

1-1-2009

IWCA Information

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

Recommended Citation

(2009) "IWCA Information," *Writing Center Journal*: Vol. 29 : Iss. 2, Article 9.

DOI: <https://doi.org/10.7771/2832-9414.1640>

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.

IWCA Information

The Assembly: The International Writing Centers Association, an NCTE Assembly, was founded in 1983 to foster communication among writing centers and to provide a forum for concerns. Comprising directors and staffs of writing centers at universities, two-year colleges, and public schools, the IWCA is governed by an Executive Board that includes representatives from the regional writing center organizations.

Publications: *The Writing Center Journal*, edited by Melissa lanetta and Lauren Fitzgerald, offers in its two issues per year longer articles on writing center theory and research. Members may also subscribe to *The Writing Lab Newsletter*, edited by Muriel Harris, with their membership package. In addition, information on the International Writing Centers Association Press is available on the website.

Awards: IWCA offers the following awards: 1) an award to recognize individuals who have made significant contributions to writing centers, and 2) awards to recognize outstanding publications on writing centers. In addition, small grants are available to graduate students whose research focuses on writing centers and to researchers seeking external funds for writing-center related projects. IWCA also supports regional association conferences with speaker grants.

Meeting: The IWCA Executive Board meets twice a year, once during NCTE and once during CCCC, and during an International Writing Centers Association conference in alternate years. Executive Board meetings are always open to the membership and an open IWCA Special Interest Group (SIG) is offered to the general public at every conference meeting.

IWCA Information

Membership Packages:

Annual General Membership: \$30 US, \$30 Canada, \$30 Overseas

Writing Center Journal + Annual General Membership: \$45 US, \$50 Canada, \$60 Overseas

Writing Lab Newsletter + Annual General Membership: \$55 US, \$60 Canada, \$80 Overseas

Both publications + Annual General Membership: \$70 US, \$80 Canada, \$100 Overseas

Make checks payable to IWCA; mail to Harry Denny, IWCA Treasurer, Institute for Writing Studies, St. John's University, 150 St. August Hall, 8000 Utopia Parkway, Queens, NY 11439, (718) 990-6919, dennyh@stjohns.edu. IWCA cannot process purchase orders.

For more information on the IWCA, see <http://writingcenters.org/>.

International Writing Centers Association An NCTE Assembly

Officers

Michele Eodice
President
University of Oklahoma

Harry Denny
Treasurer
St. John's University

Roberta Kjesrud
Vice President
Western Washington University

Clint Gardner
Past President
Salt Lake Community College

Dawn Fels
Secretary
Indiana University of Pennsylvania

Members of the IWCA Board

Pam Childers
At-Large Representative
The McCallie School

Frankie Condon
At-Large Representative
University of Nebraska, Lincoln

Steve Sherwood
At-Large Representative
Texas Christian University

Valerie Balester
At-Large Representative
Texas A & M University

William Macauley, Jr.
At-Large Representative
The College of Wooster

Teresa Joy Kramer
Pacific Northwest WCA Representative
Central Washington University

Sam Van Horne
Graduate Student Representative
University of Iowa

Lisa Ganobcsik-Williams
European WCA Representative
Coventry University

Sherri Winans
Community College Representative
Whatcom Community College

Kathryn Nielsen-Dube
Northeast WCA Representative
Merrimack College

Barbara Toth
East Central WCA Representative
Bowling Green State University

Claire Hughes
Rocky Mountain WCA Representative
Weber State

Diane Dowdey
South Central WCA Representative
Sam Houston State University

Lauren Fitzgerald (ex-officio)
Writing Center Journal
Yeshiva University

Bobbi Olson
Midwest WCA Representative
University of Nebraska, Lincoln

Melissa Ianetta (ex-officio)
Writing Center Journal
University of Delaware

John Nordlof
Mid-Atlantic WCA Representative
Eastern University

Muriel Harris (ex-officio)
Writing Lab Newsletter
Purdue University

Terry Bozeman
Southeastern WCA Representative
Spelman College

Christopher Ervin (ex-officio)
Web Editor
University of South Dakota

Carol Haviland
Southern California WCA Representative
Cal State University, San Bernardino

Lisa Ganobcsik-Williams (ex-officio)
EATAW Representative
Coventry University

Dan Melzer
Northern California WCA Representative
California State University, Sacramento

Byron Stay (ex-officio)
IWCA Press
Mount St. Mary's College

IWCA Web Site

For information about the International Writing Centers Association, visit the IWCA Web site at <http://writingcenters.org/>.

