

IWCA UPDATE

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First Annual IWCA Summer Institute

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Much to the delight of the organizers and to the dismay of would-be participants, the first annual Institute for Writing Center Directors and Professionals was sold out by the end of January. Set to take place at the University of Wisconsin in Madison from July 27 to August 1, 2003, the institute will feature an intensive week of stimulating presentations, discussions, mentoring, and fun with writing center colleagues from around the country. The institute will provide a mentoring network of professional contacts, including both new directors and a range of veteran writing center professionals. Leaders are drawn from both large and small colleges and universities, community colleges, and secondary schools, with specialties that range from technology in the writing center to peer tutoring and writing across the curriculum. The institute will explore theoretical, practical, and political elements of writing center life—all from a student-centered stance.

. . . the institute will feature an intensive week of stimulating presentations, discussions, mentoring, and fun . . .

To give participants a high-quality experi-

ence, we felt it was necessary to limit the enrollment to forty. Because of such an enthusiastic response, the IWCA plans to make this institute an annual event, moving to different sites around the country each summer. An institute for the summer of 2004 at MIT in Cambridge, Massachusetts, is already in the planning stages. To get your name on a mailing list for information about the 2004 institute at MIT, please email Terry Maggio (tlmaggio@wisc.edu), at the University of Wisconsin-Madison's Writing Center.

The sponsors of the summer institute—the IWCA, the Univ. of Wisconsin Madison, and Marquette University—the co-chairs, Brad Hughes and Paula Gillespie, and the institute leaders are excited to kick off what we hope will be an important step in the improvement of our work and in the development of our field. We're sorry if you were unable to join us this year, but we look forward to seeing you in Cambridge

SWCA Websites

The Southeastern Writing Centers Association is delighted to announce that we have a wonderful new web site, designed by Jane Love of Furman University, at: <http://www.swca.us>.

We hope you'll visit the site and give us feedback on it. It was designed by a committee of SWCA members, and we're very proud of it. For those of you looking for the SWCA conference web site, that address is: <http://www.uncc.edu/writing/conference/index.html>.

SO YA WANNA BE FAMOUS, EH?

Do you have a new book out related to writing center work? Are you an advocate for a journal of interest to the writing center community? Would you like to shamelessly promote something you believe of interest to fellow Writing Centaurs?

Feel free to bring items to the writing center promotional display at this year's CCCC. I would be glad to add them to the traveling materials exhibit, which often appears at regional writing center conferences (it will be at the ECWCA next month) and other writing related events. If you have a book, please bring a few copies and any flyers, etc., associated with it. If you have a journal, please bring a few copies and numerous copies of subscription information. If you have a conference/workshop flyer, call for papers, etc., please bring numerous copies. If you have questions, please feel free to contact me.

Thanks, Kurt Kearcher kearcher@cup.edu

Minutes of the IWCA Board Meeting

Atlanta, GA, November 23, 2002

Attending: Pam Childers, Paula Gillespie, Allison Holland, James Inman, Cindy Johanek, Jenny Jordan, Jennifer Kunka, Neal Lerner, Julia L. Makosky, Jon Olson, Kathleen Robinson, Leigh Ryan, E. Stone Shiflet, Howard Tinberg, Shevaun Watson

The meeting was called to order at 5:45 p.m.

Minutes from the April IWCA meeting in Savannah were approved.

It was announced that regional reports have been submitted electronically and will be forwarded to new Board members. Jon Olson noted that regional representatives should submit reports before each board meeting, even if the report simply notes that there has been no activity.

Cindy Johanek submitted the treasurer's report and noted that it had been posted on the listserv.

Writing Center Journal: Neal Lerner reported that *Writing Center Journal* will need to generate more revenue if it is to be solvent after the next issue is published. He also requested \$5,000 for next year's publication. Neal noted that revenue needs could be raised through expanding the subscription base and/or running advertisements. He also suggested that a PR person be recruited to work on these issues, a suggestion that should probably be put to the Board first and then to the general membership. There was discussion about raising IWCA dues because membership is low. Discussion also included noting that exhibit information online could also be something this PR person might work on, perhaps linked with the *Writing Center* archives project at the University of Louisville. As part of this discussion, it was mentioned that we have spent \$400 on an upgrade for File Maker Pro, a version compatible with *Writing Center Journal* and *Writing Lab Newsletter*.

Watson Conference: In October 2004 The Watson Conference will focus on writing centers in relation to surrounding university networks of writing, composition, and rhetoric. There was discussion about combining this meeting with IWCA's conference, but a joint venture is problematic because the Watson Conference focuses on postsecondary issues and limits the number of attendees. Various suggestions were made including holding IWCA separately in Louisville (but at the same time) or asking the Watson Conference to lift the cap on numbers. It was noted that we want to keep the momentum going for secondary writing center people with the IWCA conference. If the conferences are held at the same time, it would be a one-time event. The IWCA conference would return to its eighteen month schedule after the Watson Conference. There is a possibility of it being in California in Spring 2006. Questions were also raised as to whether IWCA and NCPTW would be held jointly on a regular basis.

IWCA/NCPTW Conference: The price structure for the conference in Hershey, PA in October 2003 is \$135 for directors and \$75 for tutors. Concern was voiced about making the conference affordable for tutors. There was discussion about lowering the cost to \$60 or \$65, but it was also noted that costs must be covered. Neal Lerner moved that IWCA pick up \$10 of the peer tutors registration, making their registration \$65. Pam Childers seconded the motion and it was passed. IWCA's contribution will be noted in conference publicity. It was also noted that IWCA has already chipped in \$2,000 seed money.

Summer Institute: Information and registration is online and people have already registered. Paula Gillespie noted that arrangements have been made to give one graduate credit through the University of Wisconsin, as well as CEU credits for secondary people.

Finance Committee: Paula Gillespie announced the formation of a finance committee including Beth Bouquet (chair), Frankie Condon, Ben Rafoth, Cindy Johanak (ex officio), and Jill Pennington. The draft of the charge to the committee is as follows:

- Recently our fiscal policies have come under discussion for various reasons: are our fiscal guidelines, written up in a document the board accepted a few years ago, up to date? Are we earmarking enough money for regional

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conferences? How should we handle ad hoc requests when our budget amounts are ample? How about those times when they are not ample?

- The newly formed finance committee is charged with coming up with a proposal that will address these kinds of questions and will decide if an annual budget would be a good idea, a budget the membership votes on and accepts annually, so that funds are automatically made available for our routine expenses and so that, for example, regional hosts aren't put in the position of requesting money that might reasonably be earmarked for that purpose.

Elections: The positions of vice president, treasurer, and secretary will be up in November 2003 and elections need to be held for these positions.

Board Members: Paula Gillespie thanked former board members for their service and welcomed new members.

The meeting was adjourned at 7:00.

WCenter Breakfast at CCCC

The CCCC's WCenter breakfast will be held on Friday, March 21, 2003, from 7-8:30 AM, at Dillon's Restaurant and Lounge, located at 245 West 45th Street (between Broadway & 8th Avenue) -- a short walk (by NYC standards) from the Hilton. Details on how to get there will be posted at a later date.

The buffet-style breakfast will cost \$19.00 per person (cash only and correct change appreciated). While a bit on the pricey side, we believe it will be a great event, so we hope to see you there. If you plan to attend, please send your name and the number of people you are reserving for (along with their names) directly to Patricia Stephens: patricia.stephens@liu.edu. Please write "RSVP WC breakfast" on the subject line.

