Okay. Well, to start off my name is Gina. I'm assuming you all know, but you're here for the Prewriting presentation. So we're going to kind of talk about some different strategies, and ways to kind of make the writing process easier, because sometimes it can be a little daunting when you're given a blank page, and somehow you've got to throw some stuff on it, so we're going to talk to you a little bit about this today. Can you think of anything that you wish to add?

Yes, I'm Dani, like Gina our writing tutor here, so we're not like English professors or any of that, we're just students who really love writing, so that's what we do here.

So for you guys that just showed up you're at the Prewriting presentation, surprise surprise, and as with the other guys, we're just going to go over some helpful tricks, and ways to approach the writing process that might make it a little bit easier or less confusing. My name is Gina, and this is Dani.

I'm Dani, yes.

But yeah, we're just students that work as writing tutors, so our plan is we're just going to kind of go through some stuff, and then we're going to have a couple of activities for you guys to practice skills that we're going to be talking about, and so Dani is going to tell us a little bit about the Writing Center which is just on the other side of this door.
Yeah, so how many of you have ever used the Writing Center? No one and how many have ever used the tutoring services available? A couple people. SI? Okay, yeah, so quite of few; are you EOP students? Okay. SI is required right? Anyway, well one really cool resource we have available here is the Writing Center, and we have a couple different ways of helping you with any essays or writing assignments you have. We have drop in tutoring available so you can come by any of the hours we’re open. Drop by and there’ll be a tutor on duty who can help you. If there’s no one waiting you can have a full hour. If there is someone waiting, we can work with you for half an hour, and that’s a great way just to come in if, you know you need some help really quick and then if you’re looking for something that you think you’re going to need to spend a little more time with, then you can schedule an appointment. And another excellent resource that we have that not a lot of people know about is our online essay submission. I don’t know if any of you have ever heard about that, but since none of you have been to the Writing Center that it doesn't surprise me. Yeah, so we have this really cool place in your Blackboard where you can submit an essay online, and we get it back to you within about three business days. And what happens is you submit an essay and then around four to five tutors will look over your essay and kind of find some things that maybe need a little work or a little explaining, and then submit your essay back to you with like tips and recommendations of how you can improve it. So I’m just going to show you where you can find that available to you,
so if you sign in to your Blackboard, and we all know how to get to our Blackboard, right? Yeah. Every professor I have says like does everybody know how to get to their Blackboard, and you probably should if you're a student; otherwise, I don't know how you go to school. But any ways, so if you go into your Blackboard it will list your courses, and then it will also list your organizations, and every one of you will have the Student Learning Center and the Writing Center, or maybe just the Writing Center.
So if you click on the Writing Center there's this little pop up, and it'll tell you a little bit about it. The requirements for online essay submission and for writing appointments as well and there's drop in tutoring, and if you'd like to submit an essay online, you'll go to the left and click submit online essay.
This will come up and it has just some of the basic information, so you have to attach this link to your document, submit your essay three business days in advance, and it'll notify you via your student email. Yeah, and then once you click on that link it'll take you here, and it'll provide a little place for you to submit your essay.
STOP!!!!!! READ BELOW BEFORE SUBMITTING YOUR ESSAY!!!

ATTENTION: YOUR ESSAY WILL NOT BE REVIEWED IF YOU DO NOT DO THE FOLLOWING:

1. Attach the information on [this link](https://learn.csuchico.edu/webapps/blackboard/), fill it out BEFORE submitting your essay.
2. Submit your essay at least 3 BUSINESS days before the due date.
3. You will be notified via your WebCT student email (student@email.csuchico.edu) when your essay is complete and ready for viewing.

Submit Online Essay
So it's really simple, and it's a great resource if you're busy, and you don't have time to come in.
STOP!!!!!! READ BELOW BEFORE SUBMITTING YOUR ESSAY!!!

Submit Online Essay
ATTENTION: There is a five-page limit. Your document will be reviewed.
>> View Instructions

Discussion Board
Blackboard
Blackboard Collaborate
Blue Tools

More information
Submit Essay
How to Submit Online Essays
How to View Essay Feedback
Writing Forums
Writing Workshops
Writing from the Center (Annual Publication)
Okay, so now we're going to move into the presentation. [Inaudible] this little--there we go. Okay, so basically prewriting; how to complete your essay before you even begin it, which that seems to not make sense, but it can totally happen, and we're going to tell you how.
So this is kind of something I threw up here; does anybody want to read that aloud for me maybe?

