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# ACADEMIC, PROFESSIONAL, AND CASUAL WRITING FOR WRITING TUTORS

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## **RESEARCH PAPER**

A. **DEFINITION:** A research paper is the result of investigation and evaluation of sources.

B. **OUTLINE:** A research paper, whether for a scientific or humanities topic, usually follows the following format:

Title

Abstract

Introduction

Literature Review

Methods

Results

Discussion/Conclusion

References/Bibliography

C. **EXPANDED EXPLANATION:**

There are two types of research papers (to be further explained separately):

- argumentative
- analytical

## **ANALYTICAL RESEARCH PAPER**

*“An analytical essay is just an analysis of a literary text. By contrast, a critical essay involves, not only an analysis of the text in question, but also dissection of the literary terms and devices used by the author to make his meanings clear.”*

### **A. OVERVIEW:**

- a. Its purpose is to draw on what primary and secondary sources have to say about a topic and engage the texts. The paper’s goal is to offer a unique perspective on the issue at hand and not simply to regurgitate the contents of existing literature.
- b. Ideally, the paper would offer a fresh perspective and further a field in which it is written.
- c. The analytical research paper usually begins with the student asking a question (the research question) on which she has taken no stance.

### **B. TYPES:**

- Compare and contrast
- Cause and effect
- Classification
- Process
- Definition

The conclusion should refer to the thesis statement (or research question)

**EXAMPLE:** Children raised by same sex parents are at no increased risk. Since same sex marriages are a relatively recent occurrence, more research needs to be done on this topic

**C. EXPANDED EXPLANATION:**

1. Understand the objective of the purpose: present an argument and/or claim
2. Choose a specific topic
3. Brainstorm
4. Write a thesis statement
5. Start writing your introduction, body paragraphs, and conclusion depending on the type

**D. EXAMPLES:****Compare and contrast**

“I say to my fellow humans: It’s time to stop feeding off the dead and grow up! I don’t know about food, but I have a plan for achieving fuel self-sufficiency in less time than it takes to say, ‘Arctic National Wildlife Refuge.’ The idea came to me from reports of the growing crime of French fry oil theft: Certain desperate individuals are stealing restaurants’ discarded cooking oil, which can then be used to fuel cars. So, the idea is: why not skip the French fry phase and harvest high-energy hydrocarbons right from ourselves?” - Barbara Ehrenreich

**Process**

“On the first day of school, I was escorted by hordes of national guardsmen. Like a funeral procession, the steady stream of official-looking cars followed me to the campus. Some patrolmen were parked near campus gates, while others, with guns strapped to their sides, stood near building entrances. Though many of my escorts had given me smiles of support, still I was not prepared for what I encountered upon entering my new school.” - Joyce M. Jaret

**Classification**

“The third way open to oppressed people in their quest for freedom is the way of nonviolent resistance. Like the synthesis in Hegelian philosophy, the principle of nonviolent resistance seeks to reconcile the truths of two opposites—the acquiescence and violence—while avoiding the extremes and immoralities of both. The nonviolent resister agrees with the person who acquiesces that one should not be physically aggressive toward his opponent; but he balances the equation by agreeing with the person of violence that evil must be resisted. He avoids the nonresistance of the former and the violent resistance of the latter. With nonviolent resistance, no individual or group needs to submit to any wrong, nor need anyone resort to violence in order to right a wrong.” - Martin Luther King

# **ARGUMENTATIVE RESEARCH PAPER**

## **A. OVERVIEW:**

The goal of an argumentative research paper is to persuade, which demands that the topic must be debatable or controversial.

The thesis statement (think of it as the argument) should be in the last sentence of the Introduction and states the position the writer will argue.

## **B. OUTLINE:**

Introduction

Claim

Counterclaim

Rebuttal

Conclusion

## **C. EXPANDED EXPLANATION:**

### **a. INTRODUCTION:**

- i. Two or three sentences containing the main argument
- ii. The last sentence is the thesis statement contains the main argument: the 'CLAIM'.

### **b. SUPPORT FOR THE CLAIM (can be one, two, or three paragraphs):**

- i. **DATA:** Evidence, facts to support the main claim
- ii. **ANALYSIS:** Why the data supports the claim
- iii. **BACKING:** Additional logic, reasoning, literature to support the claim

### **c. COUNTERCLAIM: Claim that refutes the main claim**



d. **REBUTTAL:** Further evidence, logic to disagree with the counterclaim

e. **CONCLUSION:** Make a closing argument why the main claim is valid

**IMPORTANT:** the thesis statement (the claim) must be controversial. The writer is taking one side of an argument to defend.

#### **D. EXAMPLES:**

The claim is not a summary.

Summary: “*The Warren commission determined that Lee Harvey Oswald assassinated John Kennedy.*”

Claim: “*The Warren commission incorrectly concluded that Lee Harvey Oswald acted alone in the assassination of John Kennedy.*” (the writer will have to use the format of the argument essay to make her case that this thesis is valid)

## **EXPLORATORY RESEARCH ESSAY**

A. **DEFINITION:** What distinguishes an exploratory essay from other genres, is that it asks the writer to discuss their writing and thinking process through the journey of discovery as s/he researches and analyzes sources.

This takes the exploratory essay to a personal level which means that usually the writer is encouraged to write in the first person. (The writer should check with their professor).

### **B. OUTLINE:**

Introduction  
Body Paragraphs  
Conclusion

### **C. EXPANDED EXPLANATION:**

a. **INTRODUCTION:** The introduction should outline the problem to be explored and why it is important.

Things to include:

- i. Some of the problem's possible causes and background
- ii. The institutions and people involved with the problem
- iii. Some of the possible solutions to the problem, (especially those initially suspected, which might have been modified as the research and paper progressed)
- iv. A brief overview of the types of sources researched
- v. A thesis statement outlining the process to be followed

### **EXAMPLE:**

With the increased cultural acceptance of same-sex marriages, more and more gay parents are choosing to raise children. My question was: How might children of same

sex parents be affected as they mature through the stages of childhood into adulthood? I began thinking about my project by starting with an assumption, which could then be the basis of my research: the assumption that being raised by gay parents would have a negative impact on the child's development and ultimate ability to assimilate normally into society. I will detail my journey of research and thought from that initial assumption through texts and articles to a conclusion.

b. **BODY PARAGRAPHS:** Body paragraphs should include the inquiry process the writer followed to research her problem.

