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## IWCA Information

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## IWCA Information

**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. IWCA members include directors and staffs of writing centers at universities, two-year colleges, and K–12 schools, and the organization is governed by an Executive Board that comprises representatives from the regional writing center organizations in the US and abroad.

**Publications:** *The Writing Center Journal* is the primary IWCA scholarly publication in the field of writing centers and offers—in its two issues per year—articles on writing center theory and research. In addition, the IWCA website ([writingcenters.org](http://writingcenters.org)) provides information on the IWCA as well as content and resources developed by a web editor and review process. Members may also subscribe to *The Writing Lab Newsletter* with their membership package.

**Awards:** The 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](http://writingcenters.org/about/awards).

**Meeting:** The IWCA Executive Board conducts business online 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](http://www.iwcamembers.org). Those paying by check should make the check payable to IWCA and mail it to Neal Lerner, IWCA Treasurer, Northeastern University, ATTN: Neal Lerner, 405 LA, 360 Huntington Avenue, Boston, MA 02115-5000, (617).373.2451, [n.lerner@neu.edu](mailto:n.lerner@neu.edu). IWCA cannot process purchase orders.

**IWCA Website:** For information about the International Writing Centers Association, visit the IWCA website at [writingcenters.org](http://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

## IWCA Information

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](http://writingcenters.org/about/governance).

## IWCA Honor Roll

### **Muriel Harris Outstanding Service Award**

|                       |                      |
|-----------------------|----------------------|
| 1984 Muriel Harris    | 2000 Jeanne Simpson  |
| 1987 Joyce Kinkead    | 2003 Pamela Childers |
| 1991 Jeanette Harris  | 2006 Albert DeCiccio |
| 1994 Lady Falls Brown | 2010 Leigh Ryan      |
| 1997 Byron Stay       |                      |

### **Outstanding Scholarship Awards**

1985 Stephen M. North, "The Idea of a Writing Center." *College English* 46.5 (1984): 433–46.

Donald A. McAndrew and Thomas J. Reigstad, *Training Tutors for Writing Conferences*. Urbana: NCTE, 1984. Print.

- 1987 Edward Lotto, "The Writer's Subject is Sometimes a Fiction." *Writing Center Journal* 5.2 and 6.1 (1985): 15-21. Print.  
Irene Lurkis Clark, *Writing in the Center: Teaching in a Writing Center Setting*. Dubuque: Kendall/Hunt, 1985. Print.
- 1988 John Trimbur, "Peer Tutoring: A Contradiction in Terms?" *Writing Center Journal* 7.2 (1987): 21-29. Print.  
Muriel Harris, *Teaching One-to-One: The Writing Conference*. Urbana: NCTE, 1986. Print.
- 1989 Jeanette Harris and Joyce Kinkead, eds., *Computers, Computers, Computers*. Special issue of *Writing Center Journal* 8.1 (1987). Print.
- 1990 Richard Behm, "Ethical Issues in Peer Tutoring: A Defense of Collaborative Learning." *Writing Center Journal* 10.1 (1989): 3-13. Print.  
Lisa Ede, "Writing as a Social Process: A Theoretical Foundation for Writing Centers." *Writing Center Journal* 9.2 (1989): 3-15. Print.  
Pamela B. Farrell, *The High School Writing Center: Establishing and Maintaining One*. Urbana: NCTE, 1989. Print.
- 1991 Lex Runciman, "Defining Ourselves: Do We Really Want to Use the Word 'Tutor'?" *Writing Center Journal* 11.1 (1990): 27-35. Print.  
Jeanne Simpson and Ray Wallace, eds., *The Writing Center: New Directions*. New York: Garland, 1991. Print.
- 1992 Alice Gillam, "Writing Center Ecology: A Bakhtinian Perspective." *Writing Center Journal* 11.2 (1991): 3-13. Print.  
Muriel Harris, "Solutions and Trade-offs in Writing Center Administration." *Writing Center Journal* 12.1 (1991): 63-80. Print.
- 1993 Anne DiPardo, "'Whispers of Coming and Going': Lessons from Fannie." *Writing Center Journal* 12.2 (1992): 125-45. Print.  
Meg Woolbright, "The Politics of Tutoring: Feminism Within the Patriarchy." *Writing Center Journal* 13.1 (1993): 16-31. Print.
- 1994 Michael Pemberton, "Writing Center Ethics." Special column in *Writing Lab Newsletter* 17.5, 17.7-10, 18.2, 18.4-7 (1993-94). Print.
- 1995 Christina Murphy, "The Writing Center and Social Constructionist Theory." In Mullin and Wallace. Print.  
Joan A. Mullin and Ray Wallace, eds., *Intersections: Theory-Practice in the Writing Center*. Urbana: NCTE, 1994. Print.
- 1996 Peter Carino, "Theorizing the Writing Center: An Uneasy Task." *Dialogue: A Journal for Composition Specialists* 2.1 (1995): 23-37. Print.  
Joe Law and Christina Murphy, eds., *Landmark Essays on Writing Centers*. Davis, CA: Hermagoras, 1995. Print.
- 1997 Peter Carino, "Open Admissions and the Construction of Writing Center History: A Tale of Three Models." *Writing Center Journal* 17.1 (1996): 30-49. Print.  
Christina Murphy, Joe Law, and Steve Sherwood, eds., *Writing Centers: An Annotated Bibliography*. Westport, CT: Greenwood P, 1996. Print.