>> Any volunteers?

[ Inaudible ]

>> So I really kind of want to emphasize that, as you know, if you were going to do a sports game you wouldn't just jump in to—if you were an NBA player you're not going to just jump in without stretching or practicing or anything like that, and writing is kind of the same thing. When you just kind of jump right into it sometimes it might work, but it's really making life a lot harder on ourselves, so I like that metaphor because it kind of parallels what we're all about here.
And so basically the other thing about this that I want you guys to realize is there's a whole writing process, and just the first process is prewriting; which is what we're here to talk to you guys about. And after that comes drafting, revision, editing, and publication; which is the actual finishing and showing of the assignment. So we're going to cover Prewriting which to me, I think Prewriting is sometimes the hardest part, so hopefully you guys feel the same way, and we can give you some tricks on how to get past that.
So one of the ways--how many of you guys have ever heard of "free writing"? Does someone want to kind of sum up maybe what that might be or what you've heard it described as? Yeah?

>> Writing whatever comes to your mind.

>> Yeah.

>> And then that, of course, turns out [inaudible].

>> Beautiful. I like that. Anybody else? Yeah?

>> Keep on writing [inaudible].

>> Keep on writing forever, and you don't stop. I like that. I just want to catch names real fast, so what was your name? Dani?

>> Miriam.

>> And then what was yours?

>> Brenda.
Brenda, okay. So basically what Miriam and Brenda are saying are completely accurate. Free writing is basically just putting all of your thoughts on the paper without really thinking about them. Anything that comes in your mind goes on the paper, so I've made a list of do's and don'ts for us, and they don't stop writing. Basically, what Brenda is telling us, don't worry about grammar or punctuation, or making it sound pretty. That's not what the prewriting phase is about. That'll come later in the editing, but basically, it doesn't matter if you have a period here, or you know missed a the or an and that's totally fine because that's something you're going to catch later on. And so do, do put all your thoughts on the paper and do write for about five to ten minutes; it's kind of a good enough time to challenge yourself a little bit and getting enough thoughts on the paper but also not too long were you are like I never want to pick up a pencil ever again in my life. So what we're going to do now; does everybody have a piece of paper and something to write with? If not, I have brought some for us if you--yeah. So I'm going to pass around some paper and a pen for whoever needs one, but we're actually going to do a free write, and your free write can be about anything you want. It can be about a paper you have coming up. You can kind of get a head start on that if you want. Does anybody else need one? Good. So if you--this will be a great time if you have a paper coming up to sort of brainstorm some ideas, but it could also just be about a peanut butter and jelly,
or something of that sort, so just write down whatever thoughts you have. Maybe think of a topic and then kind of go along with that. So we'll give you guys about five minutes to practice that skill, and then we'll kind of talk about it afterward.

>> I see some of you getting a little bit nervous. Don't worry it's not anything serious. We're not going to read it or judge you, just free write.

>> Yeah, no grades, no nothing. We won't even look at it. Yeah?

>> [Inaudible].

>> Anything.

>> Okay. So it looks like once you're finishing up; what did you guys think of free writes and you can be brutally honest?

>> Kind of hard.

>> Kind of hard; how come?
[ Off Mic Answer ]

>> Yeah, that makes a lot of sense definitely. Yeah?

>> Because you never even really know the [inaudible], and you don't even know where that's going.

>> Yeah, you're like I can write about anything; what? Yeah, but I agree with that. Yeah, go ahead.

>> About this [inaudible] be sure to put your ID number on there for them.

>> Um hum.

>> I wrote a song.

>> You wrote a song? I don't suppose you'd want to sing it for us [brief laughter]? Good stuff. That's awesome. That's so cool.

>> What were some of the other things you wrote? Did anyone else write anything artistic? What did you write about?
Anybody write about a peanut butter and jelly? No one?

Cereal? It's a great topic. I love cereal.

You wrote about what?

Missing home.

Missing home.

A near death experience.

A near death experience.

Wow.

Like your own?

No, but [inaudible].

Wow that's awesome. Anybody else?
Sounds like there were some great topics out there.

Um hum. Okay. Well, if you want to [inaudible].

Sure. Okay, so next we’re going to get into something that is also maybe a little more creative than some of the things you’re used to from your classes,
so we're going to talk about clustering. Without really focusing on this, have you ever used clustering; do you know what it is? Someone offer a definition? I'm sure you have, you probably just haven't heard it called clustering. Yes, Brenda?