**EXAMPLE** (topic sentence): My first hypothesis was that children raised in same-sex marriages might suffer from being humiliated by other children at school, even subjected to bullying, because of having nontraditional parents which led me to a recent article in Psychology Today (cite). What I discovered was\_\_\_\_\_.

Things to include:

- i. Introduction of source (title, author, type of media, publisher, publication date, etc.) and why the student chose to use it in her exploration
- ii. Why the information in the text is important and dependable?
- iii. Some personal introspection on how the source helped the student, how it allowed her to think differently about the problem, or even fell short of her expectations and led her in a new direction. This will form a natural transition into her next source.

### c. CONCLUSION

- i. The writer should summarize her personal journey through the topic. What s/he learned during the research and analysis. How their initial ideas were challenged or confirmed.
- ii. If questions about the problem remain (and it is ok to have some), the writer will discuss them here.
- iii. The student should talk about why she thinks she still has unanswered questions regarding the problem, where she might look to answer these questions, and to suggest additional research to be conducted.

### D. SAMPLE:

When I first started this paper, I assumed that children raised by gay parents would have difficult upbringings which would have negative repercussions in their later lives. However what I found from several sources (citations, expand, discuss) was that so long as the parents have a loving relationship, and nurture the child, there is every reason to believe that the child will suffer no negative impact. Since this is a relatively new phenomenon, there is still much research that needs to be conducted to assist gay parents provide the optimal upbringing for their children.

### E. TUTORING AN EXPLORATORY PAPER:

- i. It might be helpful to describe to the student what an exploratory paper is NOT:
  - It is distinguished from an argument paper or argument research paper in that the student is NOT being asked to take a position and argue it. Its goal is not to persuade.
  - On the contrary, the aim of an exploratory paper is to reflect. To provide a retrospective of the process of discovery.
- ii. An exploratory paper is not to be confused with other academic genres, which also follow the same basic format of an introduction, body paragraphs, and conclusion.

- Other genres are usually written in the academic, neutral third person. (No use of “I”)
- Other genres are not concerned with the process of the writer, just the output.
- An exploratory paper is different from a RESPONSE PAPER, which is often written in first person since the student is being asked, “What do you think?”
- The goal of a response paper is to challenge the student to evaluate and form an opinion. An exploratory paper does this but goes one step further and asks the student to relate her process of writing and researching.

iii. Questions to ask to help the writer to engage:

- Ask the writer to think of the word EXPLORE. What does the verb imply to her? Isn't TO EXPLORE a verb that implies action, action through time? Maybe even an action that has no end?
- How did you feel at the beginning of the paper and then at the end? Did your ideas change? Do you think you grew through this process?
- What remains to be done on the topic? Further research? More attention paid to the subject. The need for increased education on the topic.

## **RESPONSE/REACTION/REFLECTION PAPER**

### **A. OVERVIEW:**

A response or reaction essay is asked by professors so that you carefully study what you feel or think about a work.

Therefore, writing in the first person (using 'I') is entirely appropriate, unless stated otherwise by the professor.

a. A response paper asks:

- i. Whether you agree or disagree with the author (and why)
- ii. What is the overall value of the text (evaluate strengths and weaknesses)?
- iii. provide a reasoned and well-argued engagement with themes and ideas

b. A response paper is not:

- iv. a summary
- v. an opinion piece (never explicitly say that you like or don't like something or someone)

EXAMPLE: "the author is correct when he says that cyberbullying is bad because it is harmful to bully"

c. A response paper should:

- vi. engage with the topic and the way it is presented
- vii. be critical
- viii. support opinion with convincing arguments/evidence and examples
- ix. have a position/stance on the subject
- x. engage with main themes rather than irrelevant details
- xi. depending on the subject, add your unique perspective and vision

d. Examples of things to include in a response paper:

- xi. Disagreement or agreement with ideas
- xii. Examination of authors and their audience
- xiii. Reflection on how concepts describe other ideas

xiv. Feedback to how major arguments relate to your own experiences

xv. Assessment of how a text influences readers

**B. OUTLINE:**

**a. FIRST BODY PARAGRAPH:**

i. Introduce source(s) you are responding by stating the name of author and title of article/text with proper citations.

ii. Provide a summary of main points and arguments made.

iii. State your position on the subject with a thesis statement.

**b. SECOND BODY PARAGRAPH:**

iv. Analysis of and engagement with one or more idea(s) that the author presents. The analysis should highlight your opinion by stating the reasons why you may agree or disagree and what makes this argument valid or invalid.

v. It is important to present evidence through techniques like use of metaphors, rhetorical techniques (logos, pathos, ethos), use of examples (which could be from the text itself or from your personal experience), and citations.

## **RESEARCH or PROJECT PROPOSAL**

### **A. OUTLINE:**

Abstract  
Introduction  
Literature review  
Methodology  
Discussion  
Conclusion  
References  
Appendices (If applicable)

### **B. EXPANDED EXPLANATION:**

#### **a. ABSTRACT:**

Needed only if the proposal will be lengthy (roughly ten pages or more) Brief overview of the project, not more than two hundred words.

**b. INTRODUCTION:** put the topic in perspective [from the general to the specific]

Establish this by:

- i. Claiming and supporting why the topic is **important**.
- ii. Making topic **generalizations** of the current state of knowledge.
- iii. Reviewing items of **previous research** (here this is not a literature review but more a reflection of key studies that have touched upon but perhaps not fully addressed the topic)
- iv. Opening a space (niche) in the state of knowledge
- v. Highlighting a gap, or understudied area of the literature



- vi. Making a counterclaim, provide an opposing viewpoint.
- vii. Extending what has been written previously

c. THESIS STATEMENT/PROPOSAL/RESEARCH QUESTION:

- i. Clearly describe the proposed project.
- ii. Identify how the project will contribute new knowledge in contrast to prior research on the topic.
- iii. Describe the remaining organizational structure of the paper.

d. LITERATURE REVIEW

- i. Organize the review by grouping the texts into one-paragraph topics. Each topic sentence should clearly define the content of the paragraph. This section can be organized by topic or chronology.
- ii. Analyze the texts.
- iii. Answer the question: “Given my topic, what do I need to know?”
- iv. Highlight what is debatable about an issue.

e. METHODOLOGY

- i. Define the **qualitative** methodology to be used, if any.
- ii. In an appendix, provide questions to be asked in a survey, if relevant. Define **quantitative** methodology to be used, if any.

f. DISCUSSION

- i. Results, analysis of **quantitative** research
- ii. Results: what questions were answered using **qualitative** methods.

g. CONCLUSION

- ii. Why is this research important?
- ii. Why is this research urgent? Why now? How will this research be used?
- iii. Let the writing demonstrate enthusiasm for the project.

h. REFERENCES (relating to the literature review)

**C. TUTORING TIPS:**

- Whom is the proposal being written for (the audience)? For example, for a committee of academics, for publication, for a business, for a class.
- Please give me one sentence to describe your topic and your project. (It is often difficult for the student to do this and will help their focus.)

