

# IWCA UPDATE

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## A MESSAGE FROM THE PRESIDENT

Paula Gillespie

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This is a very exciting time to be president of IWCA. Initiatives put into motion by past president Michael Pemberton and worked on long and hard by the board, some over the course of years, are now moving forward, making our list of ventures below impressive indeed. Now I have the honor of welcoming Bill Macauley as our new newsletter editor. Bill takes over from Kelly Lowe, who richly deserves our thanks for establishing and editing this newsletter.

Those of us who were lucky enough to attend the IWCA conference in Savan-

nah in April will agree: this was a wonderful meeting, and the organizers, especially Tracy Augustosky, the conference coordinator, the officers and members of the South-eastern Writing Centers Association, The Savannah College of Art and Design, all deserve our thanks. Savannah was gorgeous, and the conference was excellent.

Exciting ventures are afoot, many of which you can read about in more detail in this newsletter:

- ▶ an exciting new initiative: a summer institute for new writing center directors,
- ▶ international initiatives of several sorts, including a

continues to collect archival material, add to its research data base, collect oral histories of early writing center practitioners, and put online its collection of Writing Center Journals,

- ▶ an upcoming Watson Conference in Louisville with a focus on writing centers ('04),
- ▶ a European Association of Teachers of Academic Writing (EATAW) conference in Budapest, Hungary, on tutoring academic writing,
- ▶ new editors of the Writing Center Journal, as Neal Lerner and Beth Boquet take over from Joan Mullin and Al DeCiccio.

Important work remains for the board, so our recent election, with its unusually large number of at-large representatives, is an important one. We welcome our new board members and look forward to an exciting time.

### International Incidents

Paula Gillespie & Harvey Kail

In April, 2000, the National Writing Centers Association officially changed its name to the International Writing Centers Association. There were so many international members of NWCA who attended conferences, board meetings, and participated on

### Break Out

Capital s he said  
Because it is the beginning of a sentence.

He watched like a faithful warden  
As they pushed their pencils fitfully  
Across the pages of their blue books  
Like scrummy gray mops  
Down the corridors  
Of their final exams  
With bars defining each side  
Endlessly  
Towards Cell Block C.

He listened intently  
As the doors clanged shut  
One after the other  
On the dullness of their minds.

Have a nice summer he said  
Time off for good behavior.

-- Steve Whitney

the listserv that the executive board and membership wanted the name of the organization – and its mission – to include them. It was time for a reconsideration from an international perspective. Since then there has been a marked interest in developing the cross-cultural, transnational conversation that has been getting underway in the past few years in and about writing centers. New professional organizations forming overseas, panel presentations on writing instruction in an

came a regional member of IWCA in 1999. EWCA is currently in the process of forming a board of directors that will assist Anna as this large, multilingual, multinational regional association of IWCA develops a network of European writing centers.

The formal affiliation of the European Writing Centers Association closely corresponded with the forming of the European Association of the Teachers of Academic Writing [[http://](http://www.hum.ku.dk/eataw/)

can universities and colleges abroad often have writing centers and writing courses while more traditional European universities often do not. However, some of the more progressive institutions have started up writing centers and others are beginning to investigate ways of introducing systematic writing development and support for students into their curriculum.

European students write no less than their American peers but often must figure out entirely on their own the conventions and demands of academic writing, much of it considerably longer and more involved in form than the writing assignments of their American peers. The pedagogy and writing program structures that best suit European higher education are, in many cases, developing institution by institution and as ongoing experiments. Those IWCA members who attended the EATAW conference noted an unmistakable sense of European independence, a desire of teachers, scholars, and administrators to assess their own local needs, to look at what American and European practice might have to offer, and to pick and choose elements and ideas, adapting them to fit their own very different contexts and pedagogical demands. Still, they wanted to know what Americans, with their long tradition of teaching writing and rhetoric, had to offer them as they found their own way.

During this past year, members of IWCA responded to requests from international colleagues, many of them IWCA members, and went abroad, either as consultants or

as workshop leaders, into colleges and universities throughout Europe and as far away as South Africa. Joan Mullin, Professor of English and Writing Center Director at the University of Toledo, was invited to give an extended pre-conference workshop on writing center/WAC theory to the ninth Writing Development in Higher Education Conference on April 15 at the University of Leicester, England. The 35 participants included ten from Sweden and representatives from all over the U.K., Australia, South Africa, and the Netherlands. After the conference Joan spent three weeks working with faculty at the London Institute, where she did staff development, introducing staff to U.S. methodologies for improving student writing, and supporting them on their own writing for publication.

Leigh Ryan, Writing Center Director at the University of Maryland, spent two weeks in January, 2002 at the University of Stellenbosch in South Africa, consulting with the staff of their new Writing Centre and with writing center administrators from across South Africa. Writing Center Director Leon de Stadler invited her after visiting the University of Maryland's Writing Center last June. Ryan met with Stellenbosch staff to discuss the theoretical and practical aspects of tutoring and operating a writing center. She then spent three days with their team of consultants (tutors), conducting workshops on

***“New professional organizations forming overseas, panel presentations on writing instruction in an international context at the IWCA conference and at CCCC, recent scholarly publication, workshops, seminars and consulting visits all suggest a growing interest in writing centers in an international context.”***

international context at the IWCA conference and at CCCC, recent scholarly publication, workshops, seminars and consulting visits all suggest a growing interest in writing centers in an international context.