>> That's when [inaudible].

>> I figure are you hungry? So, anyway yeah, so basically--no, no worries; any input is better than no input. So clustering is what we have here is begin by placing a topic in the center of the page and drawing a circle around it, and then as related words, phrases and ideas come to mind write them circle them and connect them to the circles that enclose really good ideas. So I have an example that I'm going to show you in a second, but say we drew a circle--let's erase this, and in that circle was cats; what are some things that come to mind when you think of cats? Anything, ideas.

>> Their claws.

>> Claws, okay so it would be like claws, hair, cuteness, maybe "YouTube" videos. Okay, so because we're talking without--we'll include our cat clustering activity, but I think because we're talking about cats, you know it might seem a little funny which it is, but when you actually get down to it when you're in your classes, and you have to sit down and begin to think about writing your paper. I think you'll find this tool is very useful.
So to show you an example similar to the one I had you-all do, so we have two circles, one that says cats and one that says dogs, and then the connecting ideas so cats catch mice, clean themselves, no one put cute so maybe these people maybe are not cat fans, smart, chasing or fuzzy; they have that in common with dogs. So you're kind of getting the idea of this so far? Okay, so after looking at this have you ever used clustering, maybe not in this exact format, but something similar?

>> If I can recall its mind mapping.

>> Oh, mind mapping. Well, you just wait we're going to get to mind mapping.

>> It's a very similar idea though. Yeah.

>> Yeah, I even--initially I got them confused, but yeah, so we'll get to that, but before we do what I want to have each of you do now that you kind of have a better idea of what clustering is is why don't you take the ideas that you did in your free write and cluster them. Does that make sense to everyone? So, you know for you it might be cereal and then words and connecting things that come to mind for that. So we'll give you about five minutes to do that, so at about 5:25 we'll call everyone back in.

>> And this might not take quite five minutes, but we'll kind of check in to see how you're doing. I think we might have a great time with class right now. I just love it.
It's kind of fun.

It is.

I'm going to make a cluster too so you guys aren't doing all the work.

Good idea. [Inaudible].

Does anyone want to give me a topic to make a cluster about? Organizing? I'm not very good at that, so that's probably a good thing for me to cluster. Here's my cluster if anyone wants to see it. Somehow I had organizing and then over here I wrote down [inaudible] things. But I promise what really sucks is my topic, that's what we're going to talk about next.

I, on the other hand, had watermelon. I had a watermelon marker, so I was pretty inspired. You can see it's pretty great. I'm sure all of your clusters are much prettier than mine. How did you like that activity? Useful?

Yes.

Okay.
Better than free writing? I did that.

Useful after free writing?

Yes.

It kind of helps organize and clear things up a little bit? Okay, great. So do you want to move on to mind mapping?

Yeah, does anyone want to share, because sometimes clusters can be kind of silly; you end up with weird things. Did anyone end up with anything weird or like a really neat pattern almost or something? You're giggling over there.

I want to see your cluster.

What did you cluster?

[Inaudible].

Ooh.

You know the guy on [inaudible]?
>> Cool.

[ Off Mic Comment ]

Ooh.

>> Wow.

>> See you end up with all kinds of neat.

>> Yeah. What were some of the other things ya'll clustered? I know there's some fun stuff out there. Cereal? Where did you go with that?

>> [Inaudible].

>> Farm animals? Okay very nice. What else? Yeah, Brenda?

[ Off Mic Question ]

Wow, yeah.
Was that--was that a [inaudible] about--or like a cluster about yourself or like--that's awesome. That's so cool. I never thought about clustering myself. It's kind of interesting.

I'm going to try that.

I know. It could be fun. Okay. So I'm glad you guys liked clustering a little bit because it's kind of fun you get to make circles and arrows and stuff. So the next thing that we're going to talk about which--remind me what was your name? You.

Kiandra [assumed spelling].
Kiandra talked about mind mapping, which is what's coming next [brief laughter], so you steal someone else's idea. He said it, so he gets credit. So basically mind mapping is very, very similar to clustering, in fact, if you kind of just glance at it, it looks pretty much exactly the same, but it's essentially clustering with a little more organization. And so if mind mapping is not your thing; if you're like I hate circles. I never want to see circles in my life then I have a solution for you. Basically, the other option is an outline which is essentially a mind map without the circles, so I'm going to show you a—
here’s a picture of an outline which I tend to gravitate more toward the outline because for me I can like see them in order better, which helps me out because I’m like oh well it kind of looks like a paper. It could become a paper. But if you're like uh, no looks to boring,
then mind mapping is a great, great idea for that, which some people love this better because it kind of looks more like how our brains work. So basically what happens is in your very middle--I guess you can't see where I'm pointing. In the very middle, right here, it's really teeny, but it says, "Theses Statement" so does anybody want to maybe define what the [inaudible] "Theses Statement" described as or what it means to you? Yeah?

