your mind wanders, and that's where you have your ideas.

My other writing process bit I should mention is, I very frequently pick a fight with my closest academic friend about what I'm writing. When fighting with him, I will realize why I think I'm right as he tries to tear holes in it. I will strengthen my own argument in arguing with him. He calls it "The Socratic Method." And then I remind him that they hemlocked Socrates.

**At the WRC, we talk a lot about how the writing process begins with reading. Can you tell us about your reading process, particularly with difficult readings?**

Part of being a professor is working with students to develop study habits. Because it is a thing, at all levels of being a student, that you are supposed to know how to do, but nobody teaches it to you. So I sat with my students and taught them how to skim an article one day. I know that some professors will be like, "You have to read every word." And I'll be like, "You don't read every word." We all start off by reading the abstract and the introduction, and sometimes the conclusion, to see if we actually want to keep going with this. So I taught my students, if you have 18 pages to get through and you have half an hour, read the abstract, the intro, the conclusion, and the first line of as many paragraphs as you can get through. I would rather teach them how to skim articles like that, than them feed it into AI to get a summary. Because A) articles literally already have a summary: it's called the abstract. And B) I think a lot of times nuance is lost in how summaries are made. You get the massive plot points, but you don't actually understand anything about how the character is working, to use a literary example. So, I've been working closely with my students on that this semester.

Also, I don't think that there is a difference between reading with your eyeballs and with your ears. There is a study that was written a couple of years ago, about the ways in which people internalize what they're reading. This article was saying that basically it's a spectrum, between people

who only internalize things as pictures and people who only internalize things as voice. And my mentor at my last job pointed out that, especially if you read things and hear them as a voice in your head, there's literally no difference between an audio book and a physical book. I personally tend to remember the physical book better, because then I do the picture thing and I can visualize the events. But if you are on the other end of the spectrum where you hear things, then why not hear things? And so I teach all of my students how to get their phone and their computer to work as a voice reader. That opens up the possibility that, if you are dyslexic, you're not struggling in the same way. If you are a parent and you're trying to prepare dinner for your kids and you don't have time to sit down and read, you can still listen to whatever the reading is while you're cooking dinner, or whatever the case may be.

**And finally, since this is our winter newsletter, what is your favorite winter activity or tradition?**

I have nieces that are three and five, and getting to see them experience the holidays is a level of joy I actually didn't know was possible at the holidays. I never cared about getting gifts, but seeing three-year-olds mostly excited about unwrapping things, not actually caring what the thing is, is very good.

**Dr. Davies Recommends:**



*"How To Winter is a damn good book on reminding us to slow down and actually enjoy the slowness and darkness of winter"*

# NEED SOMETHING SWEET? CHECK OUT THIS **SPICED PUMPKIN CAKE** RECIPE FROM THE WRC'S VERY OWN DIRECTOR, DR. KATIE GARAHAN!

## Ingredients

### Cake

- 2 cups (250 g) all purpose flour (spoon and leveled)
- 2 tsp baking powder
- 1 tsp baking soda
- 1 tsp salt
- 1 1/2 tsp ground cinnamon
- 2 tsp pumpkin pie spice
- 1 cup (240 ml) canola or vegetable oil
- 4 large eggs
- 1 cup (200 g) brown sugar
- ½ cup (100 g) granulated sugar
- 15 oz can pumpkin puree
- 1 ½ tsp pure vanilla extract

### Frosting

- Block of cream cheese (8oz) softened to room temperature
- 1 cup confectioner's sugar (120 g)
- 1 ½ tsp pure vanilla extract
- 1 ½ (360 ml) cold heavy cream or heavy whipping cream (must be very cold!)



