

WCJ Bibliography: 2000-2004  
Compiled by Kate Brown, University of Louisville

Barnett, Bob. Review. *Demythologizing Language Difference in the Academy: Establishing Discipline-Based Writing Programs*. Mark L. Waldo. Mahwah, NJ: Lawrence Erlbaum, 2003. 24.2 (2004): 65-69.

Barron, Nancy, and Nancy Grimm. "Addressing Racial Diversity in a Writing Center: Stories and Lessons from Two Beginners." 22.2. (2002): 55-83.

Discusses the surprises, problems, and progress that occurred as a result of encouraging tutors to talk openly about race and to become more aware of the effects of race on writing center dynamics.

Bell, Diana C., and Mike T. Hubler. "The Virtual Writing Center: Developing Ethos through Mailing List Discourse." 21.2. (2001): 57-78.

Investigates the way writing consultants develop both individual ethos and collective ethos through listserv discourse.

Bell, James H. "When Hard Questions Are Asked: Evaluating Writing Centers." 21.1. (2000): 7-28.

Argues for the importance of small-scale evaluation of writing centers and discusses six possible evaluation methods.

Bell, Jim. "Tutor Training and Reflection on Practice." 21.2. (2001): 79-98.

Discusses the use of reflection on practice during tutor training to move tutors toward student-centered rather than tutor-centered sessions.

Blau, Susan, and John Hall. "Guilt-Free Tutoring: Rethinking How We Tutor Non-Native-English-Speaking Students." 23.1. (2002): 23-44.

Recognizes the necessity for tutors to employ more directive strategies interweaving global and local concerns in sessions with non-native English speakers than with native English speakers.

Bokser, Julie A. "Pedagogies of Belonging: Listening to Students and Peers." 25.1. (2004): 43-60.

Discusses the importance of listening as a rhetorical activity to help tutors better understand and be sensitive to student needs, specifically those of ESL students.

---. "Peer Tutoring and Gorgias: Acknowledging Aggression in the Writing

Center.” 21.2. (2001): 21-34.

Suggests that tutors and tutor trainers should recognize and discuss the presence of aggression in tutoring sessions that is often disguised in the peerness of tutoring.

Brannon, Lil, and Stephen M. North. “The Uses of the Margins.” 20.2. (2000): 7-12.

Discusses the viability of the writing center in terms of its marginal position within the university.

Carino, Peter. Review. *Composing Research: A Contextualist Paradigm for Rhetoric and Composition*. Cindy Johaneck. Logan, UT: Utah State UP, 2000. 21.1 (2000): 88-91.

Carino, Peter, and Doug Enders. “Does Frequency of Visits to the Writing Center Increase Student Satisfaction? A Statistical Correlation Study—or Story.” 22.1. (2001): 83-103.

Uses quantitative research methods to investigate the correlation between students’ frequency of visits and their satisfaction with the writing center.

Carroll, Meg. Review. *Tutoring Writing: A Practical Guide for Conferences*. Donald A. McAndrew and Thomas J. Reigstad. Portsmouth, NH: Boynton-Cook/Heinemann, 2001. 23.1 (2002): 73-76.

Clark, Irene. “Perspectives on the Directive/Non-Directive Continuum in the Writing Center.” 22.1. (2001): 33-58.

Encourages writing consultants to be more aware of the directive/non-directive continuum and to develop a flexible tutoring style in order to better address student needs.

Davis, Kevin. Remembrances of Wendy Bishop. “Late at Night.” 24.1 (2003): 3-4.

DeShaw, Dana, Joan Mullin, and Albert C. DeCiccio. “Twenty Years of *Writing Center Journal* Scholarship: An Annotated Bibliography.” 20.2. (2000): 39-72.

An annotated bibliography of *Writing Center Journal* scholarship from 1980-2000.

Dinitz, Sue, and Jean Kiedaisch. “Creating Theory: Moving Tutors to the Center.” 23.2. (2003): 63-76.

