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# The Writing Center Journal

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Everyday Writing Center  
Re/Writing the Center  
Tutoring Second Language Writers  
Writing Centers  
The Longman Guide to Writing Center Theory and Practice  
Building Writing Center Assessments That Matter  
Noise From The Writing Center  
Writing Centers and the New Racism  
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The Writing Center Journal  
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Peripheral Visions for Writing Centers  
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Building a Workplace Writing Center  
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The Writing Center Director's Resource Book  
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Multilingual Writers and Writing Centers

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**CHRISTINE  
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**Everyday Writing  
Center** University  
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**Re/Writing the  
Center** Peter Lang

Incorporated,  
International Academic  
Publishers

Noting a lack of  
sustained and  
productive dialogue  
about race in university  
writing center  
scholarship, the editors  
of this volume have  
created a rich resource  
for writing center  
tutors, administrators,  
and scholars.

Motivated by a scholarly interest in race and whiteness studies, and by an ethical commitment to anti-racism work, contributors address a series of related questions: How does institutionalized racism in American education shape the culture of literacy and language education in the writing center? How does racism operate in the discourses of writing center scholarship/lore, and how may writing centers be unwittingly complicit in racist practices? How can they meaningfully operationalize anti-racist work? How do they persevere through the difficulty and messiness of negotiating race and racism in their daily practice? The

conscientious, nuanced attention to race in this volume is meant to model what it means to be bold in engagement with these hard questions and to spur the kind of sustained, productive, multi-vocal, and challenging dialogue that, with a few significant exceptions, has been absent from the field.

### **Tutoring Second Language Writers**

University Press of Colorado

Prepared by writing center directors, the articles in this book examine the pedagogical theories of tutorial services and relate them to actual center practices. The 19 articles are arranged into three categories: writing center theory, writing center administration, and special concerns.

Specific topics discussed in the articles include the following: (1) collaborative learning, (2) writing center research, (3) promoting cognitive development in the writing center, (4) writing centers in the two-year college, (5) developing a peer tutoring program, (6) the handbook as a supplement to a tutor training program, (7) reluctant students, (8) prewriting for the laboratory, (9) meeting the needs of foreign students, (10) tutoring business and technical students, (11) attitudes in writing center relationships, (12) financial responsibility, (13) form design and record management, and (14) undergraduate staffing in the center. A

selected bibliography concludes the book. (FL)  
*Writing Centers*  
 Routledge  
 This book presents a model of Practitioner Inquiry (PI) as a systematic form of empirical research and provides a rationale for its suitability within a writing center context. Exploring the potential of writing centers as pedagogical sites that support research, the book offers an accessible model that guides both research and practice for writing center practitioners, while offering flexibility to account for their distinct contexts of practice. Responding to the increasing call in the field to produce empirical “RAD” (replicable, aggregable, data-driven) research, the

author explores Practitioner Inquiry through explication of methodology and methods, a revisitation of collaboration to guide both practice and research, and examples of application of the model. Nordstrom grounds this research and scholarship in Hawai'i's context and explores Indigenous concepts and approaches to inform an ethical collaborative practice. Offering significant contributions to empirical research in the fields of writing center studies, composition, and education, this book will be of great relevance to writing center practitioners, anyone conducting empirical research, and researchers working in

tutor professionalization, collaboration, translingual literacy practices, and research methodologies .

The Longman Guide to Writing Center Theory and Practice Strategies for Writing Center Research

In Radical Writing Center Praxis Laura Greenfield calls for a paradigm change in writing centers, imagining a field whose very reason for being is to facilitate justice and peace. The book calls on readers to more critically examine power and agency in writing centers and to imagine new possibilities for the field's theories and practices. Large, intersecting systems of oppression manifest in the everyday practices

of institutions, classrooms, and writing centers. Local practices in turn influence the surrounding world. Radical Writing Center Praxis therefore challenges the writing center field to resist assumptions of political neutrality and instead to redefine itself in terms of more explicit ethical commitments. In this paradigm it is clear that to engage in anti-oppression work is not merely a special interest but rather a vital interest to all. Introducing the concepts and vocabulary of radical politics, Radical Writing Center Praxis examines the tensions between the field's professed beliefs and everyday practices and offers a process by which the writing center

discipline as a whole might rebuild itself anew. It will be invaluable to writing center directors, tutors, scholars, and students as well as to administrators and compositionists.

