



The **International**
Writing Centers
Association newsletter

UPDATE

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Spring 2004

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Questions?
Comments?
Submissions?

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President's Message

Paula Gillespie

At the end of the NCTE meeting of the IWCA board, I turn over the gavel, and the presidency, to the capable hands of Jon Olson, who has served as vice-president for the last two years. It's been a pleasure to have been president of this spirited, energetic organization during a time when we have expanded our international membership, several of us engaging in cross-cultural dialogues that have enriched us all. We've worked with the Writing Center Research Project at the University of Louisville, standing by as they record our legacies and traditions through their oral histories of our leaders. We've held two IWCA conferences, and we've begun an exciting new Summer Institute. We've witnessed the retirement of Lady Falls Brown and Muriel Harris, along with Mary Jo Turley, (though we're still grateful for their continued contributions and involvement with us), and we're watching as a promising group of up-

and-coming leaders steps into line to move on and start making serious contributions to the organization's decision processes. A new group of secondary-level writing center directors and staffers is stepping forward, making their unique needs known, and claiming an important voice, their way paved by Pam Childers, our most recent Distinguished Service Award winner. New research projects have emerged and are flourishing. The second Summer Institute has a waiting list of seventy people.

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During my term as president I've had the pleasure of watching my own two classes of tutors move from uncritical

editing of friends' papers to becoming experts on starting and sustaining conversations, not only about texts but about ideas and writing processes. Another two classes of tutors has moved out into the professional world of work and graduate school.

Jon Olson will soon take over as presi-

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Thank you, IWCA members, for your diversity of opinions, for your fellowship, for your sense of community (though we might differ over what that means and over how to best express it), for your seriousness of purpose and your investment in writing, in writers, in tutors, and in one another.

A New Look for IWCA

The Executive Board of IWCA completed the judging of entries for the IWCA logo contest. The winning logo was submitted by Tameka Hemmons and adorns this newsletter (above), as well as the new IWCA website. We had a total of 16 logos submitted.

Many congratulations to Tameka!

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dent at NCTE. He has been a wonderful resource during these two years. I have consulted him on every major and nearly every minor decision I've made, because I trust his vision of the big picture as well as his keen eye for the small detail. I trust him to care about writers and about tutors, to care for all of us as the next president. I look forward to his term in office with complete confidence and pleasure. Thank you, IWCA members, for your diversity of opinions, for your fellowship, for your sense of community (though we might differ over what that means and over how to best express it), for your seriousness of purpose and your investment in writing, in writers, in tutors, and in one another.

A New IWCA Web Site @ <http://writingcenters.org/index.php>

A committee of IWCA members has completed work on reviving the IWCA web site. Their first task was to secure a new domain name: writingcenters.org. Rather than focus on finding a person and institution to launch and host the new site, the committee found a hosting resource in Eric Crump. The new web site was developed by Clint Gardner, a member of the IWCA Board, and is hosted by an external source, which is maintained by Eric Crump. The IWCA board has agreed to the reasonable fees attached to this service. The new web editor will be challenged to develop a resource that is innovative, interactive, and updated regularly.

Thanks go to Michelle Eodice, Lisa Eastmond, Jane Love, Eric Crump, Bedford St. Martin's (who will pick up the tab for Eric's hosting role), Vivian Rice and her staff at Syracuse, Bruce Pegg, and the IWCA board for endorsing our new web editor: Clint Gardner.

IWCA Meeting, Hershey, PA

October 25, 2003

Attending: (The following list is incomplete because the attendance sign-in sheet stopped somewhere in the room.) Kim Abels, Beth Boquet, Meg Carroll, Tim Catalano, Pamela Childers, Frankie Condon, Nita Danko, Kristen Dombek, Michelle Eodice, Dawn Fels, T. Kenny Fountain, Toni Francis, Anne Ellen Geller, Paula Gillespie, Teresa Gretano, Allison Holland, James Inman, Cindy Johaneck, Jeanette Jordan, Kerri Jordan, Kurt Kearcher, Neal Lerner, Jennifer Liethen Kunka, Barbara Lutz, Bill Macauley, Jerry M. Mwangbe, Jon Olson, Brad Peters, Ben Rafoth, Tiffany Rousculp, Karen Rowan, Rob Rundquist, Kat Robinson, Leigh Ryan, Evelyn Schreiber, Donna Sewell, E. Stone Shiflet, Jay Sloan, Gregory Smith, Jenny Staben, Mary Jo Turley, Shevaun Watson, Elliot Wright, Lisa Zimmerelli.

President Paula Gillespie called the meeting to order at 11:45.

Award to Cindy Johaneck: An award was presented to Cindy Johaneck by Bill Macauley from the ECWCA for eleven years of service.

Summer Institute 2004: It was announced that the second summer institute will be held July 11-17 at Clark University in Worcester, MA, a liberal arts school with 2,800 students. Anne Ellen Geller, who will serve as the local point person, announced that the school has a Carnegie Grant to coordinate work with secondary schools and said there should be some financial help with expenses from this grant.

IWCA Website: Michelle Eodice announced that the IWCA website, currently at Syracuse University, will be changing. She has obtained a domain name, writingcenters.org, and Eric Crump will take care of web hosting for a yearly fee. IWCA will need to find a webmaster who will update information with Eric and will serve for three years as a member of the board.

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Watson Conference: The Watson Conference will be held in Louisville, KY, October 7-9. A flyer was distributed at this conference with application instructions for ten peer tutor scholarships, which will cover conference fees, hotel accommodations, and up to \$250 toward travel. The conference will include a plenary session with students as speakers.

IWCA Conference, Fall 2005: A proposal will be presented by MWCA to host the next IWCA conference in Minneapolis. Frankie Condon explained that the Radisson Plaza (downtown) could hold the entire conference. While entertainment/sightseeing could be arranged, like a trip to the Mall of America and nearby lakes (there are five), it might be nicer to hold it at a college conference center.

A question was raised about holding future joint meetings with NCPTW, perhaps every three years. Members were reminded that it took two years of planning for the current IWCA/NCPTW conference, which involved checking out sites in Cleveland, OH and Hershey, PA. General discussion ensued about holding a joint conference, with suggestions being made for tracking themes within the conference in order to better make difficult choices among sessions, for considering post-conference workshop(s) (as in Savannah, GA), and for reconsidering separate conferences linked at times by television. Beth Boquet moved that IWCA endorse the MWCA as hosts of the 2005 IWCA conference. The motion was seconded. There was discussion about delaying a decision and discussion about outdated wording in the IWCA Constitution. Paula announced that she will choose someone to work on amending the constitution. Because two-thirds of the full membership must approve the changes, they must be done carefully. The motion was passed.

Writing Center Journal: Neal Lerner reported that expenses for the journal will continue to exceed revenues. There was some discussion about increasing the rate for subscription to the journal. The board voted to give \$5,000 and will consider allocating that amount regularly.

Discussion of IWCA's financial status led to Ben Rafoth's commenting on the IWCA/NCPTW Conference 2003. He reported that while he will be figuring out the final cost of the conference in the coming days, we would probably be "in the black." While more money was spent on meals than anticipated, the evening at Hershey Park cost less than expected. Cindy Johaneck pointed out that dues alone won't carry IWCA. Commenting on the cost of the Summer Institute and subsidizing tutors for IWCA/NCPTW, she noted that the conference must generate some revenue. It was pointed out that any extra money from the Summer Institute will roll over into the next one. Mary Jo Turley reported that each issue of *Writing Lab Newsletter* costs \$.60-\$1.00 to print; costs are subsidized by Purdue University and Mickey Harris. It was suggested that the finance committee look at subscription rates.

Paula Gillespie presented a certificate and gift to Mary Jo Turley for her outstanding service on the *Writing Lab Newsletter* and to IWCA.

The meeting was adjourned at 12:45.