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- 1998 Nancy Maloney Grimm, "The Regulatory Role of the Writing Center: Coming to Terms with a Loss of Innocence." *Writing Center Journal* 17.1 (1996): 5-30. Print.
- 1999 Neal Lerner, "Drill Pads, Teaching Machines, Programmed Texts: Origins of Instructional Technology In Writing Centers." In Hobson. Print.  
Eric Hobson, ed., *Wiring the Writing Center*. Logan: Utah State UP, 1998. Print.
- 2000 Elizabeth H. Boquet, "'Our Little Secret': A History of Writing Centers, Pre- to Post-Open Admissions." *College Composition and Communication* 50.3 (1999): 463-82. Print.  
Nancy Maloney Grimm, *Good Intentions: Writing Center Work for Postmodern Times*. Portsmouth, NH: Heineman/Boynton-Cook, 1999. Print.
- 2001 Neal Lerner, "Confessions of a First-Time Writing Center Director." *Writing Center Journal* 21.1 (2000): 29-48. Print.  
Cindy Johaneck, *Composing Research: A Contextualist Paradigm for Rhetoric and Composition*. Logan: Utah State UP, 2000. Print.
- 2002 Valerie Balester and James C. McDonald, "A View of Status and Working Conditions: Relations Between Writing Program and Writing Center Directors." *WPA: Writing Program Administration* 24.3 (2001): 59-82. Print.  
Jane Nelson and Kathy Evertz, eds., *The Politics of Writing Centers*. Portsmouth: Heineman/Boynton-Cook, 2001. Print.
- 2003 Sharon Thomas, Julie Bevins, and Mary Ann Crawford, "The Portfolio Project: Sharing Our Stories." In Gillespie, Gillam, Brown, and Stay. Print.  
Paula Gillespie, Alice Gillam, Lady Falls Brown, and Byron Stay, eds., *Writing Center Research: Extending the Conversation*. Mahwah: Erlbaum, 2002. Print.
- 2004 Neal Lerner, "Writing Center Assessment: Searching for the 'Proof' of Our Effectiveness." In Pemberton and Kinkead. Print.  
Michael A. Pemberton and Joyce Kinkead, eds., *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*. Logan: Utah State UP, 2003. Print.
- 2005 Margaret Weaver, "Censoring What Tutors' Clothing 'Says': First Amendment Rights/Writes Within Tutorial Space." *Writing Center Journal* 24.2 (2004): 19-36. Print.  
Shanti Bruce and Ben Rafoth, eds., *ESL Writers: A Guide for Writing Center Tutors*. Portsmouth: Heineman/Boynton-Cook, 2004. Print.
- 2006 Anne Ellen Geller, "Tick-Tock, Next: Finding Epochal Time in The Writing Center." *Writing Center Journal* 25.1 (2005): 5-24. Print.  
Candace Spigelman and Laurie Grobman, eds., *On Location: Theory and Practice in Classroom-Based Writing Tutoring*. Logan: Utah State UP, 2005. Print.
- 2007 Jo Ann Griffin, Daniel Keller, Iswari P. Pandey, Anne-Marie Pedersen, and Carolyn Skinner, "Local Practices, National Consequences: Surveying and (Re)Constructing Writing Center Identities." *Writing Center Journal* 26.2 (2006): 3-21. Print.  
Bonnie Devet, Susan Orr, Margo Blythman, and Celia Bishop, "Peering Across the Pond: The Role of Students in Developing Other Students' Writing in the US and UK." *Teaching Academic Writing in UK Higher Education: Theories, Practices and Models*, ed. Lisa Ganobcsik-Williams. Houndmills, England; New York: Palgrave Macmillan, 2006. Print.



