Attending to the Conceptual Change Potential of Writing Center Narratives  
Nancy Grimm

Resisting Institutional Narratives: One Student's Counterstories of Writing and Learning in the Academy  
Rebecca L. Jackson

Identities in Dialogue: Patterns in the Chaos  
Meg Carroll

The Potential and Perils of Expanding the Space of the Writing Center: The Identity Work of Online Student Narratives  
Kathryn Valentine

Reviews:
Marginal Words, Marginal Works? Tutoring the Academy in the Work of Writing Centers  
William J. Macauley, Jr. and Nicholas Mauriello, eds.  
Karen Keaton Jackson

Writing at the Center: Proceedings of the 2004 Thomas R. Watson Conference  
Jo Ann Griffin, Carol Mattingly, and Michele Eodicie, eds.  
Al DeCiccio
Online Scheduling: Students can log in to your writing center at any time and on any day to make an appointment via WConline’s fast and secure Internet portal. Clients are matched with an available tutor and scheduled time is marked as reserved—all automatically, all online, and all under your direct supervision.

Secure Recordkeeping: Each and every visit to your writing center is logged into the WConline system. As the administrator, you can easily see what your tutors worked on with a client, how many times a particular client has visited, and the contact information for any client (including such information as majors, email addresses, and client backgrounds).

Comprehensive Reporting: As the administrator, you can choose from a wide variety of reports that provide detailed analysis of center usage by hour, day, tutor, or client. You can also view and print various reports on the background of the students that use your center, as well as on center usage in general. Custom reports can be easily added and all reports can be instantly exported to Microsoft Word or Excel.

Go to http://wconline.therichco.com to learn more about the least expensive and most effective writing center administration and scheduling program—WConline.
Statement of Purpose

The Writing Center Journal is an official publication of the International Writing Centers Association, which is an Affiliate of the National Council of Teachers of English. WCJ is published twice a year, in the fall/winter and spring/summer.

The Writing Center Journal's primary purpose is to publish articles, reviews, and announcements of interest to writing center personnel. We therefore invite manuscripts that explore issues or theories related to writing center dynamics or administration. We are especially interested in theoretical articles and in reports of research related to or conducted in writing centers. In addition to administrators and practitioners from college and university writing centers, we encourage directors of high school, middle school, and elementary school writing centers to submit manuscripts.

Subscription and Submission Information

For information about manuscript submission and review, please refer to the "Information for Authors" section at the back of this issue. Information is also available online at http://www.ou.edu/wcj/.

The Writing Center Journal also welcomes letters responding to WCJ articles and reviews. Please see the "Information for Authors" section for contact information.

US domestic subscription to The Writing Center Journal is $25 per year with IWCA Membership or $40 per year with Membership and The Writing Lab Newsletter. Domestic library rate for The Writing Center Journal is $35. International rates higher. To subscribe, review, or change address, please go online to http://www.iwcamembers.org.


Address all inquiries regarding subscriptions, back issues, announcements, and advertising to the editors at nlerner@mit.edu and eboquet@mail.fairfield.edu. Reproduction of material from this publication is hereby authorized if it is for educational use in not-for-profit institutions, if copies are made available without charge beyond the cost of reproduction, and if each copy includes full citation of the source. For reprint permission, contact the editors.

Design: Process
© International Writing Centers Association, 2008
ISSN 0889-6143
1 From the Editors
Neal Lerner and Elizabeth Boquet

Articles

3 Attending to the Conceptual Change Potential of Writing Center Narratives
Nancy Grimm

23 Resisting Institutional Narratives: One Student’s Counterstories of Writing and Learning in the Academy
Rebecca L. Jackson

43 Identities in Dialogue: Patterns in the Chaos
Meg Carroll

63 The Potential and Perils of Expanding the Space of the Writing Center: The Identity Work of Online Student Narratives
Kathryn Valentine

Reviews

79 Marginal Words, Marginal Works? Tutoring the Academy in the Work of Writing Centers
William J. Macauley, Jr. and Nicholas Mauriello, eds.
Karen Keaton Jackson

83 Writing at the Center: Proceedings of the 2004 Thomas R. Watson Conference
Jo Ann Griffin, Carol Mattingly, and Michele Eodice, eds.
Al DeCiccio

87 Announcements

94 IWCA Information

106 Information for Authors
All essay submissions are reviewed blind by two external readers; those listed below are members of the active reader pool. We thank them for their contributions to scholarship in the field.