Respectfully submitted,
Leigh Ryan, Secretary

Whatever you think you can do or believe you can do, begin it. Action has
magic, grace, and power in it. — Goethe

IWCA SIG Meeting, San Francisco, CA (NCTE)

Saturday, November 22, 2003

Minutes

Attending (According to sign-in roster): Pam Childers (IWCA Secondary Rep., The McCallie School, TN), Millie Davis (NCTE), Dawn Fels (University City HS, St. Louis, MO), Troy Hicks (Michigan State University), Allison Holland (South Central Writing Centers Association Rep. U of Arkansas at Little Rock), Kirsten Jamsen (Midwest Writing Centers Association Rep. U of Minnesota), Jeanette Jordan (Greenbrook North HS), Jennifer Liethen Kunka (Southeastern Writing Centers Association Rep. Frances Marion University), Jon Olson (IWCA Vice President, Penn State University—University Park), Michael Pemberton (IWCA Past President, Georgia Southern University), Jill Pennington (IWCA Community College Rep., Lansing Community College), Leigh Ryan (IWCA Secretary, University of Maryland), Trixie Smith (MTSU), Tracy Santa (European Writing Centers Association Rep.), Janet Swenson (Michigan State University)

Meeting was called to order at 5:50 by Jon Olson, incoming President (on behalf of President Paula Gillespie, who was not in attendance)

Jon Olson began the meeting by recognizing Wendy Bishop, who passed away on November 21.

Minutes from the IWCA meeting at combined IWCA/NCPTW Conference (Hershey, PA) were accepted pending receipt of a revised Treasurer's report.

Announcement: Clint Gardner will serve as IWCA Web Editor (and act as liaison between Eric Crump, who gives web space, and the IWCA Board)

***Treasurer's Report:** The treasurer's report could not be accepted, as there appeared to be some inconsistencies and figures that did not add up correctly.

Preview of IWCA All Day Workshop on Monday, Nov. 24 (Pam Childers): Pam Childers and Jenny Jordan will serve as co-chairs of the session, which will be conducted with the assistance of several consultants. Thirty-five people have signed up to attend from as far away as Alaska and Puerto Rico. The workshop title/theme is: "Continuing Dialogues for Creating Effective Secondary School Writing Centers." Jon Olson started an IWCA listserv for secondary school writing center directors (sswc-1) following the 2002 IWCA session on secondary school writing center issues, and workshop attendees this year will be added to the listserv.

European Writing Centers Association Report (Tracy Santa): EWCA and the European Association for the Teaching of Academic Writing (EATAW) have co-sponsored two conferences, one in 2001 in the Netherlands, and a second in 2003 in Budapest. The first EWCA stand-alone conference will be held in Sept. 2004 in Halkidiki, Greece. Santa said the IWCA might seek to sponsor graduate students or others from outside the US in attending the conference. Leigh Ryan suggested perhaps thinking even more globally, with a possible future IWCA meeting overseas. Santa closed by sharing the EWCA website address: www.ewca.sabanciuniv.edu

Report on IWCA/WPA Assessment Collaboration and Discussion of IWCA's Role in Writing Center Assessment (Jon Olson on behalf of Joan Mullen and Joe Law):

This collaboration began in 2002 as a three-year experiment, with Joan Mullen and Joe Law chosen to be the first IWCA representatives in the consultant-evaluator pool. To date, Joan has conducted one assessment; Joe has one planned for February. Assessments are conducted with a consultant/evaluator team, which meets annually at CCCC. Mullin and Law were featured speakers at their first consultant-evaluator team meeting at the 2002 CCCC. Outcome: Mullin and Law find the formal assessment to be successful. Other WPA consult/evaluators are taking writing center work more seriously; more interest has been generated in assessment (four more contacts have been made with Joan for potential assessments). Michael Pemberton credited Kathleen Yancey and Doug Hesse, in charge of WPA in 2002, for their support in making this collaboration a success. Janet Swenson suggested having more conversation about relationships between state-wide writing centers associations and state-wide WPAs.

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Summer Institute Planning (Jon Olson): The second IWCA Summer Institute will be held July 11- 16 at Clark University in Wooster, MA. Neal Lerner, Paula Gillespie and Anne Geller will co-host the event. Institute leaders are Michelle Eodice, Dawn Fels, Carol Haviland, Harvey Kail, Jill Pennington, and Howard Tinberg. Planning has already begun.

2005 IWCA Conf Planning Report (Kirsten Jamsen): Jamsen reports on behalf of Frankie Condon, Conference Chair, that the Midwest WCA will accept whatever IWCA decides regarding hosting a NCPTW/IWCA conference or a separate IWCA conference. Conference planners hope to build in workshopping and networking time and will focus on attracting tutors like the conference in Hershey did. The goal is 750 participants. Site visits are currently being conducted.

Report on 2003 IWCA/NCPTW Joint Conference (Jon Olson on behalf of Ben Rafoth): Olson reports approximately 950 attendees (550 tutors) at the conference. An estimated budget surplus of \$20,000 has been generated. Evaluations are being compiled.

Voting on Pacific Northwest Writing Centers Association Application for Regional Status: Pam Childers moved to accept PNWCA's application of as a regional affiliate of IWCA. Leigh Ryan seconded the motion. Motion passed unanimously.

Voting on Joint Conference with NCPTW: Michael Pemberton moved to hold a combined IWCA/NCPTW conference in 2005 and to be open to holding a joint conference every three years thereafter when the conference schedules coincide in the same season (with Fall of 2008 being the next possible combined conference). Pam Childers seconded the motion. Motion passed unanimously. Kirsten Jamsen thanked the Board for its decision and welcomed suggestions for setting up the program.

Michael Pemberton recommends that when the committee re-forms to re-examine the IWCA constitution, we make it clear that all board members (including the at-large and various representatives) be given IWCA meeting agendas well in advance. This will ensure that all parties know what votes will be taken so they can submit votes ahead of time (if not in attendance) or accept that they will not be represented in the vote. This will help to overcome the problem of establishing a quorum.

Jon Olson thanked out-going Board members Michael Pemberton (Past President) for his eight years of service on the Board, Paula Gillespie (President), Cindy Johaneck (Treasurer), and Leigh Ryan (Secretary) for her two terms of service. Meeting Adjourned at 7:02 P.M.

Respectfully Submitted,
Jill Pennington, Secretary

* A revised Treasurer's report was submitted to the Board electronically by Cindy Johaneck. It was accepted on December 10.

IWCA EXECUTIVE BOARD ELECTIONS

This issue of *IWCA Update* includes both the slate of candidates and pull-out ballot for IWCA Executive Board elections. After you have reviewed the slate of candidates on *Update* pages 6-10, please:

A) Complete the pullout ballot (yellow) included in this newsletter and mail it (postmarked by no later than January 31, 2004) to Jill Pennington, IWCA Executive Board Secretary

— OR —

B) Email your votes (incl. the categories for your selections) to Jill Pennington at penninj@lcc.edu by January 31, 2004.

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CANDIDATES FOR COMMUNITY COLLEGE REPRESENTATIVE (VOTE FOR NO MORE THAN ONE.)

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Clint has been the Writing Center Director at Salt Lake Community College (SLCC) for approximately 13 years. He received his Master of Arts in English from the College of William and Mary in Virginia, and a Bachelor of Arts from the University of Utah. When he started teaching at SLCC, Clint strove to develop a writing center, since he had worked at William and Mary's Writing Center. While Clint's interests focus mainly on writing centers, he has also been heavily involved in the use of technology in the teaching of writing. For the past two years he has chaired SLCC's Writing Program Council, a body that oversees the Writing Program and Writing Across the Curriculum. He has presented on both writing center work and uses of technology at many national and international conferences, including IWCA, Computers and Writing, NCTE, and CCCC. With James Inman, Clint co-edits The OWL Construction and Maintenance Guide (IWCA Press). Clint has also published in various writing center and computer aided instruction publications. Because of his commitment to the social uses of writing, Clint edits a variety of local and web-based publications on a voluntary basis. Clint is currently serving a one-year appointment on the IWCA board as the community college representative, having been appointed by the IWCA president to fill a mid-term vacancy.

KATIE STAHLNECKER

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Katie Hupp Stahlnecker is the Coordinator of Writing Centers at Metropolitan Community College in Omaha, Nebraska, where they currently have sites on two satellite campuses with a third scheduled to open in Fall 2004. She has been teaching various English courses and working as a Writing Center Consultant for over 10 years and considers the consulting work the most valuable teaching experience. Also, Katie is currently working on a Ph.D. at the University of Nebraska-Lincoln. She is studying Rhetoric and Composition with an emphasis in Writing Center theory and pedagogy.

CANDIDATE FOR SECONDARY SCHOOL REPRESENTATIVE (VOTE FOR NO MORE THAN ONE.)

JENNY JORDAN

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Writing centers have been fundamental to my teaching and learning since my graduate school days as a writing center tutor at the University of Illinois-Chicago. For the past 12 years, I have directed Glenbrook North High School's writing center and have collaborated with a number of colleagues to help them develop writing centers in their schools. Each time I work with a group of teachers, my enthusiasm for what we do increases. I see the power of writing centers to affect not only student writing but also the climate of the school.