## **LITERATURE REVIEW**

(often as part of a thesis, thesis proposal, or research proposal)

The literature review is to demonstrate: ‘Here is what has been written on the subject.’”

### **A. PROCESS:**

- i. Organize the review by grouping the texts into one-paragraph analysis.
- ii. Use headings for each text.
- iii. Each topic sentence should clearly define the content of the paragraph. It should name the text to be discussed.
- iv. Organize by chronology or topic.
  - Chronological: oldest to text to most recent.
  - Topical: texts grouped by theme or subject. Insert a break or double space between topic groups.
- v. Analyze, summarize the texts in one paragraph each.
- vi. In the analysis of each text, highlight what is debatable about an issue.

### **B. EXPANDED EXPLANATION:**

The goal of a Literature Review is to demonstrate a ‘gap’, to open a space in the literature that the student’s project will address.

This ‘gap’ might include such things as:

- i. What has been overlooked, understudied, or misjudged by previous studies in order to create space for the student’s project or research
- ii. Flaws, or shortcomings in the existing literature
- iii. The literature review will emphasize: why is the student’s project necessary? Why is it important? Why is it urgent?

**C. TUTORING TIPS:**

- Does the writer explain why certain groups of studies (or individual studies) are being reviewed by establishing a clear connection to their topic?
- Does the writer make clear which of the studies are most important?
- By the end of the literature review, is it clear why their research or project is necessary?

## **ANNOTATED BIBLIOGRAPHY**

(often as part of a thesis, thesis proposal, or research proposal)

A. **DEFINITION:** An annotated bibliography is a list of references to books, articles, and documents the writer believes will inform her research in a topic.

Each text referenced is followed by a brief (usually about 150 words) descriptive and evaluative paragraphs the annotation (i.e. a note of explanation).

The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources used.

### **B. THE PROCESS:**

i. The writer should find books, periodicals, and documents that pertain to her topic.

ii. The writer should try to identify works that will provide a variety of perspectives on her topic.

iii. Writing the annotations (in one concise paragraph, after the text citation):

a. At the top of each text to be annotated, the writer is to cite the book, article, or document using the appropriate style (APA, MLA), often highlighted in bold.

b. Then the writer briefly summarizes the text, being sure to include key words, and key concepts.

c. What are the text's main arguments? What subjects are covered?

*A question to ask to help the writer: If someone asked what this text is about, what would you say?*

d. After summarizing a source, the student must evaluate it critically.

### **C. TUTORING TIPS:**

Annotations are descriptive and critical; they may describe the author's point of view, authority, or clarity and appropriateness of expression. Questions to ask the writer:

- Is the source useful for the topic being researched?
- Ask the writer to think about: How can the text help her shape her argument?
- Has it changed how she thinks about her topic?
- How does the specific text compare or contrast with other sources in the bibliography? Evaluate if the information is reliable? Is this source biased or objective?

### **D. EXAMPLES:**

The following example uses APA:

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51, 541-554.

“The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.”

This example uses MLA:

Waite, Linda J., et al. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review*, vol. 51, no. 4, 1986, pp. 541-554.

“The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.”

## **BOOK REVIEW**

Not to be confused with a Book Report, which tells what happened in a book. A book review is usually about 500 to 750 words

### **A. PRE-WRITING:**

Look to structure the summary portion or background structure of your review. Take notes on the book's key points, characters, and/or themes.

**Characters:** Who, if any, are the main characters? How do they affect the story? Do you empathize with them?

i. **Style:** Describe, if applicable, this author's style? Is it accessible to all readers or just some?

ii. **Argument:** How is the work's argument set up? What support does the author give for her findings? Does the work fulfill its purpose and supports its argument?

iii. **Key ideas:** What is the main idea of the work? What makes it good, different, or groundbreaking?

iv. **Quotes:** What quotes stand out? How can the writer demonstrate the author's talent or the feel of the book through a quote?

### **B. WRITING:**

Begin with a short summary or background of the work, but do not give too much away, especially if reviewing fiction. Many reviews of fiction limit themselves only to the first couple of chapters or lead the reader up to the rising action of the work. Reviewers of nonfiction texts will provide the basic idea of the book's argument without too much detail.

i. **Establish a background, remember your audience:** Remember that your audience has not read the work; with this in mind, be sure to introduce characters and principles carefully and deliberately. What kind of summary can you provide of the main points or main characters that will help your readers gauge their interest? Does the author's text adequately reach the intended audience? Will some readers be lost or find the text too easy?



ii. Minor principles/characters: Deal only with the most pressing issues in the book. You will not be able to cover every character or idea. What principles/characters did you agree or disagree with? What other things might the author have researched or considered?

iii. Organize: The purpose of the review is to critically evaluate the text, not just inform the readers about it. Leave plenty of room for your evaluation by ensuring that your summary is brief. Determine what kind of balance to strike between your summary information and your evaluation. If you are writing your review for a class, ask your instructor. Often the ratio is half and half.

iv. Publisher/price: Most book reviews include the publisher and price of the book at the end of the article. Some reviews also include the year published and ISBN.