**Dr. Katie Garahan,**  
**Director of the Writing**  
**Resources Center**

*"These cake and frosting recipes are adapted from Sally's Baking Addiction. This cake is a HUGE hit in my family during the holiday season. The cake is moist and rich while still feeling pretty light. The frosting is light airy with just enough sweetness for kids to enjoy while not being cloying. The frosting has a pleasing but not overwhelming cream cheese tang that compliments the spice of the cake."*

## Instructions for two layer 9" cake:

1. Preheat the oven to 350°F (177°C). Place parchment rounds (or parchment cut into circles) on the bottom of two 9" pans and grease pans.
2. Whisk the flour, baking powder, baking soda, salt, cinnamon, and pumpkin pie spice together in a large bowl. Set aside. Whisk the oil, eggs, brown sugar, granulated sugar, pumpkin, and vanilla extract together until combined. Pour the wet ingredients into the dry ingredients and use a mixer or whisk until completely combined. Batter will be thick.
3. Spread batter into the prepared pans. Bake for 20-25 minutes. Baking times vary! The cake is done when a toothpick inserted in the center comes out clean.
4. Remove the cake from the oven and set the entire pan on a wire rack. Allow to cool completely.



## Frosting Instructions:



1. In a large bowl using a hand-held mixer or stand mixer fitted with a whisk or paddle attachment, beat the cream cheese on medium-high speed until creamy, about 1 minute. Scrape down the sides and up the bottom of the bowl and beat again as needed until creamy. Add the confectioners' sugar and vanilla extract, and then beat on medium speed until combined and completely smooth, at least 2 full minutes. Scrape down the sides and up the bottom of the bowl and beat again as needed to smooth out.
2. Switch to a whisk attachment. Turn the mixer to low speed and with the mixer running, carefully pour in the cream in a slow and steady stream. After all of the cream has been added, turn the mixer up to high speed and whip until thick and stiff peaks form, about 1-2 minutes. Time can be variable for this part, so do not be concerned if your frosting takes longer to whip. You're looking for a thick, airy consistency with stiff peaks. If you were to shimmy and shake your bowl, the frosting would hardly move. If your frosting appears soupy now or at any point you are working with it, it needs more whipping to introduce more air. If your frosting appears chunky or curdled, it's over-whipped. To fix, stir 1 tablespoon of heavy cream into the frosting by hand to smooth out again. Use more heavy cream if needed to smooth out.

## Assembly

1. Cake layers must be completely cooled. Level out cake layers if you desire a flat, even surface.
2. Place a generous amount of frosting on top of your first layer of cake. Smooth the frosting and place your next layer on top. Spread the rest of the frosting over the entire cake.

## Bonus Recipe: Hot Chocolate

### Ingredients (6 Servings)

- 2 cups milk
- 2 cups half-and-half
- 1 cup of semi-sweet chocolate chips
- 1 tsp. sugar (optional)

### Instructions:

1. Combine milk with half-and-half in a small saucepan.
2. Warm over medium-low heat, then stir in chocolate chips.
3. Stir until melted. If it's too chocolatey for you, splash in a little more milk. If it's not sweet enough for you, add 1 teaspoon sugar.
4. Serve in mugs with whipped cream.

**Try it as a pairing with the cake!**



# TUTORS IN THE TIMES!



Mallory



Daniel



An Interview with

Tutors at the WRC

**In addition to being wonderful tutors at the Writing Resource Center, Mallory and Daniel also do great work writing for the *Niner Times*, UNC Charlotte's student-led newspaper. We sat down with Mallory and Daniel at the end of the Fall semester for a joint interview to discuss with them about their experience and how it affects their writing process.**

**Tell us a bit about yourselves and what you do at the *Niner Times*.**

**Daniel:** My name is Daniel. I am a senior here at UNC Charlotte, and I've been with the *Niner Times* for just under a year now. I'm in the Sports section, and I lead our motorsport coverage within that section.

**Mallory:** My name is Mallory. I'm a senior at UNC Charlotte. I'm a double major in Communications and WRDS (Writing, Rhetoric, and Digital Studies). I'm North Carolina, born and raised, and I've only been with *Niner Times* for this semester. As a result of an internship, it's counting towards my WRDS internship, so I thought I might as well write for *Niner Times*, and I specifically write for the Arts & Culture section.