CANDIDATES FOR GRADUATE STUDENT REPRESENTATIVE (VOTE FOR NO MORE THAN ONE.)

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Leah Cassorla is an M.A. candidate at the University of South Florida, where she is developing a thesis exploring the use of creative writing to assist students of English as a foreign language. Winner of the Southeastern Writing Centers Association's Tutor of the Year Award in 2003, Cassorla is a graduate peer consultant in the USF Writing Center. She has developed database records systems now in place at the USF center and the Valdosta State University Writing Center as well as designed an online synchronous tutorial space at Valdosta State

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University. Cassorla seeks election to the IWCA Executive Board to represent the interests and perspectives of graduate students around the world interested and invested in writing center theory and practice, and she seeks specifically to create and promote new opportunities for tutors' voices to be heard at the international level.

TROY W. HICKS

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Troy Hicks, a graduate student at Michigan State University, is focusing his work in the Teacher Education doctoral program on writing centers and teacher education in English Language Arts. He works at the MSU Writing Center, primarily with outreach related to the Red Cedar Writing Project, as a mentor to undergraduates, as a coordinator of graduate student writing groups and facilitating the "Navigating the Ph.D." writing workshop. He joined the ECWCA Board in the spring of 2003 and co-edits the *Michigan English Teacher*, the newsletter for the Michigan Council of Teachers of English. Troy's interests include professional development for practicing English Language Arts teachers, technology integration, multiliteracies and writing center pedagogy.

SUE MENDELSON

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I'm a graduate student in the English Department at the University of Texas at Austin and a consultant at UT's Undergraduate Writing Center (UWC). I spent 2 years as an assistant director of the UWC, and I am now in charge of a group of projects in the Center designed to promote a deeper engagement with other writing centers. One of those projects is *Praxis: A Writing Center Journal*, an electronic journal that publishes articles by writing center consultants and administrators everywhere.

CANDIDATES FOR AT-LARGE REPRESENTATIVE (6 SEATS OPEN) (VOTE FOR NO MORE THAN SIX.)

BOB BARNETT

WRITING CENTER DIRECTOR
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Bob Barnett is Associate Professor of English with a specialization in Composition and Rhetoric at The University of Michigan Flint. He teaches writing and directs the University Writing Center. In addition to publishing numerous articles in national and regional journals, he has published two books: *Writing Centers and Writing Across the Curriculum Programs: Building Interdisciplinary Partnerships* and *The Allyn & Bacon Guide to Writing Center Theory and Practice*. His most recent book, *Help Wanted: A Writers Guide to the Job Search Process*, is currently under review.

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Pamela Childers is director of the Caldwell Writing Center at The McCallie School. A former President of IWCA (NWCA) and Executive Board member, Pam is also on the board of the SWCA. She has been involved with writing centers through her work with public and independent school writing centers, facilitating workshops, giving keynote addresses, and writing articles, chapters and books. Pam believes strongly in collaboration among writing center professionals and in the connections among writing centers, writing across the curriculum and faculty development.

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MICHELE EODICE

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Michele Eodice is the director of the writing center at the University of Kansas, where she also teaches a peer tutoring course and a technical writing course. She is the associate editor of development for the *Writing Center Journal* and co-author of *(First Person2): A study of co-authoring in the academy*. In addition, Michele has published work in the areas of plagiarism, writing center administration, and writing groups. Michele is an active board member with the International Writing Centers Association, the Midwest Writing Centers Association, and the National Conference on Peer Tutoring in Writing.

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In 1984, Sharifa Daniels received a scholarship to study towards a M.A. in Linguistics at the University of Iowa, USA. It was there that Prof. Lou Kelly first introduced her to the idea of a writing centre. Sharifa also holds a B.A. and B.A.Hons from the University of the Western Cape, South Africa as well as a Teacher's Diploma

She is currently the Afrikaans Head of the Writing Laboratory at Stellenbosch University, South Africa. The Stellenbosch Writing Laboratory is a multilingual facility where consultations are conducted in both English and Afrikaans, the languages of learning and instruction at the University. Her role as manager of the Writing Lab includes the day to day management of the Writing Lab, conducting individual consultations, presenting Scientific Writing Skills Workshops, appointing and training writing consultants, liaising with faculty to develop writing intensive courses, expanding the Writing Lab website, conducting research, and evaluating Writing Lab activities.

She is a founder member of the Western Cape Writing Centres Forum and has recently co-edited the first edition of our Western Cape Writing Centres Newsletter. In 2002 she served on Stellenbosch University's Language Policy and Plan Task Group, which drew up a new Language Policy and Plan for the university. In 2001 she was a member of the Gerwel Committee, a task group that advised the South African Minister of Education about the linguistic future of the Historically White Afrikaans Universities. She is the chairperson of the SHARE Adult Learning Centre (a NGO), a member of the Network on Violence against Women, presented a radio programme on community radio, and involved in several community organizations. She is currently serving a one-year appointment as an at-large representative, having been appointed by the IWCA president to fill a mid-term vacancy.

LAUREN FITZGERALD

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Now in her eleventh year of writing center work, Lauren Fitzgerald directs the Yeshiva College Writing Center at Yeshiva University, where she is also Assistant Professor of English and the YC Composition Director. In edited collections (forthcoming) and at IWCA, CCCC, and WPA, she's addressed such issues as WCs at religiously affiliated institutions, WC directors as writing program administrators, and peer tutor responses to plagiarism. Her professional service includes memberships in the Northeast Writing Centers Association Steering Committee ('01-'03), the 2003 CCCC Local Arrangements Committee, and the Executive Board of the WPA Council, as well as recent efforts to connect the 100+ WC directors in the NYC area.

WENDY GOLDBERG

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For over a decade, Wendy Goldberg has taught writing at Stanford University, where she currently serves as Co-Coordinator of the Stanford Writing Center. Active in the Center's growth since its inception in 2001, she has helped to define its mission and foster its identity and maturation as a campus resource. In particular, she has been instrumental in initiating and sustaining the performance of writing at the Center, encouraging the development of a "spoken word" community and emphasizing the performance of multicultural identities and language practices. Wendy received her Ph.D. in English from Yale.

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Shareen Grogan has directed the writing centers and lead Writing Across the Curriculum Workshops at National University for three years. Shareen is an active member of the Southern California Writing Center Directors Association, a member of IWCA, and a subscriber to wcenter. She has an M.A. in Linguistics from the University of California at San Diego, an M.A. in English from the University of Montana, and a B.A. in English and French from the University of Montana.

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Kurt Kearcher is an assistant professor of English and director of the writing center and composition programs at California University of Pennsylvania. He has also directed writing centers at Western Michigan University and Owens Community College. He has made numerous presentations on writing center topics at conferences of NCTE, IWCA, and ECWCA. In addition to producing a dissertation on writing center culture, he has also contributed a chapter on writing centers and technology in *Wiring the Writing Center* and provided the entry for peer evaluation in *Keywords in Composition*. He is currently working on articles on writing center organization history and the relationships between writing center directors and their institutions (as well as a piece on his motorcycle-riding escapades this summer). Kearcher has been on the East Central Writing Centers Association board for four years, serving as its secretary for the past three. He has also worked closely with the IWCA board in developing the writing center publications display, which promotes the IWCA and writing center scholarship at national and regional conferences.

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Bill Macauley has been working in writing centers since 1990 and as the Writing Center Director at Mount Union College for two years. His research in writing centers and working-class studies have turned toward narrative in learning, academic enculturation, and identity maintenance. He is the current editor of *IWCA Update*, President of ECWCA (until spring 2004), an advisor to the newly-formed CCCC Committee on Academic Quality, and coordinator the CCCC Bring-a-Book Project. Though comparatively new to official roles in writing center organizations, he has been participating in regional writing center organizations since 1991 and NWCA/IWCA since its first conference in New Orleans ('94). He welcomes this opportunity to serve IWCA and writing centers.

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Melissa Nicolas received her PhD in English from Ohio State University in August 2002. Her dissertation, "Re-Telling the Story: An Exploration of the Feminization of the Writing Center" won an NWCA Research Grant and an Ohio State University Presidential Fellowship. Melissa has served the writing center community for more than ten years as a tutor, a peer tutor coordinator, an assistant writing center director, and a writing center director. Her publications include a co-edited collection, *By Any Other Name: Writing Groups Inside and Outside the Classroom* (IWCA/Earlbaum Dec. 2003), and "The Politics of Writing Center as Location" (Academic Exchange Quarterly Dec.