International Writing Centers Association Research Grants Guidelines

Purpose:

The International Writing Centers Association (IWCA) serves to strengthen the writing center community through all of its activities. To encourage the advancement of existing theories and methods and the creation of new knowledge and support of new colleagues, the IWCA offers its Research Grant and Graduate Research Grant. These grants support quantitative, qualitative, theoretical, and applied projects associated with writing center research and application. The Graduate Research Grant supports projects associated with a master's thesis or doctoral dissertation. While funding travel is not the primary purpose of these grants, we have supported travel as part of specific research activities (e.g., traveling to specific sites, libraries, or archives to conduct research) or to disseminate research findings that this grant also funded. However, this fund is not intended to support solely conference travel; instead, that travel must be part of some larger research program stipulated in the grant request.

Application:

Complete application packets contain the following items (electronic applications accepted):

1. Cover letter: Addressed to the current IWCA President, the letter should do the following:
 - request IWCA's consideration of the application.
 - introduce the applicant and the project.
 - specify how grant monies will be used (materials, travel, conference registration, etc.) in an itemized budget.
2. Project Summary: 1–3 page summary of the proposed project, its research questions and goals, methods, schedule, current status, etc. Locate the project within the relevant, extant literature.
3. Curriculum Vitae
4. For Graduate Research Grant only—Letter of Support: Please include a support letter from the thesis/dissertation director.

Process:

Proposal deadlines are January 1 and July 1. After each deadline, the IWCA President will forward copies of the complete packet to the awards committee for consideration, discussion, and vote. Applicants can expect notification within 4–6 weeks from receipt of application materials.

Stipulations:

1. IWCA support must be acknowledged in any presentation or publication of the resulting research findings.
2. Copies of resulting publications or presentations must be forwarded to IWCA in the care of the Executive Secretary.
3. Recipients must submit a final project report to the IWCA Board, in care of the Executive Secretary, due within 12 months of receipt of grant monies. If the project extends more than one year, recipients must file a progress report to the Executive Secretary at the one-year point.
4. Recipients are strongly encouraged to submit a manuscript coming out of the supported research to one of the two IWCA-affiliated publications, *The Writing Lab Newsletter* or *The Writing Center Journal*, or to the IWCA Press, with the understanding that they are willing to work with the editor(s) and reviewer(s) to revise the manuscript for potential publication.

For information or to discuss the project's fit to the award's guidelines, contact the current IWCA President. Names and addresses of the President and Board members are available on the IWCA Homepage at <http://writingcenters.org/>.

IWCA Honor Roll

Muriel Harris Outstanding Service Award

- 1984 Muriel Harris
- 1987 Joyce Kinkead
- 1991 Jeanette Harris
- 1994 Lady Falls Brown
- 1997 Byron Stay
- 2000 Jeanne Simpson
- 2003 Pamela Childers
- 2006 Albert DeCiccio

Outstanding Scholarship Awards

- 1985 Stephen M. North, "The Idea of a Writing Center"
Donald A. McAndrew and Thomas J. Reigstad, *Training Tutors for Writing Conferences*
- 1987 Edward Lotto, "The Writer's Subject is Sometimes a Fiction"
Irene Lurkis Clark, *Teaching in a Writing Center Setting*
- 1988 John Trimbur, "Peer Tutoring: A Contradiction in Terms?"
Muriel Harris, *Teaching One-to-One*
- 1989 Jeanette Harris and Joyce Kinkead, "Computers, Computers, Computers"
- 1990 Richard Behm, "Ethical Issues in Peer Tutoring"
Lisa Ede, "Writing as a Social Process"
Pamela B. Farrell, *The High School Writing Center*
- 1991 Lex Runciman, "Defining Ourselves: Do We Really Want to Use the Word 'Tutor'?"
Jeanne Simpson and Ray Wallace, eds., *The Writing Center: New Directions*
- 1992 Alice Gillam, "Writing Center Ecology: A Bakhtinian Perspective"
Muriel Harris, "Solutions and Trade-offs in Writing Center Administration"

