

Notes

¹ In addition to the classroom, departmental and college-level offices also play an important role in defining—and claiming—institutional space. Though a mix of undergraduate students taking general education courses in a certain department may at times visit its office, in general, the circulation of students in departments is much more restricted. In this regard, writing centers again provide a more open, equitable, and flexible use of instructional space. Indeed, in many institutions, writing centers are both explicitly and implicitly defined as spaces where commitments to students and to student learning are made visible.

² Heath argues that recent increases in the number of youth groups, groups that are completely separated from formal education but serve important educational functions, represent a similar response. Her film, *Art Show*, examines some of these organizations and provides a powerful argument for institutional change.

³ Of course, many writing center staff worry about whether they are doing too much for and with student writers—e.g., doing their work for them. But to what extent does this stance result from a desire to avoid the criticisms of those most committed to hyper-individualism and hence suspicious of any kind of collaborative work? What if (for instance) we took seriously educational research by Vygotsky and others that argues that novices learn particularly well by working with those who are within (but slightly advanced in) their “zone of proximal development”? When we think back to the process of writing our dissertations, for instance, we realize that if our Ph.D. advisors had taken the same “hands off” stance that many tutors take, we might never have graduated.

Twenty Years of *Writing Center Journal* Scholarship: An Annotated Bibliography

Dana DeShaw, Joan Mullin, and Albert C. DeCiccio

- Adams, Ronald, Robert Child, Muriel Harris, and Kathleen Henriott. “Training Teachers for the Writing Lab: A Multidimensional Perspective.” 7.2 (1987): 3-21.
- Looks at tutor training from different perspectives: that of the new tutor, the writing teacher, the experienced lab instructor, and the lab director.
- Allen, Nancy J. “Who Owns the Truth in the Writing Lab?” 6.2 (1986): 3-11.
- Looks at how Socrates’ ideas of “Truth” fit writing center practice.
- Amigone, Grace Ritz. “Writing Lab Tutors: Hidden Messages that Matter.” 2.2 (1982): 24-30.
- Examines nonverbal communication during tutorials.
- Baker, Tracey. “Critical Thinking and the Writing Center: Possibilities.” 8.2 (1988): 37-43.
- Discusses the effect of research to date about critical thinking on the work in writing centers.

Barnett, Robert W. "Redefining Our Existence: An Argument for Short- and Long-Term Goals and Objectives." 17.2 (1997): 123-134.

Looks at how writing center workers define themselves through well-developed mission statements and other practices.

Bartosenski, Mary. "Color Revision and Painting a Paper." 12.2 (1992): 159-174.

Explains the value of using color when working on revision; has the writer revise with a different color of ink for different sections and purposes.

Bawarshi, Anis, and Stephanie Pelkowski. "Postcolonialism and the Idea of a Writing Center." 19.2 (1999): 41-59.

Uses postcolonial theory to design a writing center that reaches marginalized students and teaches a critical literacy that includes an analysis of culture.

Behm, Richard. "Ethical Issues in Peer Tutoring: A Defense of Collaborative Learning." 10.1 (1989): 3-13.

Discusses the ethics of tutorial collaboration and what we call collaborative learning.

Bishop, Wendy. "Bring Writers to the Center: Some Survey Results, Surmises, and Suggestions." 10.2 (1990): 31-45.

Suggests how to promote services by surveying why students do not use the writing center.

—. "We're All Basic Writers: Tutors Talking about Writing Apprehension." 9.2 (1989): 31-43.

Asserts that while writing center workers may focus on writer's apprehension, they should also consider the tutor's apprehensions about working with such writers.

Bishop, Wendy. "Writing from the Tips of Our Tongues: Writers, Tutors, and Talk." 14.1 (1993): 30-44.

Presents methods for group tutoring and for how to talk about writing.

Bizzaro, Patrick, and Hope Toler. "The Effects of Writing Apprehension on the Teaching Behaviors of Writing Center Tutors." 7.1 (1986): 37-45.

Argues that tutors need to understand and to work with writing apprehension, which strikes regardless of abilities and successes.

Blau, Susan R., John Hall, and Tracy Strauss. "Exploring the Tutor/Client Conversation: A Linguistic Analysis." 19.1 (1998): 19-49.

Presents a linguistic analysis of tutorial sessions focusing on the use of questions, echoing, and qualifiers.

Blythe, Stuart. "Network Computers + Writing Centers = ? Thinking about Network Computers in Writing Center Practice." 17.2 (1997): 89-111.

Discusses theories of technology and computer use in writing centers.

Boquet, Elizabeth H. Review. *Writing Center Perspectives*. Ed. Byron L. Stay, Christina Murphy, and Eric H. Hobson. Emmitsburg, MD: NWCA P, 1996. 16.2 (1996): 179-183.

Bowden, Darsie. "Inter-Activism: Strengthening the Writing Center Conference." 15.2 (1995): 163-181.

Examines definitions, composition pedagogy, and concepts such as writer, text, and blurred line between teacher and student.

Brannon, Lil. Review. *Texts and Contexts: A Contribution to the Theory and Practice of Teaching Composition*. Judith and Geoffrey Summerfield. New York: Random House, 1986. 7.2 (1987): 51-57.

Branscomb, H. Eric. "Types of Conferences and the Composing Process." 7.1 (1986): 27-37.

Responds to the vulnerability of writers in the writing center and proposes suggestions.

Briggs, Lynn. "Understanding 'Spirit' in the Writing Center." 19.1 (1998): 87-99.