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2003) Melissa has presented her research at CCCCs, NCTE, and IWCA and is currently putting together a co-edited collection (with Beth Rapp Young) entitled *Working with Graduate Students in the Writing Center*.

MICHAEL PEMBERTON

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I have been a writing center director for the better part of 14 years now and just recently ended my term as Past President of IWCA. In my eight years on the Executive Board, I worked hard to improve the status of writing centers institutionally and professionally, and I hope to have the opportunity to continue that service as an at-large member. Writing centers are at the heart of my scholarship (evident, perhaps, in my "Writing Center Ethics" columns for the *WLN* and my recent co-edited book, *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*), and they are certainly at the center of my professional life.

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I am a Ph.D. Candidate in Rhetoric, Composition, and the Teaching of English at the University of Arizona. I have been involved in writing centers since 1995. As an undergraduate, I was a writing consultant at the UA writing center and I currently serve as an associate coordinator of the center. My position as coordinator will end in May, but I will continue at the center as a consultant. My research areas include: writing center theory and practice, writing program administration, assessment, basic writing, and reading theory. My dissertation focuses specifically on the institutional hierarchy of research, teaching, and service and how that hierarchy affects the writing center and writing center practitioners. I am currently serving a one-year appointment as an at-large representative, having been appointed by the IWCA president to fill a mid-term vacancy.

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Jay Sloan is an Assistant Professor of English and Director of the Writing Center at Kent State University's Stark campus. His writing center research focuses on how issues of difference complicate tutorials, and how contact zone pedagogies might be adapted for writing center use. He has published in *The Writing Lab Newsletter*, and has a piece forthcoming in *Praxis*. Jay was heavily involved in the formation of a multi-campus committee at Kent State designed to further writing center development across all eight Kent campuses. He has served on the Executive Board of the East Central Writing Centers Association since spring 2002, when he hosted the conference at Stark.

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As Director of the Hollins University Writing Center, Marcy Trianosky supervises 11 peer tutors from a variety of majors to support writing across the curriculum. During her two-year term as President of the Southeastern Writing Center Association, she represented her region on the International Writing Centers Association (IWCA) board and coordinated the professional activities of members in a five-state area, including sponsorship of the IWCA conference held in Savannah in the spring of 2002. She currently serves on the Awards Committee of the Southeastern Writing Center association, which designates recipients for the Southeastern Achievement Award and the Southeastern Peer Tutor Award.

We all know tutoring is about much more than solving problems and that no two sessions are ever the same, but it is the common problems, often encountered on a daily basis, that get our attention and raise our curiosity levels.

—Ben Rafoth, *A Tutor's Guide: Helping Writers One to One*, p. x

Guidelines for IWCA Regionals

The function of regional Writing Center Associations is to provide local writing center professionals, particularly tutors, opportunities to meet and exchange ideas, to present papers, and to take part in professional conferences in their regions so that travel expenses are not prohibitive.

To accomplish these goals well, regionals should, at minimum, enact the following criteria within the first year of their IWCA affiliation:

- Hold regular conferences.
- Issue calls for conference proposals and announce conference dates in the IWCA publications.
- Elect officers, including a representative to the IWCA board. This officer will at minimum be active on the board's listserv and ideally will attend board meetings as feasible.
- Write a constitution that they submit to the IWCA.
- Provide IWCA with regional reports when asked, including membership lists, contact information for board members, dates of conferences, featured speakers or sessions, and other activities.
- Maintain an active membership list.
- Communicate with members through an active distribution list, website, listserv, or newsletter (or a combination of these means, evolving as technology allows).

In return, regionals will receive encouragement and assistance from IWCA, including annual payment to defray the costs of conference keynote speakers (currently \$250) and contact information for potential members who live in that region and belong to the IWCA.

If a regional is unable to meet the minimal requirements listed above, the IWCA president shall investigate the circumstances and make a recommendation to the board. The board may decertify the regional organization by a two-thirds majority vote.

Writing Into the Bounds: Countering the 'Balkanization' of College Athletes

William Broussard, Coordinator

University of Arizona Athletics CATSatellite Center for Learning and Writing

CATS CLAW is a writing center satellite in which student-athletes can improve their writing and thinking skills and academic competency, and also expand their sense (s) of what it might mean to be participants in and members of an academic community that often defines them as uncaring, disinterested, and poor students. Working within the confines of a traditional "study hall," I have, for the past three years, attempted to coordinate and accommodate the interests and requirements of a high-powered athletics department and a politically potent composition board, and erstwhile manage to serve the varied interests of students, administrators, academics, and myself.

At first glance, there are two ways of evaluating the level of privilege associated with the citizenship of student-athletes. The first is that their citizenship is one of privilege and reward – the resources offered to student-athletes and opportunities afforded them are unavailable to most students. Media outlets routinely depict professional athletes in America as larger than life characters who are purveyors of materialism, lawlessness, and greed. In turn, they (more often than not, male participants in the "Big Three" Sports: baseball, basketball, and football) are constructed as the beneficiaries of undeserved, exorbitant wealth and affluence. These traits are often unwittingly transposed onto college athletes, leading many members of campus faculty, staff, and even fellow students to believe that college athletes are of the same ilk, benefiting by taking away scholarships from more deserving students and receiving leniency in terms of class attendance and evaluation. Furthermore, student-athletes often register at different times, eat in different cafeterias, work and study and spend much of their free time in one location (most often a field house or athletics center) because it is convenient and it meets all of their needs – in one place they can eat, study, visit, rehab, receive counseling, meet with coaches, and everything in between. It also promotes

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unity and teambuilding, aspects that two to three hour practice sessions do not focus on explicitly. And most non-athlete students consider this area off-limits.

The other option, less often considered, is that student-athletes are of a much lower status than that of other students – their lives governed and controlled by factors over which they have no control, their labor inequitably compensated, and their communication with the larger campus severely limited by the rigor and unusual nature of their schedules. Student-athletes face multiple obstacles to their academic success, but those who possess/have access to forms of social capital that would help them take advantage of all available resources do well, whereas the less fortunate others seem destined for a college career in which they will be discriminated against and forced to rely upon co-dependent relationships with advisors and tutors. The aforementioned convenience becomes problematic for some student-athletes, because it can fail to engender in many of them the desire to develop academic competence and independence. The safety net that is built around most student-athletes makes the thought of life outside of it perilous to those student-athletes who enter college studies without developed academic literacies. Something as simple as the act of visiting an instructor's office hours to discuss a poor grade on a paper or meeting with a TA to discuss difficult class concepts may seem anywhere from foreign to impossible to many student-athletes and, because of the built in crutch of the academics advisor who often mediates in such situations, many student-athletes do not develop these competencies until it is much too late (if at all).

Athletics department staff members (coaches, administrators, support staff) are in a position to encourage and empower student athletes to challenge themselves academically, countering negative assumptions and stereotypes in consistent and significant ways. Perhaps, one supposes, if student-athletes heeded this advice, they would not be stereotyped as privileged students, and could fully benefit from the "two educations" that a recent ad campaign claims all student-athletes receive. However, these students on the margin are relegated to a kind of second class citizenship as a result of what I believe are institutional forces – forces that many student-athletes are unaware of or that they consider to be the natural order of things. They are recruited and signed to score touchdowns and make baskets but are truly alienated from their labor in the sense that their efforts bring immense amounts of money into the university without their receiving comparable financial benefits for those contributions (student athletes wages amount to "minimum wage" or slightly above) (Ariaza 1). A casual glance reveals that this is crass capitalism at its finest – dispensable workers with no job security who cannot unionize, working for the privileged few (coaches, AD's, administrators), many of whom earn six to seven-figure salaries, for universities that cut programs and faculty members during economic downturns. Student athletes are forced to forego monetary reward for an education, but much of what is required of them as athletes counterintuitively works against them in receiving an education.

Additionally, in many of our own English departments, the construction of student-athletes as disinterested students and their geographical (and ultimately psychological) balkanization on college campuses, coupled with unfortunate instances of academic fraud/plagiarism in Division I athletics programs, pervasive lore regarding experiences with college student-athletes, and a lack of scholarly publication in rhetoric/composition on the subject has led to a general uneasiness about working with college student-athletes, particularly in writing center settings (Farrey 1). But it is precisely this kind of effort that could bridge the gaps that many do not realize exist. We can develop ways to help student-athletes develop critical consciousness, give them the recourse to develop pride in themselves through their academic work and their relationship to the academy, and advocate their attempts to achieve these ends. The process begins with opening up the channels of communication between groups who have, for a number of reasons political, social, and economic, found an impasse where a bridge should very well stand.

