

1-1-2009

From the Editors

Lauren Fitzgerald

Melissa lanetta

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

Recommended Citation

Fitzgerald, Lauren and lanetta, Melissa (2009) "From the Editors," *Writing Center Journal*: Vol. 29 : Iss. 2, Article 2.

DOI: <https://doi.org/10.7771/2832-9414.1624>

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

From the Editors

Lauren Fitzgerald and Melissa lanetta

Even as readers enjoy this issue of *WCJ*, the editorial staff is hard at work on the upcoming thirtieth anniversary issue, which will focus on the history of *The Writing Center Journal* and, by extension, the history of writing center studies itself. As a pleasingly serendipitous juxtaposition, then, we offer the current issue as the Janus-like twin of the next, for while the upcoming issue will face backwards to review and revise our historical narratives, here we face forward, looking to emergent opportunities that await the twenty-first-century writing center.

In “New Conceptual Frameworks for Writing Center Work,” the keynote of the joint 2008 conference of the International Writing Centers Association and the National Conference on Peer Tutoring in Writing, Nancy Grimm directs our attention to the ways in which writing center tutors are well positioned to participate in—and prepare our constituences for – an increasingly internationalized culture and economy. By attending to Global Englishes, creating a capacious understanding of knowledge work, and developing our own cultural flexibility, she urges, we stand to contribute to the world beyond our centers’ walls.

Seemingly in answer to Grimm’s call, Lynne Ronesi’s “Multilingual Tutors Supporting Multilingual Peers: A Peer-Tutor Training Course in the Arabian Gulf ” describes the application and adaptation of the principles of peer tutoring in a broadly multicultural location. Ronesi’s essay not only contributes to the increasing globalization of the scholarly community in writing center studies but also inaugurates a new feature in *WCJ*: “Theory in/to Practice.”

As noted in the T/P call, which can be found in the Announcements section at the end of this issue, this feature represents an important extension of the kinds of work published in *WCJ*:

As with the more traditional academic essays that comprise the bulk of the journal's contents, these works demonstrate an engagement with recent research and contemporary scholarly debates. Unlike traditional scholarly essays, however, T/P showcases those primary documents that manifest the scholarship of our everyday practices – those syllabi, annual reports, and other writing center documents that translate our disciplinary expertise for an external audience.

We think that Ronesi has provided a strong example of what this feature can offer to writing center specialists, even as she demonstrates the kinds of knowledge work called for in Grimm's talk.

Enabling and enhancing the knowledge work of the writing center are increasingly available technologies, and in "New Media Matters: Tutoring in the Late Age of Print," Jackie Grutsch McKinney argues the foundational role of new media in written communication and urges centers to embrace this necessity as an opportunity. By first juxtaposing new media scholarship with relevant work in writing center studies and then offering practical strategies for tutoring new media in the center, McKinney offers both the how and the why of expanding the presence of digital technologies in the writing center.

Further reinforcing the expansive view of this forward-facing issue, in "Mutual Benefits: Pre-Service Teachers and Public School Students in the Writing Center," Emily Isaacs and Ellen Kolba describe a partnership between a college and a public school system in order to demonstrate the shared benefits of such initiatives. By training undergraduate education majors to work in the "center-less center" of a public school system, Isaacs and Kolba not only offered teacher candidates firsthand professional experience but also provided individualized instruction to student writers. Isaacs and Kolba thus demonstrate the value of such programs even while offering the reader a model for implementing such an initiative.

While Isaacs and Kolba suggest that the future of the writing center includes a broadening of this community, Danielle Cordaro's review of *(E)merging Identities: Graduate Students in the Writing Center*

Lauren Fitzgerald and Melissa lanetta

urges us to revise our understanding of a community central to the writing center: those graduate students who serve as both clients and tutors. According to Cordaro, this edited collection locates the writing center as “a place where the identities of graduate students merge with those of teachers, tutors, coordinators, liaisons and administrators” and so urges us to redefine our conceptions of those populations who comprise our communities.

We think you’ll find this an exciting and thought-provoking set of essays, as we did. We’re looking forward to your responses in conversation, e-mail, and, of course, manuscript submissions!