Provides examples of the ways tutors can interact meaningfully with current writing center theory including the use of analytical journals.

Dvorak, Kevin. Review. *Virtual Peer Review: Teaching and Learning about Writing in Online Environments*. Lee-Ann Kastman Breuch. Albany, NY: SUNY Press, 2004. 25.1 (2005) 64-67.

Eckerle, Julie, Karen Rowan, and Shevaun Watson. "IWCA Graduate Student Position Statement." 23.1. (2002): 59-61.

Outlines ideal working conditions for graduate student administrators in writing centers.

Ede, Lisa, and Andrea Lunsford. "Some Millennial Thoughts about the Future of Writing Centers." 20.2. (2000): 33-38.

Discusses opportunities that will be available to writing centers in the future and offers suggestions for how writing centers can lead the way toward widespread educational improvement.

Eodice, Michele. Review. *Noise from the Writing Center*. Elizabeth H. Boquet. Logan, UT: Utah State UP, 2002. 22.2 (2002): 91-94.

Fitzgerald, Lauren. Review. *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*. Eds. Michael A. Pemberton and Joyce Kinkead. Logan, UT: Utah State UP, 2003. 24.2 (2004): 61-64.

Ganobcsik-Williams, Lisa. Review. *Student Writing: Access, Regulation, Desire*. Theresa M. Lillis. London and New York: Routledge, 2001. 22.2 (2002): 85-90.

Gardner, Clinton R. Review. *Taking Flight with OWLs: Examining Electronic Writing Center Work*. Eds. James A. Inman and Donna N. Sewell. Mahwah, NJ: Lawrence Erlbaum, 2000. 20.2 (2000): 77-79.

Gardner, Phillip J. and William M. Ramsey. "The Polyvalent Mission of Writing Centers." 25.1. (2004): 25-42.

Argues that we must move away from binaries present in much writing center theory that locates the writing center on the margins of the academy and recognize that the success of writing centers depends upon acknowledging their complementary relationship to the university.

Geller, Anne Ellen. "Tick-Tock, Next: Finding Epochal Time in the Writing Center." 25.1. (2004): 5-24.

Suggests that writing center tutors watch the clock less and conduct their sessions in epochal time, which allows for increased presence and learning on the parts of both tutor and student.

Gilewicz, Magdalena, and Terese Thonus. "Close Vertical Transcription in Writing Center Training and Research." 24.1. (2003): 25-50.

Argues that the depth and complexity of close vertical transcription makes it more appropriate than horizontal transcription for analyzing tutoring sessions.

Gillam, Alice M. Review. *Administrative Problem-Solving for Writing Programs and Writing Centers: Scenarios in Effective Program Management*. Ed. Linda Myers-Breslin. Urbana, IL: NCTE, 1999. 20.2 (2000): 73-76.

Hackworth, Jason, and Cindy Johaneck. Review. Paula Gillespie and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn and Bacon, 2000. 21.1 (2000): 92-95.

Harris, Muriel. "Preparing to Sit at the Head Table: Maintaining Writing Center Viability in the Twenty-First Century." 20.2. (2000): 13-22.

Offers suggestions to ensure the viability of writing centers in the future, including integrating technology into the writing center and preparing writing centers to address larger numbers of ESL students.

Haviland, Carol Peterson. Review. *Writing Center Research: Extending the Conversation*. Eds. Paula Gillespie, Alice Gillam, Lady Falls Brown, and Byron Stay. Mahwah, NJ: Lawrence Erlbaum, 2002. 23.1 (2002): 63-66.

---. "Writing Centers and Writing-Across-The-Curriculum: An Important Connection." 5.2/6/1 (1985): 25-30. Rpt. in 23.2. (2003): 5-13.

Presents three models of writing center activities that extend to WAC thinking and writing skills.