[Building Writing Center Assessments That Matter](#) Springer

This collection helps students and researchers understand the foundations of writing center studies in order to make sound decisions about the types of methods and theoretical lenses that will help them formulate and answer their research questions. In the collection, accomplished writing center researchers discuss the theories and methods that have enabled their work,

providing readers with a useful and accessible guide to developing research projects that interest them and make a positive contribution. It introduces an array of theories, including genre theory, second-language acquisition theory, transfer theory, and disability theory, and guides novice and experienced researchers through the finer points of methods such as ethnography, corpus analysis, and mixed-methods research. Ideal for courses on writing center studies and pedagogy, it is essential reading for researchers and administrators in writing centers and writing across the curriculum or writing in the disciplines programs.

*Noise From The Writing Center* University Press of Colorado  
Multilingual writers—often graduate students with more content knowledge and broader cultural experience than a monolingual tutor—unbalance the typical tutor/client relationship and pose a unique challenge for the writing center. *Multilingual Writers and Writing Centers* explores how directors and tutors can better prepare for the growing number of one-to-one conferences with these multilingual writers they will increasingly encounter in the future. This much-needed addition of second language acquisition (SLA) research and teaching to the literature of writing center

pedagogy draws from SLA literature; a body of interviews Rafoth conducted with writing center directors, students, and tutors, and his own decades of experience. Well-grounded in daily writing center practice, the author addresses which concepts and practices directors can borrow from the field of SLA to help tutors respond to the needs of multilingual writers, what directors need to know about these concepts and practices, and how tutoring might change in response to changes in student populations. *Multilingual Writers and Writing Centers* is a call to invigorate the preparation of tutors and directors for the negotiation of the complexities of multilingual and

multicultural communication.

### **Writing Centers and the New Racism**

Routledge

This book profiles 12 writing centers that function effectively on their college and university campuses. Following an introduction that provides an overview and suggests ways the book can be used, the centers are examined in detail in the following chapters: (1) "A Multiservice Writing Lab in a Multiversity: The Purdue University Writing Lab" (Muriel Harris); (2) "The Writing Center at Medgar Evers College: Responding to the Winds of Change" (Brenda M. Greene); (3) "The Writing Centers at the University of Toledo: An Experiment in



Collaboration" (Joan A Mullin and Luanne Momenee); (4) "The Lehigh University Writing Center: Creating a Community of Writers" (Edward Lotto); (5) "The Writing Center at the University of Southern California: Couches, Carrels, Computers, and Conversation" (Irene L. Clark); (6) "The Writing Center at Harvard University: A Student Centered Resource" (Linda Simon); (7) "The Writing Center at the University of Puget Sound: The Center of Academic Life" (Julie Neff); (8) "Establishing a Writing Center for the Community: Johnson County Community College" (Ellen Mohr); (9) "Redefining Authority: Multicultural Students and Tutors at the Educational Opportunity Program Writing Center at the University of Washington" (Gail Y. Okawa); (10) "The Land-Grant Context: Utah State University's Writing Center" (Joyce A. Kinkead); (11) "Taking Tutoring on the Road: Utah State University's Rhetoric Associates Program" (Joyce A. Kinkead); and (12) "Moving toward an Electronic Writing Center at Colorado State University" (Dawn Rodrigues and Kathleen Kiefer). The book concludes with two items by Joyce A. Kinkead, an epilogue and an additional article, "The Scholarly Context: A Look at Themes," which offers information on some of the uses of writing labs. (NKA) Open-Access, Multimodality, and

Writing Center Studies

University Press of Colorado

This book offers multi-method case studies of course-based tutoring and one-to-one tutorials in developmental first-year writing courses at two universities. The author makes an argument for more peer-to-peer learning situations for developmental writers and more detailed studies of what goes on in these peer-centered environments.

**Writing Center**

**Research** Routledge

Long-ignored within rhetoric and composition studies, listening has returned to the disciplinary radar. Rhetorical Listening: Identification, Gender, Whiteness argues that

rhetorical listening facilitates conscious identifications needed for cross-cultural communication.