One of the most significant international events for IWCA was the formation of the European Writing Centers Association, which serves universities in Belgium, Bulgaria, Denmark, England, France, Germany, Greece, the Netherlands, and Turkey, among others. Organized by Anna Challenger of The American College of Thessaloniki in 1997, EWCA be-

[www.hum.ku.dk/eataw/](http://www.hum.ku.dk/eataw/). With many of the same members, the two organizations together sponsored the first Europe-wide conference on academic writing, held on the campus of the University of Groningen, the Netherlands, in spring of 2001. A number of IWCA members were present at this conference and noted a groundswell in Europe in favor of introducing formal instruction in academic writing (meaning writing for the academy, of any sort) and a palpable interest in the development of writing centers (See Harvey Kail's review of the EATAW Conference in *Kairos*, [<http://english.ttu.edu/kairos/6.2/news/kailreview.htm>]). Ameri-

tutoring strategies, ethics, and roles. Since the consultants will be working with students in both English and Afrikaans, they spent time discussing tutoring writing with multilingual students in their second and even third languages. At a one-day meeting, directors of nine existing and emerging writing centers across the country were able to discuss their unique challenges and solutions. Many remained to participate in the training workshops for consultants. They welcomed the opportunity to learn, share, and see themselves as part of a growing community of national and international language practitioners. Ryan will continue to advise the Stellenbosch staff as they establish their center. In two years, she will return to South Africa and assess their development as they work toward a "writing centre of international standard."

Harvey Kail, Writing Center Director at the University of Maine, and Paula Gillespie, director, Ott Memorial Writing Center at Marquette University, were invited by Bielefeld University in Germany to lead a week of workshops and seminars. Funded by a grant from the Körber Foundation, these workshops included one

for Bielefeld University faculty on academic writing and support, one for graduate students on writing in the natural sciences, and a three-day workshop, "Developing the Cross-Cultural Dialogue: Writing Centers and Tutoring Writing," on writing centers and peer tutor training for writing professionals from German universities in Berlin, Bochum, Freiburg, Aachen, Konstanz, Mainz, and the University of Federal Armed Forces, [http://www.uni-bielefeld.de/slab/peer\_tutoring\_2002/index\_eng.html] These participants left the workshop with a community of like-minded colleagues and a determination to meet again this fall to draft together needed documents that would serve as persuasive models they could all use to communicate with their administrations and others.

With additional financial support provided by the IWCA, Central European University, Thessaloniki, Paula and Harvey also offered workshops on writing center theory and practice at two other European sites. At Central European University in Budapest, Hungary -- a graduate-only,

English language university -- they led a workshop for writing center faculty and staff from Eötvös University, Miskolc University, and the Language Teaching Center at CEU. They also consulted with LTC staff on the development of their graduate-level language teaching and writing consulting program. The final workshop was organized by Anna Challenger who invited both EWCA and EATAW members, through their

Spring/Summer issue on writing centers in an international context. NCTE has published a collection, *Writing and Learning in Cross-National Perspectives: Transitions from Secondary to Higher Education*, edited by David Foster and David R. Russell (2002). Forthcoming is a collection, *Teaching Academic Writing Across Europe*, edited by Lennart Björk, Gerd Bräuer, Lotte Riecke, Gabriela Ruhmann, and Jørgensen Stray: London:

***"The international exchange on writing centers is sure to continue."***

listservs, to participate in a two-day workshop on writing centers and peer tutor training held on Amoliani Island, Halkidiki, Greece. The workshop was made up of twenty-two faculty and writing center professionals from Bulgaria, Greece, Turkey, Sweden, and the U.S. Paula and Harvey kept the title "Cross-Cultural Dialogues" for all these workshops, keeping in mind that they were asked in to listen and learn as well as to bring American theory and practice into the discussion.

The international exchange on writing centers is sure to continue. *The Writing Center Journal* will publish a special

Kluwer Academic Press (spring, 2002). Conference presentations are also in the offing. Because of its excellent air connections all over the world, New York City, site of the 2003 CCCC, seems a particularly promising venue to bring writing center directors from abroad to the United States to meet and talk with their American colleagues. Harvey and Paula have proposed a CCCC session on "Writing Centers in an International Context: Extending the Cross-Cultural Dialogue," which will bring writing center directors from Germany, Hungary, Greece, and South Africa to CCCC to

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## **IWCA Award and Grant Winners**

Please join us in congratulating the winners of the Outstanding Scholarship Awards. Winners of the Best Article Award: *Valerie Balester, and James C. McDonald*. "A View of Status and Working Conditions: Relations Between Writing Program and Writing Center Directors." *WPA* 24.3 (2001): 59-82. Winners of the Best Book Award: *Jane Nelson and Kathy Evertz* for *The Politics of Writing Centers* (Crosscurrents) Portsmouth, N.H. 2001. A call for nominations for this year's winners will go out in January and a committee of IWCA board winners will select the winners.