However, the burden is not ours alone. There is much work to be done elsewhere, as well. It's often the case that many of the people in positions that could engender in student-athletes a desire to tackle head-on the hardships

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and discrimination they encounter are unaware of the balkanizing effect that the creation of student-athlete academics centers has created and fostered. Though these professionals may be the staunchest advocates for student-athletes, serving them in the capacities of compliance officers, life-skills coordinators, and academics advisors, they are often oblivious to the fact that their work, which is done for the student-athletes' own good "underlines the differences between students instead of building bridges" (Sargent 1). The traditional student-athlete academics center runs the risk of "protecting" students from rather than helping students learn how to navigate their way through the workings of the university. Student athletes are separated from the activities of the rest of the campus and denied opportunities for developing a consciousness about their educations based on those opportunities. This system does a great disservice to student-athletes, creating a Moebius Strip by perpetuating the University's misconceptions about disinterested student-athletes, leading Intercollegiate Athletics Departments to "protect" students, perpetuating the University's misconceptions about disinterested student-athletes ...

The problem is primarily perception (in the cases when the problem isn't overt corruption, which of course it occasionally is, more often at larger Division I schools). The result of the misperceived privilege of student-athletes and their nihilistic/apathetic reactions to this resentment is a discordant state in which there are no open lines of communication between the involved groups – Intercollegiate Athletics Departments (ICA's) and university faculty. In many cases, this has created a wall between athletic departments and academics, both sides schizophrenic with the fear that one is out to get the other, and student-athletes suffer because, while they may be successful at athletics, in the academy they are often not even allowed on the field of play.

The biggest problem here is that the balkanization of college athletics on many college campuses is an institutional problem rather than the workings of any one person or group on any given campus. Teachers who assume that certain students are disinterested are often advised to focus their energy on willing and interested students. Athletics department staffs are right in their assumption that athletics centers/field houses provide opportunities for student-athletes to develop community and build teams. Student-athletes are right to use such resources, and they are right to let coaches, faculty athletics reps, and support staff advocate for them whenever possible because they are more familiar with the politics of the university. However, when students are socially constructed as "disinterested" and "unmotivated" on one end and isolated from the workings of the campus on the other, what hope do they have of succeeding in their college careers? More importantly, what opportunities to grow intellectually are being sacrificed so they can advance athletically? And is this trade-off one that American colleges and universities would be comfortable with, were it clearly understood?

Perhaps a "best-of-both-worlds" scenario is the creation of a writing center satellite for student-athletes, coordinated by a writing/composition program. Through the CATS CLAW program, we are able to converge the departmental mission statements – focusing on the University of Arizona ICA's commitment to "leading the way in education" and on the Writing Program's focus on making writing a central part of our students' educations – to the benefit of student-athletes. In the case of this particular satellite, the planning phase lasted an entire semester and, in that time, I was able to bring representatives from the ICA into conversations with representatives from the Writing Program. Instituting a writing center satellite for student-athletes became a collaborative effort between two programs and serves simultaneously as a branch of the main writing center and an extension of the ICA's student services program. The Associate Director of Athletics, Director of the Writing Center, and Director of the Composition program all had a hand in creating this program (not to mention advising the coordinator) and all share in its successes – which include, among many others, student-athletes' increased awareness of the institution's devotion to their success on and off the field of play.

The program has succeeded in eliminating the conflicts of interest sometimes created when athletics departments hire independent tutors (who are not held, necessarily, to any college or university code of ethics), severely limiting the occurrence of academic fraud. It has been emblematic of the athletic department's willingness to collaborate with faculty members from the academy, building alliances that make the "specialized knowledge" of the academy

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accessible to more students (Hall 318). It could be emblematic of the academy's desire to make knowledge and literacy accessible to an ever-diversifying student population. While the satellite writing center may seem to further segregate student-athletes, it serves to guarantee that future student-athletes will participate more actively, and with more confidence, in the university-at-large if they are encouraged to develop academic competency, social awareness, and critical consciousness about their educations.

When student-athletes struggle with their writing, tutors can share strategies for improving their writing, as well as for negotiating with their instructors for additional meeting times and rewrites. In the somewhat rare cases in which students believe they are being discriminated against by instructors, tutors can share ways of addressing the particular issue. Most importantly, student-athletes can take ownership of their education, taking what they need from tutorial sessions, consulting as often as they feel they need to, and exploring the possibilities of their academic lives without restriction or fear of failure. Tutors in this setting have amazing opportunities to impact students' lives so long as sensitivity and liberatory pedagogy are at the core of their tutor-training – which is certainly the case for CATS CLAW tutors.

We have helped students begin tearing down the walls that confine them, encouraging them to take ownership of their academic lives and granting them the prospects of full participation in the academy – allowing them opportunities to thrive and create as students with the same presence that they are capable of displaying as athletes.

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Additional Resource:

- "Summary Chart: NCAA Division I Academic Related Legislative Proposals." *NCAA.org*. Website of the National Collegiate Athletics Association. 2 November 2003. <http://www1.ncaa.org/membership/governance/division_I/docs/mgmtcouncil/mgmt_council_April_2002/10_Att_I_leg_proposals.htm>.

Two Tutors Respond to Hershey

Abby Hardin & Katie Jones

Mount Union College Writing Center

My name is Abby Hardin, and I am a senior English major, minoring in Adolescent to Young Adult Education. My plan is to become an English/Language Arts teacher in a secondary school or middle school. However, as a teacher, I would like to create/develop a Writing Center wherever I might accept a position. Writing Centers are valuable in every learning setting. As a tutor and assistant to the Writing Center Director at Mount Union College, I can see that my writing center work has made a significant contribution to my education.

My name is Katie Jones. I, too, am a tutor in the MUC Writing Center. I am a senior Political Science major / Legal Studies minor, and I plan to attend law school, where I would love to continue my role as a tutor at the graduate level.

Abby and I very much enjoyed our first conference experience. We were both especially looking forward to the chance to interact with other tutors and to watch them in action. It was a pleasant surprise to discover so many different tutoring styles, and I have found myself integrating bits and pieces of each one into my own tutoring sessions.

I also looked forward to being greeted as a fellow tutor and definitely wanted to learn more about ESL writers (this year has broadened my sense of learning styles &

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cultural differences). I have enjoyed seeing these learning contrasts in the classroom & Writing Center. Writing Center administration is bigger than Katie and I expected. Students are vastly important to Writing Centers, and many professionals acknowledged this throughout the entire conference, showing their utmost respect for undergraduate tutors. (I got a warm, fuzzy feeling from these people). Overall, I found a deep pool of knowledge into which I will continue to dive.

Our overall experience was positive. As a future lawyer, I don't intend to become involved in writing center administration. Theories and studies are interesting, but I was looking for more practical tutoring skills that I will be able to use now in my role as a tutor. For that reason, the administrative tone of many of the sessions was slightly disappointing to me.

Additionally, I thought the conference was going to be about tutors, and what tutors can do to become better at what they do. Some presenters were just not focused on a love of tutoring.

I would have enjoyed seeing more sessions presented by tutors, especially from the undergraduate level. The best part of the conference for Abby and me was actually presenting a session on learning styles. Judging by the response, many other tutors also appreciated this type of session. There is certainly a lot for us to gain in hearing from writing center directors and administrators, but we also have a lot to teach one another.

That said, we would both definitely attend the conference again, given the opportunity. Tutoring is something we both love, and it was a tremendously positive experience to be surrounded by so many other people who love it, too.

