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The Writing Center Journal’s primary purpose is to publish original research of interest to writing center professionals and to those forging connections between writing centers and the wider arenas of rhetoric and composition studies. As a forum for peer-reviewed scholarship, WCJ publishes theoretical and empirical research on a range of practices, pedagogies, and administration associated with writing center work. WCJ aims to reflect the diversity of writing center contexts through its content and, in so doing, encourages submissions focused not only on writing centers in colleges and universities but also in high schools, middle schools, and other environments. In addition, WCJ welcomes announcements of interest and letters responding to WCJ articles.

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