**Beyond Dichotomy**

University Press of Colorado

Student Writing Tutors in Their Own Words collects personal narratives from writing tutors around the world, providing tutors, faculty, and writing center professionals with a diverse and experience-based understanding of the writing support process. Filling a major gap in the research on writing center theory, first-year writing pedagogy, and higher education academic support resources, this book provides narrative evidence of students' own experiences with learning assistance

discourse communities. It features a variety of voices that address how academic support resources such as writing centers have served as the nucleus for students' (i.e., both tutors and their clients) sense of community and self, ultimately providing a space for freedom of discourse and expression. It includes narratives from writing tutors supporting students in unconventional spaces such as prisons, tutors offering support in war-torn countries, and students in international centers facing challenges of distance learning, access, and language barriers. The essays in this collection reveal pedagogical takeaways and insights about both student and tutor collaborative

experiences in writing center spaces. These essays are a valuable resource for student writing tutors and anyone involved with them, including composition instructors and scholars, writing center professionals, and any faculty or administrators involved with academic support programs.

*Student Writing Tutors in Their Own Words*  
University Press of Colorado

No less than other divisions of the college or university, contemporary writing centers find themselves within a galaxy of competing questions and demands that relate to assessment—questions and demands that usually embed priorities from outside the purview of the

writing center itself. Writing centers are used to certain kinds of assessment, both quantitative and qualitative, but are often unprepared to address larger institutional or societal issues. In *Building Writing Center Assessments that Matter*, Schendel and Macauley start from the kinds of assessment strengths already in place in writing centers, and they build a framework that can help writing centers satisfy local needs and put them in useful dialogue with the larger needs of their institutions, while staying rooted in writing assessment theory. The authors begin from the position that tutoring writers is already an assessment activity, and that good

assessment practice (rooted in the work of Adler-Kassner, O'Neill, Moore, and Huot) already reflects the values of writing center theory and practice. They offer examples of assessments developed in local contexts, and of how assessment data built within those contexts can powerfully inform decisions and shape the futures of local writing centers. With additional contributions by Neal Lerner, Brian Huot and Nicole Caswell, and with a strong commitment to honoring on-site local needs, the volume does not advocate a one-size-fits-all answer. But, like the modeling often used in a writing consultation, examples here illustrate how important assessment principles have been

applied in a range of local contexts. Ultimately, *Building Writing Assessments that Matter* describes a theory stance toward assessment for writing centers that honors the uniqueness of the writing center context, and examples of assessment in action that are concrete, manageable, portable, and adaptable. *Rhetorical Listening* University Press of Colorado Strategies for Writing Center Research is a how-to guide for conducting writing center research introducing newcomers to the field to the methods for data collection, analysis, and reporting appropriate for writing center studies. Queerly Centered University Press of

Colorado Queerly Centered explores writing center administration and queer identity, showcasing LGBTQA labor undertaken but not previously acknowledged or documented in the field's research. Drawing from interviews with twenty queer writing center directors, Travis Webster examines the lived experiences of queer people leading writing centers, the promise and occasional peril of this work, and the disciplinary implications of such work for writing center administration, research, and praxis. Focused on directors' queer histories, administrative activisms, and on-the-job tensions, this study connects and departs

from oft-referenced lenses, such as emotional and invisible labor, for understanding work in higher education. The first book-length project that exclusively bridges writing centers and LGBTQA studies, *Queerly Centered* is for researchers, administrators, educators, and practitioners of all orientations and backgrounds in writing center and writing program administration, rhetoric and composition, and higher education administration. *Radical Writing Center Praxis* SIU Press

There are writing centers at almost every college and university in the United States, and there is an emerging body of professional discourse,

research, and writing about them. The goal of this book is to open, formalize, and further the dialogue about research in and about writing centers. The original essays in this volume, all written by writing center researchers, directly address current concerns in several ways: they encourage studies, data collection, and publication by offering detailed, reflective accounts of research; they encourage a diversity of approaches by demonstrating a range of methodologies (e.g., ethnography, longitudinal case study; rhetorical analysis, teacher research) available to both veteran and novice writing center professionals; they

advance an ongoing conversation about writing center research by explicitly addressing epistemological and ethical issues. The book aims to encourage and guide other researchers, while at the same time offering new knowledge that has resulted from the studies it analyzes.