[ Off Mic Answer ]

Yeah. Yeah, anyone else? Something you're trying to prove, nice. You're all right.

>> [Inaudible].

>> Say that again.

>> [Inaudible].

>> Topic.
> Nice, you guys are all right. Anyone else have any little snippets of a thesis to add? Yeah, you're basically all right. If we would want to put all those together we could call our thesis statement--I kind of like to break it down sometimes as you have your subject, which lets say your subject was watermelon, so your subject would be watermelon. I'm sorry if you can't read my handwriting. And then you can't just have your subject because then your whole sentence, your whole thesis statement would be watermelon. What did that tell anyone? Nothing, so you're going to have to add an opinion about that. So how do you guys feel about watermelon? Tasty? Okay. Watery. So if our opinion was that watermelon was tasty that would go right here. But we can't necessarily just stop there, so we're going to have to add in basically some main points about watermelon. So if our opinion is that watermelon is tasty what would--let's think of maybe--we'll go with two things to kind of move along. What are two things that sort of prove how watermelon is tasty or why is it tasty?

> What do you like about watermelon?

> Now you're not going to be hungry by the time you leave.

> The water helps you.

> So it hydrates you?
Okay.

>> Oh yeah, and it's sweet.

>> It's sweet. Okay, so that's one of our reasons that watermelon is tasty because it's sweet. What's another one you can think of? Yeah?

>> They're big.

>> It's big. I like it. We'll go for it. So we're going to call those our main ideas, so we had sweet and big, because we want a lot of watermelon. So given these three things does someone maybe want to put them all together in a sentence for me? Yeah?

>> Okay. Watermelon is big, sweet and good for you.

>> Beautiful it was exactly what we need. So what we all just did there was we created our thesis statement which goes right in the middle, right there, and then secretly what we also did was we created our main points, so there's three here. We only had two, but that's just a technicality so right here what would we say for our thesis?
>> Watermelon [inaudible].

>> Um hum.

[ Inaudible ]

Yeah, watermelon is tasty because it is sweet and big. So then let's forget this part is here because we only have two points, but what do you think would go in this circle that says main points?

>> It is sweet and big.

>> Yeah, exactly so right here we're going to be talking about why it's tasty because it's sweet, so these are proving our thesis statement. So what do you guys think since we moved here, and then we expanded to here; what do you think comes in here? What would be next?

>> Evidence.

>> Details, evidence.

>> Examples.
Examples. What are you guys here for you could teach this. So basically, yeah, you're 100 percent right. So basically, what these are are proving what you said here, so one of you guys mentioned a thesis system, and you had to prove, and totally, totally on point. So what this does, this mind mapping, it essentially kind of outlines the whole essay for you, but it also keeps our thoughts on track where as the free write was more about just getting thoughts on the paper and getting them out there. This is actually going to organize them in a way that's going to make sense for whoever is reading your paper. So basically, that is this as well
instead of having the circle you're just going to have them listed out, so you would have this one looks a little different, but basically, you would--it would look like--let me look here. Can you guys even see this?

>> Can you see it over her [inaudible]? I can get out of the way.

>> Crouching. So to not confuse you.

>> There's a whiteboard behind that.

>> Yeah, that's true. So basically this is going to go your thesis, and then you're going to have main point detail, and then it's going to repeat itself. Main point da, da, da, detail, so is that kind of making sense how those two are the same thing just in a different--they just look different. One has like a disguise on. So what do you guys think? We're going to have you try one of them in a minute, but what do you guys think if we look at them do you think you'd prefer this sort of structured paper looking one like this, the outline, or do you prefer the mind map?

>> The mind map.
>> The mind map? I'm just--this is just for me I'm just curious, so raise of hands for mind map. Raise a hand for outlines. Cool, you guys are about 50/50 that's awesome. So yeah, now we're just going to give you about five minutes, surprise surprise, you're going to practice this one as well, so just take those ideas from your cluster and make a statement about them. Make your thesis and then from there organize your thoughts.

>> Do we have those marked in that thing?