Uses current research linking education, growth, and "spirit," applying it to a specific example in the writing center; addresses the "teaching moment" so often present in tutorials.

Brown, Jane Lightcap. "Teaching Word Processing: A Cooperative Effort." 6.2 (1986): 11-19.

Discusses teaching the computer process, from booting up to revising strategies, as a key component to successful writing.

Cambridge, Barbara. "*Bitter Milk*: Lessons for the Writing Center." 14.1 (1993): 75-81.

Addresses the isolation and relationship-making of tutors by looking at how knowledge evolves in human relationships as explained in Grumet's *Bitter Milk*.

Carino, Peter. "Early Writing Centers: Toward a History." 15.2 (1995): 103-116.

Challenges previously accepted "histories" of writing centers that have shaped their identities and sets the record straight.

Carino, Peter. "Open Admissions and the Construction of Writing Center History: A Tale of Three Models." 17.1 (1996): 30-49.

Details the history of open admissions and its effect on the growth of writing centers.

—. "What Do We Talk about When We Talk about Our Metaphors: A Cultural Critique of Clinic, Lab, and Center." 13.21(1992): 31-43.

Shows how historical uses of clinic, lab, and center have carried connotations that affect the perception writing center work.

—. Review. *The Writing Center Resource Manual*. Ed. Bobbie Bayliss Silk. Emmitsburg, MD: NWCA P, 1998. 19.1 (1998): 99-104.

Chapman, David. Review. *The Practical Tutor*. Emily Meyer and Louise Z. Smith. New York: Oxford UP, 1987. 9.2 (1989): 57-61.

Chase, Geoffrey W. "Problem-Solving in the Writing Center: From Theory to Practice." 7.2 (1987): 29-37.

Demonstrates that tutors need problem-solving tools and an understanding of the composing process, writing techniques, and the overall framework of writing.

Clark, Irene Lurkis. "Addressing Genre in the Writing Center." 20.1 (1999): 7-32.

Argues that viewing writing through the lens of genre offers rich potential for writing tutors.

—. "Dialogue in the Lab Conference: Script Writing and the Training of Writing Lab Tutors." 2.1 (1982): 21-34.

Proposes the use of hypothetical dialogue as a device to train tutors: how to make something comprehensible to someone else is a continuation of making something comprehensible to ourselves.

Clark, Irene Lurkis. "Leading the Horse: The Writing Center and Required Visits." 5.2 and 6.1 (1985): 31-35.

Addresses the value of required visits.

—. "Maintaining Chaos in the Writing Center: A Critical Perspective on Writing Center Dogma." 11.1 (1990): 81-95.

Discusses for writing center administrators the importance of maintaining "chaos," rather than seeking organized calm.

—. "Portfolio Grading and the Writing Center." 13.2 (1993): 48-63.

Discusses portfolio grading issues in the writing center: collaboration, tutorial assistance, and student improvement; focus of the writing center visit; effect of the writing center visit on grades.

Cobb, Loretta. "Practical Techniques for Training Tutors to Overcome Defensive Blocks." 3.1 (1982): 32-38.

Proposes ways of training tutors to use practical techniques for blocked writers.

Cogie, Jane. "In Defense of Conference Summaries: Widening the Reach of Writing Center Work." 18.2 (1998): 47-71.

Addresses whether or not to send tutorial reports, citing positive results from doing so.

Cogie, Jane, Kim Strain, and Sharon Lorinskas. "Avoiding the Proof-reading Trap: The Value of the Error Correction Process." 19.2 (1999): 7-33.

Provides a means of helping students with editing through the use of generative error logs.

Collins, Paul. "The Concept of a Co-operative." 17.1 (1996): 58-72.

Looks at the role of co-operative learning in the writing center.

Condon, Mike. "Bibliography of Recent Writing Center Scholarship (Nov. 1993-Oct. 1994)." 15.1 (1994): 62-70.

Cooper, Marilyn. "Really Useful Knowledge: A Cultural Studies Agenda for Writing Centers." 14.2 (1994): 95-97.

Discusses the function of the writing center in attending to student's needs, i.e., intellectual challenge, changing attitudes towards writing, and so forth.

—. "'We Don't Belong Here, Do We?' A Response to *Lives on the Boundary* and *The Violence of Literacy*." 12.1 (1991): 48-63.

Crouch, Mary Lou. "The Writing Place at George Mason University." 2.2 (1982): 33-36.

Uses the George Mason model to address the importance of getting students to relax and of building a relationship with students.

Davis, Kevin. "Responding to Writers: A Multi-Variate Approach to Peer Interaction." 10.2 (1990): 67-75.

Answers the question, "What can we do to promote more flexible approaches for conversations about writing?"

Denny, S. Erin, and Mathew J. Livesy. "Review of Internet Resources for Writing Centers." 16.2 (1996): 184-193.

Looks at potential advantages of gopher, World Wide Web, and MOO environments.

Devet, Bonnie. "A Method for Observing and Evaluating Writing Lab Tutorials." 10.2 (1990): 75-85.

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Devlin, Frank. "The Writing Center and the Good Writer." 16.2 (1996): 144-164.

Speaks to the importance of attracting strong writers and the effect that has on the image of the writing center.

Dinitz, Susan, and Diane Howe. "Writing Centers and Writing-Across-the-Curriculum: An Evolving Partnership." 10.1 (1989): 45-53.

Shows how writing center tutors can help support WAC programs.

DiPardo, Anne. Review. *When Tutor Meets Student*. Ed. Martha Maxwell. Ann Arbor: U of Michigan P, 1994. 15.1 (1994): 70-74.

