Write On!

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

VOLUME II ISSUE XVI

IN THIS ISSUE…

Writing Center News:

Look forward to our new online format—coming soon!

Workshops-Week Two:

April 7th: 2:00-3:00--The Parts of Speech
3:00-4:30--Lab Reports Part I: Form and Content
4:30-6:00--Beginning Your Research

All workshops take place on Wednesdays in Lib. 2221. Check out our Web site, www.evergreen.edu/writingcenter, for workshop descriptions and handouts!

Tutor of the Week

CAROLYN RAUSCHER

- **Year:** Senior
- **Focus of study:** Literature, writing, and education
- **Length of time at the Center:** 2 years
- **Favorite things to tutor:** Research and seminar papers
- **Favorite book(s):** *Still Life with Woodpecker* by Tom Robbins
- **Favorite book(s) when she was seven:** *The Secret in the Old Attic (Nancy Drew Mystery Series)* by Carolyn Keene

CAN YOU… STUMP THE TUTOR?

Rosco Spelczek asks, "What's the difference between the words *simultaneous* and *contemporaneous*? Can you give an example?"

We're glad you asked, Rosco! The main difference between the meanings of *simultaneous* and *contemporaneous* is the period of time the word indicates:

Simultaneous is used to describe events that begin or occur at the same moment.

Contemporaneous is used to describe events that occur over the same extended period of time.

For example: Frank Sinatra's career was *contemporaneous* with Dean Martin's career. They did not sign their first record contracts *simultaneously*, but the peaks in their popularity occurred during the same era.

A Union of Words and Numbers

Writing About Math

What would life be without arithmetic, but a scene of horrors? –Sydney Smith

Writing, just like mathematics, is a mode of human exploration. Writing about math adds up to be perfectly reasonable, because writing allows us to discover further information. You've heard the right-brained, left-brained stuff: "I'm an artist, so I'm really only right-brained," or, "I'm a scientist, so I'm really only left-brained." But why pigeonhole yourself and your intellectual talents? Writing about math utilizes both brain hemispheres. What is more, it is doable, fun, and useful.

For a solid starting point, add William Zinsser's much-admired volume *Writing to Learn* (Harper and Row) to your reading list. It explores writing across many curricula, and includes an interview with Joan Countryman, a mathematics professor. Countryman says that "writing seems to free [mathematics students] of the idea that math is a collection of right answers . . . what makes mathematics really interesting is not the right answer but where it came from and where it leads."

Writing and mathematics are not two competing arenas. When solving a particularly ornery math problem, writing sentences about your thought process is a way to coax scraps of information out of your brain until the pieces form the right answer.

Also check out Dr. Annalisa Crannell's article "A Guide to Writing in Mathematics Classes." You can find this—along with other great articles—on http://www.fandm.edu/Departments/Mathematics/writing_in_math/guide.html. This Web site explains writing about math and offers an immensely helpful checklist.

Multiply your chances of solving math problems by employing words as well as symbols. Your success at both math and writing could be exponential—go figure!