**Daniel, what made you want to write about motorsports for the student newspaper?**

**Daniel:** So, I was with 49ers Racing for about a year. They're the formula student team here at the school, and I left October last year. My best friend said that the *Niner Times* is always looking for new writers, and I thought, well, they don't do any NASCAR stuff. Charlotte's the home of NASCAR. Coincidentally, I was going to the Daytona 500, so I did a little piece on that, and I never looked back. Recently I was, like, an actual reporter at the Charlotte Motor Speedway, this previous October. Basically, you get to go anywhere on the track. I was in the media center. I was on pit road. I was behind pit wall. I was, like, on the grid before and after the race. It was really cool.

**Awesome! And with you, Mallory, what interests you about Arts and Culture?**

**Mallory:** I write a lot of film reviews. I've always been a very artistic person. I love the performance arts, both participating and watching. I love art. I love making art. I love crafting. I love movies. I love TV. So, arts and culture is where I find myself the most because that's the stuff that I enjoy the most, and it's been a lot of fun for me. I have really found myself sticking with and that's where I'm happy to be. I did cover a Charlotte anime convention earlier this year, and I did have a

press badge for that one. It gave me front row at the costume contests and the masquerade contest. Oh, and I got early access to the vendor halls.

**What is your process for writing these articles? Does it differ from your writing process for assignments?**

**Daniel:** I'm someone who just sits down and starts writing, and I do the same for both assignments and the *Niner Times*. I'll just write whatever I can, and then go back and fix it, and then it's done. I'll do, like, a small introduction, do the body, and then go back to the introduction because I know what I've written, so I know what to set the reader up for. I haven't written in any other sport since the spring semester, but first I have to learn about the other sports. I did softball a few times, and I had to learn the sport, learn the players, learn the vocabulary, which is the hardest part. But once you get those tools, it's easier to write an article that someone would care to read. And then as I'm writing, I double-check my information more than my motorsport content, because I just don't know, off the top of my head, the facts. I think for sports, it's super important to get to that main storyline as quick as possible. The athletics website has a lot of information in very, very small debriefs or box scores, and to be able to decipher the really important information out of what you can figure out is a very useful skill, I'd say.

**Mallory:** Yeah, my writing process is quite literally all over the place. Like I'll open up my Google Doc, and then I'll write things that I know I want to include, but they're nowhere near in the order that I want them to be in yet. And then I'll write paragraphs, and then I'll reorder them at the end. It's hard to convey why [Arts and Culture] matters and why it should exist. I mean, there's so many movies coming out just rapid fire these days, and it's really hard to separate the ones that are like, hey, they were made and they had a good reason for being made versus the ones that are like, why was this movie made? So being able to tell readers, "Yes, I like that this movie was made, I thought it was a good movie and I think it's worth seeing," can be hard to convey sometimes. I see myself writing the same

sentence and being like, oh, I wrote that in my last film review. There's only so many words that I can use before I'm, like, going to a thesaurus and finding a synonym that nobody ever uses, because it's just worlds above what we would typically use when talking to each other.

### What has been the best or most eye-opening experience you've had working at the *Niner Times* so far?

**Mallory:** I covered the instant poetry event that the English Graduate Student Association hosted. So I went and I got my own poem written on their little typewriter, and I got to talk to students in line and see the poems that they had written and their reaction to it. And they were super positive, so it was a lot of fun to see students participating in these fun events, and knowing that it kind of brought a little light to their day, especially in college when we're all so stressed a lot of the time with both work and school.

**Daniel:** Obviously, because of the access, I'd say my Charlotte Motor Speedway piece. All but one quote in that came from a question I asked. I think Joey Logano's came from someone next to me, but I was still there right in front of him, and that's such a different experience than, like, transcribing a post-media session on YouTube. Yeah, it was just an amazing experience, and I met a lot of people. I made a lot of connections, and I hope it leads to something cool in the future.



### MALLORY AND DANIEL'S ADVICE FOR READING DIFFICULT TEXTS

Read the headlines first, and then the first and last sentence, and then go into the main paragraphs, because it gives you an idea of what you're reading, the key points, and what you should be actually paying attention to. It also helps you understand the general flow, and how long it's going to take you to read whatever research document you're reading. And if the reading has an abstract, that's always glorious, because they are summaries, but they're very good summaries.