One Question

Valerie Balester

I am reading Rebecca Moore Howard's *Standing in the Shadow of Giants: Plagiarists, Authors, and Collaborators* (Ablex, 1999). It's clearly a book ahead of its time. I am also witnessing a frenzy of activity on my campus regarding the rise of "academic dishonesty," especially plagiarism. Moore Howard calls for us to revise our plagiarism policies, to acknowledge the author-text collaborations that real writers engage in, to understand writing from a postmodern perspective that better takes into account the relationships between author, text, context, and reader. Many of us are familiar with her category of "patchwriting," where students create a pastiche that helps them appropriate and understand the language of their sources; she advocates a policy that responds pedagogically to "patchwriting" that is not intentional stealing as well as to ignorance of citation conventions. Does anyone know of a policy that makes such a move? **See WCenter for further discussion.**

Announcements

Meet the new International Writing Centers Association Executive Board

Officers:

President: Jon Olson (2005)
 Vice President: James Inman (2005)
 Secretary: Jill Pennington (2005)
 Treasurer: Ben Rafoth (2005)
 Past President: Paula Gillespie (2005)

At-Large Reps:

Sharifa Daniels (2004)
 Michele Eodice (2004)
 Harvey Kail (2004)
 Beth Rapp Young (2004)
 Donna Sewell (2004)
 Nathalie Singh-Corcoran (2004)

Graduate Student At-Large Rep:

Shevaun Watson (2004)

Community College Rep:

Clint Gardner (2004)

Secondary School Rep:

Pam Childers (2004)

Regional Reps:

| | | |
|--|------------------------------------|-------------------------------------|
| East Central WCA: William J. Macauley, Jr. | European WCA: Anna Challenger | Mid-Atlantic WCA: Barbara Gaal Lutz |
| Midwest WCA: Frances Condon | Northeast WCA: Meg Carroll Pacific | Northwest WCA: |
| Pacific Coast WCA: Carol Haviland | South Central WCA: Allison Holland | Rocky Mountain WCA: Penny C. Bird |
| Southeastern WCA: Sonja Bagby | | |

Ex-Officio:

Neal Lerner (*Writing Center Journal*)
 Muriel Harris (*Writing Lab Newsletter*)

Beth Boquet (*Writing Center Journal*)
 William J. Macauley, Jr. (*IWCA Update*)

Subscribed to Listserv:

Byron Stay (IWCA Press)

Call for Nominations: 2003 IWCA Best Book and Best Article Awards

You are invited to nominate a book or article for the 2003 IWCA Outstanding Scholarship Awards for Best Book and Best Article. The book and article must have a publication date of 2003.

Deadline: Saturday, 2/28/03

Send nominations by e-mail to Jon Olson <writingcenter@psu.edu>.

Guidelines: Nominations must specify the reasons why the book or article deserves the award. Supporting arguments may be only a few sentences and should not exceed one page or screen. Send separate nomination messages for each item of scholarship if more than one are nominated. Nominations will be forwarded to the award committees after the deadline. If a nominated article is not from a readily accessible publication, the nominator may be asked to provide a copy of the article.

Procedures: The IWCA President will constitute Best Book and Best Article committees to determine the awards.

Second Annual IWCA Summer Institute for Writing Center Directors and Professionals

The second annual Summer Institute for Writing Center Directors and Professionals will be held on the campus of Clark University in Worcester, MA, from July 11 to 16, 2004. Co-sponsored by Clark, Marquette University, and the Massachusetts Institute of Technology, the Summer Institute offers new writing center directors (and established directors starting a new program or interested in new ideas) at all instructional levels the chance to spend a week discussing and learning about topics essential to writing center work. For more information, go to www.clarku.edu/writing.

Special Offer to IWCA Members

If you would like to track and manage your Writing Lab electronically, check out this free trial offer from AccuTrack. With hundreds of customers in 41 states, AccuTrack is the leading tracking software for academic labs. Features include attendance tracking, appointments managements, traffic analysis, staff and services ratings, program assessment, and much more. Check out the AccuTrack web site at <http://www.acctrack.org> for the details and call 888-249-7227 or email jayme@engineerica.com for your free trial software. Make sure to mention you are an IWCA member.

Thank you,

Jayme Stenger, AccuTrack Sales Manager
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IWCA Awards at Hershey

Three IWCA awards were announced at the Hershey Conference: Pam Childers of The McCallie School is the recipient of the Muriel Harris Outstanding Service Award, given by IWCA only every three years. A committee consisting of former recipients takes nominations, deliberates, and selects a winner.

The Outstanding Book Award for 2002 went to *Writing Center Research: Extending the Conversation*, edited by Paula Gillespie, Alice Gillam, Lady Falls Brown, and Byron Stay. Also nominated were *Noise from the Writing Center*, by Elizabeth Boquet, and *The OWL Construction and Maintenance Guide*, edited by James Inman and Clint Gardner. The committee consisted of Allison Holland – Chair, Leigh Ryan, Sonja Bagby, and Shevaun Watson.

The Outstanding Article Award went to Sharon Thomas, Julie Bevins, and Mary Ann Crawford. "The Portfolio Project: Sharing Our Stories," *Writing Center Research: Extending the Conversation*, ed. Gillespie, Paula, Alice Gillam, Lady Falls Brown, and Byron Stay. Other nominees were

Olson, Jon, Dawn J. Moyer, Adelia Falda. "Student-Centered Assessment Research in the Writing Center," *Writing Center Research: Extending the Conversation*, ed. Gillespie, Paula, Alice Gillam, Lady Falls Brown, and Byron Stay.

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Krauthamer, Helene. "How Can Writing Labs Assess Computer-Assisted Instruction?" *WLN* 26.9 (May 2002):1-5.

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Macklin, Nicole, Cynthia K. Marshall, and Joe Law. "Expanding Writing Center Assessment: Including Tutor Learning." *WLN* 27.1 (Sept. 2002): 12-16.

Cogie, Jane. "The Schooling of a Writing Center Administrator: Lessons in the Balancing Act." *WLN* 27.3 (Nov. 2002): 1-5.

Committee members were Michael Pemberton (Chair), Carol Haviland, Frankie Condon, and Harvey Kail.

National Council of Teachers of English

Assembly for Research Mid-Winter Conference

February 20, 21, & 22, 2004

University of California, Berkeley

Transforming literacies: Youth culture, new media and social change

Keynote Speakers: Allan Luke, Shirley Brice Heath, Tricia Rose, Jim Gee, Tashia Morgridge, & Pedro Noguera

Conference Themes Include:

Forging connections between new literacies, new media, youth culture and social activism

The role of youth culture in re-visioning and transforming conceptions of literacy, education, teaching and learning

The relationships between new literacies and current educational contexts

Visit the conference website at: <http://research.gse.upenn.edu/nctear/index.html>

Address questions to conference co-chairs Katherine Schultz (kathys@gse.upenn.edu) or Glynda Hull: (glynda@socrates.berkeley.edu).

South Central Writing Centers Association 2004 Conference

Putting Research at the Center

Thursday February 19th – Saturday February 21st

In a very real sense, a writing center is the result of someone's research – it is the publication of the writing center director who sets it in motion, and it is revised or updated regularly by that person and by every new director who takes it over later.

— Muriel Harris, "Presenting Writing Center Scholarship: Issues for Faculty and Personnel Committees"

This year's conference focuses on the reciprocal relationship of writing centers and research. How does the writing center itself challenge our definitions of research? How does research influence the ways in which we conduct tutorials or administer the writing center? We have invited sessions on any topics relevant to writing center studies, but have been particularly interested in sessions that engage this issue.

Keynote speaker will be Dr. Carol Mattingly. Dr. Mattingly is Professor of English and Director of the University Writing Center at the University of Louisville. She also serves as the Director of the Writing Center Research Project.

Building Bridges, Constructing Meaning: Shaping Future Directions of English Studies

9th Annual Graduate English Society Conference

Texas Tech University, Lubbock, Texas

February 20-21, 2004

Sponsored by: The Graduate English Society, Texas Tech University

Online: <http://english.ttu.edu/GESconference/>

The Texas Tech Graduate English Society welcomes this year's conference, which will include sessions on a range of subjects within the general sub-fields of literature, culture, and criticism; composition, rhetoric, and writing centers; creative writing; linguistics; technical communication and technology criticism; and teaching and pedagogy.

Topics include, but are not limited to:

onsite tutoring online tutoring ESL/EFL issues writing center practice tutor training and evaluation peer tutoring writing center design writing center culture writing center administration writing center theory

If you have questions about the conference or your proposal, please contact Lori Hughes at lori.hughes@ttu.edu or the conference co-chairs Rachel Martin Harlow or Tiffany Craft Portewig at gesconference@yahoo.com.

A New Essay — Pam Childers

I am really proud of an essay that I did for the 20th anniversary edition of *Exploring Language*, ed. Gary Goshgarian, 2003, Longman. The essay, entitled "What Students Have Taught Me About Writing," is based on my experiences working with students in the writing center, and a former student who is an undergraduate at Vanderbilt University gave me feedback on the final draft before I revised and submitted it.