[ Background Conversations ]
> Yeah, it is going to go--
can you guys read that or is it way to tiny? It kind of is tiny. Here's what I'm going to do.

[ Background Sounds ]

Can you read that?

>> Yes.

>> Okay.

[ Background Sounds ]

And I'm probably interrupting all your grooves right now, but we kind of touched on it, but these are great places for facts or statistics or quotes, anything like that. Obviously you're probably not going to have a quote right now, but if you were writing a paper this is a perfect place to put a quote.

[ Background Sounds ]

[ Background Conversations ]
So basically, those are going to depend on how long your paper was. So if you were just kind of writing like a paragraph maybe you would only need one main idea, but if you were going to write like a six page paper you’re going to have a lot of main ideas. So that really depends on the length, but maybe for this activity we’ll just go with two or something. If you have so many ideas, you can put three, but yeah. Um hum. But three is usually a good amount to get thoughts out. Yeah.

[ Off Mic Question ]

On the--are you talking about the list one that we talked about over here?

>> Yeah, that we talked earlier on.

>> So this is actually my mapping and then the other one, the list one, would be more like an outline. They’re essentially both outlines, but your thesis in an outline would go up at the very top. And so essentially the point of mind maps is for each one of these little things to become a paragraph, or two or three, or but essentially an easy kind of formula is to say here is my thesis and intro, that’s one paragraph. Here’s my main point, and all these details are going to go inside there. So they’re kind of for paragraphs if that helps you at all. Yeah.

[ Off Mic Question ]
What can you--

[ Off Mic Question ]

There--there's not necessarily like a hard, hard rule that's kind of the hard thing about writing is it's not like math where there's an equal sign or something, so I don't know if I'd necessarily say no, but generally, a thesis is good to kind of state your thoughts, because you're not really asking someone else about their thoughts. You're telling them what yours are.

[ Off Mic Question ]

Right.

[ Off Mic Question ]
Yeah. I would say if you were going to--if you wanted to have a question in there to kind of have your reader think about, and that you are going to answer later on, I would say put that somewhere else in your intro, but for your thesis, because a thesis is essentially something that somebody can argue, and that you have to prove. So if it's a question that kind of makes things a little sticky, and kind of hard--almost making more work for yourself, so I would from me personally I would say a thesis is generally more of a statement like subject, opinion, and ideas is kind of a good rule of thumb. But does that kind of help you out a little bit? Yeah? What would--Dani do you want to add anything to that?

>> Yeah, like I can see using a question in your intro as like a good way to answer, but not in a thesis statement. That's kind of for me too, it's more of a statement and something again with [inaudible] what Gina was saying a really good point something--someone could argue, so if I could put a question it would be hard to argue against the question rather than a statement, but yeah, you could definitely include a question somewhere else in the intro. Yeah?

[ Off Mic Question ]

Um hum, so how do you feel about good friends?
I'm thinking like they don't have to be my good friend. I was wondering if any other than Terry [assumed spelling] [inaudible]. Okay.

[ Off Mic Question ]

Did you try and write one down with that yet or what did you have?

I had put [inaudible] onto the frame, and then I changed it, and I put I would die for a [inaudible].

Yeah. I've heard those are beautiful, because you're seeing your subject as friends, and then you're seeing I want these characteristics, so basically what you had was friends was right here, and then when you said I want, or I would like that's your opinion. You're saying I would like that, because you could have said ah, I don't want good friends, no thanks, you know? So basically, it went friends, I want, and then honest and caring, so you had all three aspects in there, and it was beautiful.

[ Off Mic Question ]

Honest and caring, yeah would be your main ideas.

Okay.
Um hum, yeah good to go. Yeah. All right, it looks like most of you are pretty much done. How did you feel about that mind mapping, outlining?

Was it helpful?

Yes.

Um hum. Does anybody feel like reading their thesis statement? Brenda, right?

Yes.


[ Off Mic Question ]

Lovely, beautiful, so tell me what were your main ideas?

[ Off Mic Question ]

Beautiful, love it.

Anyone else?
Yeah, you guys had no idea you were coming here to talk about French kissing. Just kidding. Okay. Any last thesis statements? Anybody? I know it's kind of a hard act to follow, but—okay. So did anyone try the outlining one or anything like that that they found they liked or didn't like one or the other? So, we're going to kind of start wrapping up a little bit, but which of the three processes did you guys like the best?

>> The mind mapping.

>> Free writing.