### Are there any upcoming pieces you're working on that you would like to tell us about?

**Mallory:** I have two articles coming up that I'm so, so excited for. They are finally letting me write about the Carolina Renaissance Festival. I have a season pass. I have gone 10 times this season, so that should be a big one coming out soon. But then, the creme de la creme, the best article I'm writing this Fall, kind of starts today. Have you seen the Kill Bill movies? Well, in December, Kill Bill: The Whole Bloody Affair is coming out. They're showing both [movies] back-to-back with a new anime sequence. And my professor, Dr. Min Jiang, was Quentin Tarantino's assistant on the first movie in Beijing, so I'm interviewing her today about that experience. That should be my biggest feature of the semester. And my tenth article, so that will be fun.

**Daniel:** This is, like, the part of the semester where I focus on school. I can't really focus on anything else right now, but hopefully, come February, when the NASCAR season rolls around and racing starts again, I'll start writing things.

### Are there any winter traditions or celebrations that you would like to share?

**Mallory:** Well, I just set up a Christmas tree in my room on Monday because I need to feel the Christmas spirit. I'm not going home home until a week before Christmas Eve, so I need to feel Christmas in my house. But once I do go home, obviously we have our favorite Christmas movies. One of our most favorite ones is... I guess it's not so recent anymore, it came out in 2019, but Klaus on Netflix is my absolute favorite Christmas movie now. And I think my family feels that way now too, so I'm excited to get together with them and watch that.

**Daniel:** Um... this will be the third year me and my friends do this. We have a Christmas tree in our apartment year-round. Like, we just don't take it down. It's not at my place this year, but it was for the past two, so it's kind of weird not living with that. But every time I go to my friend's place, it's just, like, normal now to have a Christmas tree up year-round.

### Any final thoughts?

**Daniel:** Come to the Writing Resources Center!

**Mallory:** Yeah, please.

**Daniel:** Yeah, it's free.



**Thanks again to Mallory and Daniel for sitting down with us! Be sure to check out future editions of the newsletter for even more tutor interviews like this one!**

# Exploring Creative Nonfiction Writing

**Your thoughts are worth writing about!**

When you hear the word “nonfiction,” what comes to mind? Is it boring essays about niche topics? Long-winded biographies of important figures? In this edition, we want you to move away from these notions and start thinking about nonfiction as a way to express your creative self. Not everyone wants to tell a fantastic story, but sometimes the stories and experiences of our own lives can be just as enthralling! Listed below are a few forms of creative nonfiction that you can experiment with.



## Memoir

A memoir is an autobiographical text that depicts the author’s personal stories and experiences, structuring them in a way that conveys an overall theme or moral. Some might think that you need to have gone through a particularly extraordinary experience to write a good memoir, but this is not the case! Recording and interpreting the events of your life is useful not just as an exercise in developing intrigue, but also as a way of connecting your lived experience with those who would benefit from understanding the lives of others.

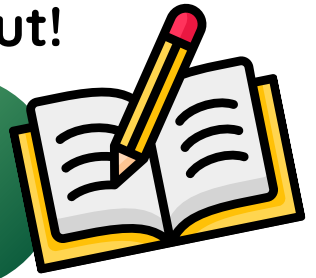


## Travel Writing

Unsurprisingly, travel writing is concerned with documenting the sights, sounds, and smells of the unique places you’ve been to! While writing an entire travel guide or book is an exhaustive task, there is nothing stopping you from taking a journal on your next trip and jotting down anything that inspires you to think beyond what you see. Whatever you come across - landscapes, animals, personal interactions - if you love it, write it down!

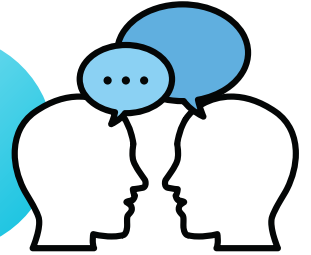
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## Personal Essay



Personal essays are cousins of the memoir, but they are often shorter and less concerned with narrative. Instead, this genre is primarily focused on tying personal experience to broader societal topics that share a common through-line with each other. The questions that inform these essays do not tend to have easy answers, but the intimate nature of this kind of writing can still lead to great insights from both author and reader alike.

