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

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Looks at tutor training from different perspectives: that of the new tutor, the writing teacher, the experienced lab instructor, and the lab director.


Looks at how Socrates’ ideas of “T”ruth fit writing center practice.


Examines nonverbal communication during tutorials.


Discusses the effect of research to date about critical thinking on the work in writing centers.

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


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.


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


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


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


 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.

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


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


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


Discusses theories of technology and computer use in writing centers.


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


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


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.


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


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


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

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


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


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


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


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.

Addresses the value of required visits.


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


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.


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


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


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

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


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.


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


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


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

Points to the importance of and methods for evaluating tutors’ listening skills.


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


Shows how writing center tutors can help support WAC programs.


Explores the position of tutors as both teachers and learners.


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


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

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.


Outlines how writing centers have continued to be leaders in educational methodology—and how they can, and must, do so in the future.


Maintains that tutor-student collaborations with computers and writing break social barriers.


Suggests that a theoretical approach should drive writing center portfolio assessment.


Addresses the ideas and the concerns of tutors in a tutorial, i.e., how they engage in discussion without argument.

Demonstrates that teaching writing is teaching re-writing.


Shows how to use outdoor learning experiences for staff development.


Reviews the various ways in which writing centers expand their missions and services.


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


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


Demonstrates how Herzberg’s theory of management training proves useful for tutor training.


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.


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


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.


Presents a history of writing centers and their activities, to date.


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.


Traces similarities in writing center collaboration over time.


Looks at the potential adaptability of the writing center to serving students outside of first-year composition.


Points out advantages of emphasizing to others the positive aspects of a writing center.


Points out that spelling books are inefficient because textbooks are inefficient and offers alternatives.

Presents three models of writing center activities that extend to WAC thinking and writing skills.


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.


Examines the compatibility of the writing center staff goals and the faculty rating goals.


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.


Explores tutorial role conflicts and authority in peer situations.


Examines the use of language in writing center discourse in terms of separation and unity.

Describes the various philosophical bases for writing center work that must be negotiated for effective practice.


Addresses staff training, technology, and outreach.


Explores the advantages and disadvantages of tutors who may or may not be knowledgeable about a discipline.


Discusses that giving tutors too much responsibility may hurt their tutoring styles and instead may make them “little” professors who assume an authoritative approach rather than a collaborative approach to learning.


Discusses the effects of personal context on a tutorial.


Compares writing tutorials to an ecological system.


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.


Describes texts available for tutor training emphasizing collaborative learning.


Outlines the history of the Iowa City writing center.


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


Looks at how attitudes shape the use of the computer in the writing center and envisions the computer as a teaching tool, as an extension of human understanding.


Posits that what is asked and what is done as a result of student questionnaires affect client satisfaction.

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


Warns against unexamined use of new technology by illustrating ancient and current examples.


Discusses why there is a national organization for writing centers and why the Conference on College Composition and Communication was not enough for writing center workers.


Promotes the use of retired professionals in the writing center.


Explores what happens when the student actually writes and attempts to demystify the writing process.

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


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


Looks at the debate about what "center" means and comments on the ramifications of calling the site a lab or center.


Explores the affective dimension in tutorials.


Details the writing center's responsibility to WAC programs.


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


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


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


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


Uses Walter Ong’s “The Writer’s Audience is Always Fiction” to explain how writers create meaning.


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


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

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


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


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


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


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


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

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.


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


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


 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.

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


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


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


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


Suggests that the writing center attends to a student's needs through intellectual challenge and that the writing center should provide tutors what they need to know to change the attitudes of students toward writing.


Describes the five ways women have of knowing for learning and discusses a new perspective on the intellectual development of female students.


Redefines academic literacy with multicultural collaboration.


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

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


Focuses on WANDAH, computer software.


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.


Offers definitions of writing centers, collaboration, and power.


Suggests that looking at the writing experience as a powerful means of learning can aid in the training of excellent students with no experience to be writing tutors.


Offers solutions for collaboration and conferencing with ESL students.

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


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


Asserts that writing center pedagogy is an alternative to mass education.


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


Attempts to answer the following: What is the tutor’s role? What does ‘tutor’ mean to student, faculty, and administration?


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


Explains that to service the needs of a writing-across-the-curriculum program, tutors are recruited from other disciplines where training depends on theories from different types of discourse.


Analysis of hierarchical and dialogic collaboration in the writing center.


Discusses ESL tutoring with a review of Kaplan’s 1966 diagrams.


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


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


Examines writing center failures with respect to learning disabilities.

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


Treats the use of humor as a successful bridge in collaboration, which promotes a positive relationship between the teacher and student.


Contends that computer use increases collaboration, peer evaluation, and major revisions.


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.


Maintains that conversation is the essence of peer tutoring.


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


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


Uses family systems theory to make conferences more productive.


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


Discusses curriculum-based tutoring programs and tutoring roles.


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

Discusses the impact of effective, in-class tutoring.


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


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


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


Describes an oral and sentence-combining laboratory at Hartford.


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

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


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


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


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.


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


Focuses on successful approaches in working with ESL students.


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

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


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


Examines expectations of tutors and implications for tutor training.


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


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


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


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

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


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


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


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


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

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


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


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


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


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


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