>> Wow, what?

>> Clustering.

>> Free writing.

>> Free writing.

>> I like clustering.

>> You like clustering? What did you say in the cream?
Never mind I just watching. When I think about it I liked having my mind mapping [inaudible].

Okay. Yeah.

So did free writing grow on some of you? I know you all were kind of apprehensive at first. Did any of you learn to love it?

I did.

Yeah, okay this corner, great. How did you feel about the rest of them, I mean you spent like 20 minutes on these activities. I know ya'll have some feelings; any preference over here?

I like the free writing.

The free writing? You were the one that made the song, right?

Yeah, you had a good time over there.

Yeah, that's way awesome. I love that.
>> Well you have to sing and [inaudible].

>> You don't have to sing.

>> Good thing, I guess you can say it's [inaudible].

>> Okay.

>> How fun. Do you feel like sharing it? You don't have to.

>> You don't have to. Yeah, definitely.

>> We're all curious.

[ Off Mic Comments ]

>> I love it.

>> Are you a fan of frogs?

>> What?
>> So you're double dipping. That's okay you can love them all; that's the goal. So do you guys kind of see how we started out with free writing which was kind of broad and all over the place. And then clustering was kind of about taking those uncontrolled ideas and doing something with them. And then for mind mapping we kind of had you guys refine it even more. Do you guys feel like you could write a paper with this kind of model? It might help for, you know like research papers and not exciting as frogs, but you know; got to do it. Let's—do you want to?

>> Yeah, okay so closing. Does anyone have any last questions about any of the things we went over today? Now's the time, or any time if you come to the Writing Center.

>> True, yeah. Any questions about any part of the writing process as well? You guys?

>> Yes?

[ Off Mic Question ]
This is what will get you to the website about the Student Learning Center and the Writing Center, so it’s probably—I wrote it up there if you guys want to copy it down. It’s so helpful for not just writing, but they—you guys know about SI and all that. They do all kinds of stuff. So I just wrote that up there for you in case, you know, you start your paper, and you’re like yeah I got this prewriting stuff, and then you actually have to write your paper, and it's like wait a minute, there’s more. So we’re always here to help with any part of the writing process, so you can get to us from there as well as your portal, but you can—I just wrote that up there for you guys to have.

>> Pat again.

>> Hey, I have a comment.

>> Yeah.

>> We want to thank you guys for that thing and tell you [inaudible], and then on top of it, I just want you to know that I [inaudible].

>> Awe, you’re so welcome.
Definitely, I think it can be a little overwhelming any time you have a paper, and you have to tackle it, but I think really just one of the main keys is like just breaking it down. For me this is really helpful, because even as a writing tutor, all though I sit down to write essays and be like what am I doing? What is the thesis, so this is a really helpful resources for anyone.

Yeah, I think sometimes different teacher's kind of want to define theses as different things and some are like you need one, and some are like I don't care, so it makes it really complicated, but if you ever get stuck, we made that little equation for you all, and it's going to be like math maybe or like yeah, plus signs.

Yeah, so I just want to take--or take this last opportunity to really encourage all of you to take advantage of the Writing Center. We're here just to help you all with this and help you all feel more confident in your writing, so there's so many different resources available here that there's something for everyone, so I would definitely encourage all of you to take advantage of it. Are most of you freshman? See that started early. Get these good habits built up by coming to the Writing Center or just using your resources you have available, and it would really help you be successful.

And it's free.

Yes, free. Brenda?
Um hum. Yeah, so you just walk up to that desk, and you could say I need help with writing, and they'll have you wait in those little chairs if you've seen them for a drop in, but let's say you were like I'm pinched for time. I needed help at this time, and I want a full hour, then you would just go up to that same desk and say, hi. I'd like to book an appointment for this time on this day. And there will always be a tutor that's available at that time, so yeah, super helpful. I didn't know about it when I was a freshman. I didn't know about it until I started working here, so now I wish I did, because it's helpful.

>> When are you open?

>> We're open nine to five Monday through Thursday, and then--yeah, thanks great question.

>> Nine to five Monday through Thursday, and then ten to three on Fridays.

>> You can just come in on Monday?
Yes, and let's say you were like, "I broke my leg. I don't want to walk all the way there." You can just upload your essay online and give it about three days, and online is cool because you get like four or five people looking at it instead of one, so you get all kinds of feedback. But yeah, online as well. You guys are on top of it. [Inaudible].

Well, yeah. Thanks for coming in.