### **C. EVALUATION:**

Choose one or a few points to discuss the book. What worked well? How does this work compare with others by the same author or other books in the same genre? What major themes, motifs, or terms does the book introduce, and how effective are they? Did the book appeal in an emotional or logical way? The final portion of your review will detail your opinion of the work. When you are ready to begin your review, consider the following:

i. Author: Who is the author? What else has s/he written? Has this author won any awards? What is the author's typical style?

ii. Genre: What type of book is this: fiction, nonfiction, romance, poetry, youth fiction, etc.? Who is the intended audience for this work? What is the purpose of the work?

iii. Title: Is it interesting? Uninteresting?

iv. Preface/introduction/table of contents: Does the author provide any revealing information about the text in the preface/introduction? Does a "guest author" provide the introduction? What judgments or preconceptions do the author and/or "guest author" provide? How is the book arranged: sections, chapters?

v. Book jacket/cover/printing: Book jackets are like mini reviews. Does the book jacket provide any interesting details or spark your interest in some way? Are there pictures, maps, or graphs? Do the binding, page cut, or typescript contribute or take away from the work?

**D. REVISING:**

- i. Is there too much/enough summary? Does your argument about the text make sense?
- ii. Usually about a 50/50 balance between summary and evaluation.

## **BOOK REPORT**

A. **DEFINITION:** A book report is not a book review. It is a critical account of a book that gives details about it. It ranges between 200 and 500 words.

### **B. OUTLINE:**

Plot summary

Theme analysis

Character Analysis

### **C. EXPANDED EXPLANATION:**

i. Take notes about the main characters; what they do, who they are, how they think. Keep track of the settings and order of events.

ii. Choose quotes that you can directly use to form a relationship between your report and your audience.

#### **a. INTRODUCTION:**

i. Mention the book, author and date of publication.

ii. Write a sentence about the genre of the book.

#### **b. BODY PARAGRAPHS:**

iii. Provide an extended summary of the book's events.

iv. Remark the tone and writing style.

v. Analyze the characters and main themes.

#### **c. CONCLUSION:**

vi. Mention the impact of the book on the reader.

vii. Offer your opinion.

vii. Offer recommendations.

#### **D. WRITING TIPS:**

- Make sure that your instructor wants your opinion.
  
- Use a lot of examples.
  
- Organize your notes in the form of bullet points, lists, headings, and subheadings.

## **CREATIVE NONFICTION**

*“Creative nonfiction contrasts with other nonfiction, such as technical writing or journalism, which is also rooted in accurate fact, but is not primarily written in service to its craft.”*

### **A. TYPES:**

- Memoirs
- Autobiographies
- Biographies
- Personal essays
- Speeches
- Journaling (writing journal or diary pieces) and the list goes on...

### **B. EXPANDED EXPLANATION:**

#### **a. MEMOIRS:**

- i. are relatively long
- ii. focus on a specific experience (could be joyful, painful, neutral)
- iii. are not a life story (do not confuse it with an autobiography)

#### **b. AUTOBIOGRAPHIES AND BIOGRAPHIES:**

- i. are a life story
- ii. cover almost all experiences

#### **c. PERSONAL ESSAYS:**

- i. are relatively short
- ii. range from experiences to opinions
- iii. address any topic
- iv. are found in blogs and magazines

**d. SPEECHES:**

- i. cover different genres (political, environmental, inspirational...)
- ii. are performed rather than read

**e. JOURNALING:**

- i. can contain fiction and poetry

**C. WRITING TIPS:**

- Get your facts straight: distinguish between facts and opinions
- Add disclaimers: if you are unsure of a certain event or dialogue, make sure you mention that creativity is used
- Consider repercussions: make sure you ask for people's consent when you publish content about them
- Be objective: add the good and the bad; remember it's a nonfiction piece
- Pay attention to language: use figurative and literary devices and make your piece accessible by everyone
- Know your audience and avoid clichés

**D. PROMPTS:**

- Have you ever fixed something that was broken? Ever solved a computer problem on your own? Write an article about how to fix something or solve some problem.
- Have you ever traveled alone? Tell your story. Where did you go? Why? What happened?

- Hard skills are abilities you have acquired, such as using software, analyzing numbers, and cooking. Choose a hard skill you have mastered and write an article about how this skill is beneficial using your own life experiences as examples.

## **FICTION**

### **A. DEFINITION:**

*“Fiction is the creation of a story from the author's imagination, although it may reference real events or people. Fiction stories are not true stories, though many have elements of truth in them.”*

### **B. PROCESS:**

- i. Set up your conflict early on: you can wait for the dramatic tension to build up as you are writing, but it is better to choose your conflict first.
- ii. Establish your stakes: support your characters.
- iii. Avoid exposition-heavy dialogue: make your dialogue seem natural.
- iv. Do not be too predictable: engage your reader and make them want to finish reading your story.
- v. Show do not tell; don't tell the readers how the character felt, let your character act it out.
- vi. Feel free to experiment: do not ground yourself with rules.



## **BLOG ARTICLE**

A. **DEFINITION:** A blog is a frequently updated personal website that includes posts written in an informal style.

### **B. PROCESS:**

i. Understand your audience: Who are you writing to? What do they want to know about?

ii. Write within your domain: What am I writing about? What is a topic that is within my interest?

iii. Identify your topic: What is a controversial and new topic that I can talk about?

iv. Take a negative or positive approach: Am I with or against this topic?

v. Come up with a working title: What would seem catchy to the audience?

vi. Write an introduction; describe the purpose; form a connection: How can I grab the reader's attention? What am I writing about?

vii. Create an outline: What points do I want my reader to know about?

viii. Write your post: This is an informal piece. Find a way to keep writing and find a "flow". Write about everything that you noted in the outline.

### **C. WRITING TIPS:**

- Avoid using complex words: people from all educational backgrounds might read your blog
- Do not assume that everybody knows what you are talking about: give a summary
- Check for spelling errors: informal does not mean rule-free
- A blog post can be up to 1,700 words: do not make it lengthy
- Quality over quantity

- Play around with visuals: include headings and subheadings, use italics and bold styles

## **SCIENTIFIC RESEARCH PAPER/THESIS**

### (STEM)

A. **DEFINITION:** “Scientific research articles provide a method for scientists to communicate with other scientists about the results of their research. A standard format is used for these articles, in which the author presents the research in an orderly, logical manner” (Columbia, n.d.).

#### **B. OUTLINE:**

Title (or title page)

Abstract (include keywords)

Table of contents

Table of figures (if applicable)

Introduction

Literature review (if applicable)

Methods (includes subjects, conditions, controlling agents...)