Reservations are REQUIRED -- the caterers need to know the numbers ahead of time and space is limited to 90 persons. If you reserve a space and later decide to cancel, please e-mail Patricia. Prior to the conference, we will post the reservation list for verification and take final reservations. While we will not be selling WC pins this year, we are working on an alternative plan -- details to be provided at a later date. We look forward to seeing you at the breakfast.

From the NYC WC Breakfast Team: Patricia Stephens, (LIU-Brooklyn WC), Mary Wislocki (NYU WC), Pam Cobrin (Barnard WC), Lauren Fitzgerald (Yeshiva U WC), and Harry Denny (SUNY/Stony Brook WC).

A Conversation Between Conference Hosts Past and Future

Ben Rafter & Michele Eodice

We (Ben and Michele) exchanged the following email messages to alternately digest thoughts on the fall conference and stimulate some new ideas for the next conference.

Ben:

What's the secret to making Hershey 2003 as successful as the KU NCPTW/MWCA 2002, Michele?

Michele:

First, invite the same people who came here and more people like them! That should be easy because many IWCA members attended the "conference on the prairie" and many more will attend the international conference in the fall. Also, NCPTW is teaming with IWCA and their membership will be well represented, especially since NCPTW has traditionally been offered on the east coast. And Midwest Writing Centers

Association has decided not to run a Midwest conference this fall, but instead we'll be encouraging our members to propose something for IWCA/NCPTW at Hershey. If other regional writing center associations take up this idea, we'll see people double and triple dipping their memberships! This is fine, I believe, since we have all hit budget barriers when it comes to travel. In this way, many folks will be able to attend a large, international conference where their regional and peer tutoring organizations are well-represented, all for the cost of one conference.

The second thing I would do to ensure success is to gather a committed crew of support staff. I know I could not have hosted here without our student and professional support staff to take care of mailings, update the database, and order materials, etc. I have said this before and it is starting to sound corny, but we had fun and it was not much hassle. If

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your staff is as excited as mine was to show a group of people a great time, you'll put on a great conference in Hershey.

But Ben, your task seems much bigger. What are you doing to stay calm?

Ben:

Planning well ahead is a good way to stay calm because it limits the surprise factor. And you're right about a committed support staff. For the Hershey conference, Traci Augustosky has been a tremendous help because she coordinated the Savannah IWCA conference in 2002 and is now helping me with Hershey. Actually, Traci has compiled a magnificent planning guide for conference coordinators. It contains just about everything a conference coordinator needs to anticipate -- and when. This has been a big help, and I recommend it for future coordinators.

In addition, Traci has compiled a clean database of 2,300 names and addresses, drawing from a number of sources. This will enable us to send conference announcements to the people who are most interested in writing center work. Another plus for the next coordinator.

Michele:

I think Tracy should market that book and sell that database—no kidding! And it sounds like you have many of the logistics under control.

Ben:

Michele, I want the tutors and directors at the Hershey conference to mix together and learn from each other. From your experience with last year's conference, what is the best way to bring this about?

Michele:

I have been wondering that too: what is the best way to get tutors and directors to mix it up? Based on discussions with the planning committees from both organizations, there is some question of whether we should create events that make sure this happens or hope that the social nature of conferences and networking will bring people together more organically. I would like to suggest a mixture, offering several structured events while then trying to create an atmosphere that promotes friendliness, support, networking. Karaoke? A poetry slam? Chocolate wrestling? Job coaching?

I am a cornball who sometimes looks like I am resisting, but in fact I do like to play with others in those ice breaker things. Maybe other people are like me? If we had some summer camp type activities, that might bring both groups together. Maybe the best idea for now is to ask the peer tutors and directors what they would like: do they expect to mingle with directors? What would they hope to do/learn/share in a social setting? Do directors necessarily want to spend time with tutors (their own and/or others)? Let's find out.

I will bet we can tap some really good facilitators among our

peers—and our peer tutors—in writing centers to help us.

Ben:

I think I will brainstorm with my tutors for some of these "summer camp" types of activities. We can come up with some that I think will fly, perhaps one where people have to look for someone who has a certain mark on their name badge. Stuff like that. I think is important, too, though, to structure the program so that we balance things with tutors.

Michele:

As we discussed with NCPTW, IWCA, and other regional leaders, all of us will be responsible to mentor new presenters and to foster some interaction between directors and peer tutors. The new aspect of this conference—the big mingle—has important implications for how we show our support and respect for peer tutors and new scholars, and how we show our support and respect for the seasoned director.

By the way, how is the actual conference schedule coming together?

Ben:

We will begin Thursday afternoon with some concurrent sessions -- for those people who prefer to put their presentations behind them early on. Then Thursday evening we will have a dessert reception, sponsored by Indiana University of Pennsylvania Graduate Program in Composition and TESOL. Chocolate will be involved in this event! It will be a great chance to meet new people, and our keynote speaker, Rebecca Moore Howard, will be there as well.

At the other end, the conference will wind down on Saturday afternoon with our special endnote presentation, delivered by two highly creative and talented graduate students from Penn State University. They are in the Rhetoric program there and their names are Aesha Adams and Howard Ramsby. I can't say yet what they are planning, but it will be good. After that, it's dinnertime (on your own), and then the Night Hike. We will meet on the hiking trail right across the street. It encircles the expansive grounds of the Hershey Medical Center and is part wooded and part open field. It will be dark, so we'll all need flashlights. Not to worry, though, we've got that detail covered, thanks to the sponsorship of this event by Tutor Trac (Redrock Software Corp.)

And in between these opening and closing events is the conference itself -- tons of concurrent sessions, meals together, keynote address, vendor displays, and just plain hanging out. Bring your walking shoes and roller coaster smile for our trip to Hershey Park on Friday evening!

Ben:

I've had some good luck this week with sponsorships. Three sponsors have committed funds to help support the conference: The IUP Graduate School, the Graduate Program in Composition and TESOL, and Tutor Trac. The latter is a software vendor that has a program for online scheduling and they will sponsor our Night Hike/Trail Walk. I invited each of them to help defray our costs and to receive, in return, an

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...many folks will be able to attend a large, international conference where their regional and peer tutoring organizations are well-represented...

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ad in our conference program, display table, and other publicity. So I'm very pleased about that.

Michele:

I think sponsors and vendors add a nice diversion, providing "shopping" opportunities, between sessions. We made one room a "conference central" which was open all the time, had the free bottled water, the vendors, tables and chairs for resting, socializing, snacking. We had a staffed information table there all the time too and conference evaluations told us that guests really appreciated this. I'd be happy to volunteer to sit a shift.

Ben:

I will be looking for peer tutors and directors from all over the country to get involved, thanks! And I hope the people reading this in the IWCA newsletter will contact me or planning committee members with their ideas about the conference. We welcome input from peer tutors and directors alike.

Remember, April 1, 2003 is the deadline for proposals. Registration, proposal, hotel, and other information is available at: www.wc.iup.edu/2003conference

See you there!

What Do We Do About Handbooks?: That's Still the Question

Jennifer Beech

Many handbooks still appeal to social-class etiquette and cultural stasis rather than to the dynamic and creative mechanisms which are a part of our language. They attempt to show one public dialect (EAE) which generates its own writing situations and its own restraints. By concentrating almost exclusively on EAE, such handbooks encourage a restrictive language bias.