Congratulations go to the winners of three IWCA research grants: to *Julie Eckerle, Karen Rowan, and Shevaun Watson*, \$660; to *France Robrbaker*, \$500; and to *Carrie Jordan*, \$500. We encourage applicants for this award.

**For submission guidelines, see: Research Grant: <http://iwca.syr.edu/IWCA/IWCAGrants.html>**

**Graduate Research Grant: <http://iwca.syr.edu/IWCA/IWCAGradGrants.html>**

## Executive Board Meeting Minutes of March 21, 2002

CCCC, Chicago, IL

Attending: Barbara Beaupre, Beth Boquet, Meg Carroll, Pam Childers, Frankie Condon, Martha Dale Cooley, Carol Ellis, Michelle Eodice, Paula Gillespie, Carol Haviland, Allison Holland, Cindy Johaneck, Paul Johnson, Jeanette Jordan, Harvey Kail, Joe Law, Neal Lerner, Kelly Lowe, Barbara Gaal Lutz, Carol Mattingly, Joan Mullin, Christina Murphey, Jon Olson, Dennis Paoli, Michael Pemberton, Ben Rafoth, Leigh Ryan, Evelyn Schreiber, Donna Sewell, Jeanne Simpson, Byron Stay

President Paula Gillespie called the meeting to order at 8:00 p.m.

### REPORTS AND ANNOUNCEMENTS

NCPTW/IWCA Joint Conference: Jon Olson offered background on the proposal to hold a joint NCPTW/IWCA conference in Fall 2003. Chaired by Ben Rafoth, the committee to select a site consisted of Al DeCiccio, Michelle Eodice, Paula Gillespie, Harvey Kail, Jon Olson, and Marcy Trianosky.

Ben Rafoth distributed a proposal and explained that the committee considered Cleveland, Ohio and Hershey, Pennsylvania; he and Jon Olson visited both sites. They chose the Hershey Lodge and Convention Center in central Pennsylvania, which has a pastoral setting, nice rooms, and six restaurants. It is near Hershey Theme Park and Chocolate World. Dates are October 23-25, 2003 (Thursday, Friday, Saturday). IWCA will need to provide a \$5,000 deposit. Michelle Eodice moved that we accept the proposal, with a second by Pam Childers. It was noted in discussion that NCPTW has no seed money and that at least 650 people will likely attend. The motion was carried.

Anyone with ideas for a theme or keynote speaker should contact Ben Rafoth.

Regional Reports: Reports from the regionals were collected in advance by Jon Olson and were distributed to those wishing copies.

Dennis Paoli announced that the CUNY Writing Centers Association has voted itself out of existence (as did the Anglo-Irish Parliament in 1800). Neal Lerner moved that we thank and commend Dennis for his work; the motion was seconded and passed.

Carol Haviland announced that because of the unwieldy size of the Pacific Coast Writing Centers Association, it has split into three groups: Northern California, Southern California, and Pacific Northwest. Questions were raised about regional representation on the board with three groups; that topic will be taken up at the next meeting.

NWCA Press: Byron Stay reported on a \$2,100 loan to help defray the cost of the second edition of *The Writing Center Resource Manual*. This edition has three new chapters and two significantly revised chapters. Bobbie Silk expects to have the revised edition completed in 1.5 years. NWCA Press expects to repay \$1,000 as soon as possible, probably beginning with \$1,000 by mid-April. Byron also reported that the new CD on OWLs should be out by May.

Byron reported on an initiative with Erlbaum Press to co-publish books, allowing it to handle large projects. NWCA Press will solicit, select, and edit manuscripts, while Erlbaum will handle the cover design and marketing. Erlbaum will pay NWCA Press royalties. NWCA Press can continue to publish on its own. There was discussion about changing the name to IWCA Press and about selecting a logo that would be unified with IWCA. Jeanne Simpson moved to give Byron the money he requested; Leigh Ryan seconded and the motion was carried.

WPA Consultant Evaluator Positions: Joan Mullin and Joe Law explained that they would be receiving intensive training. They listed writing center issues they planned to raise for consideration in evaluating and others offered suggestions.

Watson Conference: Carol Mattingly reported that the 2004 Watson Conference will be devoted to writing centers. She asked that IWCA members start thinking about issues and questions for the conference.

Writing Center Research Project B Carol Mattingly explained that the WCRP presentation on Friday would offer information on the WCRP's progress. She said that some oral histories have been taken and more are slated. Carol asked that people bring any archival information (pre-1985) they may have to Savannah in April.

IWCA Newsletter: Kelly Lowe said there would be no Spring newsletter as he is on leave. He will be directing an American Studies Program and will not be involved in writing centers when he returns. There will be discussion in Savannah about selecting a new editor.

The meeting was adjourned at 8:50 p.m.

