



The **International**
Writing Centers
Association newsletter

UPDATE

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The Fun We Have in Writing Centers: What Salvador Sings
Jon Olson

“Here’s to all the words and all the fun we have in Writing Centers!” That’s what Craig Crist-Evans wrote when he signed his book of poetry for me—No Guarantee—that I’d just purchased in the 2004 NCTE annual convention exhibitors’ hall. (You can buy one too at New Rivers Press, c/o MSUM, 1104 7th Avenue South, Moorhead, MN 56563)

As many IWCA Update readers will know, Craig directed the writing center at Mercersburg Academy in Pennsylvania 2001-05, he served on the 2003 IWCA book award committee, and he helped lead several IWCA workshops on secondary school writing center issues at annual NCTE conventions. Craig passed away on a beach in Mexico the morning of March 24, 2005, of a massive heart attack while on a vacation with his son and his fiancée.

No Guarantee is one of my best book purchases because Craig’s artistry is so aesthetically rewarding, but his poetry also informs an appreciation of writing center work.

The fun we have in writing centers seems in a world far removed from the heaven, blood, beauty, wreckage, love, blurred vision, clarity, and a father’s fists that readers find in the poems. I have not read deeply enough to appreciate Craig’s poems in the manner they deserve, yet I must share what the book shows me so far about writing centers. Craig’s words help us tune in.

A writing center may seem like a haven and even a heaven. Mine does. And just today when I welcomed back a tutor and told her I was glad she had returned for another year. She replied, “I love it here.”

“Love it? I can understand *liking* it,” I joshed, “but *love*?”

She turned to me full-face and said with strength and no laugh, “I love it.”

So do I. It’s a fun and magical ride, this one-to-one brand of rhetorical education we enact that can be so effective in learning and teaching. “Late at night you can almost / mistake the towns and farms along the road / for little heavens” (13). But “some bright disaster” can crash you when you don’t expect it (13). There is no guarantee. If we are so unfortunate in our work to find ourselves in a “twisted mess of steel and shivered glass” (13), what helps us walk out of the wreckage, finally, is what Salvador sings and how his audience responds (81).

I have just invoked two of Craig’s poems: “Heaven” is the first poem of the book’s first section; “Salvador Sings” is from the fourth section and is the final poem of the book. But “Heaven” is not the first poem. Prior to the first section we find the keynote poem, “Close To Earth,” where a Father in uppercase rages; where “There is no light in this half of the sky, / no compass to navigate by”; where “A child’s heart died

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on this spot, and there is no monument except this collection of words"; but also where "the rain washes through itself and comes out clean" (unnumbered). Craig's words help me wash my perspective when I lose my compass and am not having fun in the writing center. He helps me find the fun again—or know what to do when "the car you're driving takes over, spinning out of control," then there's "milkweed bursting through the floorboards, and you come finally to rest in the middle of your own life, a twisted mess of steel and shivered glass. Startled birds drift slowly back and settle on the fenceposts and the powerlines. You hear a far-off ringing of bells and you know you'll never be more or less alive, that heaven is something you come to—or don't—
by accident, by sheer dumb luck. (13)

There is little else in Craig's work that comes by accident because as a writer Craig has such control and craft. And so did his high school tutors when I heard them give a presentation at the 2003 IWCA-NCPTW Joint Conference in Hershey, PA.

The persona in "Heaven" may be right that heaven is something we come to by luck, especially with regard to "this woman in the seat next to you" (13). I want to think that the accidental or lucky elements of heavens are due to the passive way of "coming to" them (because they happen to be on the road) instead of creating them. I want writing center directors to be able to create heavens. I knew Craig to take a creative approach to writing center work. When it came to learning-and-teaching relationships in the writing center, Craig was an energetic, upbeat creator of heavens through words.

That interpretation seems false to the poem, however, because a heaven is just too grand a thing to sustain in the world. But there are the words and the fun we have in writing centers, and sometimes we can swerve away from the bright disaster after all. One of the "Ten Memories that Lean Toward Solace" is this: "I remember driving a hundred and ten down Alligator Alley until the car / veered off the road, then somehow wrestling it back and going on" (26).

Even in a wreck, Salvador tunes in.

Salvador appears in each section of the book. In the first poem in which he is named, "Salvador stands beside the wreckage of his life. A truckload of San Luis / Valley potatoes sprawls in the ditch. Salvador watches buzzards circle / the wide, lazy sky, watching him, waiting for all movement to stop" (27). At the end of the poem, "Salvador digs among the / wreckage and he pulls a little radio from the twisted truck cab. He plays / with the dial and the hum of microwave begins to filter into words" and "static" and "music drifting in and out of range" (27).