### **Good Intentions**

Pearson Tutoring Second Language Writers, a complete update of Bruce and Rafoth's 2009 *ESL Writers*, is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center. Drawing upon

philosopher John Dewey's belief in reflective thinking as a way to help build new knowledge, the book is divided into four parts. Part 1: *Actions and Identities* is about creating a proactive stance toward language difference, thinking critically about labels, and the mixed feelings students may have about learning English. Part 2: *Research Opportunities* demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work. Part 3: *Words and Passages* offers four personal stories of inquiry and discovery, and Part 4: *Academic Expectations* describes some of the challenges tutors face when they try to help

writers meet readers' specific expectations. Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing, *Tutoring Second Language Writers* engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language. Contributors include Jocelyn Amevuvor, Rebecca Day Babcock, Valerie M. Balester, Shanti Bruce, Frankie Condon, Michelle Cox, Jennifer Craig, Kevin Dvorak, Paula Gillespie, Glenn Hutchinson, Pei-Hsun Emma Liu, Bobbi Olson, Pimyupa W. Praphan, Ben Rafoth, Jose L. Reyes Medina,

Guiboque Seong, and Elizabeth (Adelay) Witherite. *The Writing center journal* Routledge In a landmark collaboration, five co-authors develop a theme of ordinary disruptions ("the everyday") as a source of provocative learning moments that can liberate both student writers and writing center staff. At the same time, the authors parlay Etienne Wenger's concept of "community of practice" into an ethos of a dynamic, learner-centered pedagogy that is especially well-suited to the peculiar teaching situation of the writing center. They push themselves and their field toward deeper, more significant research, more self-conscious



teaching.

The Writing Center Journal University Press of Colorado

Writing centers cannot resolve the national confusion about literacy, but over time they can contribute to a better understanding and more democratic approaches to literacy education. But to do this, writing centers need to be more fully engaged with the paradox of literacy - the way that literacy both dominates and liberates, both demands submission and offers the promise of agency. Nancy Grimm believes that postmodern theory, which emphasizes the diversity of our society, offers the best opportunities for this engagement. Her book offers a fundamental reconsideration of

writing center work - work, she maintains, that must be informed by an understanding of the cultural role of literacy education. Because so many educational practices are based on tacit assumptions about the "normal" way to do things, Grimm argues that both the teaching and tutoring of literacy must be informed by a radical reconsideration of academic fairness. Change will depend on the willingness of comfortably situated people to open themselves to authentic listening and the possibilities of having their world views transformed by writing center students. "Good intentions alone, particularly good intentions grounded in a missionary narrative,

are not enough to overcome the potentially oppressive nature of literacy education." Grimm begins by positioning the debate about the function of the writing center in the larger cultural conflict created by postmodern conditions. She locates writing center work within the historical contradictions of literacy, then analyzes the way composition teaching regulates an academic identity. She goes on to show how postmodern theories of subjectivity offer ways to intervene in that regulation. After reconceptualizing the politics of writing center administration, Grimm ultimately argues for a conception of fairness that holds writing center workers responsible for not only

granting students membership to the academic literacy club but also for changing the gates of that club when change is necessary. Good Intentions is essential reading for educators involved with writing centers in any capacity - whether they be directors, researchers, professional and undergraduate staff, or simply teachers of students who use writing centers.

### **Out in the Center**

University Press of Colorado  
Published in 1998,  
Wiring the Writing Center was one of the first few books to address the theory and application of electronics in the college writing center. Many of the contributors explore particular features of

their own "wired" centers, discussing theoretical foundations, pragmatic choices, and practical strengths. Others review a range of centers for the approaches they represent. A strong annotated bibliography of signal work in the area is also included.

### **Writing Centers**

Greenwood  
Peripheral Visions for Writing Centers aims to inspire a re-conception and re-envisioning of the boundaries of writing center work. Moving beyond the grand narrative of the writing center—that it is a solely comfortable, yet iconoclastic place where all students go to get one-on-one tutoring on their writing—Grutsch McKinney shines light on other

representations of writing center work. Grutsch McKinney argues that this grand narrative neglects the extent to which writing center work is theoretically and pedagogically complex, with ever-changing work and conditions, and results in a straitjacket for writing center scholars, practitioners, students, and outsiders alike. Peripheral Visions for Writing Centers makes the case for a broader narrative of writing center work that recognizes and theorizes the various spaces of writing center labor, allows for professionalization of administrators, and sees tutoring as just one way to perform writing center work. Grutsch McKinney explores possibilities

that lie outside the grand narrative, allowing scholars and practitioners to open the field to a fuller,

richer, and more realistic representation of their material labor and intellectual work.

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