International Writing Centers Association Information

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International Writing Centers Association

Membership Form

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 IWCA sponsors two publications. The Writing Lab Newsletter, edited by Muriel Harris at Purdue, provides a monthly forum for writing center concerns during the academic year. The Writing Center Journal, edited by Neal Lerner and Elizabeth Boquet, offers in its two issues per year longer articles on writing center theory and research. The IWCA also sponsors the International Writing Centers Association Press.

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. At NCTE, IWCA sponsors either a day-long workshop, or an Active Writing Center; at CCCC, the assembly sponsors a special interest session, along with an exchange of writing center materials. Executive Board meetings are always open to the membership.

Preferred Mailing Address:

Name:

Options U.S. Canada Overseas
IWCA Membership $20 $20 $20
Membership + WCJ $35 $40 $40
Membership + WLN $40 $45 $65
Membership + WCJ + WLN $55 $65 $85

Make checks payable to IWCA; mail to Ben Rafoth, IWCA Treasurer, 110 Leonard Hall, Indiana Univ. of PA, Indiana, PA 15705-1094. (724) 357-3029, brafoth@iup.edu. IWCA cannot send out invoices nor process purchase orders.

For more information on the IWCA, see http://writingcenters.org/.
International Writing Centers Association  
An NCTE Assembly

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Oregon State University
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<th>Name</th>
<th>Position</th>
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<tr>
<td>Harry Denny</td>
<td>At-Large Representative</td>
<td>St. John's University</td>
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<td>Nita Danko</td>
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<td>Glenda Conway</td>
<td>Southeastern WCA</td>
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<td>Byron Stay</td>
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<td>Neal Lerner</td>
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<td>John Harbord</td>
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<td>Leigh Ryan</td>
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<td>Glenda Conway</td>
<td>Southeastern WCA Representative</td>
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<td>Christopher Ervin</td>
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<td>writingcenters.org</td>
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**IWCA Web Site**

For information about the International Writing Centers Association, visit the IWCA Web site at: [http://writingcenters.org/](http://writingcenters.org/).

**Computer List**

Writing center personnel with Internet access may be interested in a list devoted to discussion of writing center practice and theory. WCENTER is for anyone interested in writing centers. To subscribe to WCENTER, contact Kathleen Gillis at kathleen.gillis@ttu.edu.

WCENTER archives are available at [http://lyris.acs.ttu.edu/cgi-bin/lyris.pl?enter=wcenter&text_mode=0&lang=english](http://lyris.acs.ttu.edu/cgi-bin/lyris.pl?enter=wcenter&text_mode=0&lang=english).
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.

Award: $500–$750
(Note: IWCA reserves the right to modify the award amount.)

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 Board 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 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
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
   Muriel Harris, “Solutions and Trade-offs in Writing Center Administration”
Meg Woolbright, “The Politics of Tutoring: Feminism Within the Patriarchy”

1994 Michael Pemberton, Ethics Column in 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

Nancy Maloney Grimm, Good Intentions: Writing Center Work for Postmodern Times

2001 Neal Lerner, “Confessions of a First-Time Writing Center Director”
Cindy Johanek, 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
      Michael A. Pemberton and Joyce Kinkead, eds. The Center Will Hold

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

      Candace Spigelman and Laurie Grobman, eds. On Location: Theory and Practice in Classroom-Based Writing Tutoring

      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
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 E. 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”
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"
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 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. Lehmberg, "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 Africam 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”
Tallin Phillips, “Joining the Conversation”
Natalie Honein Shedhadi, “Teacher Perceptions, Writing Needs, and a Writing Center: A Case Study”
Harry Denny and Anne Geller, “Description of Variables Affecting Mid-Career Writing Center Professionals”