Results (figures and data, stating results in words, comparisons...)

Discussion (data analysis, implications...)

Conclusion

Acknowledgements (if applicable)

Reference page(s)

Appendix/Appendices (include any supplementary documents)

#### **B. EXPANDED EXPLANATION:**

##### **a. TITLE PAGE OR TITLE**

This section depends on the writer’s professor’s preference. For example, APA format requires a title page. A title page should include the following:

i. a running head and the title of the paper in the header (for APA only)

ii. page number

iii. title of your paper

iv. author’s name

v. institutional affiliation

## b. ABSTRACT

An abstract is typically under 200 words. Scientific abstracts are either informational or descriptive.

For an informational abstract, it is preferable to write about the following points in a sentence or two for each:

- i. motivation/purpose
- ii. problem: state your hypothesis/hypotheses
- iii. method
- iv. results
- v. conclusions
- vi. keywords (under the abstract by one line; indented): the word “keywords” is italicized; include a set of words that the paper focuses on

For a descriptive abstract, it is advisable to write around 100 words telling the reader what the paper is about but without going into details. It includes the purpose and method but not the results and conclusions.

## c. TABLE OF CONTENTS

- i. Allow your readers to navigate your paper easily.
- ii. Have the sections numbered according to page number and have a clear format.

## d. TABLE OF FIGURES (Refer to section RESULTS)

- i. This section might not be applicable if your scientific research does not contain graphs, charts, diagrams and tables.
- ii. Tables and figures are the bulk of a scientific paper.
- iii. Make sure that you insert a caption for each figure to indicate its chronological order and its description. Use the numbers used in the figures’ captions in the table of figures.

#### e. INTRODUCTION

- i. Start with a broad question or observation.
- ii. This part will have to do with key concepts, definitions and terminologies that the reader might not be familiar with.
- iii. Write a narrowed down testable question.
- iv. State your rationale.

#### f. LITERATURE REVIEW

- i. It should provide a scope (topical area) and a range of research papers/articles done on the topic that you wish to discuss.
- ii. Categorize the works that you are referring to in either chronological order, by date or by topic (from general to specific).
- iii. Analyze the extracted information critically.
- iv. Indicate what type of future research is needed.
- v. Provide controversial research papers that might serve your paper.

#### g. METHODS

- i. Include study participants (humans, animals, plants, etc.), their ages (for humans), sex and/or gender and any notable special conditions (diseases, hospitalization, medications, etc.).
- ii. Inclusion/exclusion criteria should be mentioned, such as how the subjects are picked and who/what is eliminated. Mention how the subjects are grouped and the controls.
- iii. Describe the study design including and methods and protocols.
- iv. Software should be mentioned.

#### h. RESULTS

- i. Use figures and tables to present your findings.

- ii. Provide an explanation for your findings.
- iii. Add a title in your caption to your figure and number them accordingly.

#### i. DISCUSSION

- i. Include a summary of the results and relate them to the literature that you mentioned in the literature review.
- ii. Highlight the importance of your results and what they serve.
- iii. Explain any limitations that might have affected the results of your hypothesis.
- iv. Consider asking a few questions that might help future studies.

#### j. CONCLUSION

- i. Summarize the paper's findings.
- ii. Provide a closure for your readers and avoid confusion.
- iii. Refer to your introduction.

#### k. ACKNOWLEDGEMENTS

- i. It should include, in case it was asked for: contributions of supervisor, research group and support staff (technical support or students who worked on the project).
- ii. It could include referees, friends, colleagues and family.

#### l. REFERENCE PAGE

- i. The most common styles are APA (American Psychological Association), MLA (Modern Language Association), Harvard, Chicago and IEEE (for engineers).

#### m. APPENDIX/APPENDICES

- i. Include any supplementary material that you might have used or might be useful to the understanding of your research paper.
- ii. Figures, tables, pictures and documents may be included in this section.
- iii. Make sure to number your appendices.

### **C. WRITING TIPS:**

- Title: For the title, make sure to be concise and specific. Try to shorten your title as to not distract your reader.
- Table of Figures: Have a similar format to that of the table of contents.
- Introduction: This observation will inspire you to investigate more previous studies. Include background information. This question should fill a gap in the research you are looking into. The writer's rationale includes their assumptions, hypothesis(es) and their purpose and motivation towards their hypothesis(es).
- Literature Review: A literature review is more than just a summary of each article you have read.
- Results: Be concise and do not analyze the findings. State the obvious.
- Discussion: Do not over-interpret your results and suggest new data. Work with what you already have. Conclusion: Do not mention ideas that you have not mentioned previously.
- Acknowledgements: In a scientific paper, acknowledgements are written at the end, whereas in a thesis, the page is included at the beginning. Acknowledgements are not usually required for a university paper.
- References: Reference pages or works cited pages follow a specific outline, depending the style used. Please refer to citation section for more information on citing different types of work.

## **SCIENTIFIC REPORT/POST-LAB REPORT**

A. **DEFINITION:** “A scientific report is a document that describes the process, progress, and or results of technical or scientific research or the state of a technical or scientific research problem. It might also include recommendations and conclusion of the research” (The University of Waikato, n.d.).

### **B. OUTLINE:**

Introduction

Methods and Materials

Results

Discussion

### **C. EXPANDED EXPLANATION:**

#### a. INTRODUCTION

i. State your hypothesis and explain how you got to your hypothesis.

ii. Relate it to previous research.

iii. The purpose should be broad and should state what you are aiming to gain at the end of the experiment.

#### b. METHODS AND MATERIALS

i. Explain how you tested your hypothesis.

ii. Include any detail that is crucial to the experiment if someone else was trying to replicate it, such as temperature, volume, mass, etc.

iii. Explain your protocol. If you did a specific step in the experiment, justify why you did that.

iv. Include the experiment's controls since they might change the results of the experiment.

v. Divide your work into subsections (methods, control, and rationale).



### c. RESULTS

- i. Express your findings in tables, charts and graphs.
- ii. Point out what the data shows.
- iii. Number your tables and give them titles.

### d. DISCUSSION

- i. Check if the data supports your hypothesis.
- ii. Explore your findings and talk about the limitations that might have caused specific implications and/or results. Acknowledge data that might have opposed your hypothesis.
- iii. Talk about your conclusions. Relate the conclusions to other supporting experiments done on the topic (if available).
- iv. Support your hypothesis and findings with theoretical claims.

