

The logo features a large, stylized number '25' in a gold and maroon color scheme. To the right of the '25' is a circular emblem containing a quill pen and the text 'DOWNEY HIGH SCHOOL' at the top, 'Writing CENTER' in the middle, and 'BETTER WRITERS' and 'BETTER WRITING' on the sides. Below the '25' and the emblem, the word 'Anniversary' is written in a large, flowing, gold cursive font. The entire graphic is set against a dark background with a vertical white line on the right side.

**DHS WRITING CENTER  
TRAINING 8/24**

# AGENDA

- Check-in
- Remind
- Leadership Team Introductions
- Find Pods
  - Tutoring Fundamentals
  - Question Database
- MyWCOonline
  - Check e-mail next week for directions on how to access WCOonline as a tutor. Review before the Writing Center opens.



# REMIND

All tutors should join!

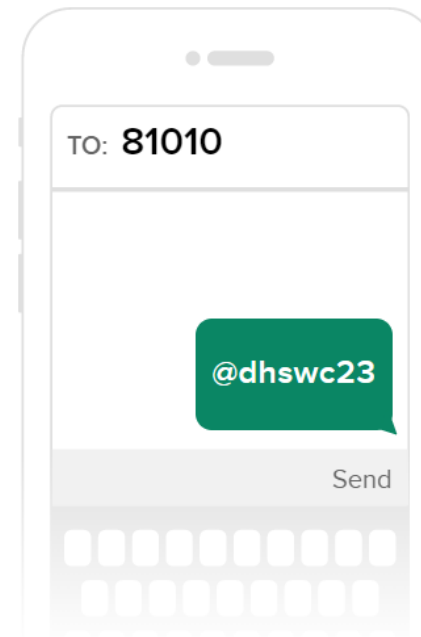
It's a new account, so if you were a part of it last year, you still need to join this one.



Tell people to text @dhwsc23 to the number 81010

They'll receive a welcome text from Remind.

If anyone has trouble with 81010, they can try texting @dhwsc23 to (757) 337-4602.



# LEADERSHIP TEAM INTRODUCTIONS



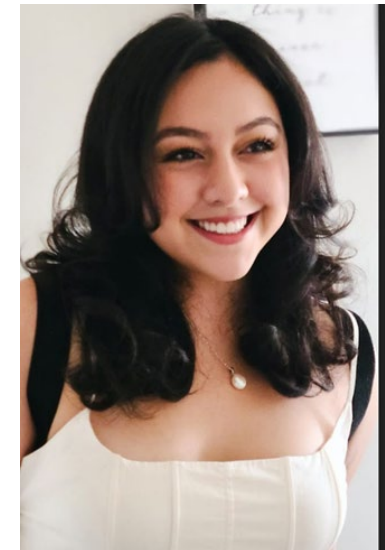
President: Victoria Garcia



Vice-President:  
Erika Arteaga



Treasurer: Jocelyn Gonzalez



Secretary of Tutor  
Morale: Mirela Guzman

Contact them if you have ideas for fundraisers, bonding days, and things we should be posting on social media!

# WRITING CENTER OBJECTIVES 2022-2023



1. Show-up and do our best each day. 😊
2. Have a patient, positive, and upbeat attitude.
3. Communicate, communicate, communicate.
4. To serve our students as best as we possibly can.
5. Create a source of interpersonal connection while helping students become stronger, more confident writers.

# *TUTORS TALK CONVOS*

In your groups today, introduce yourselves, exchange contact info in whatever form you're comfortable. At least e-mail, please.



## **Discuss Tutors' Talk Vol 5. Consider the following:**

- Which articles were the most memorable and helpful? Why?
- What is a piece of practical advice you'll actually put into practice?
- What are you most nervous about as we get ready to reopen the writing center? (Please send me these questions as a Pod in our check-out form that will be e-mailed later today!)
- What's something that you wish were covered in the Tutors Talk articles? (Consider jotting this down in your phone for the end of the year when you write an article for the publication!)

# TUTORIAL FUNDAMENTALS



Use **questions** to get students to keep ownership of their ideas and writing.

- Use **press-address-bless** to develop confidence in students while giving them advice on their writing.

# USE QUESTIONS



**Don't:** Tell students what to do or exactly how to “fix” something.

**Do:** Use questions to guide students towards thinking and developing their own ideas.

**Don't:** “So, this thesis doesn’t make sense. Try saying ‘George’s motivation for killing Lennie is multifaceted and complex; he is acting out of both altruistic and self-serving motives.’”