Acts of Writing: Performance in the Writing Center

The 2004 Northern California Writing Centers Association Conference

Stanford University

March 6, 2004

We invite all members of your writing center staff—including students—to the Northern California Writing Center Association's 12th annual meeting, to be held March 6, 2004, at Stanford University. The conference theme is "Acts of Writing: Performance in the Writing Center." We have encouraged presenters to interpret this theme in ways that speak meaningfully of their thoughts and experiences regarding their writing center or writing centers in general. Please explore the website listed below for more information about the conference: <http://ncwca.stanford.edu/index.htm>

The Georgia Conference on Information Literacy

Georgia Southern University

October 8-9, 2004

Jointly hosted by the Zach S. Henderson Library, the Department of Writing and Linguistics, and the College of Education at Georgia Southern University, the Georgia Conference on Information Literacy will offer both hands-on workshops and concurrent sessions for K-12, community college, and university librarians and educators, covering a broad spectrum of needs and proficiencies with twenty-first century information literacy skills and issues, from those seeking how-to information to those wishing to contribute to the growing body of scholarship.

Visit <http://conted.gasou.edu/informationliteracy.html> for more information

The 2004 Southeastern Writing Center Association's Peer Tutor Award

The Southeastern Writing Center Association Awards Committee is pleased to announce the 2004 SWCA Peer Tutor Award. The SWCA Peer Tutor Award is presented annually on a competitive basis to a peer tutor at an educational institution in the Southeastern region for his or her outstanding contributions to his or her writing center, SWCA, and the writing center community. The SWCA Awards Committee will review all submitted materials. The winner will be announced and presented with the award (a plaque and a check for \$100) during the 2004 SWCA Conference in Atlanta, Georgia.

Eligibility:

Any peer tutor who is currently tutoring in a writing center at an educational institution in a state or province located in the Southeastern Writing Center Association region (North Carolina, South Carolina, Virginia, Florida, Georgia, Tennessee, Alabama, Mississippi, Kentucky, Puerto Rico, or the American Virgin Islands) is eligible to receive the award.

Process:

To nominate an eligible candidate, please send a short letter of nomination to the address below. The nomination letter must outline the contributions the peer tutor has made to the writing center at his or her institution. The nomination letter should include the nominee's name, institutional affiliation, address, phone, and email (if applicable). The letter may also address other relevant information, such as the tutor's involvement in the writing center field and with the SWCA. The nominator is also responsible for informing the candidate that he or she has been nominated. Letters of nomination are due **Thursday, December 18, 2003**.

To be considered for the award, the nominee must submit a packet that includes

- a cover letter indicating acceptance of the nomination.
- a letter of support from the nominated candidate's writing center director, if the candidate was initially nominated by someone other than his or her director.
- at least two letters of support from students, tutors, faculty, or administrators. Letters may also be included from colleagues from other institutions.
- a curriculum vitae.

The nominee's submission packet may also include

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- writing center materials developed by the nominated candidate, including but not limited to instructional resources and advertising materials (a maximum of 15 pages of printed material).
- websites and online resources created by the nominated candidate.
- conference materials and publications relevant to writing center practice and research (a maximum of 15 pages of printed material).

Nominations and nominees' submission packets should be received by **Monday, January 5, 2004**, at the following address:

Jennifer Liethen Kunka, SWCA Awards Committee
 Department of English
 Francis Marion University
 P. O. Box 100547
 Florence, SC 29501-0547
 jkunka@fmarion.edu

Fortunately, students are as forgiving of us as we learn as we should be of them as they learn. And the conference is a superb setting for all of this learning to take place.

— Muriel Harris, *Teaching One-to-One*, p. 133

Jean Donovan Sanborn Wins 2003 Maxwell Distinguished Leadership Award

Jon Olson

Jean Donovan Sanborn, Professor of English and the recently retired Director of the Farnham Writers' Center at Colby College, has won the 2003 NCPTW Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing. The award recognizes dedication to and leadership in collaborative learning in writing centers, for aiding students in together taking on more responsibility for their learning, and, thus, for promoting the work of peer tutors. The award also denotes extraordinary service to the evolution of the conference organization.

A plaque and cash prize, presented October 24, 2003, at the 20th Annual National Conference on Peer Tutoring in Writing held jointly with the International Writing Centers Association conference in Hershey, PA, were funded by an endowment from Ron and Mary Maxwell.

Professor Sanborn's nominators praised the "intelligence, enthusiasm, and savvy" of her leadership, noting that "she models the kind of relationship one hopes to find between writing center directors and peer writing tutors: respectful but relaxed, serious and light hearted, scholarly but not at all pedantic."

Another nominator wrote, "Jean, as much as any other director I can think of, knows that [the NCPTW] is one conference that's for the tutors, not the directors. It's what makes the conference a favorite for many of us, and it's why Jean has worked hard to make sure the conference continues."

Sanborn has helped her peer tutors develop presentations that have been highlights of the conference, as the following writer noted: "Jean and her Colby College writing center tutors have been a model of how to get the most from the NCPTW and how to give the most back to the conference. I have often overheard people at NCPTW going through their conference programs say something like, 'Oh, this one will be good. It's the Colby College tutors.'"

When asked what inspires her in her work, Sanborn first mentioned three individuals who have been particularly important to her: Ron Maxwell ("I'm totally sincere and not kissing up"), whose example—"he struck sparks among the tutors and then just got out of the way"—encouraged her "to make the national and regional and local conferences a central part of our Writers' Center life"; Muriel Harris, who inspired her "not only through WLN all these years but also by her ability to rise above the clutter . . . of the administrative stuff and keep her focus on the heart of tutoring work"; and Shirley Brice Heath, her "mentor-inspirer" with whom Sanborn "took part in a seminar she taught at Stanford and watched an astonishing collaboration evolve among her and the students. She had to work to undercut her own authority. She even did the meta-work of making us aware of how each of us was operating in the collaboration."

Sanborn also listed a number of inspirational authors who have written on collaboration, including Andrea Lunsford and Lisa Ede, Paolo Freire, Ann Berthoff (especially when she takes on "killer dichotomies"), and Peter Elbow (especially when he

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embraces contraries). She noted in particular “[t]hose who inspire and support my desire to value play as essential to the process of setting language in motion”: “Hans Ostrom with his notion of ‘plerk’; ‘Myka’—the collaborative team of Kathleen Yancey and Michael Spooner, who break down old structural barriers; Wendy Bishop; and most recently and deeply Beth Boquet. These are among the people who make challenging the status quo a constant enterprise and writing centers spirited places.”

MWCA Travel/Scholarship Awards

This year MWCA developed criteria for a student travel/scholarship award and presented four awards at the IWCA/NCPTW conference in Hershey. Students were required to submit information about their accepted conference presentation in addition to a letter of support. Reviewers selected four winners this year; each received \$150 toward conference costs and their conference registration was paid for by MWCA.

Congratulations to:

Betsy Herman, Southern Illinois University, Carbondale, graduate student: “Reality or Stereotype: Should We Treat ESL Writers Any Differently?”

Christyne Hesse, St. Cloud State, undergraduate tutor: “The Conflict Between Process and Product”

Martha Johnson-Olin, University of Missouri, Kansas City, undergraduate tutor: “Feeling Alone in a Crowd: Tutoring and Burnout”

Teresa Kramer, Southern Illinois University, Carbondale, graduate student: “Henry’s Journey from Kenya: Intercultural Relations in the Writing Center and First Year Composition”

New WPA Journal Editors

Chris Anson

I'm pleased to announce details about the new editorial team for the WPA Journal. As you all know, the Executive Board called for proposals for a new team of editors and production editors early this year. A subcommittee reviewed proposals and made recommendations to the Board in Grand Rapids. The WPA Web site will soon reflect these changes; in the meantime, please take note of the following information provided by the new team. Our thanks to Dennis Lynch and Dave Blakesley--we'll fete them in person in San Antonio--for their tremendous work on the journal and for continuing to help in the transition. --Chris Anson

The New Editing Team for *WPA: Writing Program Administration*
Journal of the Council of Writing Program Administrators

Below is contact information for the new editors. Please submit manuscripts as e-mail attachments (MS Word or rich-text files) to Greg Glau at the address listed after his name. Please contact any of the managing editors if you wish to discuss papers that you are preparing to submit to WPA. Contact any of the book review editors if wish to review a book about any aspect of writing program administration.

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Laura Slown, Arizona State University (laura.slown@asu.edu)

Rhetoricians for Peace

Rhetoricians for Peace, a nationwide progressive organization for teachers and students of rhetoric, was founded in the Spring of 2002, and currently has over 140 members. With the next Presidential election less than one year away, writers and teachers are in positions to exert real influence in the election's outcomes and to work for peace and justice more broadly. We invite you to join us in our efforts to raise the level of political discussion through exposing manipulations of language and supporting serious rhetorical engagement with questions of the future of our nation and world.