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Looks at how tutors work on revision and confront seemingly impossible teacher goals.

Dunn, Jim. Review. *One to One: Resources for Conference-Centered Writing*. Charles Dawe and Edward Dornan. Boston: Little Brown, 1981. 2.2 (1982): 1-7.

Ede, Lisa. "Writing as a Social Process: A Theoretical Foundation for Writing Centers." 9.2 (1989): 3-15.

Demonstrates how collaborative learning and the social context of teaching and learning provide a theoretical basis for the work in writing centers.

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Looks at how considering the development of composition studies as a discipline, one that requires a collaborative effort on the part of both scholars and practitioners, can be applied to writing center work.

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Fontaine, Sheryl I. "Finding Consistency and Speculating Change: What We Can Learn about Portfolio Assessment from the Writing Center." 16.1 (1995): 46-59.

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Freed, Stacey. "Activity in the Tutorial Sessions: How Far Can We Go?" 10.1 (1989): 39-45.

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Fulwiler, Toby. "Provocative Revision." 12.2 (1992): 190-205.

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Gamboa, Sylvia H., and Angela W. Williams. "Writing Centers on the ROPES: Using a Wilderness Lab for Discovery." 11.2 (1991): 29-41.

Shows how to use outdoor learning experiences for staff development.

George, Diana. Review. *Teaching One-to-One: The Writing Conference*. Muriel Harris Urbana, IL: NCTE, 1986. 8.2 (1988): 49-53.

George, Diana, and Nancy Grimm. "Expanded Roles/Expanded Responsibilities: The Changing Nature of Writing Centers Today." 11.1 (1990): 59-67.

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Gill, Judy. "Another Look at WAC and the Writing Center." 16.2 (1996): 164-179.

Takes a look at "generic academic writing" in a writing center serving a WAC program.

Gillam, Alice M. "Writing Center Ecology: A Bakhtinian Perspective." 11.2 (1991): 3-13.

Reads the writing center through critical theorist Mikhail Bakhtin to offer new perspectives on writing center ecology.

Glassman, Susan. "Training Peer Tutors Using Video." 5.2 and 6.1 (1985): 40-46.

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Golombek, Paula R. Review. *Writing in Multicultural Settings*. Ed. Carol S Severino, Juan Guerra, and Johnella Butler. New York: MLA, 1997. 18.2 (1998): 71-74.

Greene, Stuart. Review. *Textual Dynamics of the Professions: Historical and Contemporary Studies of Writing in Professional Communities*. Charles Bazerman and Jam Paradis. Madison, WI: U of Wisconsin P, 1991. 12.2 (1992): 211-217.

Grimm, Nancy. "The Regulatory Role of the Writing Center: Coming to Terms with a Loss of Innocence." 17.1 (1996): 5-30.

Looks at how the writing center worker can do more harm than good when trying to provide an abundance of information to a student in a short period of time and asserts that writing center workers are implicated in regulatory uses of literacy despite their innocence in attempting to accomplish all that a tutorial demands.

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Gives an example of a problem unique to tutoring on-line: the ethics of the tutor-teacher-student relationship.

Haas, Teri. "The Unskilled Writer and the Formula Essay: Composing by Rules." 3.2 (1983): 11-22.

Asserts that basic writers know the writing formula but do not know how to translate it into successful composing behavior and offers a workshop for successful revision.

Harris, Jeannette. Review. *The Writing Center: New Directions*. Ed. Jeanne Simpson and Ray Wallace. New York: Garland, 1991. 12.2 (1992): 205-211.

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- Harris, Muriel. "Growing Pains: The Coming of Age of Writing Centers." 2.1 (1982): 1-9.
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- . "Solutions and Trade-Offs in Writing Center Administration." 12.1 (1991): 63-80.
- Looks at many issues common to writing centers: structuring the center, challenges with teachers, perception of the center.
- . "Theory and Reality: The Ideal Writing Center(s)." 5.2 and 6.1 (1985): 4-10.
- Speaks to the importance of defining a *real* writing center.
- . "What's Up and What's In: Trends and Traditions in Writing Centers." 11.1 (1990): 15-27.
- Traces similarities in writing center collaboration over time.
- Harris, Muriel, and Kathleen Blake Yancey. "Beyond Freshman Comp: Expanded Uses of the Writing Center." 1.1 (1980): 41-49.
- Looks at the potential adaptability of the writing center to serving students outside of first-year composition.
- Hashimoto, I.Y. "Writing Laboratory 'Image' or How Not to Write to Your Dream." 3.1 (1982): 1-11.
- Points out advantages of emphasizing to others the positive aspects of a writing center.
- Hashimoto, I.Y., and Roger Clark. "College Spelling Tests: The State of the Art." 5.1 (1984): 1-14.
- Points out that spelling books are inefficient because textbooks are inefficient and offers alternatives.

