Front Matter

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

Recommended Citation
DOI: https://doi.org/10.7771/2832-9414.1694

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.
Special Issue: Kenneth Bruffee and the Brooklyn Plan

The Writing Center Journal

Volume 28, No. 2

International Writing Centers Association
An NCTE Assembly

What Being A Writing Peer Tutor Can Do for You
Kenneth A. Bruffee

Kenneth Bruffee and the National Conference on Peer Tutoring in Writing
Ron Maxwell

Bruffee and the CUNY Circle
Richard Sterling

Vietnam Protests, Open Admissions, Peer Tutor Training, and the
Brooklyn Institute: Tracing Kenneth Bruffee’s Collaborative Learning
Peter Houkes

An Interview with Kenneth A. Bruffee
Michele A. Eodie

Selected References from Kenneth A. Bruffee on Educational Innovation
and Teaching Writing

Innovation and Repetition: The Brooklyn College Summer Institute in
Training Peer Writing Tutors 25 Years Later
Harvey Kail

The Importance of Dissent to Collaborative Learning
Mara Holt

Collaborative Learning and Teaching
Alex Gitterman

Paper Trails: The Brooklyn College Institute for Training Peer Tutors and
the Composition Archive
John Trimbur

Foreword to A Short Course in Writing: Composition, Collaborative
Learning, and Constructive Reading
Harvey Kail and John Trimbur

A Long Course in Teaching Writing
Beth Daniell
M.A. TESOL • M.A. Teaching English • Ph.D. English—Composition & TESOL

- Doctoral students take courses in our summer program or during the academic year
- Expert faculty members work with students to present research nationally and internationally
- Students experience affordable tuition and living expenses

For more information:
E-mail: brafoth@iup.edu
Call: 724-357-2263
Visit: www.iup.edu/composition-tesol

Indiana University of Pennsylvania
IUP is a member of the Pennsylvania State System of Higher Education.
Co-Editors
Neal Lerner, *Massachusetts Institute of Technology*
Elizabeth Boquet, *Fairfield University*

Associate Editor of Development
Michele Eodice, *University of Oklahoma*

Member of the NCTE Affiliate Information Exchange Agreement
Member of the Council of Editors of Learned Journals
Printed on recycled paper
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 writingcenterjournal@english.udel.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
Section One: Kenneth A. Bruffee

5 What Being A Writing Peer Tutor Can Do for You
   Kenneth A. Bruffee

11 Kenneth Bruffee and the National Conference on Peer Tutoring in Writing
   Ron Maxwell

19 Bruffee and the CUNY Circle
   Richard Sterling

25 Vietnam Protests, Open Admissions, Peer Tutor Training, and the Brooklyn Institute: Tracing Kenneth Bruffee's Collaborative Learning
   Peter Hawkes

33 An Interview with Kenneth A. Bruffee
   Michele A. Eodice

42 Selected References from Kenneth A. Bruffee on Educational Innovation and Teaching Writing

Section Two: The Brooklyn Institute

43 Innovation and Repetition: The Brooklyn College Summer Institute in Training Peer Writing Tutors 25 Years Later
   Harvey Kail

52 The Importance of Dissent to Collaborative Learning
   Mara Holt

60 Collaborative Learning and Teaching
   Alex Gitterman

72 Paper Trails: The Brooklyn College Institute for Training Peer Tutors and the Composition Archive
   John Trimbur

   Harvey Kail and John Trimbur

90 A Long Course in Teaching Writing
   Beth Danieli

98 Announcements

104 IWCA Information

116 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
Lee-Ann Kastman Breuch, University of Minnesota
Beth Burmester, Georgia State University
Peter Carino, Indiana State University
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
Tom Fox, California State University, Chico
Chris Gallagher, University of Nebraska, Lincoln
Clint Gardner, Salt Lake Community College
Cinthia Gannett, Fairfield University
Anne Ellen Geller, St. John's University
Paula Gillespie, Marquette University
Beth Godbee, University of Wisconsin, Madison
Nancy Grimm, Michigan Technological 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
Mary Hocks, Georgia State University
Joyce Kinkead, Utah State University
Harvey Kail, University of Maine
Jean Keidaisch, University of Vermont
Richard Kent, University of Maine
Roberta Kjesrud, University of Washington
Lisa Lebduska, Wheaton College
Ed Lotto, Lehigh University
Michael Mattison, Boise State University
Joan Mullin, Illinois State University
Christina Murphy, Marshall University
Susan Wolff Murphy, Texas A&M University, Corpus Christi
Jon Olson, Pennsylvania State University
Michael Pemberton, Georgia Southern University
Mya Poe, Massachusetts Institute of Technology
Wayne Robertson, Whatcom Community College
Carol Severino, University of Iowa
Steve Sherwood, Texas Christian University
Jeanne Simpson, Arizona State University
Byron Stay, Mount St. Mary's College
Jill Swavely, Temple University
John Tassoni, Miami University
Terese Thonus, University of Kansas
John Tinker, Stanford University
Mary Wislocki, Seton Hall University
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.