**Do:** “So, what you have here isn’t quite a thesis. It’s more of a question. Why do you think George killed Lennie? .... Okay, good, so now, can you phrase that in a single sentence? Here, I’ll write it down while you talk.”



# QUESTION DATABASE

Save this document to help you stay collaborative and not directive.



## DHS Writing Center Question Database

Use this list that your fellow writing center tutors put together to help you use primarily questions to guide your tutorial.

- **Understanding the prompt**
  - Do you understand what the prompt is asking you to do?
  - What is the prompt saying?
  - Can you give me some background of the piece?
  - Can you explain the prompt in your own words?
  - Why did you choose...?
  - What do you think the prompt is asking you to do?
  - What have you been discussing in class?
- **Brainstorming/Idea generation**
  - What is your opinion? Why do you think that?
  - So this happened... in the book/text. Is there parts of the book that stood out that you can relate to the prompt?
  - What do you need most help with?
  - Why do you think you came to the Writing Center?
  - What are you most/ least confident about?
- **Finding evidence to support a claim**
  - Did you make any key notes throughout the novel?
  - What scene shows this?
  - What part of the book reminds you of the claim?
  - Was there anything that proved/made you think about your thesis?
  - Why did you choose this passage/quote?
  - What claim are you trying to make?
- **Analyzing/Explaining evidence**
  - Is there any way other that this piece of evidence could be interpreted?
  - From this quote, what can you conclude about the passage?
  - How does your quote show what you're trying to say?
- **Writing a c**
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  - Ho
  - points?
  - How can we relate this to modern society?
  - How will this be memorable for your reader?
- **Writing a hook sentence**
  - Would you read the rest of this sentence?
  - What is something interesting/relevant to your topic?
- **Word choice & stylistic choices**
  - How would your intended audience feel about your word choice?
  - Why did you use this word?
  - What do you want to convey in this sentence?
  - What kind of words remind you of the character, tone, and theme?
  - Can you restate... back to me?
  - How can we say this differently?
  - If you take out... does it make sense?
  - What are some synonyms for... words?



# PRESS-ADDRESS-BLESS



**Press:** Using questions to get students to think about areas of their writing which may need help.

**Address:** Address the issue but stay away from being too directive; stay positive; think about the issue as a skill not as only something to be addressing in this specific writing task.

**Bless:** When a student shows improvement, be sure to acknowledge. Positive reinforcement can not only improve skills but also confidence.

# LIVE ONLINE OR IN-PERSON TUTORIALS



Check-in/Greet Student (5 min)

Plan for the tutorial and then work to fulfill the plan (15-20 min)

Conclude the tutorial & complete the Client Report *together* (5-10 min)

# GREETING/CHECK-IN (5 MIN)



Greet the student by name and introduce yourself.

Ask them some questions to get to know them a little and adapt your tutoring style if necessary.



## PLAN/COMPLETE THE TUTORIAL (20 MIN)

- Using the materials the student has, work with the student to make a plan on what they need.
  - Higher Order Concerns (HOCs)
  - Lower Order Concerns (LOCs)
- Remember to be collaborative rather than directive.
  - Asking questions is a great way to make sure that the student is the focus of the tutorial.

# PLAN & COMPLETE TUTORIAL (20 MIN)



Pointing—to key words or phrases that seem strong or weak

- *I really like...*
- *I could picture this because...*
- *The phrase \_\_\_\_\_ was especially vivid to me because...*

Summarizing—the writing in a single sentence or in a word

- *The main thing I heard you say was...*
- *One word that sums up your piece for me was...*

# CONCLUDE THE TUTORIAL (5 MIN)



- Complete the Client Report, be as detailed and positive as possible (the teacher and the student can read this).
- Also, please encourage students to make additional appointments, visit the Writing Center website, and follow us on social media for additional help and information.



# SERVICE HOURS

Keep track of the hours you work in the WC—you can use them towards community service hours. I can sign these along the way or at the end.

The Writing Center is open 32 weeks per school year, so you can keep track of your own hours, and if you do more or fewer hours per week.



# WRITING CENTER OPENS 9/6!

During the first week, we will be continuing our training.

Be sure to have read *Tutors Talk, Vol 5* if you didn't finish for today.

You can also review all of the Tutor Resources.

Mrs. Crespo will be providing additional videos online to support both tutoring and WCOonline.