- Haviland, Carol Peterson. "Writing Centers and Writing-Across-the-Curriculum: An Important Connection." 5.2 and 6.1 (1985): 25-31.
- Presents three models of writing center activities that extend to WAC thinking and writing skills.
- Haynes-Burton, Cynthia. "'Hanging Your Alias on Their Scene': Writing Centers, Graffiti, and Style." 14.2 (1994): 112-125.
- Discusses the different ways students write and argues that, despite the different voices, writers should be encouraged to continue writing as they see the world, while also incorporating the different world(s) around them in their writing.
- Hayward, Malcom. "Assessing Attitudes Toward the Writing Center." 3.2 (1983): 1-12.
- Examines the compatibility of the writing center staff goals and the faculty rating goals.
- Healy, Dave. "A Defense of Dualism: The Writing Center and the Classroom." 14.1 (1993): 16-30.
- Contends that denouncing writing centers as helpful in the writing process is not going to make writing centers disappear; suggests that recognizing the centers' efforts will lead to defenses becoming a neutral and inviting boundary between classrooms and centers.
- . "Tutorial Role Conflict in the Writing Center." 11.2 (1991): 41-51.
- Explores tutorial role conflicts and authority in peer situations.
- Hemmeter, Thomas. "The 'Smack of Difference': The Language of Writing Center Discourse." 11.1 (1990): 35-49.
- Examines the use of language in writing center discourse in terms of separation and unity.

Hobson, Eric H. "Maintaining our Balance: Walking the Tightrope of Competing Epistemologies." 13.1 (1992): 65-76.

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Addresses staff training, technology, and outreach.

Hubbuck, Susan M. "A Tutor Needs to Know the Matter to Help a Student With a Paper: ___ Agree ___ Disagree ___ Not Sure." 8.2 (1988): 23-31.

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Hughes, Bradley T. "Institutional and Intimate Contexts: A Review of Recent Writing Center Scholarship." *Writing Centers in Context: Twelve Case Studies*. Ed. Joyce Kinkead and Jeanette Harris. Urbana, IL: NCTE, 1993. *Dynamics of the Writing Conference: Social and Cognitive Interaction*. Ed. Thomas Flynn and Mary King. Urbana : NCTE, 1993. 14.2 (1994): 172-183.

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Janangelo, Joseph. "The Polarities of Context in the Writing Center Conference." 8.2 (1988): 31-37.

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Johnstone, Anne. "The Writing Tutorial as Ecology: A Case Study." 9.2 (1989): 51-57.

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Joyner, Michael. "The Writing Center Conference and the Textuality of Power." 12.1 (1991): 80-90.

Discusses the distinction between subjectivity and objectivity in a tutorial session, i.e., the approach that works more effectively and the position a tutor should take depending upon the situation.

Kail, Harvey. Review. *The Practical Tutor*. Emily Meyer and Louise Z. Smith. New York: Oxford UP, 1987. 9.2 (1989): 61-67.

Kail, Harvey, and Ronda Dubay. "Texts for Tutors and Teachers." 5.1 (1984):14-30.

Describes texts available for tutor training emphasizing collaborative learning.

Kelly, Lou. "One on One, Iowa City Style: Fifty Years of Individualized Instruction in Writing." 1.1 (1980): 4-22.

Outlines the history of the Iowa City writing center.

Kennedy, Barbara L. "Non-native Speakers as Students in First-Year Composition Classes with Native Speakers: How Can Writing Tutors Help?" 13.2 (1993): 27-39.

Explores mainstreaming non-native speakers and writing center interventions: focuses on information-processing approaches to language acquisition.

Kemp, Fred. "Getting Smart with Computers: Computer-Aided Heuristics for Student Writers." 8.1 (1987): 3-11.

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Debates the differences between tutoring by a discipline-specific tutor and a generalist tutor.

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—. Review. *Intercultural Competence: Interpersonal Communication Across Cultures*. Myron W. Lustig and Jolene Koester. New York: HarperCollins, 1993. 16.1 (1995): 74-81.

Kimball, Sara. "Cybertext/Cyberspeech: Writing Centers and Online Magic." 18.1 (1998): 30-50.

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Kinhead, Joyce. "The National Writing Centers Association as Mooring: A Personal History of the First Decade." 16.2 (1996): 131-144.

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Lamb, M.E. "Just Getting the Words Down on Paper: Results from the Five-Minute Writing Practice." 2.2 (1982): 1-7.

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Lang, Frederick K. "A Substitute for Experience." 7.1 (1986): 19-27.

Gives advice for developing writers and their tutors: draw on experience, observation, reading.

Lassner, Phyllis. "Conferencing: The Psychodynamics of Teaching Contraries." 4.2 (1984): 22-31.

Discusses the art of tutoring sessions and the tutor's responsibilities to the student as well as to the larger civic community.

Leahy, Richard. "Of Writing Centers, Centeredness, and Centrism." 13.1 (1992): 43-53.

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—. "When the Going is Good: Implications of 'Flow' and 'Liking' for Writers and Tutors." 15.2 (1995): 152-163.

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Discusses teacher's position in the writing center in terms of authority and personal strategies for maintaining the learner's position.

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Lichtenstein, Gary. "Ethics of Peer Tutoring." 4.1 (1983): 29-35.

Discusses the positive effect of tutor's spirit and the ethical concern for students.

Lochman, Daniel T. "'A Dialogue of One': Orality and Literacy in the Writing Center." 10.1 (1989): 19-31.

Looks at how writing centers empower writers and create opportunities and methods to speak powerfully in the academic discourse community.

—. "Play and Games: Implications for the Writing Center." 7.1 (1986): 11-19.

Points to the positive employment of play in the writing center.

Lotto, Edward. "The Writer's Audience is Sometimes a Fiction." 5.2 and 6.1 (1985): 15-21.

Uses Walter Ong's "The Writer's Audience is Always Fiction" to explain how writers create meaning.

Luchte, Jeanne. "Computer Programs in the Writing Center: A Bibliographical Essay." 8.1 (1987): 11-21.