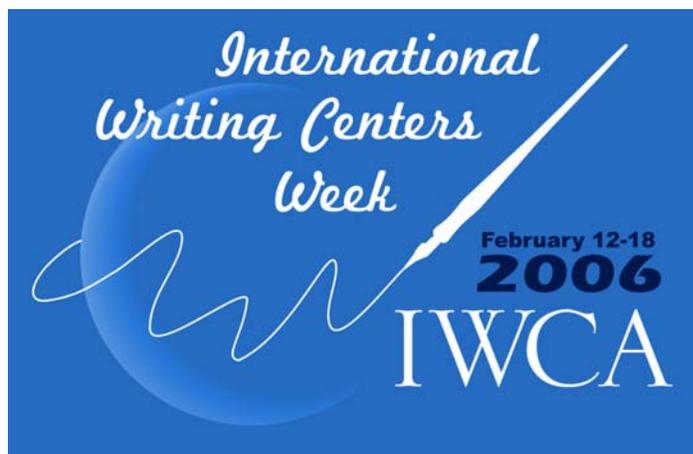
The entire book is about Salvador tuning in.

By the end, "Salvador Sings": "Salvador sings at the top of his lungs because he believes anything worth / doing is worth doing loudly. His voice is not a good one; the high notes waver at the edge of the wind like raucous gulls" (81). After the sun begins to set, Salvador takes his singing indoors where "[o]n the mantel is a dulcimer, a flute, and drums." When he "grows hoarse from wailing at the moon," he

takes the instruments down, one at a time, intending to play his heart. He likes the plaintive strings, the lofty notes the flute produces, but he prefers the drums, skin stretched tight over hollow places in his mind, the beating coming up from inside his gut and through his hands
. Children from miles down the valley come to sit outside his door. He often sings as he drums, off-key and out of synch. His singing makes the children laugh. Salvador laughs too. (81)

On this final occasion that I, as IWCA president, submit an essay to IWCA Update, I leave with you a metaphor I have learned from Craig about the writing center work so many of us love so deeply, a work in which there is no guarantee: sing in your centers. And sing loudly. When the children laugh, that's heaven enough. Then you can laugh, too. And then you can say, "Here's to all the words and all the fun we have in Writing Centers!"

Work Cited
Crist-Evans, Craig. No Guarantee. Moorhead, MN: New Rivers, 2004.



IWCA Board Meeting, CCCC, San Francisco Thursday, March 17, 2005 Minutes

Attending (according to sign-in roster):

Board Members Present: Jon Olson, President (PA State U); Jill Pennington, Secretary (Lansing Comm. Coll.); Ben Rafoth, Treasurer (Ind. U of PA); Paula Gillespie, Past President (Marquette U); Pamela Childers, At-Large Representative (The McCallie School); William Macauley, Jr., At-Large Representative (Mt. Union Coll.); Clinton Gardner, Community College Representative (Salt Lake Comm. Coll.); Allison Holland, South Central WCA Representative (U of AR at Little Rock); Frankie Condon, Midwest WCA Representative (St. Cloud State U); Marcy Trianosky, Southeastern WCA Representative (Hollins U); Carol Haviland, Southern California WCA Representative (CA State U-San Bernadino); Neal Lerner, Ex-Officio, Representing *WCJ* (MIT)

Additional Members Present: Cole Bennett (TX Christian U), Tanya Cochran (GA State U/Union Coll.), Diane Dowdey (Sam Houston State U), Michele Eodice (U of KS), Christopher Ervin (U of SD), Frances Crawford Fennessy (Sam Houston State U), Beth Godbee (GA State U), Gayla S. Keesee (Paine Coll.), Jennifer Kunka (Frances Marion U), Bob Marrs (Coe Coll.), Leigh Ryan (U of MD), Evelyn Schreiber (George Washington U), Byron Stay (Mount St. Mary's U), Janet Swenson (MI State U), Lisa Zimmerelli (Montgomery Coll.)



Meeting was called to order at 7:35 P.M. by President Jon Olson

Opening Remarks, Introductions, and Announcements

Olson acknowledged reports that were submitted to the Board online (iwca-l) from the Regional Representatives, the Treasurer, and the editors of *WCJ*, *WLN*, *IWCA Update*, writingcenters.org, and IWCA Press.

Board members present introduced themselves.

Jill Pennington and Clint Gardner presented Olson with an advanced draft of a "Position Statement on Two-Year College Writing Centers." Pennington stated that the position statement was drafted over the course of two years by representatives from twenty-two two-year colleges in twelve states. Olson will solicit feedback on the document from the Board electronically.

