IWCA Information

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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 K-12 schools, the IWCA is governed by an Executive Board that includes representatives from the regional writing center organizations in the U.S and abroad.

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) Muriel Harris Outstanding Service Award, awarded once in four years at alternate IWCA conferences. 2) Outstanding Article Award, awarded once a year at the IWCA Collaborative @ CCCC; nominations deadline is January 15 annually. 3) Outstanding Book/Major Work, awarded once a biennium at IWCA conferences; nominations deadline is June 15 of even years. 4) Research grants for professionals and graduate students whose research focuses on writing centers, awarded twice a year—proposals due January 1 and July 1. 5) Speaker grants to regional IWCA affiliates, awarded once a year upon request to the Treasurer. Further information about these awards is available at writingcenters.org/about/awards.

Meeting: The IWCA Executive Board conducts business online monthly throughout the academic year. Minutes of the meetings are available to the membership on the IWCA website, and an open IWCA Special Interest Group (SIG) is offered to the general public at every conference meeting.
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

Memberships and subscriptions are available online (with credit card) at www.iwcamembers.org. Those paying by check should make them payable to IWCA and mail them 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.

IWCA Website

For information about the International Writing Centers Association, visit the IWCA website at writingcenters.org.

International Writing Centers Association
An NCTE Assembly

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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, name and address available at writingcenters.org/about/governance.

**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


   Muriel Harris, “Solutions and Trade-offs in Writing Center Administration.” *Writing


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”

Jessica Clark, “An Investigation of the Quality and Quantity of Collaboration in Writing Center Tutorials”
The Writing Center Journal Vol. 30, No. 2 (2010)

2006 Cloe De Reyes and Robert Cedillo, “International Tutor Study”
Kate Brown, “Breaking into the Tutor Toolbox”


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”


IWCA Research Grant Award Recipients


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. 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”
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 Sundy 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”


2010  Kara Northway, “Investigating Student Assessment of the Effectiveness of Writing Center Consultation”