Addresses how computers assist writers during the composing process and how to teach the composing process in the writing center.

Luckett, Clinton. "Adapting a Conventional Writing Lab to the Berthoff Approach." 5.2 and 6.1 (1985): 21-25.

Draws a relationship between Berthoff's work that focuses on how the mind makes meaning and the work of the writing center.

Lunsford, Andrea. "Collaboration, Control, and the Idea of a Writing Center." 12.1 (1991): 3-11.

Compares the ideal writing center to a Burkean Parlor and discusses the evolution of the writing center from Storehouse to Garret to Burkean Parlor.

Lyons, Greg. "Validating Cultural Difference in the Writing Center." 12.2 (1992): 145-159.

Argues that validating cultural differences across the campus contributes to the development of critical awareness.

Masiello, Lea, and Malcolm Hayward. "The Faculty Survey: Identifying Bridges between the Classroom and the Writing Center." 11.2 (1991): 73-81.

Discusses the writing center director's relationship to other departments and offers ideas for building links to faculty.

Martin, Francis. "Close Encounters of an Ancient Kind: Readings on the Tutorial Classroom and the Writing Conference." 2.2 (1982): 7-18.

Focuses on the art of tutorials as an ancient British practice, including a bibliography on tutorials.

Marx, Michael Steven. "Bringing Tutorials to a Close: Counseling's Termination Process and the Writing Tutorial." 11.2 (1991): 51-61.

Suggests ways to end long-term tutoring relationships by encouraging the student to assume responsibility for writing.

McCall, William. "Writing Centers and the Idea of Consultancy." 14.2 (1994): 163-172.

Explores the difference between calling the writing center worker a "tutor" or a "consultant."

McDonald, James C. "Rethinking the Research Paper in the Writing Center." 14.2 (1994): 125-136.

Looks at the place of the writing center in the hierarchy of instruction and at the writing center's ability to effect change.

—. "Tutoring Literature Students in Dr. Frankenstein's Writing Laboratory." 12.2 (1992): 180-190.

Discusses the relationship of the tutor, student, teacher, and literary work.

Meeks, Lynn. Review. *Writing on Computers in English Composition*. Goran "George" Moberg. New York: The Writing Consultant, 1986. 8.1 (1987): 63-67.

Melnik, James F. "The Politics of Writing Conferences: Describing Authority through Speech Act Theory." 4.1 (1984): 9-22.

Discusses the conference as a space for text development or as a site to impart useful strategies for working through writing problems.

Mick, Connie Snyder. "'Little Teachers,' Big Students: Graduate Students as Tutors and the Future of Writing Center Theory." 20.1 (1999): 33-50.

Suggests that study of the graduate student writing tutor may stimulate new areas of writing center research and practice.

Moseley, Ann. "From Factory to Workshop: Revising the Writing Center." 4.2 (1984): 31-39.

Focuses on the writing center's image, while establishing the center as an indispensable, multi-functional service that could be reduced to a remedial center.

Murphy, Christina. "Freud in the Writing Center: The Psychoanalytics of Tutoring Well." 10.1 (1989): 13-19.

Illustrates the psychoanalytical aspect of the tutor-writer relationship, even while the two establish an interpersonal relationship.

—. Review. *Weaving Knowledge Together: Writing Centers and Collaboration*. Ed. Carol Haviland, Maria Notarangelo, Lene Whitley-Putz, and Thia Wolf. Emmitsburg, MD: NWCA P, 1998. 19.2 (1999): 84-90.

Nash, Thomas. "Hamlet, Polonius, and the Writing Center." 1.1 (1980): 34-43.

Examines the mask or persona of the writing center director who must mitigate conflict between professor and student.

Nash, Thomas. Review. *Tutoring Writing*. Ed. Muriel Harris. Glenview, Illinois: Scott, Foresman & Co., 1982. 2.2 (1982): 36-40.

Neil, Lynn Riely. "Individual Student-Teacher Conferences: Guiding Content Revision with Sixth Graders." 7.2 (1987): 37-45.

Maintains that conferencing should involve the teacher as student advocate and produce a two-way conversation.

Neuleib, Janice, and Maurice Scharton. "Tutors and Computers: An Easy Alliance." 11.1 (1990): 49-59.

Maintains that using computers can modernize tutor's composing process and ultimately close the distance between writer and tutor.

Neuleib, Janice. Review. *Talking About Writing: A Guide for Tutor and Teacher Conferences*. Beverly Lyons Clark. Ann Arbor, MI: U of Michigan P, 1985. 7.1 (1986): 53-57.

North, Stephen M. Review. *Improving Writing Skills*. Ed. Thom Hawkins and Phyllis Brooks. San Francisco: Jossey-Bass, 1981. 2.2 (1982): 43-45.

North, Stephen M. "Revisiting 'The Idea of a Writing Center.'" 15.1 (1994): 7-20.

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Nowacek, Rebecca Schoenike. Review. *Between Talk and Teaching: Reconsidering the Writing Conference*. Laurel Johnson Black. Logan, Utah: Utah State UP, 1998. 20.1 (1999): 73-77.

Nugent, Susan Monroe. "One Woman's Ways of Knowing." 10.2 (1990): 17-31.

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Okawa, Gail Y., Thomas Fox, Lucy J.Y. Chang, Shana Windsor, Frank Bella Chavez, Jr., and La Guan Hayes. "Multi-Cultural Voices: Peer Tutoring and Critical Reflection in the Writing Center." 21.1 (1991): 11-34.

Redefines academic literacy with multicultural collaboration.