Bill Macauley, Jr. thanked the IWCA Research Awards Committee, which included Dawn Fels, Clint Gardner, and Nathalie Singh-Corcoran, and presented awards to: Jessica Clark (Purdue University) "An Investigation of the Quality and Quantity of Collaboration in Writing Center Tutorials"; Pam Cobrin (Barnard College) "The Influence of Tutor Visions of Revised Student Work"; Frankie Condon (St. Cloud State University) "An Extracurriculum for Writing Centers"; Michele Eodice (University of Kansas) "An Extracurriculum for Writing Centers"; and Neal Lerner (MIT) "Investigating the Histories of The Writing Laboratory at University of Minnesota General College and the Writing Clinic at Dartmouth College"

The Committee received seven proposals: three IWCA Graduate Research Grant proposals and four IWCA Research Grant proposals. Funded at least partially were one IWCA Graduate Research Grant and all four IWCA Research Grant proposals. Combined, the proposals requested \$4372.20; the Committee granted all \$1860.00 available.

Byron Stay announced that IWCA Press was facing financial issues. Stay will provide more information to the Board via its listserv as well as ask for input and brainstorming on funding ideas.

Frankie Condon announced that the deadline for proposals to present at the joint IWCA/NCPTW Conference (Oct. 19-23, 2005 in Minneapolis) had been extended to April 1. Conference information is available at <http://writingcenters.org/2005/>. Condon also suggested that the Board build sustainable structures for conference planning that can be passed on to hosts of future conferences.

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Open Floor

IWCA Conference Schedule:

Fall 2005 (Minneapolis, Joint with NCPTW)

Spring 2007 (Houston)

Fall 2008 (OPEN)

Spring 2010 (OPEN)

Fall 2011 (OPEN)

Olson called for regional WCs associations to express interest in hosting the Fall 2008 and Fall 2011 IWCA conferences. Dagmar Corrigan reminded us that a Houston location for the Spring 2007 conference had already been approved. The Southeastern WCA indicated a tentative interest in hosting the Spring 2010 conference, but others were encouraged to submit proposals as well. Representatives from California also indicated a potential future interest.

A need was expressed for further discussion about the process and timeline for submitting proposals to host the conference. It was suggested that this be an item the Constitution Committee should address in revising the Constitution and accompanying documents.

Discussion

2005 Finance Committee Recommendations

Background. Ben Rafoth began the discussion by thanking the members of the Finance Committee for their time and energy.

Rafoth reported that the previous Finance Committee had begun to assemble a budget for the IWCA. The current Committee continues that work toward a model based on a fiscal year cycle. The budget will be proposed for formal approval upon completion. A budget will allow for better planning and more input on changing priorities to accommodate changing needs of the organization.

The Committee examined the priorities of the organization as well as how and where money had been spent in the past and used this information to create categories for expenditures. The Committee's report (which had been presented to the Board previously), including recommendations, was discussed.

Current Balance. Neal Lerner asked: How do we "zero out" what is currently in the treasury (approximately \$15,000) to achieve a balanced budget? Lerner suggested that the current balance could be used as a buffer and perhaps was not an issue that needed to be addressed. Rafoth said the Committee would consider this possibility.

Funding for Conferences. Rafoth addressed the issue of funding for conferences, suggesting that future conference hosts be told that a certain income was expected but a buffer would be available to offset shortfalls. Condon commented that this puts a good deal of stress over potential financial burden on the regional hosting the conference and suggested a need for further conversations between regional hosts and the Board about specific levels of IWCA support. Marcy Trianosky suggested that a clearer proposal process would allow conference hosts to better plan and understand expectations regarding coverage of shortfalls.

Membership and Dues. A need for more effective dues and membership reminders was discussed. Rafoth reported that electronic reminders are now available but suggested that regular U.S. mail reminders may also be necessary. Membership cards were suggested as a means of fostering members' feelings of more connection to the organization, which may also increase journal subscriptions and conference participation.

Michele Eodice indicated that the Midwest WCA has a membership chair on its board and suggested that the IWCA consider adding a similar position. An idea was also discussed regarding the formation of a membership committee to coordinate membership processes, acknowledge new and continued members, and update records.

Eodice suggested IWCA subsidize first-year dues for its Summer Institute participants by folding them into the cost of attending the Institute. Rafoth suggested perhaps offering a two-year membership for the price of one year and offering a \$40 full package, which would include membership and subscriptions to *WLN*, *WCJ*, and *IWCA Update*. It was pointed out that IWCA membership is approximately 374, while *WLN* subscriptions are approximately 1,000, indicating great potential for

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... the previous Finance Committee had begun to assemble a budget ... The current Committee continues that work toward a model based on a fiscal year cycle.

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enlisting new members. Eodice suggested highlighting membership information in *WLN*. Rafoth reported that *WCJ* would dedicate a half-page space for this purpose and suggested that *WLN* should be contacted about doing the same. Olson will take the ideas resulting from this discussion to the Board for consideration.

Kail suggested that the energy of those involved in NCPTW could be of great benefit to the IWCA.