—section X, *Students' Right to Their Own Language*

"What Do We Do about Handbooks?" This was but one of several questions the authors of *Students' Right to Their Own Language* posed and attempted to answer in the Fall 1974 special edition of *CCC's*, and this is one of the questions that

both composition and writing center workers should continue to pose. While some departments allow

instructors to select (or not to select) handbooks according to their personal pedagogical preferences, others require all writing instructor to use the department-wide adopted handbook. In cases where within the university a variety of handbooks have been adopted by various professors from across the curriculum, it is common practice for writing centers to make available copies of these texts. Indeed, even if, as a writing center director and writing professor, I disapprove of a par-

ticular handbook—find it classist or racist or ethnocentric—it is not within my power to banish that text from the campus. The dilemma, then: what to do about handbooks? What messages—implicit and explicit—do the handbooks lying around in our writing centers send to students? Whose voices do these books authorize and silence, penalize and reward? If after all these years, many handbooks are still guilty of the same restrictive language biases noted in 1974, in what ways are we culpable as a result of their presence in our centers?

In the tradition of Richard Ohmann's early analysis of composition textbooks as reproducing the status quo (*English in America*) and Lester Faigley's later discussion of "The Conflicting Rhetoric of Writing Textbook's (*Fragments of Rationality*), I turn our attention to two handbooks, reminding us (as Foucault has) of "the importance of language in regulating and justifying [repressive] practice[s]" (Faigley 144). These handbooks are the fifth edition of Diana Hacker's *A Writer's Reference* and the second edition of Andrea Lunsford's *The Everyday Writer*, both published by Bedford St. Martin's. Sharing a common publisher, both handbooks make use of the color tabbed menu format; this makes for a handy comparison of surface level features that might vary more widely were we to compare across publishers. While I could have easily picked any number of handbooks for examination, I have chosen these because they represent a range— from current-traditional to more sociolinguistic—approaches to language use and because this range is represented within a single publishing company, suggesting simultaneously how much and how little influence composition and linguistic scholarship has had upon the writing handbook publishing industry. Because the space of this newsletter does not allow for a full-blown analysis, I intend what I offer below to be generative.

"[EAE] usage choices are represented as single-standard etiquette rules rather than as options for effective expression" (*Students' Right* 10). Is this still the case?

Just inside the cover of both handbooks, we find menus, labeled "Quick Access Menu" in *The Everyday Writing* and "Main Menu" in *A Writer's Reference*. While these operate mainly on a surface level, should students choose to read no further than the tabs and indexed headers, the message is particularly clear with a header like "Correctness" (see Table, p. 7). When what linguists tell us is that "all grammars are

equally complex and successful" (Thomas and Tchudi 36) and that "no language is better than

another" (Baron 102), to ignore such linguistic knowledge and, instead, to equate EAE with correctness is to perpetrate a symbolic violence upon those who employ other dialects. Indeed, it is both morally and linguistically efficacious to help students understand that there exist within any one language many effective varieties and dialects. Of course, because EAE is the discourse of power within the United States, students

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. . . they represent a range— from current-traditional to more sociolinguistic—approaches to language use . . .

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need access to the conventions of that discourse and, hence, we have handbooks as one possible resource. As such, while Lunsford does not eschew presentation of (or even preference for) the prestige dialect of EAE, she presents it in a way so as to point out its place within a prescriptive grammar tradition, making clear that it is only one of the many varieties of English (again, see Table, p. 7).

Likewise, with respect to writers who come to English as a second or even third language, Lunsford takes a far more respectful (and less ethnocentric) approach than some in her address of these writers. First, the term Multilingual Writers is one of respect, one that acknowledges the linguistic repertoire of someone able to speak more than one language. Neither does *The Everyday Writer* make the assumption that a Multilingual Writer will necessarily have “trouble spots.” Noting current research and thinking among linguists, Lee Thomas and Stephen Tchudi observe, “In second language acquisition people do make developmental ‘mistakes,’ yet in this area

of research there is today also considerable debate to define what a mistake really is. Second language learners move along a continuum as they learn the new language...” (302). Thomas and Tchudi go on to discuss linguist Braj Kachru’s notion of “*cline* (a graded series—analogue to the Creole continuum concept) of proficiency in English” (302), noting that “the most important realization is that the continuum may not only be conceptualized as a developmental continuum... a speaker may be quite satisfied with a level of proficiency that meets the functional needs of the speech situation for which the speaker has learned the language” (303). Indeed, as writing center workers, we should hope to instill confidence in multilingual and other writers and to encourage risk taking; on the contrary, students who fear running into “trouble” are less likely to venture such risk taking.

Instilling Confidence Through Bidialectalism and Legitimization

As part of writing center training, we can conduct informal analyses of all of the handbooks we make available, examining them for their stance on nonstandard dialects. Any handbook that presents EAE as the single standard of “correctness” is implicitly, if not explicitly, advocating the eradication of nonstandard dialects. As Thomas and Tchudi assert, we must be highly suspect of such a stance: “Although some people may see this as a function of the school system, like [Geneva] Smitherman, [we] see the eradicationist attitude as linguistically naïve as well as being potentially classist, racist, and xenophobic” (304). The most linguistically efficacious stance—yet currently only a utopian ideal—is legitimization, where “an enlightened population would come to realize that varieties of English are normal, desirable, or even worthy of celebration” (Thomas and Tchudi 305). Caught in between a respectful stance for the dialects students bring into our cen-

ters and the students’ needs to succeed in classes that require them to take on and reproduce EAE, writing centers must take the stance of bidialectalism, where we help students learn the prestige dialect for use with certain audiences. However, like Smitherman, Thomas, and Tchudi, I also recognize the shortcomings of a bidialectalists stance because “it is, in fact, very difficult for a person to become truly bidialectal” (Thomas and Tchudi 305).

Yet, even as we help students learn EAE, we can shift registers towards the ends of sessions in order to show ourselves complex language users and respectful of dialects other than EAE. We can, as Thomas and Tchudi advise, “tell kids the skinny’ about language itself” (306), training ourselves as writing center workers to replace words like “right” and “correct” with phrases like “prestige usage” and “conventions of dialects.” We can make available in our centers books and posters that display a rich variety of dialects used effectively

for a variety of purposes and audiences. And, when a student asks for a recommen-

dation for a handbook, we can point them to the ones that are more linguistically informed (perhaps, even placing those that we disfavor on the bottom shelves).

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What messages—implicit and explicit—do the handbooks lying around in our writing centers send to students?

Grand Opening

The University Writing Center at Texas A&M University in College Station, Texas opened its new facility in the campus library on January 28, 2003. The UWC, an independent department under the aegis of the Associate Provost for Undergraduate Academic Services, is charged with supporting a university wide writing-in-the-disciplines program as well as with providing support for Texas A&M undergraduates. The center is funded by student fees. In September of 2002, Dr. Valerie Balester of the Department of English at Texas A&M (and member of the IWCA) accepted the position of Executive Director.