Olson, Gary A., and John Alton. "Heuristics: Out of the Pulpit and into the Writing Center." 2.1 (1982): 48-57.

Incorporates invention techniques for the writing center using an Aristotelian heuristic.

Onore, Cynthia. "In Their Own 'Write': A Portrait of the Peer Tutor as a Young Professional." 3.1 (1982): 20-32.

Presents three essays written by Onore's tutors to describe peer tutoring in writing at New York University.

Partenheimer, David, and Bill Emmett. "The Perspectives on Wandah/HBL Writer." 8.1 (1987): 49-59.

Focuses on WANDAH, computer software.

Pemberton, Michael. "Rethinking the WAC/Writing Center Connection." 15.2 (1995): 116-134.

Advocates for the harmonious relationship between writing-across-the-curriculum programs and writing centers, while establishing proof that the writing center helps students with the writing process.

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Posey, Evelyn. "An Ongoing Tutor-Training Program." 6.2 (1986): 29-37.

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Powers, Judith K. "Rethinking Writing Center Conferencing Strategies for the ESL Writer." 13.2 (1993): 39-48.

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Raines, Helen Howell. "Tutoring and Teaching: Continuum, Dichotomy, or Dialect?" 14.2 (1994): 150-163.

Offers a dialectical process to discuss concepts of teaching and tutoring.

Reigstad, Tom. "The Writing Conference: An Ethnographic Model for Discovering Patterns of Teacher-Student Interaction." 2.1 (1982): 9-21.

Presents a systematic look at what occurs between a teacher and student in a tutorial.

—. Review. *Microcomputers and Basic Skills in College: Applications in Reading, Writing, English as a Second Language and Mathematics*. Harriet E. Spitzer. New York: The City University of New York, Instructional Resource Center, Spring, 1984. 5.1 (1984): 38-43.

Riley, Terrance. "The Unpromising Future of Writing Centers." 15.1 (1994): 20-43.

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Rodis, Karen. "Mending the Damaged Path: How to Avoid Conflict of Expectations when Setting up a Writing Center." 10.2 (1990): 45-59.

Discusses the damaged relationship between English departments and writing centers due to inequities of purpose and inequities of staff.

Rodrigues, Dawn. Review. *A Writer's Introduction to Word Processing*. Christine Hult and Jeannette Harris. Belmont, CA: Wadsworth Publishing Co., 1987. 8.1 (1987): 59-63.

Rorschach, Elizabeth. Review. *Writing Centers: Theory and Administration*. Ed. Gary A. Olson. Urbana, IL: NCTE, 1984. 5.1 (1984): 43-51.

Roswell, Barbara. Review. "You Don't Need a Weatherman to Know Which Way the Wind Blows: An Alternative Response to Jane Tompkins' *A Life in School: What the Teacher Learned*." Reading, MA: Addison-Wesley, 1996. 19.1 (1998): 108-112.

Runciman, Lex. "Defining Ourselves: Do We Really Want to Use the Word Tutor?" 11.1 (1990): 27-35.

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—. Review. *Intersections: Theory-Practice in the Writing Center*. Ed. Joan Mullin and Ray Wallace. Urbana, IL: NCTE, 1994. 15.1 (1994): 74-80.

Russell, Scott. "Clients Who Frequent Madam Barnett's Emporium." 20.1 (1999): 61-72.

Compares writing center tutors to sex trade workers, and suggests that writing center workers should reconsider the human mechanics of the writing center tutorial.

Scanlon, Leone C. "Recruiting and Training Tutors for Cross-Disciplinary Writing Programs." 6.2 (1986): 37-43.

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Severino, Carol. Review. *Approaches to Teaching Non-Native English Speakers Across the Curriculum*. David L. Sigsbee, Bruce W. Speck, and Bruce Maylath. San Francisco: Jossey-Bass, 1997. 20.1 (1999): 78-81.

Severino, Carol. "ESL and Native-English Speaking Writers and Pedagogies—the Issue of Difference: A Review Essay." Marie Wilson Nelson. *At the Point of Need: Teaching Basic and ESL Writers*. Portsmouth, NH: Boynton/Cook Publishers, 1991. Ilona Leki. *Understanding ESL Writers: A Guide for Teachers*. Portsmouth, NH: Boynton/Cook Publishers, 1992. 13.2 (1993): 63-71.

—. "Rhetorically Analyzing Collaboration." 13.1 (1992): 53-65.

Analysis of hierarchical and dialogic collaboration in the writing center.

—. "The 'Doodles' in Context: Qualifying Claims about Contrastive Rhetoric." 14.1 (1993): 44-63.

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—. "The Writing Center as Site for Cross-Language Research." 15.1 (1994): 51-62.

Details writing center research on language barriers between teacher and student.

Shamoon, Linda K., and Deborah H. Burns. "A Critique of Pure Tutoring." 15.2 (1995): 134-152.

Examines the tutor-student agenda and discusses the advantages of having disciplinary knowledge when tutoring.

Sherwood, Steve. "Apprenticed to Failure: Learning from the Students We Can't Help." 17.1 (1996): 49-58.

Examines writing center failures with respect to learning disabilities.

Sherwood, Steve. "Censoring Students, Censoring Ourselves: Constraining Conversations in the Writing Center." 20.1 (1999): 51-60.

Argues that in considering constraining students, writing center workers must acknowledge the students' best interests and not their own political or ideological agendas.

—. "Humor and the Serious Tutor." 13.2 (1993): 3-13.