Howard, Rebecca Moore. "Deriving Backwriting from Writing Back." 24.2. (2004): 3-18.

Explains *backwriting* as a dialogic critique of hegemonic academic structure that can empower marginalized students and writing center practitioners, though it is often linked to plagiarism.

Ianetta, Melissa. "If Aristotle Ran the Writing Center: Classical Rhetoric and Writing Center Administration." 24.2. (2004): 37-60.

Highlights persuasive appeals of Aspasia, Socrates, Isocrates, and Aristotle as tools for writing center administrators to use when addressing the challenges of writing center work.

Inman, James A. "The Importance of Innovation: Diffusion Theory and Technological Progress in Writing Centers." 21.1. (2000): 49-66.

Through the lens of Rogers' diffusion theory, presents a way for writing center professionals to collaborate, with a focus on innovation rather than on technology itself.

Kail, Harvey. "Writing Center Work: An Ongoing Challenge." 20.2. (2000): 25-28.

Celebrates the success of writing centers while noting future challenges, such as changing student populations, technologies, and budgeting.

Kinhead, Joyce, and Jeanette Harris. "What's Next for Writing Centers?" 20.2. (2000): 23-24.

Presents an optimistic view of the future of writing centers as a central recruitment and retention tool for universities as well as a primary site for scholarly research on writing and broader academic issues.

Kjesrud, Roberta D. Review. *Writing Groups Inside and Outside the Classroom*. Eds. Beverly Moss, Nels Highberg, and Melissa Nichols. Mahwah, NJ: Lawrence Erlbaum, 2004. 25.1 (2005): 61-63.

Lerner, Neal. "Confessions of a First-Time Writing Center Director." 21.1. (2000): 29-48.

Discusses the disparity among professional status levels of writing center directors.

----. "Searching for Robert Moore." 22.1. (2001): 9-32.

Explains that the history of writing centers is often more complicated and richer than most scholarship suggests.

Lillis, Theresa. "Local Research Contexts and International Conversations: A Response to Lisa Ganobcsik-Williams' Review of *Student Writing: Access, Regulation, Desire* (Writing Center Journal, 22.2: 85-89)." 23.1 (2002): 77-80.

McAndrew, Donald. Remembrances of Wendy Bishop. "Memories of Wendy." 24.1 (2003): 5-6.

Morrison, Julie Bauer, and Jean-Paul Nadeau. "How Was Your Session at the Writing Center?: Pre-and Post-Grade Student Evaluations." 23.2. (2003): 25-42.

Finds that paper grades affect some students' satisfaction with writing center tutorials.

Murphy, Christina. Review. *Good Intentions: Writing Center Work for Postmodern Times*. Nancy Maloney Grimm. Portsmouth: Boynton/Cook Heinemann, 1999. 21.2 (2001): 99-103.

Myers, Sharon A., "Reassessing the 'Proofreading Trap': ESL Tutoring and Writing Instruction." 24.1. (2003): 51-70.

Suggests that, in order to better address the needs of ESL students tutors must work to develop a greater understanding of second language learning processes and a keen knowledge of the pedagogical grammar of English as a second language.

Newman, Beatrice Mendez. "Centering in the Borderlands: The Writing Center at Hispanic Serving Institutions." 23.2. (2003): 43-62.

Explains that tutors must recognize the writing center's important role of orienting Hispanic borderlands students within the university, work to understand the challenges these students face, and become better equipped to meet their needs.

Orr, Susan, and Margo Blythman. "The Process of Design is Almost Like Writing an Essay." 22.2. (2002): 39-54.

Reveals the underexploited connections between writing processes and design processes, concluding that writing instructors should make use of these connections in order to change art and design students' attitudes toward the writing process.

Papay, Twila Yates. "Collaborating with a Difference: How a South African Writing Center Brings Comfort to the Contact Zone." 23.1. (2002): 5-22.

Discusses writing consultants' transformation of universal concepts, such as collaboration, to address specific local needs.