## Minutes of the IWCA Board Meeting

Savannah, GA, April 12, 2002

Attending: Beth Bouquet, Christina Bourgeois, Lady Falls Brown, Meg Carroll, Joanna Castner, Pam Childers, Al DeCiccio, Leon de Stadler, Michelle Eodice, Dawn Fals, Jill Frey, Jeanette Harris, Paula Gillespie, Carol Havilland, Allison Holland, Brad Hughes, James Inman, Cindy Johaneck, Nadene Keene, Kurt Kearcher, Neal Lerner, Barbara Lutz, Ellen Mohr, Joan Mullin, Jon Olson, Bruce Pegg, Michael Pemberton, Elizabeth Piedmont-Marton, Leigh Ryan, Donna N. Sewell, Jeanne Simpson, Byron Stay, Beth Rapp Young

The meeting was called to order at 6:00 p.m.

Minutes from the CCCC meeting in Chicago were approved as amended.

There was no treasurer's report.

Old Business:

Progress on the WPA Consultant Evaluator Positions: Joan Mullin reported that she and Joe Law were warmly welcomed into WPA and were impressed by the meeting they attended.

Summer Workshop: This 5-6 day workshop for new writing center directors will be held in July 2003 in Madison, Wisconsin. Chaired by Brad Hughes and Paula Gillespie, the planning committee also includes Jon Olson, Pam Childers, James Inman, and Neal Lerner. A tentative schedule has been set that includes separate sessions for those from secondary and middle schools. The pace will be varied with planned social and sightseeing outings.

The Graduate Student Board Position: While the position has been approved, there is no provision in the constitution for it; currently we have 7 at-large positions, 1 secondary school position, and 1 community college position. We will turn an at-large position into the graduate student one and amend the constitution.

Report from Carol Havilland on Possible Division into Three Regionals: After Carol explained the need for a division, Jeanne Simpson suggested that the board could become unwieldy if other regionals decide to split as well. She pointed out that the original fears about having regional representatives on the board, those of being overpowered and losing money, never happened. Stating that the board should represent IWCA efficiently, she suggested having one member from each of 4 U.S. regions and 1 member from outside the fifty states. Current members would retain their positions until they expire. After much discussion, it was decided that we would get the 2002 board in place and consider the suggestion at NCTE in November.

Newsletter Report: Bill Macauley will take over the newsletter from Kelly Lowe. Information about the next issue will be forthcoming.

NWCA Press: Byron Stay offered an update since CCCC, reporting that the money owed to IWCA is now down to \$3,000 from \$5,000.

Research Awards: Neal Lerner announced that the committee, which also includes Beth Bouquet, James Inman, Bobbie Silk, and Bruce Pegg, awarded three grants to the following people:

1. Julie Eckerle, Karen Rowan, and Shevaun Watson - \$660
2. France Rohrbaker - \$500
3. Carrie Jordan - \$500

IWCA-NCPTW 2003 Joint Conference: After a reminder about our next conference in Hershey, PA on Oct. 23-25, 2003, a request was made the conference include arrangements for childcare. The matter will be raised with the conference committee.

The meeting adjourned at 7:00 p.m.

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make presentations with American counterparts. The panel has been selected as a featured session of the conference. The European Association of Teachers of Academic Writing in cooperation with EWCA will be holding its second conference on academic writing in Europe at Central European University in Budapest, Hungary in June, 2003. The theme of the conference is "Tutoring Writing" [<http://www.ceu.hu/eataw/>]. The International Writing Center Association is gaining experience and contacts internationally. As the internet makes transcontinental communication instantaneous, and as websites make dissemination of information accessible and

### The Council of Writing Program Administrators is pleased to announce its first Award for Best Book on Writing Program Administration.

*Coming of Age: The Advanced Writing Curriculum*, edited by Linda K. Shamoon, Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler (Heinemann-Boynton/Cook, 2001) has been selected for the Council of Writing Program Administrators' Best Book Award for 2000-2001.

The CWPA has established this award as part of its efforts to develop and promote an understanding of writing program administration as intellectual work of depth, sophistication, and significance. The Awards Committee developed the following criteria for selection:

- 1) The book addresses one or more issues of long-term interest to administrators of writing programs in higher education.
- 2) The book presents outcomes of the intellectual work of one or more writing program administrators.
- 3) The book discusses theories, practices or policies that

contribute to a richer understanding of WPA work.

- 4) The book shows sensitivity toward the situated contexts in which WPAs work.
- 5) The book makes a significant contribution to the scholarship of writing program administration.
- 6) The book will serve as a strong representative of the scholarship of and research on writing program administration.

The awards committee noted that, in addition to meeting these criteria, *Coming of Age* is also to be commended for its innovation in print-linked publication, which expands conceptions and definitions of scholarly genres.

*Coming of Age* is part of Heinemann's "Cross-Currents in Composition" series, edited by Charles Schuster. Professor Linda Shamoon is Director of the College Writing Program at the University of Rhode Island. Professor Rebecca Moore Howard is Director of the Writing Program at Syracuse University. Professor Sandra Jamieson is Director of Composition at Drew University. University of Rhode Island Professor Robert Schwegler is a co-author of the Council of Writing Program Administrators' "Intellectual Work Document."