Visit their web site at: <http://uwc.tamu.edu>

Table: *What Do We Do about Handbooks?: A Look at Contrasting Approaches*

<i>A Writer's Reference</i>	<i>The Everyday Writer</i>
Menu tab: "Correctness"	Menu tab: "Usage and Style"
Menu tab: "ESL Trouble Spots"	Menu tab: "For Multilingual Writers: A Writer's Almanac"
Index: "Standard English"	Index: "Standard Varieties of English"
<p>Rule W4-c: In most contexts, avoid slang, regional expressions, and nonstandard English. (Hacker 133) Although slang has a certain vitality, it is a code that not everyone understands, and it is very informal. Therefore, it is inappropriate in most written work.</p> <p>Regional expressions are common to a group in a geographical area . . . Regional expressions have the same limitations as slang and are therefore inappropriate in most writing.</p> <p>Standard English is the language used in all academic, business, and professional fields. Nonstandard English is spoken by people with a common regional or social heritage. Although nonstandard English may be appropriate when spoken within a close group, it is out of place in most formal and informal language. (134)</p>	<p>Rule 34a, Standard Varieties of English: One variety of English, often referred to as the "Standard," is that taught prescriptively in schools . . . And written and spoken widely by those wielding the most social and economic power . . . (Lunsford 281)</p> <p>34b, Ethnic Varieties of English: Whether you are a Native American or trace your ancestry to Europe, Asia, Africa, Latin America, or elsewhere, you have an ethnic heritage that probably lives on in the English language. (281)</p> <p>34c, Occupational Varieties of English: From the fast-food business to taxi driving . . . Every job has its own special variety of English. (283)</p> <p>34d, Regional Varieties of English: Using regional varieties of English is in an effective way to evoke a character or place. (283)</p> <p>Advice Box: For Multilingual Writers: Global English English is used in many countries around the world, resulting in many global varieties.</p> <p>35a, Use the appropriate level of formality: Writers who use slang and colloquial language run the risk of not being taken seriously. (286)</p>
<p>G1: Subject-Verb Agreement: Native speakers of standard English know by ear that <i>he talks, she has, and it doesn't</i> (not <i>he talk, she have,, and it don't</i>) are standard subject-verb combinations. If you don't trust your ear—perhaps because you speak English as a second language, perhaps because you speak or hear nonstandard English in your community—you will need to learn the standard form. (151)</p>	<p>A Matter of Style: -s and -es Endings: <i>She go to work seven days a week.</i> <i>He don't take it to heart.</i></p> <p>These two sentences are typical of some varieties of African American English and of some regional white English, in which third-person singular verbs do not end with <i>-s</i> or <i>-es</i>. (In standard academic English, these verb form are <i>she goes</i> and <i>he doesn't</i>.) You will often see verb forms such as those in the sentences above in African American literature . . . In most academic and professional writing, however, add <i>-s</i> or <i>-es</i> to third-person singular forms. (229)</p>

Perception vs. Practice or "What I Really Meant to Say Was . . ."

Kala Blankenship, Melissa Ianetta, Parul Rai, Jutarat Vibulphol, Hui Zeng and Xinhua Zhu, *Oklahoma State University*

From February 20 to February 22, more than a hundred participants from over thirty institutions gathered together in Fayetteville, Arkansas to share writing center stories, research and ideas at "Perception vs. Practice or 'What I Really Meant to Say Was . . .'", the 2003 South Central Writing Centers Association Conference. Carol Lane and Karen Clark, the conference organizers as well as the co-directors of the Qual-

ity Writing Center at the University of Arkansas, put together a conference that was informative, invigorating and fun.

The conference kicked off on a Thursday night with a lecture by Chris Anson, a member of the faculty at North Carolina State University and the President of the Council of Writing Program Administrators (WPA). His presentation, "Mark Whose Words? Plagiarism and the Prospect of Shared Responsibility" examined "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices," the WPA position statement on plagiarism. First explaining how the WPA statement was developed, Anson then explored student writing across the curriculum and demonstrated that best practices consist of unique writing assignments that are an integral, process-based part of students' learning experiences. Such

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course-specific assignments not only facilitate student learning but also foster writing that is resistant to plagiarism. After Anson's talk, many conference participants opted to attend a reading where members of the Quality Writing Center Staff shared their talents in an enjoyable conclusion to the day.

Friday and Saturday were filled with interesting sessions focused on an array of issues. Many papers focused on tutorial strategies, such as Steve Sherwood's "Apprenticeship Learning in the Writing Center." Sherwood, Director of the Writing Center at Texas Christian University, surveyed a variety of tutoring models – authoritative, facilitative and collaborative – and offered insight into a range of possible pedagogical approaches. In "Don't Take Life Too Seriously; You'll Never Get Out Alive!" Erin Bracewell and Nichole Payne of Sam Houston State University took a humorous approach to tutorial strategies through a series of mock-tutorial skits. While some presenters, such as Sherwood, Bracewell and Payne, focused broadly on tutors'

tactics others, such as Linda Coblenz from the University of Houston Downtown, analyzed individual tutorial case studies. Coblenz' "Coming to the Writing Center to Find Out What's Ethical: A Case," used the moral dilemma provided by a single thought-provoking tutorial to explore the role of ethics in the writing center and lead a discussion of the larger issues raised by this single issue. Through this variety of tutoring issues and options presented, conference attendees were exposed to new and exciting ideas.

While some papers focused on tutorial experiences and research, others interrogated the writing center from an administrative perspective. In "Maximizing Reflection in the Writing Center," for example, Debbie Pipes of Texas A&M University examined the role of reflective practice in tutor train-

Carol Lane and Karen Clark, the conference organizers as well as the co-directors of the Quality Writing Center at the University of Arkansas, put together a conference that was informative, invigorating and fun.

ing. During another session, Grace DeBord, Associate Director of the Communication Skills Center at Rawls College of Business Administration, also took an administrative point of view when she examined writing center environment in presentation titled "Food in the Writing Center." DeBord explained the ways in which she and her colleagues worked to make the Center more inviting to students. Similarly focused on writing center environment was "Maintaining Professionalism in a Not-For-Profit Environment" by Cleatta Morris of Louisiana State at Shreveport. Morris described the ways in which a shift in writing center environment and increased on-campus visibility improved her center's institutional position. Papers such those of Pipes, DeBord and Morris assured that writing center administrators, as well as tutors, came away from Fayetteville with new inspiration.

The highlight of the conference, however, was the Keynote address by Lady Falls Brown of Texas Tech University. In "Twenty Years of Change: Hairstyles, Hormones and Writing Centers," she described the changes she has seen during her long tenure in writing center studies. Along with enjoying Brown's lecture, conference attendees were sur-

prised by a visit from University of Arkansas cheerleaders and mascots as well as a book give-away. As with the rest of the conference, then, the Keynote Lunch combined thought-provoking substance with a fair dose of amusement.

Those of us at the Oklahoma State University Writing Center will host next year's South Central Writing Center Association Conference. We only hope next year can measure up to the good papers, good conversations and good times orchestrated by Karen Clark, Carol Lane and the staff of Quality Writing Center. Many thanks, Quality Writing Center and see you next year!

You are invited! 2003 WPA Breakfast at CCCC in New York City

Thursday March 20, 7:00-8:30 a.m.

3 West Club, 3 West 51st Street

Enjoy an excellent buffet of scrambled eggs and hash browns; bacon, sausage, and ham; assorted pastries, muffins, and bagels; fresh fruit, juice, and coffee—as well as good company, presentations of awards, miscellaneous announcements, and as always a few surprises.

Reserve your spot now at: <http://www.ilstu.edu/~ddbesse/wpa/conferences/wpabreakfastinvite2003.htm> (deadline extended to March 10th). It may also be possible to register at the door.