- Richard Kent, *A Guide to Creating a Student-Staffed Writing Center: Grades 6-12*. New York, NY: Peter Lang, 2006. Print.
- 2008 Renee Brown, Brian Fallon, Jessica Lott, Elizabeth Matthews, and Elizabeth Mintie, "Taking on Turnitin: Tutors Advocating Change." *Writing Center Journal* 27.1 (2007): 7-28. Print.
- Michael Mattison, "Someone to Watch Over Me: Reflection and Authority in the Writing Center." *Writing Center Journal* 27.1 (2007): 29-51. Print.
- William J. Macauley, Jr. and Nicholas Mauriello, eds., *Marginal Words, Marginal Work?: Tutoring the Academy in the Work of Writing Centers*. Cresskill: Hampton, 2007. Print.
- 2009 Elizabeth H. Boquet and Neal Lerner, "Reconsiderations: After 'The Idea of a Writing Center.'" *College English* 71.2 (2008): 170-89. Print.
- Kevin Dvorak and Shanti Bruce, eds., *Creative Approaches to Writing Center Work*. Cresskill: Hampton, 2008. Print.
- 2010 Isabelle Thompson, "Scaffolding in the Writing Center: A Microanalysis of an Experienced Tutor's Verbal and Nonverbal Tutoring Strategies." *Written Communication*: 26.4 (2009): 417-53. Print.
- Neal Lerner, *The Idea of a Writing Laboratory*. Carbondale: Southern Illinois UP, 2009. Print.
- 2011 Bradley Hughes, Paula Gillespie, and Harvey Kail, "What They Take with Them: Findings from the Peer Writing Tutor Alumni Research Project." *Writing Center Journal* 30.2 (2010): 12-46. Print.
- 2012 Rebecca Day Babcock, "Interpreted Writing Center Tutorials with College-Level Deaf Students." *Linguistics and Education* 22.2 (2011): 95-117. Print.
- Laura Greenfield and Karen Rowan, eds., *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change*. Logan: Utah State UP, 2011. Print.

### **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"

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- 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"
- 2007 Melissa Selby, "Chatting about the Dialogue: A Close Examination of On-line Multimedia Tutoring"
- 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"
- 2009 Zanice Bond de Perez and Moira Ozias, "Social Justice in the Writing Center: An Oral History"
- 2010 Frances Crawford, "Effects of Writing Center Visits on Retention, Grades, and Persistence"
- Beth Godbee, "Small Talk, Big Change: Identifying Potentials for Social Change in One-with-One Talk about Writing"
- Juliette Kitchens, "The Space Between Teacher and Tutor: Embodying Graduate Student Pedagogical and Professional Reflexive Reflection"
- 2011 Janet Dengel, "Perspectives of Writing Center Consultants Toward Online Conferencing"
- 2012 Mary Hedengren, "NNEST Tutors and Their Use of Reflexive Peer Tutoring and Motivational Scaffolding"

## **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 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. Lehmborg, "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 African 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"  
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

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- 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"
- 2009 Pam Childers, "Finding the Model for a Secondary School Writing Fellows Program"
- Kevin Dvorak and Aileen Valdes, "Using Spanish while Tutoring English: A Study of Writing Center Tutoring Sessions involving Bilingual Tutors and Students."
- 2010 Kara Northway, "Investigating Student Assessment of the Effectiveness of Writing Center Consultation"
- 2011 Pam Bromley, Kara Northway, and Eliana Schonberg, "When Do Writing Center Sessions Work? A Cross-Institutional Survey Assessing Student Satisfaction, Knowledge Transfer, and Identity"
- Andrew Rihn, "Students Work"
- 2012 Dana Driscoll and Sherry Wynn Perdue, "RAD Research in the Writing Center: How Much, By Whom, and with What Methods?"
- Christopher Ervin, "Ethnographic Study of the Coe Writing Center"
- Roberta D. Kjesrud and Michelle Wallace, "Questioning Questions as a Pedagogical Tool in Writing Center Conferences"
- Sam Van Horn, "What Are the Relationships Between Student Revision and Usage of a Discipline-Specific Writing Center?"
- Dwedor Ford, "Creating Space: Building, Renewing, and Sustaining Writing Centers at HBCUs in North Carolina"