### D. TUTORING TIPS:

- Introduction: The hypothesis should be specific and must include strong links between the objects of the study. Ask the writer about their purpose of study: “why are you doing this?”
- Methods and materials: Ask the writer the following questions: “how much detail should you provide?”, “what is your rationale?” and “what is the control?” Be precise in providing details. In academia, writing about your protocol shows the instructor that you understand what is required. The methods should be written in a chronological way, just like a recipe. Use the past tense. Remember that the experimenter is not the focus of the experiment, so try to use the passive voice.
- Results: Provide raw data. This section is advised to be short in length. Make sure you do not repeat the same information in the description that is found in the figures. Do not present irrelevant data; this does not mean that you should not present data that might oppose your hypothesis. Arrange the figures horizontally and not vertically. Do not forget your

units of measurement.

- Discussion: Use comparative words: less than, greater than, more, etc. Link findings together. Do not mention new information.

## E. EXAMPLES:

### Hypothesis Example

“It was hypothesized that as the temperature of a solvent increases, the rate at which a solute will dissolve in a solvent increase.”

### Introduction Example

“The purpose of the experiment was to test conventional ideas about solubility in the laboratory [purpose] . . . According to Whitecoat and Labrat (1999), at higher temperatures the molecules of solvents move more quickly . . . We know from the class lecture that molecules moving at higher rates of speed collide with one another more often and thus break down more easily [background material/motivation] . . . Thus, it was hypothesized that as the temperature of a solvent increases, the rate at which a solute will dissolve in that solvent increases [hypothesis].

## **SCIENTIFIC PROGRESS REPORT**

A. **DEFINITION:** “An assessment that takes place during a project or process, that conveys details such as what sub-goals have been accomplished, what resources have been expended, what problems have been encountered, and whether the project or process is expected to be completed on time and within budget” (Business Dictionary, n.d.).

### **B. OUTLINE:**

Introduction

Design Status

Research and Key Findings

Next Steps

References

Appendices (if applicable)

### **C. EXPANDED EXPLANATION:**

#### **a. INTRODUCTION**

- i. This section should be short (4-5 sentences).
- ii. Mention what the project is and what time period this report covers.
- iii. Discuss briefly where the project stands now and what is planned to progress with the project.
- iv. State the points that will be discussed in the report.

#### **b. DESIGN STATUS**

- i. This section states how far has been done in the project.
- ii. Include your reasoning and rationale.
- iii. Show how the requirements will be met through this project.
- iv. Mention the obstacles that have been faced throughout the design process.

### c. RESEARCH AND KEY FINDINGS

- i. Include research that will help your study.
- ii. Add a brief summary of the research methods and materials used.
- iii. The information discussed in this section will be referred to in the references and appendices sections.

### d. NEXT STEPS

- i. Write the plan on how work will advance and how the team will move forward.
- ii. In this section, the team members may ask the supervisor for suggestions, recommendations and clarifications.

### e. REFERENCES

- i. List the sources and refer to the section on citations.

### f. APPENDICES

- i. Include charts that might explain budgets and financial requests.
- ii. Provide any document that is essential to the understanding of the project.

## D. TUTORING TIPS:

- Introduction: Do not provide excessive detail. Do not reference appendices. Remember to give some indication of how you plan to move forward with your project.
- Design Status: Sub-headings may be included.
- Research and Key Findings: Note where the information came from in a brief sentence that directs the reader to the appendices. It is more effective to organize this section according to the type of information

(sources on materials) and not sources (articles).

- Next Steps: Each step must include a tentative time frame for its completion.

## **RESEARCH QUESTION**

A. **DEFINITION:** A research question is a question that your research paper should answer. It is a claim that the research paper is investigating, which outlines the various elements (example: social, political, scientific) and methodology (example: compare/contrast, analysis) that will be followed in the paper.

### **B. OUTLINE:**

Concise: expressed in the fewest words possible

Clear: can be understood by any reader

Complex: not answerable by “yes” and “no”

Focused: narrowed down and not too broad

Arguable: debatable

### **C. PROCESS:**

i. Do preliminary research to find out what and how other sources are discussing your topic. At this point, the sources do not have to be purely scholarly.

ii. The point of this preliminary research is to narrow down your topic—what aspect of your topic are you interested in tackling?

iii. Narrow down your topic by adding words and phrases like *conflict*, *description*, *contribution*, *development*. Without such words that are nouns derived from verbs, your topic is a static thing.

iv. Ask questions: What is the main purpose of the topic? Why is it important? How can I develop it? Take five minutes to write down a series of questions based on your topic’s history, composition, and categories. Ask questions based on your sources. How are your sources inviting more questions?

v. At this point you might want to start asking yourself “so what” questions. In other words, while *you* know why this topic is of interest to *you*, how is it of interest to a wider audience. You might ask: why is this question worth asking?

#### D. WRITING TIPS:

- Come up with various versions of this template, and each time try to elevate and narrow down the topic more.
- Note that this template is a guideline to reach an elaborate research question and is not the final product. It is meant to help you identify the elements of your research topic in order to frame your question later.
- It is often helpful to try fill in this three-part formula:

Topic: I am studying \_

Question: because I want to find out what / why / how \_\_\_\_\_,

Significance: in order to help my reader, understand \_\_\_\_\_.

#### E. EXAMPLES:

*Weak research question:*

“Has there been an increase in homelessness in San Francisco in the past ten years?”

*Strong research question:*

“How have economic, political and social factors affected patterns of homelessness in San Francisco over the past ten years?”

*Weak research question:*

“Does the US or the UK have a better healthcare system?”

*Strong research question:*

“How do the US and the UK compare in health outcomes and patient satisfaction among low- income people with chronic illnesses?”

*Complex research question (more than one question):*

“What main environmental, behavioral, and genetic factors predict whether Americans will develop diabetes, and how can these commonalities be used to aid the medical community in prevention of the disease?”

## **COVER LETTER**

(This is not intended to be a detailed instruction. Instead, it is comprised of a few observations of things often overlooked)

The goal of your writer's application is to get an interview; not to get the job.