Directions from the New York Hilton: Walk out 6th Avenue (Avenue of the Americas) exit of the Hilton and turn right. Walk south two blocks and turn left on 51st Street. Walk half a block (toward 5th Avenue). 3 West Club is on West 51st Street between 5th and 6th Avenues, a 5-10 minute walk from the Hilton.

***Editor's Note:**

The following IWCA documents ("Duties of the IWCA Executive Board Members" and "Constitution of the International Writing Centers Association") are presented here with the support of the Executive Board. As working documents under continuing revision and updating, these texts are included in *IWCA Update* with two purposes in mind:

- To inform the membership of the documented foundations and organization of IWCA and
- To invite discussion/revision of these documents as IWCA continues to grow and change.

Duties of the IWCA Executive Board Members

Executive board members must be current members of IWCA.

PRESIDENT (Two-Year Term)

I. NCTE Convention (Annual):

- A. October 1: prepare a mailing for the IWCA executive board about the board meeting to be held at the annual NCTE conference:
 1. Include in the mailing a preliminary agenda. Ask board members to suggest additional topics for the final agenda
 2. Ask board members to notify the president if they will be present at the board meeting. If a regional board member cannot attend, ask the board member to send the name of his or her proxy.
- B. Early November: prepare a final agenda for distribution at the IWCA executive board meeting.
- C. A Week Prior to the Conference: schedule an executive-officer committee meeting (past-president, vice-president, secretary, and treasurer) prior to the board meeting to discuss the upcoming meeting.
- D. At the Conference:
 1. Preside at the board meeting.
 2. Check with the vice-president during the NCTE conference to determine the status of the proposal for the guaranteed workshop/session to be held at the next fall NCTE convention.
 3. As an NCTE director, attend the NCTE Annual Business Meeting for the Board of Directors and other Members of the Council.

II. Election of Executive Officers (Vice-President, Secretary, and Treasurer):

- A. Call for nominations in the October letter during the officer's last year of term.
- B. At the board meeting held during the NCTE convention, open the floor for additional nominations.
- C. Conduct the election by mail ballot. Ballots are due by December 1.
- D. Notify the candidates of the results.
- E. Inform the new officers of their duties, and ask them to read the constitution and other materials related to the board on the IWCA Web site. Highlight for the new vice-president the need to complete the CCCC program proposal for the guaranteed Special Interest Group session by the proposal deadline (usually late April).

Links of Interest

(Thanks to Michelle Eodice)

The Dangling Modifier (peer tutor newsletter from Penn State):

http://www.ulc.psu.edu/Dangling_Modifier/index.htm

IWCA/National Conference on Peer Tutoring Joint Conference, Fall 2003 in Hershey, PA:

<http://www.wc.iup.edu/2003conference/>

Writing Center Journal Online (this is a brand new site for the journal--the archive is still at WCRP):

<http://www.writing.ku.edu/wcj/>

The Writing Centers Research Project::

<http://www.louisville.edu/a-s/writingcenter/wcenters/index.html>

III. CCCC (Annual):

- A. February 1: prepare a mailing for the IWCA executive board about the board meeting to be held at the annual CCCC conference:
 - 1. Include in the mailing a preliminary agenda. Ask board members to suggest additional topics for the final agenda.
 - 2. Ask board members to notify the president if they will be present. If a regional board member cannot attend, ask the board member to send the name of his or her proxy.
- B. Early March: prepare a final agenda for distribution at the board meeting.
- C. A Week Prior to the Conference:
 - 1. Schedule an executive committee meeting (past-president, vice-president, secretary, and treasurer) prior to the board meeting to discuss the upcoming meeting.
 - 2. Preside at the board meeting.
 - 3. Check with the vice-president during the CCCC conference to determine the status of the proposal for the guar-

Congratulations to our new officers:

James Inman, Vice President
Jill Pennington, Secretary
Ben Rafoth, Treasurer

We are very grateful to all these officers, who will put in long hours when they take office in November, making our organization run well. Many thanks to Frankie Condon for being willing to run for Vice President.

anteed Special Interest Group session to be held at the next spring CCCC conference.

IV. IWCA Conference (Every 18 Months):

- A. A month or so prior to the conference, prepare a mailing for the IWCA executive board about the board meeting to be held at the conference:
 - 1. Include in the mailing a preliminary agenda. Ask board members to suggest additional topics for the final agenda.
 - 2. Ask board members to notify the president if they will be present. If a regional board member cannot attend, ask the board member to send the name of his or her proxy.
- B. Several Weeks Prior to the Conference: prepare a final agenda for distribution at the board meeting.
- C. A Week Prior to the Conference:
 - 1. Schedule an executive committee meeting (past-president, vice-president, secretary, and treasurer) prior to the board meeting to discuss the upcoming meeting.
 - 2. Preside at the board meeting.
 - 3. Check with the vice-president during the conference to determine the status of the IWCA guaranteed session at the upcoming CCCC or NCTE convention.

V. Awards:

- A. Annual Scholarship Awards:
 - 1. At the IWCA executive board meeting at NCTE, solicit nominations from the board members for the outstanding scholarship awards for book and article with publication dates for the current year. Specify that nominations require brief letters of nomination (no more than one page; two-screen maximum if email) outlining the book's or article's qualifications. Repeat this solicitation on the listserv following the conference. Specify end-of-year deadline. Request that nominations include a copy of the article if it was not published in a major or online periodical.
 - 2. Constitute award committees in December, whenever possible selecting a committee chair who has served on the committee the previous year. Keep a running list of committee members each year to give to the next president.
 - 3. Charge the committees to determine protocols for reviewing nominated scholarship and for selecting a winner. Specify a deadline.

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4. Make sure the secretary distributes copies of the nominated scholarship to committee members as early in January as possible, either negotiating examination copies of books from publishers or instructing the executive treasurer to purchase books and mail them to committee members.
5. Inform the executive secretary of winners in time to order plaques for award winners prior to CCCC.
6. Ask the vice-president to allow time on the CCCC Special Interest Group program for presentation of awards.
7. If conditions prevent the award committees from selecting winners in time for a CCCC award presentation, arrange for a later presentation at the IWCA or NCTE conferences.

B. Outstanding Service Award (Presented Every Three Years): according to the three-year schedule, work with the executive secretary to solicit nominations for the IWCA Outstanding Service Award. (See Appendix A.)

VI. Other Duties:

- A. As needed, inform IWCA membership of activities through letters and messages in *IWCA Update*, *Writing Lab Newsletter*, and *Writing Center Journal*.
- B. Write letters of support for writing centers and/or directors as needed. Collect letters in a file for the next president.
- C. Complete the annual report forms sent by NCTE (summer).

Vice-President (Two-Year Term)

I. NCTE Convention (Annual):

- A. Plan and chair (or appoint a chair for) the guaranteed full-day IWCA workshop or 75-minute session to be held at the annual NCTE convention.
 1. By January 15, send a copy of the NCTE proposal to the IWCA president.
 2. By the designated deadline (January), send the proposal to NCTE.
- B. Arrange for an IWCA exhibit.
 1. Secure booth space from the convention director (typically 10 X 10 feet). Booth should be half price because IWCA is an NCTE affiliate. Booth assignment usually begins the end of May. In the final year as vice-president, notify NCTE to whom they should send exhibit information for the upcoming convention.
 2. Order booth furniture from Brede Exposition Services (typically two 6- or 8-foot skirted tables, three chairs, and a wastebasket). Send Brede order form to the IWCA treasurer and request that payment be sent to Brede with the order. Note the deadline for discounted orders.
 3. Schedule volunteers from the executive board to staff the exhibit.
- C. Three weeks prior to the conference, call for reports from regionals, Executive Treasurer, IWCA Press, *Writing Center Journal*, *Writing Lab Newsletter*, and *IWCA Update*. Distribute reports to the board electronically one week prior to the conference. Regional reports typically include names, mail addresses, phone numbers, and email addresses of all regional officers; dates of meetings; and reports on recent meetings.

