

Rocky Mountain Peer Tutoring Conference

Saturday, April 12th

Poster Sessions

Red Lion Downtower, Cedar Room, 7:30-3:00

HOW TO BE A GREAT RHETORIC ASSOCIATE (OR PEER TUTOR) FOR DUMMIES

Miquette Martin (Utah State University)

This booklet is designed to give new peer tutors a brief overview of the issues that they will face in dealing with students. Peer tutoring can be an overwhelming task, requiring patience, flexibility, and a lot of practice. The booklet addresses many concerns that tutors may have. One section is devoted entirely to how to review a paper, whether it is an early draft or a more developed draft. Advice on pre-conference prep, conduction conference sessions, and dealing with difficult students is also included. Using both academic sources and my own personal experiences, I hope that this booklet will help alleviate the fears of new peer tutors.

MASTERING THE THESIS

Amy Sullivan (Utah State University)

A thesis statement is one of the most basic principles of writing. It is the backbone of any paper—no matter the subject, genre, or purpose. Unfortunately, many students aren't in on the power of thesis statements. They disdainfully begin writing assignments with not a clue in the world as to where the paper should begin or where it will end up. After witnessing this problem firsthand, the question comes to mind—why exactly do students face this thesis conundrum so often? And more importantly, what can we as writing tutors do to help? This brochure proposes a simple, easy-to-remember acronym tutors can give students to help them remember the basics of thesis writing. Studies have revealed various benefits of acronym use, and this acronym provides students with a “thesis checklist” of sorts that will help students never be “thesis-less” again.

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Kelley Evans (Weber State University), Rachel Rigley (Weber State University), and Melissa Ward (Weber State University)

In the writing center, we have created brochures advertising the services we provide, designed to support student retention. Our tutors and staff routinely visit classes to encourage students to come and tell them how easy it is to use our free services. We want students to have a sense of entitlement, as our funding comes partly from their university fees.