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## From the Editors

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## From the Editors

*Albert C. DeCiccio and Joan Mullin*

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In this issue of *WCJ*, we have five outstanding articles about writing center work and two outstanding reviews of significant recent scholarly texts that impact our work as writing center professionals. In “Writing Centers as Sites of Academic Culture,” Molly Wingate, adapting the keynote address she delivered at the National Writing Centers Association conference in Baltimore, charges us to continue theorizing and problematizing writing center work, being mindful to include what the tutors and their writers “contribute to our institutions, our field, and to justice and fairness in education.” In “Peer Tutoring and Gorgias: Acknowledging Aggression in the Writing Center,” Julie A. Bokser takes up the issue of peerness in writing center tutoring and imports the lessons of Gorgias to do so. She says that we should continue “this discussion by underscoring a typically unacknowledged component: the way in which an emphasis on peerness disguises the inherent aggression in tutoring relationships.” The article by Margaret Weaver, “Resistance is Anything but Futile: Some More Thoughts on Writing Conference Summaries,” points out that when tutoring sessions are “written up,” “they maintain a hierarchy between student and tutor” that, even while they provide professors information, may be unproductive in the development of writing ability. Diana C. Bell and Mike T. Hübler, in “The Virtual Writing Center: Developing Ethos through Mailing List Discourse,” use the tenets of classical rhetoric “to investigate ways in which the technology we use becomes an integral part of the context in which we exist as members of the writing center community.” In “Tutor Training and Reflection on Practice,” Jim Bell seeks to answer two questions using reflection-on-practice exercises as a major element in the training of tutors: “Does completing a series of exercises intended to foster reflection on practice change the content and process of writing tutors’ thinking about their individual tutoring? Does completing the same guided reflection exercises change the type of tutoring tutors employ as their method of first choice?”

Christina Murphy reviews Nancy Maloney Grimm’s award-winning book *Good Intentions: Writing Center Work for Postmodern Times*, pointing out that the terms “pale versions of fairness” and “good intentions” may be viewed by writing center professionals as “the

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opportunity to transform a ‘mediated’ educational system that tends to reinforce social injustice into one that affirms and actualizes social justice.” In the review by Melinda Reichelt of *Landmark Essays on ESL Writing*, edited by Tony Silva and Paul Kei Matsuda, we are made aware of a first-rate “chronological overview of the development of research in the field of ESL writing, especially for writing center professionals who focus on first language composition and want to bring themselves up to date on ESL composition issues.”

In this issue of *WCJ*, we are also inviting applications for the editor’s position starting 2002-2003; we strongly urge two (or even three) writing center professionals to apply together and serve as co-editors. The co-editors can be from different institutions. This is an opportunity that should be accepted by writing center professionals in secure institutional positions with ample support. For example, editors should have either graduate student or staff support, experience and help with institutional budgets, appropriate space, database and desktop publishing skills, and equipment (i.e., computers, software, bookshelves, file cabinets). While other monetary support from the institution in the form of postage or printing is optional, such commitments are not uncommon on campuses and are public demonstrations of support for writing center scholarship.

Potential editors should consider their current obligations to their institution and to their personal lives, their positions within their institutions, and the time commitment an editorship entails. Please note that the NWCA executive board voted that the editorship for *The Writing Center Journal* would be for three years, with a renewable three years thereafter.

Candidates are asked to submit the following:

- Cover letter expressing your intent, what will make you a capable editor and, in the case of more than one applicant, how you will divide the labor;
- Curriculum Vitae;
- Writing sample (publications);
- Letter of support from the institution explaining an understanding of the editor’s commitment and detailing the institution’s commitment to the future editor(s) in terms of level of support: e.g., release time, and/or money, and/or secretarial support (e.g., use of assistant/secretary), place for the journal’s budget, press use, post office help, graduate student, student work study.

For information on mailing materials, contact either current editor: Joan Mullin (jmullin@utnet.utoledo.edu); Al DeCiccio (adeciccio@rivier.edu).

All application materials due to editors by August 31, 2001.