II. CCCC (Annual):

- A. Plan and chair the guaranteed Special Interest Group session.
 1. By April 1, send a copy of the CCCC Special Interest Group proposal to the IWCA president.
 2. By the designated deadline (usually the end of April), send the completed proposal to CCCC.
- B. Arrange for an IWCA exhibit.
 1. Secure booth space from the convention director (typically 10 X 10 feet). Booths are full price; however, two free registrations come with the exhibitor fee. The exhibitor registrations are typically used by the IWCA president and vice-president unless otherwise designated. In the final year as vice-president, notify NCTE to whom they should send exhibit information for the upcoming conference.
 2. Order booth furniture from Brede Exposition Services (typically two 6- or 8-foot skirted tables, three chairs, and a wastebasket). Send Brede order form to the IWCA treasurer and request that payment be sent to Brede with the order. Note the deadline for discounted orders.
 3. Schedule volunteers from the executive board to staff the exhibit.
- C. Three weeks prior to the conference, call for reports from regionals, Executive Treasurer, IWCA Press, *Writing Center Journal*, *Writing Lab Newsletter*, and *IWCA Update*. Distribute reports to the board electronically one week prior to the conference. Regional reports typically include names, mail addresses, phone numbers, and email addresses of all regional officers; dates of meetings; and reports on recent meetings.

III. Other Duties:

- A. Attend the executive-officer committee meetings held prior to the scheduled executive board meetings at NCTE, CCCC, and IWCA.

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- B. Substitute for the president at the executive board meetings when necessary.
- C. As an NCTE director, attend the NCTE Annual Business Meeting for the Board of Directors and other Members of the Council.
- D. Assume the position of president at the end of a two-year term.

Executive Secretary (Two-Year Term, Renewable)

- I. Information Clearinghouse: Maintain a clearinghouse of IWCA executive board information.
- II. NCTE, CCCC, and IWCA Conference Executive Board Meetings:
 - A. Attend the executive-officer meetings held prior to the scheduled executive board meetings.
 - B. Attend the executive board meetings, take minutes, and present reports as needed.
- III. Minutes of Executive Board Meetings:
 - A. Record and distribute minutes of executive board meetings to the executive board members.
 - B. Send the minutes to *IWCA Update* to be published.
 - C. Keep attendance records for the executive board meeting.
- IV. Executive Board Members:
 - A. Drawing from regional reports and other sources as necessary, update the list of executive board members after each executive board meeting held during the NCTE and the CCCC conferences, noting changes in phone numbers, street addresses, email, and fax numbers. Forward to IWCA Web site, *Writing Center Journal*, and *IWCA Update*; follow up to make sure their lists are updated. Help to maintain format consistency on all lists.
 - B. Keep track of term expiration dates.
 - C. Send thank you letter and certificates to departing IWCA executive board members.
 - D. Send out ballots for board elections following NCTE one year prior to term expiration.
- V. Elections for At-Large, Community College, High School, and Graduate Student Representatives on Board:
 - A. Make sure board members are elected a year before they assume duties.
 - B. In July, send a call for nominations to the board listserv, *IWCA Update*, and *Writing Lab Newsletter*. Set a deadline and ask for a brief biography and contact information for nominees.
 - C. Take nominations until the November NCTE convention meeting.
 - D. Prepare an election ballot and publish it in the *IWCA Update*, *Writing Lab Newsletter*, and/or by separate direct mailing as is necessary. Ballots should give a deadline for voting (the constitution specifies December 31).
 - E. Inform the IWCA president of the election results, send a letter of notification to the winners, and include a list of duties.
 - F. Update the board roster and distribute it to board members, *Writing Center Journal*, *Writing Lab Newsletter*, *IWCA Update*, and the IWCA Webmaster. Verify that all rosters are formatted the same way (have the same information). When confirming Web revisions of rosters and other information, review the pages and suggest editing changes to the Webmaster as appropriate.
- VI. Outstanding Scholarship Awards and Outstanding Research Award (Yearly):
 - A. Publicize and distribute scholarship and research information about the awards as necessary.
 - 1. Book and Article Awards: Distributes copies of the nominated scholarship to the members of the two committees, as directed by the president, as early in January as possible, either negotiating examination copies of books from publishers or instructing the treasurer to purchase books and mail them to committee members.
 - 2. Research Award: Work with the committee chair to collect and distribute materials for the committee to consider.
 - B. Order plaques for scholarship awards to be presented at CCCC (or at IWCA or NCTE conferences if necessary).
 - C. Work with committee chairs to make sure a press release is sent to the information service of the award recipients' institutions and to periodicals such as *Writing Center Journal*, *Writing Lab Newsletter*, *IWCA Update*, *College English*, *College Composition and Communication*, *Kairos*, and *The Writing Instructor*.
- VII. Outstanding Service Award (Presented Every Three Years):
 - A. Help the president organize the committee that selects the Outstanding Service Award winner. (Procedure is outlined in the *Writing Lab Newsletter*, February 1991: 11. See Appendix A. The next award should be presented in

A New Book

Kathleen Geckeis, Manager of The Writing Center at Owens Community College (Ohio), and Acy L. Jackson, adjunct at Owens Community College and Terra Community College, have co-authored a book titled *How to Prepare Your Curriculum Vitae* through McGraw Hill. The book is slated for publication in spring 2003.

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2003.).

- B. Order plaques for the Outstanding Service Award to be presented at CCCC.
- C. Work with committee chair to make sure a press release is sent to the information service of the award recipient's institution and to periodicals such as *Writing Center Journal*, *Writing Lab Newsletter*, *IWCA Update*, *College English*, *College Composition and Communication*, *Kairos*, and *The Writing Instructor*.

VIII. News: Send IWCA news to members directly or through *IWCA Update*, *Writing Center Journal*, and *Writing Lab Newsletter*.

IX. Surveys: Send surveys to IWCA members about issues as directed by the executive board.

X. Archive

- A. Keep archival materials such as conference proceedings, minutes, and lists of board members.
- B. Serve as liaison between the IWCA and the Writing Centers Research Project

XI. Queries: Answer questions about writing centers and refer people to regional contacts.

XII. NCTE Director and Liaison

- A. Serve as an NCTE director.
- B. Attend the NCTE Annual Business Meeting for the Board of Directors.
- C. Maintain IWCA affiliate membership in NCTE by completing the yearly renewal information and sending dues (summer).

Executive Treasurer (Two-Year Term, Renewable)

I. IWCA Membership Records and Dues

- A. Keep membership records.
- B. Receive payments for IWCA dues and for subscriptions for *Writing Center Journal* and *Writing Lab Newsletter*.
- C. Process credit-card payments with IWCA Merchant Bank.
- D. Distribute funds and updated database information to *Writing Center Journal* and *Writing Lab Newsletter* editors every month.
- E. Send membership renewal reminders.
- F. Answer membership and subscription questions as needed.