- 1993 Anne DiPardo, "Whispers of Coming and Going': Lessons from Fannie"
Meg Woolbright, "The Politics of Tutoring: Feminism Within the Patriarchy"
- 1994 Michael Pemberton, Ethics Column in *The Writing Lab Newsletter*
- 1995 Christina Murphy, "The Writing Center and Social Constructionist Theory"
Joan A. Mullin and Ray Wallace, eds., *Intersections: Theory-Practice in the Writing Center*
- 1996 Peter Carino, "Theorizing the Writing Center: An Uneasy Task"
Joe Law and Christina Murphy, eds., *Landmark Essays on Writing Centers*
- 1997 Peter Carino, "Open Admissions and the Construction of Writing Center History: A Tale of Three Models"
Christina Murphy, Joe Law, and Steve Sherwood, eds., *Writing Centers: An Annotated Bibliography*
- 1998 Nancy Grimm, "The Regulatory Role of the Writing Center: Coming to Terms with a Loss of Innocence"
- 1999 Neal Lerner, "Drill Pads, Teaching Machines, Programmed Texts: Origins of Instructional Technology In Writing Centers"
Eric Hobson, ed., *Wiring the Writing Center*
- 2000 Elizabeth H. Boquet, "'Our Little Secret': A History of Writing Centers, Pre- to Post-Open Admissions"
Nancy Maloney Grimm, *Good Intentions: Writing Center Work for Postmodern Times*
- 2001 Neal Lerner, "Confessions of a First-Time Writing Center Director"
Cindy Johaneck, *Composing Research: A Contextualist Paradigm for Rhetoric and Composition*
- 2002 Valerie Balester and James C. McDonald, "A View of Status and Working Conditions: Relations Between Writing Program and Writing Center Directors"
Jane Nelson and Kathy Evertz, eds., *The Politics of Writing Centers*
- 2003 Sharon Thomas, Julie Bevins, and Mary Ann Crawford, "The Portfolio Project: Sharing Our Stories"
Paula Gillespie, Alice Gillam, Lady Falls Brown, and Byron Stay, eds., *Writing Center Research: Extending the Conversation*

IWCA Information

- 2004 Neal Lerner, "Writing Center Assessment: Searching for the 'Proof' of Our Effectiveness"
Michael A. Pemberton and Joyce Kinkead, eds., *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*
- 2005 Margaret Weaver, "Censoring What Tutors' Clothing 'Says': First Amendment Rights/Writes Within Tutorial Space"
Shanti Bruce and Ben Rafoth, eds., *ESL Writers: A Guide for Writing Center Tutors*
- 2006 Anne Ellen Geller, "Tick-Tock, Next: Finding Epochal Time in The Writing Center"
Candace Spigelman and Laurie Grobman, eds., *On Location: Theory and Practice in Classroom-Based Writing Tutoring*
- 2007 Jo Ann Griffin, Daniel Keller, Iswari P. Pandey, Anne-Marie Pedersen, and Carolyn Skinner, "Local Practices, National Consequences: Surveying and (Re)Constructing Writing Center Identities"
Bonnie Devet, Susan Orr, Margo Blythman, and Cecilia Bishop, "Peering Across the Pond: The Role of Students in Developing Other Students' Writing in the US and UK"
Richard Kent, *A Guide to Creating a Student-Staffed Writing Center: Grades 6-12*
- 2008 Renee Brown, Brian Fallon, Jessica Lott, Elizabeth Matthews, and Elizabeth Mintie, "Taking on Turnitin: Tutors Advocating Change"
Michael Mattison, "Someone to Watch Over Me: Reflection and Authority in the Writing Center"
William J. Macauley, Jr., and Nicholas Mauriello, eds., *Marginal Words, Marginal Work?: Tutoring the Academy in the Work of Writing Centers*
- 2009 Elizabeth H. Boquet and Neal Lerner, "Reconsiderations: After 'The Idea of a Writing Center'"
Kevin Dvorak and Shanti Bruce, eds., *Creative Approaches to Writing Center Work*

IWCA Graduate Student Research Award Recipients

- 1986 Evelyn J. Posey, "Microcomputers, Basic Writing, and the Writing Center"
- 1987 Mary Kilmer, "Writing Centers and Content-Area Courses"
- 1989 James Bell, "Perceptions and Behaviors of Writing Center Tutors"
- 1991 Eric Hobson, "Centering Composition Instruction: The Roles of Writing Centers in Composition Programs"
- 1995 Deborah D'Agati, "Writing Center Tutor Training and Classroom Response Groups"
Neal Lerner, "Teaching and Learning in a University Writing Center: An Ethnographic Study"
- 1996 Stuart Blythe, "Conceptualizing the Technologies of Writing Center Practice"
- 1999 Anne Ellen Geller, "'A Big Tangled Mess': New Graduate Student Tutors Reflect on their Experiences in the Writing Center"
- 2001 Eliza Drewa, "Reconstructing Practice, Reconstructing Identity: How Tutors Move from Orthodoxy to Informed Flexibility"
Sarah Mitzel, "A Descriptive Study of the Interpersonal Concerns of Writing Center Users"
Melissa Nicolas (Dunbar), "Feminization of Writing Centers: Fact and/or Fiction"
- 2002 Kerri Jordan, "Power and Empowerment in Writing Center Conferences"
Francien Rohrbacher, "Are Writing Centers Polite? An Exploration of the Patterns and Effectiveness of Politeness in Writing Center Tutorials"
- 2003 Rebecca Day, "Tutoring Deaf Students"
Katie Levin, "How are the Educational Epistemologies of Tutors Constructed and Enacted in Writing Centers?"
- 2004 Karen Rowan, "Graduate Student Administrators and Administrative Professional Development in the Writing Center"
Amanda Beth Godbee, "Outside the Center and Inside the Home: Exploring Relationships Among Environment, Community, and Effective Tutoring"