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The Yeshiva College Writing Center of Yeshiva University, in New York City, is happy to announce that T. Kenny Fountain, formerly the Director of Writing/Language Across the Curriculum at Bilkent University in Ankara, Turkey, has joined our staff as the new Writing Center Assistant Director. Dr. Steven Torres, the former Assistant Director, has taken the position of Writing Center Director and Assistant Professor of English at Utica College in Utica, NY.

## Announcement: IWCA-NCPTW 2003 Joint Conference to be Held in Hershey, Pennsylvania

**Call for Papers:** The International Writing Centers Association and the National Conference on Peer Tutoring in Writing will come together for a combined annual meeting. The IWCA-NCPTW 2003 Joint Conference will be held October 23-25, 2003 in Hershey, Pennsylvania. The theme of the 2003 conference, "Writing Back," is an invitation to create responses to the common, everyday practices and beliefs in our writing centers. This evokes the closing segment of many letters and emails: "Please write back." A popular theme in postcolonial studies, the idea of writing back comes from a phrase coined by the author Rushdie, "the empire writes back." He refers to the ways in which postcolonial writers revise, rewrite, or respond to the ways in which a colonized people are framed by others. The connection between writing centers and the idea of writing back suggests ways to reflect on, revise or rewrite our familiar notions about writing center theory and practice, including writing center history, tutor and director roles and responsibilities, academic discourse, plagiarism, our "canon." Participants in the IWCA-NCPTW 2003 Joint Conference are asked to reflect on matters at hand and then write back to them, expressing possibilities. Tutors might choose to write back to writing center or university policies, while directors might write back to theories or administrators. Writing back may take the form of a traditional conference paper or a more imaginative presentation such as an open letter, debate, re-enactment, or some other creative expression. Writing Back calls us to open doors and see new opportunities. For more information, visit [www.wc.iup.edu/2003conference](http://www.wc.iup.edu/2003conference)

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The editors received certificates of the award at a special presentation during the Friday evening banquet at the Council of Writing Program Administrators Summer Conference in Park City, Utah, on July 12, 2002.

Members of the Award Selection Committee were Shirley K Rose, Chair (Purdue University, West Lafayette), William Condon (Washington State University), Marguerite Helmers (University of Wisconsin, Oshkosh), Joseph Janangelo (Loyola University Chicago), and Ellen Quandahl (San Diego State University, San Diego).

## Summer Institute for Writing Center Directors

Brad Hughes & Paula Gillespie

IWCA is very pleased to announce an annual summer institute for writing center directors and other writing center professionals, a program with elements inspired by WPA's summer workshop, the Computers in Writing-Intensive Classrooms workshop, institutes for the learning center community, and National Writing Project Summer Institutes. The IWCA institute will run from Sunday, July 27 (an evening welcome and reception), through Friday, August 1, 2003 in Madison, Wisconsin.

IWCA has long wanted to give new (and experienced) university, community college and K-12 writing center directors the chance to meet for an intensive week with veteran directors. The institute will offer in-depth introductions to--and the chance to discuss the latest about--such important topics as:

- different models and missions for writing centers*
- assessment*
- writing center literature and research*
- facilities and space needs*
- tutor selection and training*
- funding and budgeting*
- technology and writing centers*
- communication with faculty and administrators*
- OWLs*
- record-keeping*
- issues and questions that participants bring to the institute*

Because few schools can provide experienced writing center colleagues to serve as mentors for the many new (or new-to-the-institution) directors, IWCA has agreed to sponsor the institute to provide this much-needed opportunity for professional development and mentoring within the community.

The first institute will take place at the University of Wisconsin [www.wisc.edu] in Madison, Wisconsin, one of the nation's leading universities and home to a large writing center with a long history and to extensive cross-curricular programs [www.wisc.edu/writing]. This institute will be chaired by Brad Hughes (University of Wisconsin) and Paula Gillespie, (Marquette University) along with institute leaders Muriel Harris (Purdue University), Jon Olson (Penn State University Park), Neal Lerner (MIT), Pam Childers (The McCallie School), James Inman (University of South Florida), and Jill Pennington (Lansing Community College). The committee that planned the first institute wanted leaders to represent schools of various sizes and writing centers of different types, people who could lead as experienced mentors not only to university writing center directors, but to secondary and middle school as well as community college staffers. The institute will offer presentations, in-depth discussions, breakout groups for special interests, and mentoring throughout the week.

Just a short plane flight from Chicago and many other major airline hubs, Madison is easy to get to. It's a beautiful, vibrant city (often ranked among the best U.S. cities in which to live [www.visitmadison.com](http://www.visitmadison.com)), and it offers a very reasonably priced but state-of-the-art workshop facility, the University of Wisconsin's Pyle Center (<http://conferencing.uwex.edu/pyle.cfm>). The Pyle Center is located right on Lake Mendota, a block from the University of Wisconsin-Madison's Writing Center, a block from the student union, a few doors down from the institute's hotel. It's also a block from State Street, which is a fascinating thread between the university and the Capitol Building, a smorgasbord of excellent places to eat, book stores of all descriptions, unique shops, from upscale to rummage sale.