And of the two parts of the application (the resume and cover letter) the more important is the cover letter. Here is why:

Keep in mind that the writer's goal is to be granted an interview.

Now imagine that you, the tutor, are sitting on the admissions committee of a graduate school, or you are the HR executive for your company, or the manager in charge of selecting an intern for a summer program.

You have a stack of resumes or CV's on your desk. All the resumes are impressive and contain relevant experience or education. You are busy and do not have the time or inclination to interview them all, so you must cull the applications to a manageable few.

How do you choose?

Here is a hint: you are human. Like most of us, you, the person making the hiring decision, relate to stories... And where can your writer tell their story? ... In their cover letter. (And, by the way, it is where you as a tutor can be of the most help to the writer).

Again, put yourself in the place of the person reading dozens and dozens of applications.

If you see a cover letter that fills the entire page with dense prose, what are you apt to do? You might put it aside and go on to the next one that has three or four paragraphs and looks to be easily readable ... So, the first takeaway is: be conscious of how your writer's cover letter *looks!*

Ask yourself: would I like to read it, just from its appearance?



Contrary to on-line advice, it makes little sense for your student to begin her cover letter with: “I am writing to apply for the position of data research intern at ABC consultants.” If s/he feels she must mention the position, just do it as a title or in the heading “ref: data research internship.”

The first sentence is too important to make it bland and routine. The application must stand out from all the rest.

Show don't tell. The letter should *not* say, ‘I am passionate about data research,’ instead *demonstrate* your commitment: ‘I often stay up all night crunching numbers.’

Avoid words that are cliché in a cover letter, words such as ‘passionate’, ‘hard working’, ‘team player’, you get the idea... the aim is to show your enthusiasm through your writing, your story.

Try to create an overarching theme for the student. So that the admissions committee can say, ‘Oh yes, she is the young lady who loves numbers.’ And it should be consistent: if the theme is data research, no need to talk about the trip abroad last summer.

The letter should indicate what the student can do for the company (or university, etc.). Not how the company can benefit the student.

In the last paragraph, there should be a specific request for the interview.

## **RESUME**

Applicants are tempted to put as much as they can in a resume.

Adding trivial or irrelevant experience weakens the resume in two ways:

- i. First, it appears that the qualifications are insufficient and have to be padded
  
- ii. Second, the truly relevant skills and experience are buried ... Suggest to the writer that s/he can expand her qualifications during the interview, if necessary. S/he can even say in the interview: I forgot to mention that I am a qualified\_\_\_. Would you please make a note of that on my resume?

Again, check the appearance of the resume. Too cramped and it will lose impact. Focus on the highest academic degree earned.

Avoid verb 'to be' (not 'I was...') Use active, strong verbs that portray the student as an actor, a doer: 'Consolidated', 'Managed,'

Quantify, where possible... Such as: 'I was second in my class of twenty-seven graduate students'. 'I supervised seven volunteers.'

### **A. WRITING TIPS:**

- Create a professional email address.
- Update your contact information (email, phone number, and address).
- Use 12-point font size.
- Use reverse chronological order (recent to old).
- Align your text to the left (to make it readable).
- Be consistent with your choice of **bold**, *italics*, and UPPERCASE (caps lock).
- Choose a readable font (Times New Roman, Arial, Helvetica or Calibri).

- Add jobs you have had in the past 10-15 years.
- Add subheadings.
- Include any blogs or websites that you own (via URL).
- Consider using a professionally designed template.
- Put your education first.
- Do not add “references available upon request” since HRs know they can request.
- Make sure what the job description is.
- Create margins (do not overcrowd the page).
- Name your file properly (do not send it as “document 1”).
- Draw attention to your promotions.
- Cut the fluff in the experiences section (do not add all responsibilities).
- Write explanations if there is a gap in your career.
- Use action verbs (persuaded, orchestrated, etc.).
- Do not use jargon.
- Send it as a PDF (the format will not change).
- Add achievements in experience section.
- Focus on the top third of your resume.
- Use a proofreading tool like Grammarly (refer to section 8 A on useful websites).
- Write a thank you email after the interview is over.
- Clean up your social media presence.

- Add your hobbies.
- Do not lie.
- Do not worry about length (2 pages is fine).
- Do not try to impress them with overly sophisticated words.

## **PERSONAL STATEMENT**

### **A. OVERVIEW:**

Start the session by saying:

‘Imagine that you oversee making the hiring or enrolling decision. On your desk is a stack of applications a meter high. What you, the student, want is for your application to set you apart... *And what everyone responds to is a story.* We are going to find a unique, personal story about you that will give you an individual voice and make you memorable.’

### **B. OUTLINE:**

Introduction (with the ‘hook’)

Paragraph or two on education.

Paragraph or two on work

experience.

What makes the university or business being applied to attractive to the student.

What the student can do for the university or business

Conclusion (if needed)

The statement’s text does not have to follow the above sequence, although it is frequently a good outline to copy. The natural flow of the statement, the student’s creativity, the limitations of word count, might suggest a different order.

### **C. EXPANDED EXPLANATION:**

#### **a. INTRODUCTION**

i. A strong first sentence (a ‘hook’) to make the applicant stand out from others.

ii. The first sentence is NOT: ‘This is in response to...’ or, ‘I am applying for...’ The first sentence is too important for this. Instead put something like: ‘ref: my application for your master’s program in automobile design’ at the top.

iii. First paragraph should not be more than three short sentences.

b. EDUCATION (can be one, two, or more paragraphs):

i. Try to make this section follow naturally from the introduction.

ii. This is why I am taking the following courses... (if cannot do this directly, at least it can be implied).

iii. Use specific jargon related to field (show off what you know).

iv. Highlight only what is interesting or important.

v. Suggest that the student have this section reviewed by the student’s professor/mentor for accuracy and clarity.

c. WORK EXPERIENCE (can be one, two, or more paragraphs):

i. If applying to an NGO, other internships.

ii. Volunteer work, if appropriate.

iii. If nothing is applicable, better to omit this section rather than ‘fluff’.

d. UNIVERSITY or EMPLOYER

i. Why the university or work position being applied to is attractive to the applicant. Be specific:

ii. The student should research the specific department to which she is applying.

iii. Identify courses and professors that appeal. Where possible, use specific names.

iv. Which department in a business the student intends to work in.

e. HOW THE STUDENT CAN CONTRIBUTE TO THE UNIVERSITY/BUSINESS

i. What the applicant can uniquely bring to the university/corporation and to the department.

f. CONCLUSION

i. One sentence to demonstrate enthusiasm to attend the university or work for that company is a good idea.

ii. Avoid extolling the university or business. It is a waste of space.