II. IWCA Financial Records

- A. Keep the financial records for the IWCA. Maintain IWCA bank account.
- B. Prepare a financial report to be distributed to the board electronically prior to board meetings and presented at board meetings.
- C. File yearly financial report with the NCTE.
- D. Pay NCTE assembly dues (January) and membership fee (July).
- E. Submit vendor profile or W-9 forms upon request from institutions.
- F. Reimburse board members for expenses as needed.
- G. Send \$250 grants as requested to regional associations to support keynote speakers.

III. NCTE, CCCC, and IWCA Conference Executive Board Meetings

- A. Attend the executive-officer committee meetings held prior to the scheduled executive board meetings.
- B. Attend the executive board meetings and present the financial report and other reports as needed.

Past-President (Two-Year Term)

I. Scheduling Executive Board Meetings

- A. NCTE: By February 15th, write a letter to NCTE requesting a time and place for the IWCA executive board meeting to be held during the NCTE conference. (Call 800-369-6283 for name of contact person. Millie Davis or Eileen Maley?) It is usually held as the IWCA's Special Interest Group session.
- B. CCCC: By May 30th, write a letter to Eileen Maley (emaley@ncte.org) at NCTE requesting a time and place for the IWCA executive board meeting to be held during the CCCC conference. It is usually held immediately following the IWCA's Special Interest Group session, in the same room.
- C. IWCA: Make timely contact with the IWCA conference chair to arrange a time and place for the executive board meeting.
- D. Upon being notified of the date and time for the IWCA executive board meetings, immediately notify the president so that the president can inform the board members in the pre-conference mailing.

II. Other Duties

- A. Attend the IWCA executive-officer committee meetings held prior to the scheduled executive board meetings.
- B. Serve as liaison with the Council of Writing Program Administrators. If possible, join the WPA-L.

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- C. Advise and assist the president as needed.
- D. At the CCCC, hold an informal gathering of IWCA executive board past presidents, past executive secretaries, and publication editors who are attending the conference.

Regional Representatives (Two-Year Term, Renewable)

- I. Attend at least one of the IWCA executive board meetings (NCTE, CCCC, or IWCA), all three if possible.
- II. Represent the interests of regional members and serve as liaison between the IWCA executive board and region.
- III. Submit two reports per year, one prior to the NCTE convention and the other prior to CCCC.
- IV. Participate in IWCA-L discussions of board business. Serve on committees as needed.
- V. Maintain an IWCA exhibit for regional conferences.

At-Large, Community College, High School, and Graduate Student Representatives (Two-Year Term, Renewable)

- I. Attend at least one of the IWCA executive board meetings (NCTE, CCCC, or IWCA), all three if possible.
- II. Represent your constituency to the IWCA executive board and vice-versa.
- III. Participate in IWCA-L discussions of board business.

CONSTITUTION OF THE INTERNATIONAL WRITING CENTERS ASSOCIATION

MARCH 1999 [Revised 3-13-01]

- I. Founded in 1983, the International Writing Centers Association, an NCTE Assembly, affirmed its purpose as fostering communication among writing centers and providing a forum for concerns.
- II. Membership in the International Writing Centers Association will include directors and staffs of writing centers at universities, four-and-two-year colleges, and elementary and secondary schools, as well as those persons interested in writing center theories and applications.
- III. The International Writing Centers Association will elect an Executive Board from its membership. Each board member will serve a two-year term, staggered. Nominations will be taken until the November NCTE meeting. Then, a ballot will be sent out by the Executive Secretary (see below) to International Writing Centers Association members. A majority mail-in vote (by December 31) is necessary to elect an Executive Board member.
 - A. Members of the Executive Board will have demonstrated interest and experience in writing centers as well as in the teaching of writing. The board will normally have 14 members, [*a president, past president, vice president, treasurer, secretary, ex-officio members from the Writing Center Journal and Writing Lab Newsletter, and seven at-large members*] in addition to regional, community college, and either elementary or secondary school representatives to ensure that each regional Writing Center Association is represented and that each section of Writing Centers Association membership is represented.
 - B. The board will elect (by a majority vote) the following officers from the membership of IWCA:
 - 1. A president, initially elected as vice president, who will serve as president of the association and chair of the Executive Board. The president, or designee, will also serve as NCTE representative. The president will continue to serve on the Executive Board for two years as the immediate past president and will serve as NCTE representative as needed. Term: two years.
 - 2. A vice-president, who will serve as program chairs for NCTE and CCCC respectively. The vice-president, or designee, will also serve as NCTE representative. The vice-president will become president at the end of the term. Term: two years.
 - 3. An executive secretary, who will conduct mail ballots, maintain records of the National Writing Centers Association, take minutes at Executive Board meetings, assist with mailing for the National Writing Centers Conference, and maintain connections with professional organizations. Term: Two years, renewable.
 - 4. A treasurer, who will be in charge of the membership list and the IWCA database, will be in charge of collecting dues and keeping financial records for IWCA and for the National Writing Centers Conference and Press. The treasurer will be responsible for communicating all subscription information to the journal and newsletter editors. Two years, renewable.
 - C. Editors of the *Writing Lab Newsletter* and the *Writing Center Journal* will be ex officio members of the board. Neither publication, however, will be the exclusive organ of the International Writing Centers Association.
 - D. Executive Board members will have the following responsibilities:

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1. To meet annually at the March CCCC conference and/or the November NCTE conference and/or the International Writing Centers Association Annual Conference (see below).
 2. To sponsor the national conference and to approve the site of the conference. The conference will be co-sponsored by the IWCA and a regional writing centers association. The regional WCA will petition the board to host the conference not later than 8 weeks after the annual National Writing Centers Association conference. The board will approve the petition after it ensures that the location of the national conference represents the national nature of the membership. The board will also grant a stipend in the amount of \$5 per conference registrant to the sponsoring regional writing centers association.
 3. To appoint from the membership a conference steering committee consisting of the IWCA Officers, a conference chair from the region holding the conference, the board representative from the regional, and three other members selected from the regional organization.
 4. To make Outstanding Scholarship and Outstanding Service Awards, as well as to make decisions on Graduate Student scholarships [and to administer research grants;]
 5. To set dues annually (fiscal year to begin at CCCC business meeting);
 6. To draft position statements;
 7. To assist the work of regional affiliates;
 8. To serve as liaison between the National Writing Centers Association and related organizations;
 9. To conduct the International Writing Centers Association business meeting, and report to members at the annual conference;
 10. To review and propose revisions in the constitution as needed.
- IV. Changes in this constitution shall be made by a two-thirds majority of the Executive Board and must then be ratified by a two-thirds mail-in vote of the general International Writing Centers Association membership.
- V. Members of the Executive Board must be members of the International Writing Centers Association.
- VI. IWCA supports the NCTE statement on non-discrimination.

Amendment to the Constitution **Article 1**

Requirements to be exempt as an Organization described in section 501(c)(3) of the Internal Revenue Code

- Section 1. Said organization is organized exclusively for charitable, religious, educational, or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- Section 2. No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organizations shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in section 1 hereof and in article 1 of this constitution.
- Section 3. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.
- Section 4. Notwithstanding any other provision of these articles, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- Section 5. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Calls for Proposals

IWCA/NCPTW Annual Meeting Served Up in Chocolate Town, USA – October 23-25, 2003

For the first time ever, (IWCA) will hold its national conference in conjunction with the National Conference on Peer Tutoring in Writing (NCPTW) in Hershey, PA. Anyone interested in tutoring, writing centers, and the teaching of writing is encouraged to submit a proposal and attend the conference. High school, undergraduate, and graduate students who work as tutors in writing centers are especially encouraged to participate. This historic conference offers a unique opportunity to meet the faces behind the names you read in print, sit by the fireplace with old friends, and meet new tutors and directors from near and afar.