## Cultural Criticism



While this genre has a technical-sounding name, the truth is that cultural criticism has become an especially popular medium in the last decade thanks to the popularity of online formats such as blogs and video essays. Cultural criticism concerns the analysis and appraisal of a specific cultural aspect of one’s country or of society in general. This is an especially good genre to try your hand at if you have already been thinking about a cultural topic and wish to expand your knowledge about it. Doing research and discovering new things about your interests can be a great way of getting prepared for future academic interests as well.



## DON'T FORGET!

**If you haven't scheduled an appointment with the WRC, we allow walk-ins for in-person and Zoom hours in our Cameron and Atkins locations. Don't miss out!**



# How WRC Tutors Write (and Some Reading Advice)

We asked a few tutors who work at the WRC to provide some tips for **reading** articles and reports that they find difficult. We also heard from a few more who had tips on the **writing process**. Here are their responses!

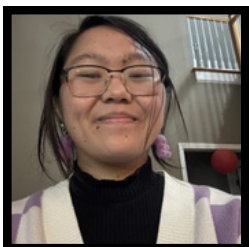
When you are assigned a reading that is difficult, what strategies do you implement to help you complete the reading?

Tell us something about your writing process. It can be about how you begin, how you draft, or how you revise.

## Vivian recommends...



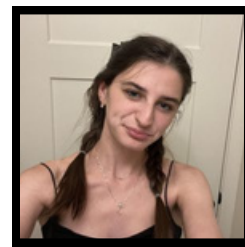
I try to look for three big things: What is the question? What is the author's answer to the question? What goes against the author's question? Being able to pinpoint these facts can help with sorting information later, like finding the author's biases or new discoveries.



## Ryn's process...



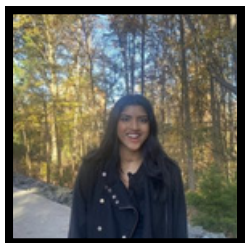
My drafting process is entirely spontaneous. Most of the time, I begin writing with only a fragmented thought to guide me. I then work those thoughts into the cohesive whole. This way, I can delete those fragments once I've incorporated them, like a little checklist!



## Abeer recommends...



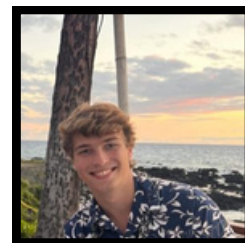
I simply read out loud numerous times. If I don't grasp at least half of the content or the main idea of the reading, then I will break it up into sections and repeat it to myself over and over, and I continue this process until I have completed and understood the reading.



## Liam's process...



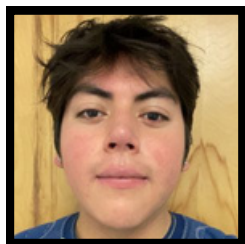
I always have a fluid outline of how my paper will be organized. I want to have an idea of where my writing is going at all times, but that needs to be able to change as I come across new information and ideas.



## Keven recommends...



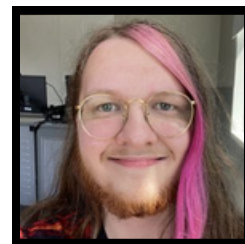
I try to contextualize my reading. Why did the author make this text? How does the author want the reader to react after this text? Then I read it as if I were the audience.



## Noah's process...



I tend to edit as I write, trying to phrase everything as best as I can the first time around since my brain won't let me move on until I get it "right." It's usually better for me to figure it out while it's still fresh in my mind.