IWCA Information

- 2005 Mary Pyron, "The Effects of a Writing Center for Helping Secondary Limited English Proficient (LEP) Students Achieve Academic Success"
Jessica Clark, "An Investigation of the Quality and Quantity of Collaboration in Writing Center Tutorials"
- 2006 Cloe De Reyes and Robert Cedillo, "International Tutor Study"
Kate Brown, "Breaking into the Tutor Toolbox"
- 2007 Melissa Selby "Chatting about the Dialogue: A Close Examination of On-line Multimedia Tutoring"
- 2008 Michelle Deal, "A Qualitative Assessment of Writing Center Tutorials: From Talk to Text"
Dawn Fels, "The Vernacular Architecture of Composition Instruction: What the Narratives of Writing Center Tutors Reveal about the Influence of Standardized Instruction and Assessment."
Alice Myatt, "Writing Studio's Participation in iTunes U"
- 2009 Zanice Bond de Perez and Moira Ozias, "Social Justice in the Writing Center: An Oral History"

IWCA Research Grant Award Recipients

- 1999 Irene Clark, "Student-Tutor Perspectives on the Directive/Non-Directive Continuum"
- 2000 Beth Rapp Young, "The Relationship Between Individual Differences in Procrastination, Peer Feedback, and Student Writing Success"
Elizabeth H. Boquet, "A Study of the Rhode Island College Writing Center"
- 2001 Carol Chalk, "Gertrude Buck and the Writing Center"
Neal Lerner, "Searching for Robert Moore"
Bee H. Tan, "Formulating an Online Writing Lab Model for Tertiary ESL Students"
- 2002 Julie Eckerle, Karen Rowan, and Shevaun Watson, "From Graduate Student to Administrator: Practical Models for Mentorship and Professional Development in Writing Centers and Writing Programs."
- 2005 Pam Cobrin, "The Influence of Tutor Visions of Revised Student Work"
Frankie Condon, "An Extracurriculum for Writing Centers"
Michele Eodice, "An Extracurriculum for Writing Centers"

- Neal Lerner, "Investigating the Histories of The Writing Laboratory at University of Minnesota General College and the Writing Clinic at Dartmouth College"
- Gerd Brauer, "Establishing a Transatlantic Discourse on Grade School Writing (and Reading Center) Pedagogy"
- Paula Gillespie and Harvey Kail, "Peer Tutor Alumni Project"
- Z. Z. Lehmborg, "The Best Job on Campus"
- 2006 Tammy Conard-Salvo, "Beyond Disabilities: Text to Speech Software in the Writing Center"
- Diane Dowdey and Frances Crawford Fennessy, "Defining Success in the Writing Center: Developing a Thick Description"
- Francis Fritz and Jacob Blumner, "Faculty Feedback Project"
- Karen Keaton-Jackson, "Making Connections: Exploring Relationships for African American and Other Students of Color"
- Sarah Nakamura, "International and US-educated ESL Students in the Writing Center"
- Karen Rowan, "Writing Centers in Minority-Serving Institutions"
- Natalie Honein Shedhadi, "Teacher Perceptions, Writing Needs, and a Writing Center: A Case Study"
- Harry Denny and Anne Ellen Geller, "Description of Variables Affecting Mid-Career Writing Center Professionals"
- 2007 Elizabeth H. Boquet and Betsy Bowen, "Cultivating High School Writing Centers: A Collaborative Research Study"
- Dan Emory and Sundry Watanabe, Starting a Satellite Writing Center at the University of Utah, American Indian Resource Center
- Michelle Kells, "Writing Across Cultures: Tutoring Ethnolinguistically Diverse Students"
- Moira Ozias and Therese Thonus, Starting a Scholarship for Minority Student Tutor Education
- Tallin Phillips, "Joining the Conversation"
- 2008 Rusty Carpenter and Terry Thaxton, "A Study of Literacy and Writing in 'Writers on the Move'"
- Jackie Grutsch McKinney, "A Peripheral Vision of Writing Centers"
- 2009 Pam Childers, "Finding the Model for a Secondary School Writing Fellows Program"