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Shurbutt, S. Bailey. "Integration of Classroom Computer Use and the Peer Evaluation Process: Increasing the Level of Composition Proficiency through Student Revision." 8.1 (1987): 35-43.

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Simpson, Jeanne. "What Lies Ahead for Writing Centers: Position Statement on Professional Concerns." 5.2 and 6.1 (1985): 35-40.

Argues that legitimacy has been achieved and asserts that the writing center community should look ahead to anticipate changes, to continue as a support group, and to function as both a learning center and writing center.

Singley, Carol J., and Holly W. Boucher. "Dialogue in Tutor Training: Creating the Essential Space for Learning." 8.2 (1988): 11-23.

Maintains that conversation is the essence of peer tutoring.

Skelton, Jim. Review. *Writing in the Center: Teaching in a Writing Center Setting*. Ed. Irene Clark. Dubuque: Kendall/Hunt, 1985. 6.2 (1986): 43-51.

Smith, Jane Bowman. "A Tutorial Focusing on Concrete Details: Using Christensen's Levels of Generality." 10.2 (1990): 59-67.

Contemplates how a tutor explains to the student-writer the purpose of the assignment and the teacher's expectation as a reader.

Smith, Louise Z. "Independence and Collaboration: Why We Should Decentralize Writing Centers." 7.1 (1986): 3-11.

Describes the intellectual and political components of the composition and writing-across-the-curriculum pedagogies.

—. "Family Systems Theory and the Form of Conference Dialogue." 10.2 (1990): 3-17; 11.2 (1991): 61-73.

Uses family systems theory to make conferences more productive.

Smulyan, Lisa, and Kristin Bolton. "Classroom and Writing Center Collaborations: Peers as Authorities." 9.2 (1989): 43-51.

Demonstrates that peer collaboration is crucial in a high school writing center.

Soliday, Mary. "Shifting Roles in Classroom Tutoring: Cultivating the Art of Boundary Crossing." 16.1 (1995): 59-74.

Discusses curriculum-based tutoring programs and tutoring roles.

Sollisch, James. "From Fellow Writer to Reading Coach: The Peer Tutor's Role in Collaboration." 5.2 and 6.1 (1985): 10-15.

Describes the role of the tutor in a collaborative learning environment.

Song, Bailin, and Eva Richter. "Tutoring in the Classroom: A Quantitative Study." 18.1 (1998): 50-61.

Discusses the impact of effective, in-class tutoring.

Spear, Karen I. "Toward a Comprehensive Language Curriculum." 2.1 (1982): 34-48.

Presents the history of writing centers and their ability to adapt as useful to curriculum development.

Stay, Byron. Review. *A Life in School: What the Teacher Learned*. Jane Tompkins. Reading, MA: Addison-Wesley, 1996. 18.1 (1998): 65-68.

—. "When Re-Writing Succeeds: An Analysis of Student Revisions." 4.1 (1983): 15-29.

Discusses the importance of focusing on revision in the writing process.

Stock, Patricia Lambert. "Reforming Education in the Land-Grant University: Contributions from a Writing Center." 18.1 (1998): 7-30.

Explains the importance of learning communities and connects the pedagogy of writing centers to pedagogical enhancement in Land-Grant universities.

Stull, William. "The Hartford Sentence-Combining Laboratory: From Theory to Program." 1.1 (1980): 20-36.

Describes an oral and sentence-combining laboratory at Hartford.

Sullivan, Sally. "From Thought to Word: Learning to Trust Images." 3.1 (1982): 11-20.

Explains how to get students to add details and supporting evidence during the writing process to gain credibility.

Summerfield, Judith. "Writing Centers: A Long View." 8.2 (1988): 3-11.

Looks at what has been accomplished since the inception of writing centers.

Sunstein, Bonnie. "Moveable Feasts, Liminal Spaces: Writing Centers and the State of In-Betweenness." 18.2 (1998): 7-27.

Looks at the role of the writing center, the definition of a writing center, and the multiple roles of tutors.

Tackach, James. "Theory Z Management and the College Writing Center." 4.2 (1984): 1-9.

Relates management skills used in business for use by writing center directors.

Thomas, Sharon, Danielle DeVoss, and Mark Hara. "Toward a Critical Theory of Technology and Writing." 19.1 (1998): 73-87.

Describes how an unsatisfactory experience with tutoring online led to an expansion of different kinds of services that met the technological needs of their community.

Thompson, Thomas C. "Personality Preferences, Tutoring Styles, and Implications for Tutor Training." 14.2 (1994): 136-150.

Differentiates and explains personality type tutor training, Briggs and Myers' behavior expectations, and tutoring styles.

Thonus, Terese. "Tutors as Teachers: Assisting ESL/EFL Students in the Writing Center." 13.2 (1993): 13-27.

Focuses on successful approaches in working with ESL students.

Tipper, Margaret O. "Real Men Don't Do Writing Centers." 19.2 (1999): 33-41.

Investigates the reluctance of students to use the writing center in an all boys' secondary school.

Trachsel, Mary. "Nurturant Ethics and Academic Ideas: Convergence in the Writing Center." 16.1 (1995): 24-46.

Describes the nature of human learning, the position of women in society, and "feminized" worksites.

Trimbur, John. "Literacy Networks: Toward Cultural Studies of Writing and Tutoring." 12.2 (1992): 174-180.

Positions the tutoring relationship as part of cultural network of literacy.

—. "Peer Tutoring: A Contradiction in Terms?" 7.2 (1987): 21-29.

Examines expectations of tutors and implications for tutor training.