The lodgings will be in Lowell Hall, whose rooms are currently \$52 a night. Registration costs, which will be set in fall 2002, will be kept at a minimum, and we will seek funding to

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### One Question *-from Rebecca G. Taylor, Assistant Professor of English, Gustavus Adolphus College*

One thing I'd love to see addressed is the gap between what we do at larger institutions and what we do at teeny ones. I now direct both a WAC program and a Writing Center while teaching 4 courses each year, advising secondary ed. students and observing student teachers, etc. at a small, private liberal arts college. We have only undergraduate tutors, and there's no "staff" to speak of--except me. I know lots of folks are in the same boat. What I learned about WPA work and Writing Center work at Ohio State is not necessarily translating as well as I'd like. But WCENTER, the IWCA, the MWCA, and good-hearted folks at CCCC offer me great advice. Would there be a way to help new directors get talking about what it means to do writing center work at small schools?

Michael Pemberton (Georgia Southern University) won the 2001-2002 award for "Distinction in Service" from the College of Liberal Arts and Social Science.

—Check WCENTER for discussion/responses.

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provide scholarships for those who might not be able to afford the workshop. To ensure good discussion and individual attention, the size will be limited to 40 participants, so the first to register will be assured of places.

There is always something happening in Madison, from biking, sailing, readings, theater, and outdoor concerts, to the Farmer's Market around the Capitol Square. In addition we plan to offer an early evening field trip, to include some time for relaxation in the middle of what we expect to be an intense but enjoyable week.

Please call this institute to the attention of colleagues of yours who might be interested, or seek funding to attend yourself. Bring your family! Bring the sunscreen! And get ready for an intensive week of conversation, participation, and fun.

Further details and registration information will be available in October 2002 at [www.wisc.edu/writing/institute](http://www.wisc.edu/writing/institute)

## In Savannah

Brenda Stevens Fick

At the IWCA conference in Savannah this past April, I felt as if I were a Polish bride dancing merrily from presentation to presentation, collecting ideas, inspirations, confirmations and connections instead of dollars in my apron. Afterwards - after trips to the Casbah and Gryphon's Tea Room - at my desk back in Baltimore, I examined all that I had brought home and discovered an idea/inspiration that I could put to use immediately.

Two presenters from the University of South Carolina at Aiken had talked about their experiences using a writing center log. They claimed that initiating a log where tutors could narrate their experiences would produce a multitude of benefits, such as personal growth, the creation of a professional community, reflection, and morale enhancement. This is a pretty big claim for any project, especially for one that didn't even require new software, just a computer and a simple word-processing program. But I thought I'd give it a try.

Every Monday morning, I set up a Word document that we added to all week. At the end of each week, I printed a hard copy and added the pages to a blue three-ring binder labeled "Writing Center Log - Beginning April, 2002." Our pilot project lasted until mid-May.

After rereading our log just now, I'm even more aware of its value to all of us who took the opportunity to use it. Because the day tutors rarely see those who work at night, the log cer-

tainly helped to create that professional community the presenters talked about. And it did much more.

I'd like to share with you a sample of what happened in the short time we kept our spring journal.

We don't have many opportunities to discuss any professional material we read; the journal gave us a chance to do that. For example, I had read an article by Jeff Brooks called "Minimalist Tutoring: Making the Student Do All the Work" and had asked all of the writing consultants in the center to read it as well. One tutor read it and wrote in the log ". . . found it very fascinating. I confess to making marks on student papers still!! This semester I've tried to step back and let the student make all the marks, but there always seems to come a point in a conference where I feel my hands will explode if I don't put that comma in the right place." Another said "I think the recommendations are to-the-point and applicable to the tutoring relationship, as well as the classroom teaching relationship. I think I'll use some of the principles as the basis for how my students can peer evaluate each other's writing."

*"We don't have many opportunities to discuss any professional material we read; the journal gave us a chance to do that."*

After working with a Vietnamese ESL student, another tutor wrote this: "It's fun working with her ---she's so willing to learn. But sometimes I find that, in trying to answer her questions, some of my understanding of my own language sort of falls apart. . . . English sometimes starts to feel like a huge mess! A beautiful mess, a rich mess, but a mess just the same." Who could argue?

One of the issues threading through the log was about writing as a public activity versus writing as a private activity. An entry during the second week of our log reads: "...[W]riting is such a private, intimate activity. For me, writing is like putting your heart and brain on display for the world." Later that same May day, someone else answered: "... I think there is a trend that says that writing is not a private, intimate activity. Rather, it is a collaboration. And if you consider the idea that we write for others to read (mostly), it makes sense that we invite peers and others to assist us." And a response to the response: "I can see the community part of writing. There's this tangle of my writing vs. the writing we work with here. I don't know if I could deal with community in the early stages of my own writing, but I certainly ask friends to comment on drafts and hope to share my work later."

The log reminded us what a trial a writing course can be for a student and how difficult it can be to ask for help. "He stated," wrote the tutor, "that English 101 is an embarrassment to him and that it has been a humiliating experience.

