

Write On!

A Weekly Newsletter by The Evergreen State College Writing Center
Library 3407 ✦ (360) 867-6420 ✦ www.evergreen.edu/writingcenter



VOLUME II ISSUE IX

IN THIS ISSUE...

Study Skills

Stump the Tutor

NEXT WEEK...

Writing about Art

Writing Center News:

Look for Scrabblelicious! on Wednesdays from 6:00-8:00 in the Writing Center!

Workshops-Week Four

Monday, 1/26: Thesis Statements: Recognition and Development
4:30-6:00 Lib. 2218

Wednesday, 1/28: Outlines and Organization 4:30-6:00 Lib. 2219

Tutor of the Week

ANDY KERSTAN

- **Year:** Second Year
- **Focus of study:** Literature
- **What he looks forward to in the upcoming year of tutoring:** Working with core students, finding out what makes writing work.
- **Favorite things to tutor:** New and unexpected papers or subjects
- **Favorite book:**
Whichever book he's reading at the time
- **Favorite book when he was seven:**
Where the Sidewalk Ends

CAN YOU ...

STUMP THE TUTOR?

Emily Asks,
"I never know whether to use 'that' or 'which.' Is there a specific rule regarding the use of these subordinating conjunctions?"



We're glad you asked, Emily. Use "that" for a restrictive element, when you have a clause that is important enough to be essential so that it *cannot* be omitted from the sentence; use "which" for a nonrestrictive element, when you have a clause that *can* be omitted from the sentence without altering the meaning of the sentence significantly. For example, in the sentence *For camp the children needed clothes that were washable*, if the phrase "*that were washable*" were omitted, the sentence would not retain its intended meaning—did the children need just clothes? No, they *needed clothes that were washable*. But in the sentence *For camp the children needed sturdy shoes, which happened to be expensive*, omitting the phrase "*which happened to be expensive*" does not alter the intended meaning of the sentence, but merely adds further subordinate information. Also, when you use "that," the phrase almost never has a comma before the "that" or commas around the phrase; when you use "which," there will be a comma before "which" or around the phrase almost all of the time.

STUDY SKILLS

Now that the snow has cleared and the slush has melted away, you find yourself back in class for the winter quarter. Like the upcoming spring season, this winter quarter could be a time of educational renewal for you, a time to rethink your study skills and choose to engage the best ones and ditch the tactics that didn't seem to work.

Think back over Fall quarter. Where did you write your papers? Perhaps outlining ideas and taking notes by hand at your favorite coffeehouse worked best for you. Or maybe working on a library computer, amidst the din of rustling papers and beeping bar code readers was a better fit.

When did you read and write best? Early on a clear winter morning when only the attic mice were stirring, after class with a cup of hot chocolate, or even late at night with Conan O'Brien's New Yawk mutterings in the background?

How did you work best? With your pen furiously scribbling away while music from your I-pod headphones streamed across your synapses, or tucked quietly into a corner of the library?

With whom did you share class notes or cram in memorizing the parts of human body for physiology—the mellow 420 dude wearing chains and a goatee, or the long-haired California girl with her organized binder and meticulously rewritten class notes?

Now that you've thought about your study habits, you might want to identify some of your personal study skills.

The Virginia Tech web page, found at www.ucc.vt.edu offers online diagnostic tests that measure your various aspects of your study skills. The page also contains strategies for improving your test performance, concentration, and memory.

The University of St. Thomas' page, www.iss.stthomas.edu/studyguides, includes advice especially tailored to returning students and adult learners who are becoming acclimated to higher education.