Upton, James. "The High School Writing Center: The Once and Future Services." 11.1 (1990): 67-73.

Discusses a secondary writing and learning center for future college students and the relationship with content area instruction.

Vandenberg, Peter. "Lessons of Inscription: Tutor Training and the 'Professional Conversaton.'" 19.2 (1999): 59-84.

Looks at the implications of hierarchy in writing centers, i.e., how theory affects tutor training and performance.

Waldo, Mark L. "What Should the Relationship between the Writing Center and Writing Program Be?" 11.1 (1990): 73-81.

Describes the relationship between the writing center and composition program as well as their parallel purposes.

Walker, Kristen. "The Debate over Generalist and Specialist Tutors: Genre Theory's Contribution." 18.2 (1998): 27-47.

Examines the role of the generalist or specialist tutor, including a discussion of social constructionism and genre theory.

Wallace, Ray. "The Writing Center's Role in the Writing-Across-the-Curriculum Program." 8.2 (1988): 43-49.

Focuses on how to coordinate and develop a writing-across-the-curriculum program.

Welch, Nancy. "Migrant Rationalities: Graduate Students and the Idea of Authority in the Writing Center." 16.1 (1995): 5-24.

Discusses authority, student voice, and discourse community in composition studies.

Welch, Nancy. "From Silence to Noise: The Writing Center as Critical Exile." 14.1 (1993): 3-16.

Explains that collaboration and peer group writing response initiates a voice for the student in the writing center.

Whipple, Bob. Review. *Literacy and Computers: The Complications of Teaching with Technology*. Ed. Cynthia L. Selfe and Susan Hilligoss. New York: MLA, 1994. 15.1 (1994): 80-84.

Wilson, Lucy, and Olivia LaBouff. "Going Beyond Remedial: The Writing Center and the Literature Class." 6.2 (1986): 19-29.

Suggests how to eliminate the stigma that a writing center has of being a fix-it shop for basic skills.

Wingate, Molly. Review. *The Harcourt-Brace Guide to Peer Tutoring*. Toni-Lee Capossela. Fort Worth: Harcourt Brace, 1998. 18.2 (1998): 74-76.

White, Linda F. "Spelling Instruction in the Writing Center." 12.1 (1991): 34-48.

Describes the role the writing center plays as the only resource for poor spellers, focusing on orthography and development of spelling.

Wolcott, Willa. "Establishing Writing Center Workshops." 7.2 (1987): 45-51.

Maintains that product-centered mini-courses and process-oriented workshops can address diverse writing objectives.

—. "Talking It Over: A Qualitative Study of Writing Center Conferencing." 9.2 (1989): 15-31.

Puts the conference method at the heart of writing center tutoring, while dissecting what conferencing entails.

Wood, Robert G. Review. *Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms*. Shirley Brice Heath and Leslie Mangiola. Washington D.C.: National Education Association, 1991. 13.1 (1992): 76-80.

Woolbright, Meg. "The Politics of Tutoring: Feminism within the Patriarchy." 13.1 (1993): 16-31.

Discusses feminist rhetoric, power, and authority in the writing center and in the academy.

Wright, Anne. "Terminal Writing in the Writing Lab." 8.1 (1987): 21-29.

Discusses computer centers, getting started, using computers with whole classes, and using computers to teach skills.

Yahner, William, and William Murdick. "Evolution of a Writing Center: 1972-1990." 11.2 (1991): 13-29.

Discusses the evolution of a center from reaction to open enrollment and replacement, looking at social and political changes.

Young, Art. "College Culture and the Challenge of Collaboration." 13.1 (1992): 3-16.

Looks at collaborative learning and collaborative pedagogy in the writing center and how to overcome the challenges of both.

Reviews

Myers-Breslin, Linda, ed. *Administrative Problem-Solving for Writing Programs and Writing Centers: Scenarios in Effective Program Management*. Urbana, IL: NCTE, 1999.

Reviewed by Alice M. Gillam

As a current administrator of a first-year writing program, former administrator of a writing center, and mentor to graduate student writing program administrators, I began reading *Administrative Problem-Solving for Writing Programs and Writing Centers: Scenarios in Effective Program Management*, edited by Linda Myers-Breslin, with more than a little curiosity and interest. I was curious to read about how other WPAs (I mean for this acronym to be inclusive) had handled some of the problems I have faced and to learn what this text might have to offer future WPAs.

Myers-Breslin's announced purpose is threefold: 1) to prepare graduate students "to assume administrative roles in the future"; 2) to offer current administrators an opportunity to compare and "reconsider their own decision-making strategies"; and 3) to enable "instructors at any level the chance to gain skill at administrative problem-solving" (xvi). To accomplish these aims, she has assembled nineteen case studies which vary widely in terms of the type of program, institutional setting, type of problem addressed, and WPA role. For example, Deborah Holdstein discusses the challenges entailed in incorporating technology into a composition program at an upper-division institution while Lisa Gerrard discusses efforts to encourage scholarly activity among lecturers in the writing program of a large research university. What links all of these cases together, however, is their mode of presentation. Each case begins by setting the institutional and programmatic context, continues by defining a particular problem or set of problems, and concludes by offering the author's comments regarding the problem. The concluding section offers the author's solution, although Myers-Breslin is quick to caution in the introduction that "this section is not intended as an 'answer key'" (xix.) Another feature of the text is the hypothetical pretext used in many (but not all) of the cases in which the reader is imaginatively put in the WPA's position: "Congratulations on your promotion to Writing