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He has received mostly C's and is having trouble understanding how to improve his writing." Other students have to overcome a heap of reluctance to share their writing with a tutor. One young man was quite skeptical about asking for help, so he sat in an inconspicuous place in the center and checked us out before he approached anyone with his paper. He told the tutor he was worried because of some past experiences and that he "expected more difficulty than assistance."

As you can see from these samples, our log is rich with insight, experience and hope. Many of us miss it during this summer break. I want those of you who made the presentation to know that the pebble you tossed and the water you moved have created a circle of community for those of us here in the Student Success Center at the Community College of Baltimore County, Dundalk Campus. We will definitely continue the log in the fall, looking forward to what we'll discover there. Thank you.

### From the New Editors of *Writing Center Journal*

Beth Boquet & Neal Lerner

When Lil Brannon and Stephen North wrote the first "From the Editors" section in Volume I, Issue I of *The Writing Center Journal*, they admitted that they were in the process of "testing the waters, waiting to see the sorts of things writing center people are writing" (2). At the same time, Brannon and North had identified scholarly needs, which they divided into three categories:

- 1 "[E]ssays that are primarily theoretical, that explore or explain the *whys* of writing center instruction[.]"
- 2 [A]rticles that connect theory with practice, that take the findings of research (in composition or related fields) and put it to work in writing centers.
- 3 "[E]ssays that draw upon experience in writing center teaching and administration to offer insights and advice that the rest of us can use[.]" (3)

Twenty-two years later, that still pretty much covers it; and

we, as the new co-editors of *WCJ*, applaud Brannon and North for articulating a workable model for the *Journal*, one that has been flexible enough to account for the wide variety of research and scholarship taking place in and around writing centers over the past two decades.

Like Brannon and North, we too are "developing a sense of what the *Journal* needs" (3), though we are fortunate to be able to rely on the wisdom and experience of previous editors and the good natures of our editorial board members for guidance. We are discovering, though, that the best way to refine our sense of the *Journal's* needs, as well as the best way to accurately represent the needs and interests of our readers, is to see lots and lots of manuscripts. And that's where you come in.

***"We are discovering, though, that the best way to refine our sense of the Journal's needs, as well as the best way to accurately represent the needs and interests of our readers, is to see lots and lots of manuscripts. And that's where you come in."***

In "Coming to Writing" Cixous reminds us, "Write, dream, enjoy, be dreamed, enjoyed, written" (56-57). As we write this at the close of June, we realize that this is the time of year when we feel most able to connect writing with dreaming, with being dreamt, with enjoying and being enjoyed. We also know that by the time this newsletter is circulated, we will all probably find ourselves in the beginning-of-the-year crush, and then in the mid-year crush, and then in the end-of-the-year crush, times when we feel we

have precious few opportunities to write, to dream, and to enjoy.

We hope, however, that when your copy of *WCJ* arrives in the mail—just as the fall semester is gearing up, just as the winter doldrums are setting in—you will be moved, if only for a moment, to write, dream, and enjoy. We know you're out there trying "to make things loved by making them known" (57). We see the results of those efforts in the pages of our journals, we hear them at our conferences, we read them on the listserv. We look forward, as co-editors of *WCJ*, to receiving your extended efforts at engaging the theories, problems, and practices of our field.

Submissions should be sent as Microsoft Word files to [eboquet@mail.fairfield.edu](mailto:eboquet@mail.fairfield.edu) and [nlerner@mcp.edu](mailto:nlerner@mcp.edu). (Stay tuned

*(Continued on page 10)*

**The University of Kansas is hosting the MWCA meeting in a joint conference this year with the National Conference on Peer Tutoring in Writing. The info is on our web site: <http://www.writing.ku.edu/ncptw-mwca/>**

**There is a travel cost chart on the web site too.**

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for updated contact information for Neal; as of September 1, he will be employed by the Massachusetts Institute of Technology in the Program in Writing and Humanistic Studies, Room 14E-303, MIT, 77 Massachusetts Ave., Cambridge, MA 02139.) Subscriptions to *WCJ* have increased (for the first time in over a decade) to \$15 per year. The increased rate will take effect on September 1, 2002 (for new subscribers) or when your current subscription expires. Direct subscription questions to Neal.

#### Works Cited

- Brannon, Lil and Stephen North. "From the Editors." *The Writing Center Journal*, Vol. I, No. 1. (Fall/Winter 1980): 1-3.
- Cixous, Helene. "Coming to Writing." *"Coming to Writing" and Other Essays*. Ed. Deborah Jensen. Trans. Sarah Cornell. Cambridge: Harvard UP, 1991. 1-59.

## New Titles

Michael Spooner

New from Utah State University Press:

### *Noise from the Writing Center*

Elizabeth H. Boquet

Boquet develops a theory of "noise" and excess as an important element of difference between the pedagogy of writing centers and the academy in general. Addressing administrative issues, Boquet strains against the bean-counting anxiety that seems to drive so much of writing center administration. Pedagogically, she urges more dangerous practice, developed via metaphors of music and improvisation, and argues for "noise," excess, and performance as uniquely appropriate to the education of writers and tutors in the center.

