



LD continued from page 2

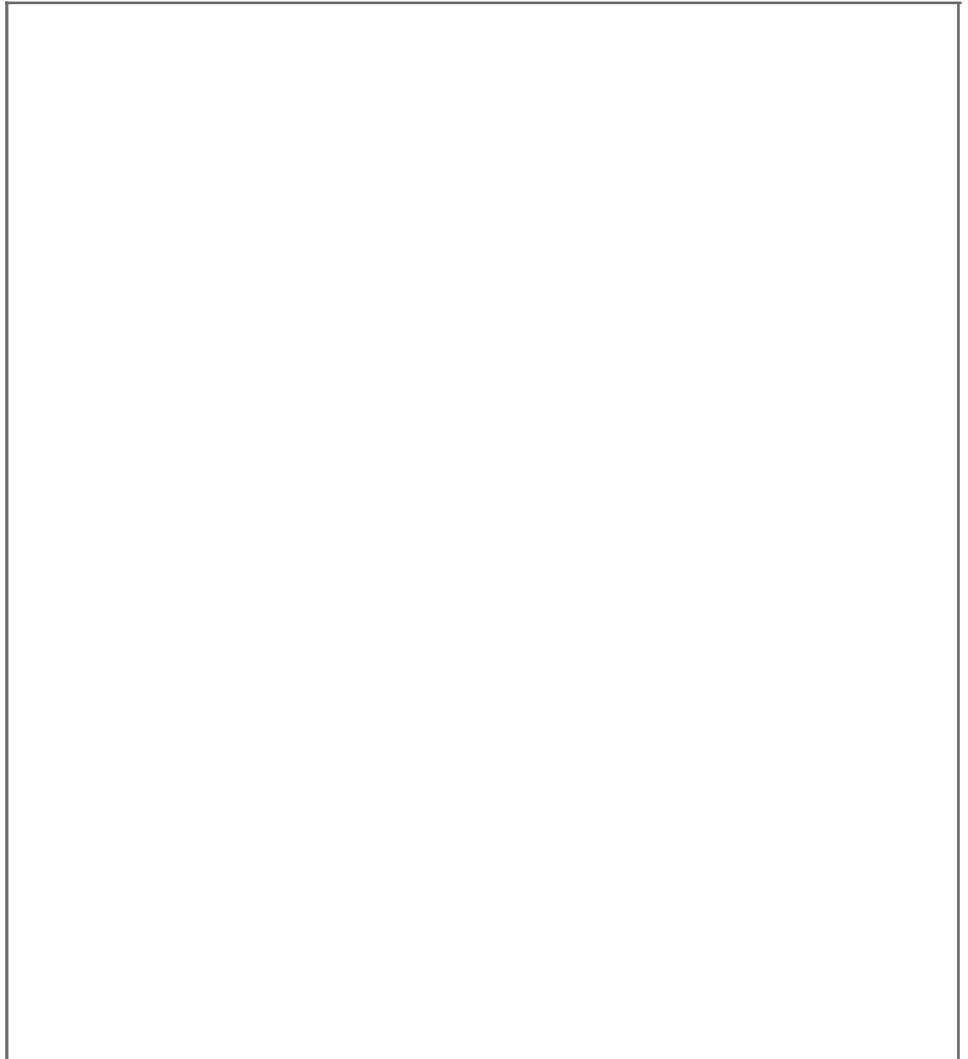
I guess technically we let ourselves off the hook with the disclaimer that there are countless other things we can do to help those with learning disabilities. One we came up with was using a tape recorder to record a tutoring session so that the student can review what was said (often they can talk about the ideas in the paper much more clearly than they can write them). We also thought that writing each main point and support of the paper on Post-it notes, spreading them out on a table, and physically arranging them in a logical order would be helpful.

The cool thing is that all these adaptations would help almost any writer. It boils down to the idea that good teaching is good teaching.

## APA Know-how

I introduced our topic by asking if anyone in the audience had experienced frustration trying to explain APA formatting style to tutees, or if they had become frustrated in trying to use the *APA Publication Manual*. Then I explained the purpose of the manual: to format papers for publication, and I argued that it wasn't always the best resource to use for helping students with undergraduate papers. Normal undergraduate papers are intended to be final manuscripts rather than copy manuscripts. A final manuscript is one that reaches its audience in the exact form in which it is prepared. Copy manuscripts are used to aid the publisher in typesetting for printing but are not always the easiest to read.