**D. TUTORING TIPS:**

-Time limitations. (when is it due?)

-Word limitations.

-Where the student is applying. (to help focus the statement)

-The degree being sought, or position in a company.

- ‘Writing a personal statement is difficult. We are unfamiliar or uncomfortable talking about ourselves. Expect that it may take several sessions to complete the statement.’

- Tell the student you are looking for the epiphany moment that persuades you to decide to pursue the track you have.

- “Why do you want to be a researcher?”

- “What was the moment in class that you decided you wanted to major in x?”

- “Please complete this sentence for me. The moment that I decided to be a biologist was: \_\_\_\_\_”
- “My most vivid memory of my university experience was: \_\_\_\_\_”
- What the applicant intends to do with the advanced degree.
- The aspect of the student’s character that is emphasized in the first sentence should continue with the aim of tying the statement together: a unifying theme highlighting a unique aspect of the student’s personality. It should allow the admissions committee or hiring manager to say, for example, ‘Oh yes, she is the woman who speaks five languages.’
- Ask if the student if her grades will be an issue in the application (don’t need to ask for the GPA). Explain that if grades are a problem, the personal statement is an opportunity to address this deficiency directly and to explain it.
- The chances are that an applicant from the Middle East is already unique. Don’t take this for granted. Be sure to feature this in the statement, especially if applying in the US, Canada, UK, or Europe.

## E. EXAMPLES:

### Hook Examples

“When I was a young girl in Iran, my father used to read Shakespeare to me in English. Gibran in Arabic. Rumi in Persian.”

“My first cousin contracted a disease which led to a high fever when he was just two weeks old. The fever was not properly treated, and he suffered brain damage which still affects him today. That is why I want to be a neurologist.”



“I had never intended to be a chemist, but now I find myself in the lab at four in the morning; so, absorbed in my experiment that I have lost all track of time. (Note: this avoided using the cliché ‘passionate’)”

“I left my family in Aleppo and came to AUB to pursue my education in civil engineering. My goal is to return to Syria to help with its reconstruction.”

“I take inspiration for my art from the remains of Lebanon’s civil war.”

“When I was five years old, my father used to bring me broken computers from the labs of the university where he taught computer science. I would dismantle them and swap parts between them until, a few years later, I was able to build a fully functional unit. My childhood interest in computers evolved into my majoring in Computer and Communications Engineering at the American University of Beirut.”

“In 515 AD an earthquake, followed by a tsunami, devastated my city of Beirut. I learned that in history class, but since then I have been fascinated by geophysics and am pursuing that as a career.”

## **TUTORING/ TEACHING PHILOSOPHY**

A. **DEFINITION:** "A teaching (philosophy) statement is a purposeful and reflective essay about the author's teaching beliefs and practices. It is an individual narrative that includes not only one's beliefs about the teaching and learning process but also concrete examples of the ways in which he or she enacts these beliefs in the classroom." - Vanderbilt University

### **B. WRITING TIPS:**

- Make your philosophy brief and concise: 1-2 pages maximum.
- Make it as narrative: use the first-person pronoun.
- Make it specific: do not talk about 700 ideas; ground your philosophy with 2-3 ideas.
- Be discipline-specific: tell us how you intend on improving your field with teaching/tutoring.
- Avoid jargon: chances are that the reader is not specialized in your field.
- Be unique: do not fluff; avoid redundancy and clichés.
- Be humble: talk about your potential students and how you will guide them.
- Review, review, review.

Make sure to include:

- Your personal theory of learning
- What you aim for through instruction
- What you believe to be the roles and responsibilities of your students

- What your roles and responsibilities are
- The techniques you would use to promote learning

### **C. TUTORING TIPS:**

- What is your definition of good teaching?
- How would you implement this definition?
- What are the methods you would use in teaching?
- How would you assess progress?
- With what content, skills, or values should your students leave the classroom with?

### **D. EXAMPLE:**

“I have been passionate about writing from a young age. I understand the importance of the written word in communicating one’s thoughts and opinions with others. However, I realize that many students do not share the same love for writing that I have. They may struggle with writing or feel insecure about their writing skills. This is where peer tutors can play an important role. What’s great about writing is that everyone has their own unique style. I believe in encouraging these differences rather than trying to change them. My goal as a peer tutor is to help students enjoy the writing process and utilize their individual strengths as writers.

Some students enter the writing center hoping that the tutor will edit their paper for them. They want to know what needs to be fixed and how to fix it so they can get their paper done and over with. I have been asked by students “How should I say this?” as though I will have a better suggestion than anything they could think of. They want me to provide them with exact wording and help them with specific sentences. But that is not what a tutor’s job is. As tutors, we don’t give students the answers, but lead them in the right direction so they can figure it out themselves. If I ask the student what they are trying to say, they are usually able to put their ideas into their own words. This is much more satisfying for the student than being told what to say by the tutor.

I believe in a non-directive style of tutoring. Students who visit the writing center tend to doubt their writing abilities. Tutors can provide reassurance and support while still letting the student be responsible for their own work. Instead of telling the student what needs to be fixed, the tutor should ask the student what their concerns are and how they think they could improve their paper. By encouraging the student as they work to develop their writing skills, tutors can remain a helpful guide without collaborating.

Every student approaches an assignment differently. There isn't one "right" way to write a paper. A tutor should recognize this and work with the student to help emphasize their strengths as a writer. Part of tutoring is not just pointing out what is wrong, but also what the student is doing right. Each paper tends to have at least some positive aspects. Maybe the writer has a strong voice or gives great descriptive detail. If a student is aware of their strengths, they can use them in future papers and feel more confident in their writing abilities.

By creating a positive atmosphere in my tutoring sessions and sharing my enthusiasm for writing, hopefully I can help students gain an appreciation for writing themselves. I want to allow students to start seeing themselves as writers, instead of just focusing on getting their paper done as fast as possible. Perhaps then they will start to believe in themselves more, instead of depending on the tutor's approval." - Mary Oates