Susan Blau, Boston University  
Julie Bokser, DePaul University  
Betsy Bowen, Fairfield University  
Shanti Bruce, Nova Southeastern University  
Beth Burnmester, Georgia State University  
Peter Carino, Indiana State University  
Meg Carroll, Rhode Island College  
Pamela B. Childers, The McCallie School  
Jane Cogie, Southern Illinois University  
Frankie Condon, University of Nebraska, Lincoln  
Christine Cozzens, Agnes Scott College  
Albert C. DeCiccio, Rivier College  
Harry Denny, St. John's University  
Sue Dinitz, University of Vermont  
Lisa Ede, Oregon State University  
Michele Eodice, University of Oklahoma  
Lauren Fitzgerald, Yeshiva University  
Tim Fountaine, St. Cloud State University  
Tom Fox, California State University, Chico  
Chris Gallagher, University of Nebraska, Lincoln  
Clint Gardner, Salt Lake Community College  
Cinthia Gannett, Loyola College, Maryland  
Anne Ellen Geller, St. John's University  
Paula Gillespie, Marquette University  
Beth Godbee, University of Wisconsin, Madison  
Wendy Goldberg, Stanford University  
Nancy Grimm, Michigan Technological University  
John Hall, Boston University  
John Harbord, Central European University  
Muriel Harris, Purdue University (retired)  
Richard Haswell, Texas A&M, Corpus Christi  
Carol Peterson Haviland, California State University, San Bernardino  
Joan Hawthorne, University of North Dakota  
Mary Hocks, Georgia State University  
Brad Hughes, University of Wisconsin, Madison  
Melissa Ianetta, University of Delaware  
Joyce Kinkead, Utah State University  
Harvey Kail, University of Maine  
Jean Keidaisch, University of Vermont  
Roberta Kjesrud, University of Washington  
Lisa Lebdsuka, Wheaton College  
Ed Lotto, Lehigh University  
Paul Kei Matsuda, University of New Hampshire  
Michael Mattison, Boise State University  
James McDonald, University of Louisiana, Lafayette  
Beatrice Mendez Newman, University of Texas, Pan American  
Joan Mullin, University of Texas, Austin  
Christina Murphy, Marshall University  
Jon Olson, Pennsylvania State University  
Michael Pemberton, Georgia Southern University  
Jill Pennington, Lansing Community College  
Mya Poe, Massachusetts Institute of Technology  
Ben Rafoth, Indiana University of Pennsylvania  
Jennifer Ritter, University of Alaska Anchorage  
Wayne Robertson, Whatcom Community College  
Carol Severino, University of Iowa  
Steve Sherwood, Texas Christian University  
Jeanne Simpson, Arizona State University  
Katie Stahnlecker, Metropolitan Community College  
Byron Stay, Mount St. Mary's College  
Jill Swawely, Temple University  
Janet Swenson, Michigan State University  
Terese Thonus, University of Kansas  
Howard Tinberg, Bristol Community College  
Susan Wolff Murphy, Texas A&M University, Corpus Christi  
Mary Wislocki, Seton Hall University
USU Books.

Because knowledge is more than information.

Keywords in Creative Writing • Refiguring Prose Style • Coming to Terms • Process This • Personal Lists • Composing Research • Saying and Silence

Composition Studies as a Creative Art • English Composition as a Happening • Discord & Direction • Writing New Media • First

Teaching Composition as a Social Process • Reflection in the Writing Classroom • The Everyday Writing Center • Passions,

Pedagogies & 21st Century Technologies • Link/Age

• A Field of Dreams • The Private, the Public, and the Published • Identity Papers • Genre across the Curriculum • The Center Will Hold • Machine Scoring of Student Essays • Genre and the Invention of the Writer • Teaching Lives • On Location • College Writing and Beyond • The Outcomes Book

• (Re)Articulating Writing Assessment • My Many Selves • ReInventing the University • Between Talk and Teaching • Innovative Approaches to Teaching Technical Communication • What We Really Value

• Reading Chinese Fortune Cookie • Whose Goals? Whose Aspirations? • Noise from the Writing Center

• Situating Portfolios • Under Construction • Wiring the Writing Center • Writing with Elbow

Utah State University Press

vox 800 621 2736 • fax 800 621 8476 • usu.edu/usupress
The University Writing Program offers the MA and PhD degrees in Rhetoric and Composition through its affiliated departments. Students take core courses with faculty in the Program while individualizing their curriculum through English: Communication; Linguistics; or Education, Cultures, and Society. Students pursue varied projects in writing and rhetoric, working with leading researchers in a collaborative, interdisciplinary environment.

For more information, contact us:
http://www.hum.utah.edu/wwp
(801) 581.7090