Pemberton, Michael A., "Planning for Hypertexts in the Writing Center. . .Or Not." 24.1. (2003): 9-24.

Explores the threat technology poses to writing centers and questions the necessity of preparing writing center tutors to address issues involved with creating and analyzing hypertext.

Pennington, Jill. Review. *The Politics of Writing Centers*. Eds. Jane Nelson and Kathy Evertz. Portsmouth, NH: Boynton/Cook-Heinemann, 2001. 23.1 (2002): 67-72.

Petric, Bojana. "Students' Attitudes Towards Writing and the Development of Academic

Writing Skills.” 22.2. (2002): 9-27.

Explores ESL graduate students’ attitudes about writing and encourages both students’ and instructors to have greater awareness of their own as well as others’ attitudes about writing.

Reichelt, Melinda. Review. *Landmark Essays on ESL Writing*. Eds. Tony Silva and Paul Kei Matsuda. Mahwah, NJ: Pergamon, 2001. 21.2 (2001): 104-107.

Santa, Tracy. “Writing Center Orthodoxies as Damocles’ Sword: An International Perspective.” 22.2. (2002): 29-38.

Argues for the use of improvisation in non-Western writing center tutoring that draws on pedagogical theory but does not necessarily follow the prescriptive rules for tutoring many theories espouse.

Smith, Louise Z. “Independence and Collaboration: Why We Should Decentralize Writing Centers.” 7.1: 3-10. Rpt. in 23.2. (2003): 15-23.

Describes the intellectual and political components of the composition and writing-across-the-curriculum pedagogies.

Spooner, Michael. Remembrances of Wendy Bishop. “Lives and Stones: A Remembrance of Wendy.” 24.1 (2003): 7-8.

Thonus, Terese. “Triangulation in the Writing Center: Tutor, Tutee, and Instructor Perceptions of the Tutor’s Role.” 22.1. (2001): 59-82.

Investigates tutor roles based on tutor, tutee, and instructor expectations.

Trimbur, John. “Multiliteracies, Social Futures, and Writing Centers.” 20.2. (2000): 29-32.

Predicts the move from writing centers to multiliteracy centers with an expanded focus on written, oral, visual and multilingual communication.

Weaver, Margaret. “Censoring What Tutors’ Clothing ‘Says’: First Amendment Rights/Writes Within Tutorial Space.” 24.2. (2004): 19-36.

Explains that the “safe house” idea of a writing center involves censorship on the part of the writing center staff, whereas a writing center environment encouraging open, sometimes disruptive, dialogue better reflects and upholds our First Amendment rights.

---. “Resistance is Anything but Futile: Some More Thoughts on Writing Conference Summaries.” 21.2. (2001): 35-56.

Concludes that student/tutor discussion and co-authoring of conference summaries helps to connect disparate student culture with academic culture.

Wingate, Molly. "Writing Centers as Sites of Academic Culture." 21.2. (2001): 7-20.

Urges writing centers to continue to track and develop their contributions to academic culture.

Wislocki, Mary. Review. *The OWL Construction and Maintenance Guide*. Eds. James A. Inman and Clinton Gardner. Emmitsburg, MD: IWCA Press, 2002. 24.1 (2003): 71-75.

Young, Beth Rapp and Emily Dziuban. "Understanding Dependency and Passivity: Reactive Behavior Patterns in Writing Centers." 21.1. (2000): 67-87.

Suggests that writing centers should look to Long's Reactive Behavior Patterns in order to better understand writer and writing center consultant behaviors.

Young, Beth Rapp and Barbara A. Fritzsche. "Writing Center Users Procrastinate Less: The Relationship between Individual Differences in Procrastination, Peer Feedback, and Student Writing Success." 23.1. (2002): 45-58.

Discusses research findings that writing center users procrastinate less on their writing, and that writing centers can be particularly helpful for students who have a high procrastination tendency.