A provocative, path-breaking essay from one of the leading scholars in writing center theory and administration, *Noise*

All schools for miles and miles around  
Must take a special test,  
To see who's learning such and such-  
To see whose school's the best.  
If our small school does not do well,  
Then it will be torn down,  
And you will have to go to school in dreary Flobbertown . . .

Miss Bonkers rose. "Don't fret!" she said.  
"You've learned the things you need  
To pass that test and many more-  
I'm certain you'll succeed.  
We've taught you that the earth is round,  
That red and white make pink,  
And something else that matters more-  
We've taught you how to think."  
-from Dr. Seuss' *Hooray for Diffendoofer Day* (Knopf, 1998).

from the Writing Center is a must-read volume not only for writing center directors and tutors, but also for WPAs, de-

### *(First Person)2: A Study of Co-Authoring in the Academy*

Kami Day and Michele Eodice

In *(First Person)2*, Day and Eodice offer one of the few book-length studies of co-authoring in academic fields since Lunsford and Ede published theirs over a decade ago. The central research here involves in-depth interviews with ten successful academic collaborators from a range of disciplines and settings. The interviews explore the narratives of these informants' experience—what brought them to collaborate, what cognitive and logistical processes were involved as they worked together, what is the status of collaborated work in their field, and so on—and situate these informants within the broader discussion of collaboration theory and research as it has been articulated over the last ten years in composition studies.

The result is a well-centered volume that is disciplined and restrained in its presentation of research, but also layered and multivocal in that presentation, and that ends with some thought-provoking conclusions.

## From the New Editor

William J. Macauley, Jr., Ph.D.

Writing Center Director & Assistant Professor  
English Department, Mount Union College

I am so flattered by IWCA's invitation to work as the editor of this newsletter because it is so vital to the organization and our professional community. Thanks especially to Kelly Lowe, who first suggested the idea. Thanks also to the Mount Union Writing Center tutors who stapled, folded, sealed, and labeled these newsletters.

As you have no doubt already noticed, there are some new and returning features included in this issue. Steve Whitney's poem, "Break Out," is the first of what I hope will be a long line of poems from members and readers. "One Question," from Becky Taylor this time, ties together *Update* and WCenter in an interesting way. CFPs. CFMs. Awards and grants, personal-, position-, hiring-, and conference announcements, best books, new books. Poems and stories. Quotations. Questions. We can do a great deal with this newsletter.

So, send me your words, your hires, your cobbled passages yearning to breathe free; I will work good pieces in whenever and wherever I can. Dissertations might not work here, but short pieces will. If you have any ideas for new features, please don't be shy. I hope to be a part of making *Update* as vibrant and alive as I can.

Okay, so there's the fourth call to see when I will come home. I must go. Let me know if you have any questions and send me whatever materials you would like to see published in *IWCA Update*.

I look forward to hearing from you and thanks again for this wonderful opportunity.

Sincerely,

**CALL FOR PROPOSALS:**

EAST CENTRAL WRITING CENTERS ASSOCIATION CONFERENCE  
 MARCH 27-29, 2002 @ MARIETTA COLLEGE, MARIETTA, OH

In her article, "Our Little Secret: A History of Writing Centers, Pre- to Post-Open Admissions," Beth Boquet suggests that the "brief history" of our various writing centers, writing labs, and writing clinics is filled with tension between location / space and method / practice. "It is difficult to know" claims Boquet, "where to begin to trace the germ of an idea for the writing lab."

On March 27<sup>th</sup>, 28<sup>th</sup>, and 29<sup>th</sup> of 2003, the East Central Writing Centers Association will be holding its 25<sup>th</sup> annual conference at Marietta College in Marietta, Ohio. In recognition of its 25<sup>th</sup> anniversary, the East Central Writing Centers Association invites the writing center community to compose presentations, panels, and workshop proposals that explore the history of their own writing centers, and reflect on how that history has been shaped by both space and practice. Proposals may take a broad swipe at this theme, and explore how localized history shaped and resulted in innovative research and practice, including unique tutoring and administrative styles.

Keynote Speakers include Muriel Harris (Purdue University) and Neal Lerner (Massachusetts Institute of Technology).

Proposal abstracts (250 words) for 20, 45, or 90-minute presentations, panels or workshops need to be e- mailed (in word or text format) or postmarked by February 1, 2003. The proposal must include a cover page that lists the name, institutional affiliation, and contact information of all presenters. Furthermore, the cover page should indicate the type of presentation (panel, workshops, presentation) and duration of the presentation (20, 45, or 90 minutes). Completed proposals may be sent to:

Tim Catalano  
 Director of the Campus Writing Center  
 Assistant Professor of English  
 215 Fifth Street  
 Marietta College  
 Marietta, OH 45750  
 Catalant@marietta.edu

For more details, please see the conference website at <http://www.marietta.edu/~mcwrite/eastcentral.html>

Conference participants are urged to donate material of interest to the Writing Centers Research Project. In particular, the WCRP is interested in collecting pre-1985 materials such as grant proposals, mission statements, handbooks, reports, and training materials.

For more information, browse through their website at <http://www.louisville.edu/a-s/writingcenter/wcenters/index.html>.

You may donate these materials at the East Central Writing Centers Association Conference.





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