The organization's mission statement is:

Rhetoricians for Peace is a grassroots network of global citizens who advocate the open exchange of accurate information and responsible analysis in order to promote social justice and the peaceful resolutions of conflict.

To achieve this end, Rhetoricians for Peace will examine public communications and their contexts in the following ways:

- analyzing public discourses and the rhetorical situations in which those discourses occur;
- countering manipulative rhetoric, lies, dishonest representations of facts, and appeals to the power of force over reason and empathy for others; and
- networking with organizations dedicated to open inquiry, particularly organizations that promote peace, environmental responsibility, and social justice.

RFP's current projects include:

- rhetorical analysis of public statements, including policy and media sources, and the circulation of analyses to the public and to political activists, through the organization's website and other media;
- the promotion of dialogue dedicated to open inquiry of public discourses in communities and educational venues, including schools and academic publications;
- liaison with other groups, in academia and elsewhere, who advocate goals similar those of the organization, with the ultimate goal of creating a virtual think tank addressing issues of politics and language;
- publicly recognizing through an annual award rhetors who have contributed to sane and courageous discussion of American foreign policy
- the creation of a network of individuals willing to speak on these matters in public forums.

To join the group, go to

<https://mail.lsit.ucsb.edu/mailman/listinfo.cgi/rfp>

\$200,000 Grant Awarded

New City Writing, University Writing Program, Temple University has received a \$200,000 grant to continue developing public school writing centers. This grant follows a previous grant of \$325,000. The goal of the project is to create university/public school partnerships which support increased academic writing at five Philadelphia Public Schools. For more information, see newcitywriting.org or contact Steve Parks (sparkss@temple.edu).

MWCA Annual Meeting at Hershey

About 40 MWCA members met at the Hershey conference to hold board elections and to discuss the fall 2004 regional conference. The board said farewell to Bob Marrs (Coe College) and Tom Friedrich (University of Minnesota) as they stepped down; the membership re-elected Frankie Condon as chair and Michele Eodice as vice chair and added new board members Rebecca Day and Michael Dickel, as well.

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The membership endorsed the proposal to host IWCA in 2005 with a Twin Cities regional group as the conference leaders. For more information on MWCA and to contact the board, visit: <http://www.ku.edu/~mwca/>

Calls for Papers/Proposals

Battling for Ownership In the Arts: Who Controls Music, Film, Publishing, & Visual Communications?

First Bi-Annual Conference, April 16-18, 2004 Boca Raton Marriott in Boca Raton, FL

We invite abstracts for 20 minute presentations and complete panel and roundtable proposals on all aspects of intellectual property in music, film, publishing, and visual communications. We especially encourage those that address issues across the commercial arts and/or their impact on the public good. We offer the following questions as areas of particular interest:

- What industry-specific intellectual property problems have cross-industry implications and how might solutions to these problems affect the industries and their consumers?
- How are music, film, publishing, and visual communications industries addressing the conflicts between corporate rights to protect assets and public rights to fair-use and advancement of the public good?
- How do specific cases like the RIAA's suits against peer-to-peer music traders, Jon Johansen (developer of DVD decoding software), Kinko's (copying course packets for university students) affect copyright holders, legal doctrine, and cultural practices?
- How should the industries that deal in the arts change as a result of new digital technologies, user habits and expectations, and the balance that must be maintained between encouraging creativity by giving exclusive property rights in creations and fostering a competitive market place by giving the freest possible public access to works of authorship and the ideas they encompass? For example, how will industries like music continue to change in response to the changing roles of intellectual property online? Will most music be sold online, and if so how will illicit music trading be stopped?

In the first weeks of 2003 the Supreme Court upheld the Sonny Bono Act's twenty year extension of the 1976 Copyright Law, and the recording and technology industries reached a "landmark agreement" to address piracy concerns, meet consumer expectations, and forestall government regulation of digital copyrights. How will such decisions affect the future of copyright and cultural production/exchange? What implications will such national decisions have on global markets and cultures?

All abstracts and proposals (250 words) should be submitted **in duplicate**. Please mail abstracts postmarked by **January 5th** (and any questions) to Professor Jeffrey R. Galin, Department of English, Florida Atlantic University, 777 Glades Road, Boca Raton, FL 33431 or sent via email to jgalin@fau.edu. Tel: (561) 297-1221 Fax: (561) 297-3807

East Central Writing Centers Association

Spring 2004 Conference

"The Many Faces of the Writing Center"

April 2-3, 2004

Seton Hill University

Greensburg, Pennsylvania

Those of us associated with writing centers often focus on the body of theories and practices that we share, rather than on our individual faces. Perhaps this shared experience brings us together as a community; however, in "Solutions and Trade-Offs in Writing Center Administration," Muriel Harris reminds us "that writing centers cannot all function in similar ways or adopt rigid policies and approaches and that writing centers aren't for those who crave absolute answers."

Our many differences in who and what we are as writing centers certainly influence our work, and are thus worthy of our consideration. This year's theme, "The Many Faces of the Writing Center," invites participants to reflect upon our diversity and its effect on our work. The East Central Writing Centers Association invites proposals that consider the following: Who is our staff? Who is our clientele? Where do we fit in our institutions? What is our experience level? How do these factors influence our writing centers?

Faculty, administrators, and students are encouraged to submit proposals for a variety of session formats. Related topics are welcome. Proposal deadline: January 30, 2004.

For more information, see the conference website:

http://maura.setonhill.edu/~wc_conf04/ecwca.html

Northeast Writing Centers Association Conference 2004

Facing the Center: Centering, De-Centering, & Changing the Face of the Writing Center Merrimack College, North Andover, MA

Saturday, April 17, 2004

Proposals due: December 27, 2003

The Northeast Writing Centers Association invites you to submit proposals on the theme "Facing the Center." We are interested in the ways that the various faces of writing centers have changed, are changing, and will change. Since this year's theme focuses on face, we are especially interested in panels that include tutors, tutees/clients/students who use our spaces, and historically under-represented "faces" of people of color, non-native English speakers, and other individuals often marginalized in writing centers and writing center scholarship.

For more information, see the conference website @: <http://www.merrimack.edu/newca>

Mid-Atlantic Writing Centers Association

Dundalk, MD

April 24, 2004

Tutors, teachers, and researchers in the teaching of composition are invited to submit proposals on any subject including the relationship of the tutor and teacher, tutor training, faculty/writing center relationships, and balancing teaching and writing center work. Presentation formats include 20-minute presentations, 60-minute workshops, 60-minute roundtable or panel discussions, and poster presentations (easels and tables provided).

Proposal deadline: January 30, 2004

For more information, contact Brenda Stevens Fick @ 410-285-9877 or bfick@cCBCMD.edu

Midwest Writing Centers Association Conference

The Midwest Writing Centers Association is pleased to announce its 22nd annual regional conference "Talk Like a River: Discourses, Faith, Ethos, and Writing Centers," which will be hosted by St. Cloud State University in St. Cloud, Minnesota, November 4-6, 2004. An elaborated description of the program theme and details is available at the MWCA website, <http://www.ku.edu/~mwca/>.

Proposals for individual and group presentations, panel discussions, roundtables, workshops, and research displays are welcome. We particularly encourage proposals for interactive, discussion-based sessions. Proposals should include a title, the names and contact information of all presenters, the presentation format, a 350-word description of the presentation and a 50-word abstract. We encourage you to submit proposals electronically at the MWCA website. If necessary, proposals may be mailed to Frankie Condon, Conference Chair, Department of English, 720 Fourth Avenue South, St. Cloud, MN 56301-4498.

Proposals must be postmarked by March 1, 2004, for consideration.

The Locations of Composition

Christian Weisser and Christopher Keller invite proposals for a collection entitled *The Locations of Composition* that examines how, why, and to what extent composition studies is enmeshed in space- and place-centered pedagogies, theories, and epistemologies. Abstract deadline: *January 15, 2004*.

The editors are interested in essays that explore how greater attention to space and place might inform or complicate important theoretical and pedagogical issues in composition studies; how composition studies' current uses of spatial discourses and metaphors and productive and/or limiting; how compositionists might envision and embrace new models of space and place; how composition, rhetoric, and writing are "located" within larger institutional and cultural spheres; or how theories and pedagogies of location can inform a variety of other conversations in composition studies. This collection's ultimate purpose, then, is to explore how compositionists can begin to make better sense of the various locations of composition.

For more information, or to send 500-word abstracts, please contact weisser@fau.edu or kellerc@hawaii.edu.



Writing Center

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AN NCTE ASSEMBLY