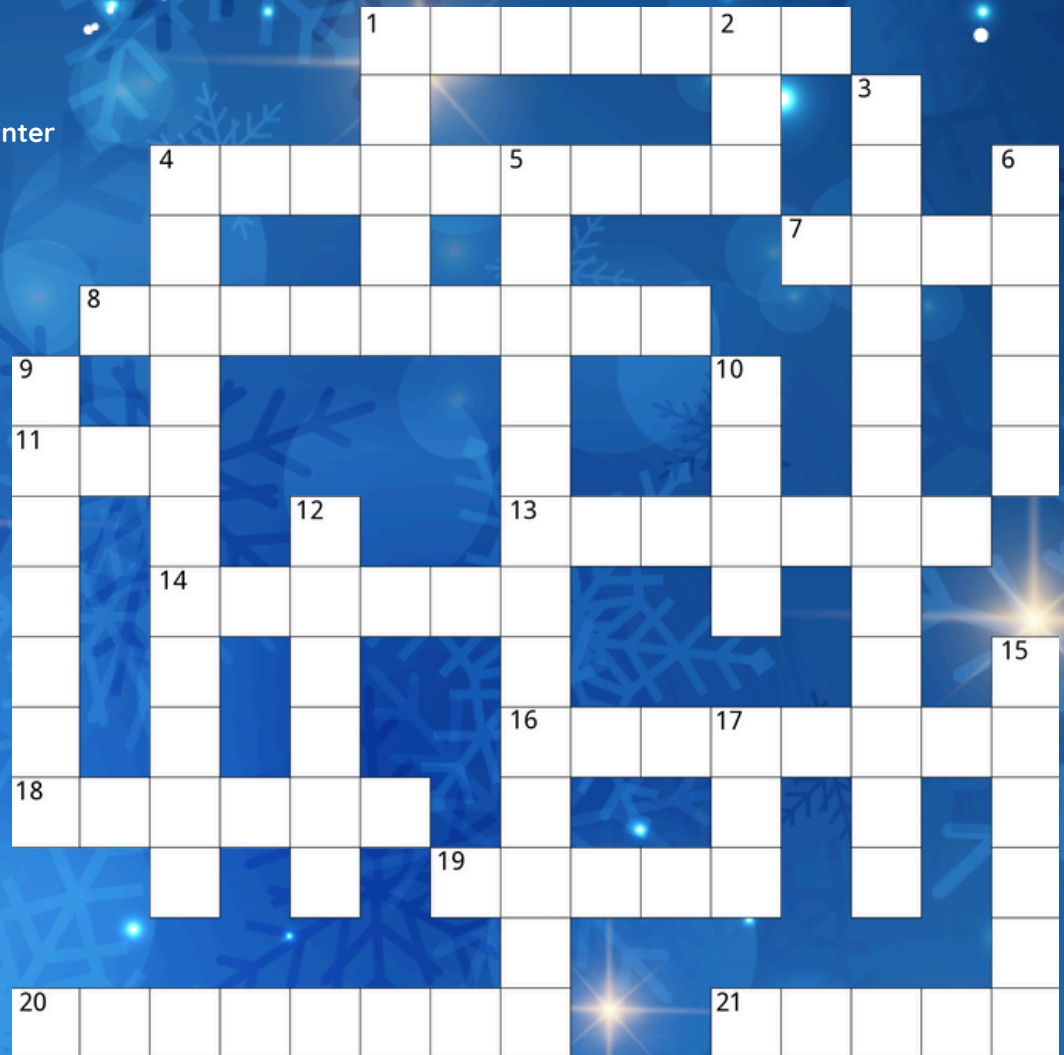
# Polar Expression

## Across

- 1) Evidence cited in your paper
- 4) Large arctic mammal
- 7) Temperature characteristic of winter
- 8) Precipitation in the form of delicate crystals
- 11) To feast
- 13) \_\_\_\_\_ weather
- 14) Lacking a clear transition
- 16) Altering and reorganizing your paper are examples of \_\_\_\_\_
- 18) Protective hand wear
- 19) Biting, chilly
- 20) The initial process of writing out your paper
- 21) White crystals that form on the ground

## Down

- 1) Cold weather neck wear
- 2) \_\_\_\_muffs
- 3) Carefully checking your completed work for errors
- 4) Use this to avoid run-on sentences
- 5) Early pre-writing stage of the writing process
- 6) What you come up with in 5-Down
- 9) Good writing begins with good \_\_\_\_\_
- 10) Warm outerwear for your torso
- 12) What water is when it's solid, or movie with Sven
- 15) Typically, do this to the first line of a new paragraph
- 17) Aloof disposition, or unsafe road condition



## The Write Place Editors

Jason



Jack