Proposal Submission Deadline: April 1, 2003

Pre-Registration Deadline: July 15, 2003

For full information, visit: WWW.WC.IUP.EDU/2003CONFERENCE

Featured speakers: Rebecca Moore Howard (co-editor of *Coming of Age: The Advanced Writing Curriculum*, winner of the 2000-01 WPA Book Award); Aesha Adams, who studies women's and African American rhetorics and Howard Rambsy II, poet and musician, will deliver a special endnote presentation on Saturday. Highlights of the conference include:

*Over 100 presentations/interactive sessions

*Trip to nearby Hershey Theme Park

*Evening reception, luncheon, and 2 breakfasts

*Book/vendor displays

*Keynote address and Endnote presentation

*Night hike/Trail walk

*Tour of Chocolate World

To submit a proposal, register, reserve a room, or obtain additional information, visit us at

WWW.WC.IUP.EDU/2003CONFERENCE .

Program information and updates will be posted there. For more information, visit the conference website or contact Ben Rafoth at BRAFOTH@IUP.EDU.

Rhetorics and Literacies: Past, Present, Future October 23-25, 2003, University of Utah, Salt Lake City, UT Keynote Speaker: Deborah Brandt, University of Wisconsin, Madison

The Western States Rhetoric and Literacy Conference welcomes proposals that address the theme for each particular year but may also consider proposals that deal with other relevant topics. Please submit:

- A cover page that includes the title, speaker/s, address/es, email/s, and phone number/s,
- A brief 25-50 word description of your presentation (disk requested at later date for WSRLC website publication)
- 4 copies of a one-page abstract that describes the proposed talk and identifies the format for the presentation:
 - (a) 20 minute paper, which will be combined with similar proposals to form a 90 minute panel.
 - (b) 90 minute panel, limited to 3 speakers or (c) 90 minute roundtable, featuring 3-5 speakers, each presenting a short (10 minute) position statement on a particular issue, followed by a discussion from panelists and audience.

Please note that the Western States Rhetoric and Literacy Conference has a NO MULTIPLE SUBMISSIONS policy--only 1 submission per person. **Proposals must be postmarked by Friday, March 14, 2003. Send to:**

MAUREEN MATHISON
UNIVERSITY OF UTAH
UNIVERSITY WRITING PROGRAM
255 CENTRAL CAMPUS DR RM 3700
SALT LAKE CITY, UT 84112-0495

For more information about the conference, visit our website: <http://www.public.asu.edu/~petergo/wsrl/wsrl.html>

WPA Summer Conference July 10-14, 2003 in Grand Rapids, MI

It's not too early to begin planning for the 2003 WPA Summer Conference in Grand Rapids(workshop July 6-10). The conference planning committee--Mark Schaub, Dan Royer, Elizabeth Vander Lei, Roger Gilles, Dean Ward, and Carol Kountz--have done a fabulous job of local arrangements. All the information you need about the conference, the summer workshop, and the assessment institute (including registration and hotel reservations) is available at the conference Web site: <http://www.gvsu.edu/writing/wpa/> At the Web site, you'll also find a link to the electronic forms for submitting proposals for papers, roundtables, workshops, and panels. This promises to be a great conference--hope to see you there.

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**Writing & Learning Under the Sun:
Saturday, April 5, 2003
Hosted by Rollins College, Winter Park, FL**

A **daylong conference** for educators and peers of all ages involved in collaborative learning. The goals of this conference are to expand the community developed at Writing under the Sun '01, provide an affordable conference experience, and learn from each other's best practices (and worst mistakes)

CALL FOR PROPOSALS: We welcome half-hour presentations by students and/or instructors. Proposals should include the name, address, phone, and e-mail of contact person; a 100-word abstract, and a list of participants and equipment needed.

Email proposal to Sylvia Whitman, Writing Center Coordinator at: swhitman@rollins.edu

Info: <http://www.rollins.edu/tpj/wlundersun.shtml>

**Society for the Study of Multi-Ethnic Literatures of the United States
18th Annual Conference, 10-14 March 2004, hosted by The University of Texas at San Antonio
*Transfronterismo: Crossing Ethnic Borders in U.S. Literatures***

We invite paper abstracts and complete panel, workshop, and roundtable proposals on all aspects of multiethnic literatures of the United States. We especially encourage those that engage in the conference theme. *Transfronterismo* highlights the theoretical, ideological, pragmatic practices and possibilities of hybridity, mestizaje, and diaspora in the formation of subjectivities, geopolitical coalitions, and literary cartographies. *Transfronterismo* serves as an alternative space that gives birth to distinct imaginaries, one with alternative mappings for the local, the global, and their shared/overlapping boundaries. What is it that we do when we affirm, deny, or transgress the border?

All proposal abstracts (250 words maximum) should be submitted in triplicate. We strongly encourage proposals of complete panels, roundtables, and workshops that should include a brief description and abstracts for individual speakers. Abstracts should be postmarked 1 December 2003, addressed to Professor Bill Mullen (Department of English, Classics, and Philosophy) and Gaye T. M. Okoh (Department of History), The University of Texas at San Antonio, 6900 North Loop 1604 West, San Antonio, TX 78249-0643. Email inquiries to bmullen@utsa.edu or gokoh@utsa.edu. [Fax and email for international submissions only: (210) 458 5366] All presenters must be members of MELUS. For information about membership and renewal visit the MELUS website at: <http://www.marshall.edu/melus/>

Call for Papers: WORKING-CLASS RHETORICS

The term "working class," though highly contested and socially constructed, refers to a meaningful socio-economic category and cultural marker. While rhetoricians have begun to map and contrast numerous rhetorics, very little scholarship in the field(s) of rhetoric explicitly seeks to study, understand, and critique working-class individuals, communities, tropes, and cultures. In response to this void, essays are sought for a new volume that will expand the scope of the rhetorical tradition by exploring the definitions and possibilities of working-class rhetorics. **Submission deadline: July 1, 2003.**

Articles of approximately 20-25 double-spaced pages may include theoretical studies connecting class with rhetoric, historical-archival analyses of social movements germane to class, ethnographies of working-class communities, rhetorical critiques of texts and artifacts, discourse analyses of print artifacts, ideological critiques of working-class representations in popular culture, or reports on experimental studies of oral and literate practices of the working class. Methodological/disciplinary diversity, hallmark of scholarship in rhetoric, is welcomed. Ideally, contributors will represent numerous fields. Specific inquiry might include (but are certainly not limited to): anti/globalization; unions; connections between class, gender, sexuality, race, and other identity markers; corporatization of higher education; cultural myth of classless society in the U.S.; and sweatshop studies and NAFTA.

Send queries, 500-word abstracts, and/or completed papers (with MLA documentation) to degenaw@muohio.edu (in Word or rich text format please) or William DeGenaro, Assistant Professor, Department of English, Miami University Hamilton, 1601 Peck Boulevard, Hamilton, Ohio 45011.



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