

1-1-2000

## From the Editors

Albert C. DeCiccio

Joan Mullin

Follow this and additional works at: <https://docs.lib.purdue.edu/wcj>

---

### Recommended Citation

DeCiccio, Albert C. and Mullin, Joan (2000) "From the Editors," *Writing Center Journal*: Vol. 21 : Iss. 1, Article 2.

DOI: <https://doi.org/10.7771/2832-9414.1454>

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries.  
Please contact [epubs@purdue.edu](mailto:epubs@purdue.edu) for additional information.

## From the Editors

*Albert C. DeCiccio and Joan Mullin*

---

In his review of Cindy Johaneck's *Composing Research: A Contextualist Paradigm for Rhetoric and Composition*, Peter Carino reminds us that "Johaneck calls for a multi-modal approach to research on both writing classes and writing centers, an approach that would value quantitative methodologies equally with the qualitative methods she finds in vogue" (88). In this issue, we believe that the articles offer just this multi-modal approach to the practices that take place in our writing centers. We hope you find this collection to be provocative and refreshing, and we welcome your response to any of the pieces in the issue.

Jim Bell's "When Hard Questions Are Asked: Evaluating Writing Centers" argues that writing centers should make assessment a priority and he presents a model that may assist those of us who wish to engage in ongoing writing center evaluation. In "Confessions of a First-Time Writing Center Director," Neal Lerner suggests that after more than twenty years, writing centers are led in one of two ways: by directors who hold institutional standing and by directors who hold part-time status and little authority. His examination of directors' professional status challenges our political sensibility to support those on the margins. In James Inman's "Importance of Innovation: Diffusion Theory and Technological Progress in Writing Centers," we learn how diffusion theory may help us to engage in the kind of collaboration necessary for making instructional technology work to the advantage of students, instructors, and writing center workers. Finally, in "Understanding Dependency and Passivity: Reactive Behavior Patterns in Writing Centers," Beth Rapp Young and Emily Dziuban discuss cognitive styles research and suggest strategies for working with the different styles writers present in the writing center.

We also find the reviews in this issue to be as refreshing as the articles. For example, Carino's review points out the importance of Johaneck's book because it situates writing centers and writing center work in the larger context of research about rhetoric and composition. The review of *The Allyn and Bacon Guide to Peer Tutoring*, presented as a dialogue between Jason Hackworth and Cindy Johaneck, both models

*The Writing Center Journal*, Volume 21, Number 1, Fall/Winter 2000

what Lerner and Gillespie point out is at the heart of the writing center conference—dialogue—and explains the importance of the *Guide* for new and continuing writing center workers.

We believe that these articles and reviews will present a new line of discussion among those of us in the field. We lament the fact that one of the most important contributors to that discussion is no longer with us. **Robert J. Connors**, Professor of Rhetoric and Composition and Director of the Writing Center at the University of New Hampshire, died this summer. For those of us in the field, the loss is tremendous, as Bob had so much more to provide the larger field of rhetoric and composition and the writing center field of which he has worked so hard to be a part. We have many memories of Bob Connors: in all of the major journals, in many texts, at NEWCA conferences, at UNH conferences on rhetoric and composition, at URI summer workshops, and at CCCC. In all of these, we remember his keen insights and helpful suggestions for conducting important research in the field and for practicing effective pedagogy in the classroom or in the writing center. While we will certainly miss Bob Connors, we will continue to value his ideas and to implement his suggestions for placing rhetoric, composition, and writing center work at the heart of the institution.