Quite often, I believe, professors on the undergraduate level modify the APA format to suit the purposes of the students' papers. I, therefore, proposed that the students use their professors as their primary APA resource. I also proposed the use of general writing style manuals, such as Diana Hacker's *A Pocket Style Manual*, as basic reference resources for APA. These manuals contain shortened versions of APA format that are not only easier to read and understand than the official APA publication manual, but they also contain modifications that are better adapted.



# Writing Center Contest Winners...

1st place poetry

-Andrea Lauritzen

**Where are Joshey's Shoes?**

"Where are Joshey's shoes?  
Where could they be now?"

"Maybe a monster ate them,  
or an elephant, or cow."

"Perhaps something's carried them off,  
or they've walked away by themselves."

"Could they have floated away,  
or hidden atop the shelves?

*Are* they waiting inside the toy box,  
or peeking out from beneath the stairs?

What if we can find only one?"

"But shoes always come in pairs."

"Where are Joshey's shoes?  
Where could they be now?"

"We must look everywhere.

We must find them somehow."

"Did a giraffe chew them to pieces?

Did an alligator swallow them whole?

Perhaps, a tiny mischievous fairy  
has set them high on a pole."

"Maybe Joshey lost them  
when he went out to play.

2nd place poetry

-Vanessa Hancey

**Doubt**



**Somente** continued from page 5

the times my mother would come to me and I would drink her milk until I couldn't hold anymore. It was warm, it was sustaining, and to me it was life itself.

I dined well that day. I ate until my stomach was bulging. It felt good to be full of food, of life. To know that if you died today, at least you didn't die on an empty stomach.

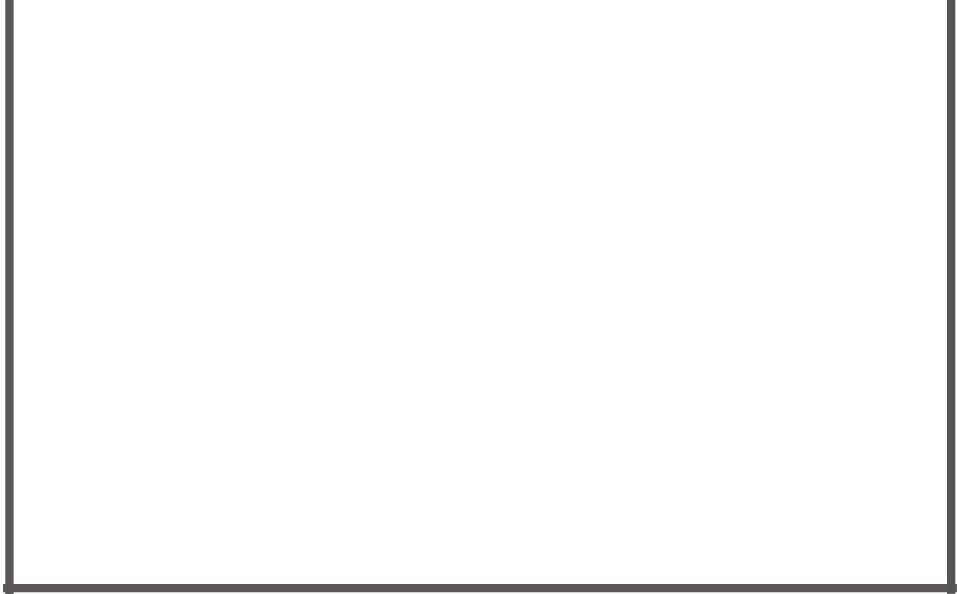
The sun had come out by then, it always came out in



Good Times, Five Stars at the  
Provo Tutoring Conference

-Dan Sayers

The Rocky Mountain



**Life** continued from page 1

be invaluable to me.

Working at the Writing Center has also helped me to gain insights into my own self. Once, after a student left me with the comment, "I know this paper was awful, so thank you for helping me," I felt as though in a way I had failed. As a tutor, I am supposed to instill confidence in my tutees, not take it away. His paper really wasn't awful, just wordy, and he was skilled enough to be able to condense his sentences perfectly on his own. But I hadn't really told **him** that I thought he