NCPTW Mutual Development Proposal

Background. Harvey Kail reported that NCPTW began at Brown University in 1984, and its focus remains on student tutors, who make up approximately 80% of those attending its conference. Kail also reported that there is no formal or-

ganization for NCPTW. The steering committee is loosely structured and consists of whoever is present at the conference. Though NCPTW has led a hand-to-mouth existence, it has carried on its work for the past 20+ years. Kail suggested that the energy of those involved in NCPTW could be of great benefit to the IWCA. The Board had previously partially responded to item #1 on Kail's proposal for IWCA/NCPTW mutual development regarding sharing of conference proceeds (See Minutes of Saturday, Nov. 20 NCTE Business Meeting). Items #2 regarding future joint conferences and #3 regarding NCPTW affiliation with IWCA had not been addressed.

NCPTW/IWCA Joint Conferences. Kail suggested waiting until after the next joint conference in Minneapolis to revisit the idea of formalizing a schedule for joint conferences to be held every three years. The number of people (approximately 950) in attendance at the last joint conference in Hershey was discussed as a potential drawback, as the schedule did not allow as much time for sessions or for accommodating presentations. It was suggested that in years when NCPTW does not host a joint conference with IWCA, perhaps NCPTW would partner with a regional WCA for a conference. NCPTW currently has little or no impact on the west coast, and this could help increase awareness and attendance from those in that region of the country.

NCPTW/IWCA Affiliation. Kail suggested that officially affiliating NCPTW with IWCA could strengthen and benefit both organizations and would give NCPTW some stability. He envisions NCPTW being an affiliate of IWCA much like IWCA is an affiliate of NCTE.

Rafoth suggested that an official partnership would enable NCPTW to "grow up" instead of being a loose organization that has a conference every year simply because someone is willing to step forward. As an organization, or as an affiliate of IWCA, NCPTW would be governed by a board with designated decision-making power. Clint Gardner suggested that the NCPTW could be IWCA's second conference. Leigh Ryan mentioned the difficulty of getting tutors to conferences beyond driving distance, suggesting that a second conference may further strain travel budgets.

Discussion took place about the importance of NCPTW in keeping the interests and needs of peer tutors alive within the IWCA. Trianosky suggested peer tutors holding positions on a potential future NCPTW Board.

Sharing of Conference Proceeds. Item # 1 on Kail's mutual development proposal, which addressed the sharing of conference proceeds, was re-visited, and the Board determined that NCPTW and the 2005 IWCA conference organizers made a direct agreement that NCPTW would advance \$3,000 toward conference planning. Condon reported that having the advance was very helpful in planning for the Fall '05 conference. At our previous meeting (NCTE '04), the proposed contribution of \$3,000 for funding the keynote speaker had been discussed as not needed, and other uses of the money were considered, but the offer had not been voted on.

Beth Godbee expressed appreciation to NCPTW for its monetary generosity in helping with the joint conference and suggested IWCA consider reciprocating through possible peer tutor grants.

Olson expressed gratitude to Kail for providing further context and explanation to accompany the mutual development plan and will take all three items in the plan to the Board for further discussion.

Meeting adjourned at 8:50 P.M.

Respectfully Submitted,

Jill Pennington
IWCA Secretary

2005 IWCA Summer Institute for Writing Center Directors and Professionals: a Collaboration After the Fact

Pre-Institute Workshop

Clint Gardner

The Pre-Institute Workshop was designed for folks who are very new to writing centers. Anne and Michele planned an interactive session which combined a sort of mixer with exploratory writing. Basically the attendees got to share their most important questions and then interview us group leaders to discover answers. This was also our opportunity as leaders to see where folks were coming from and allow us to start pulling threads together for the conference. Most folks were interested in publicity, training, and theory.

Tonight we're having the opening BBQ in the Bob Dole Political Institute.

Summer Institute--Monday, Day One

Clint Gardner

1) Anne Geller and Michael Pemberton led us this morning this morning in a chance to share our writing center designs. Folks had some great posters showing what their writing centers looked like. I was feeling a bit artsy so I made an iMovie. I didn't like it in the long run since it lacked a coherence that the others had with their elaborate pictures and plans. My theme, if you will, was making the writing center a space for us all. I used Ben Harper's "Fight for your Mind" as the sound track.

2) Beth Boquet and Ben Rafoth next gave the group a primer on writing center theory.

3) Carol Severino and I then led the group in a discussion of development of curriculum for staff education. It is a big subject and Carol and I decided that we should focus on a needs assessment of the audience. We let the groups discuss the various issues of whom they were training. There was some amount of resistance to separating by difference. I can see why, but I think it is important to focus on difference in order to determine what the education needs are for our writing center staff. I wish we had more time to talk about methodologies one could employ for training. We probably should have cut down the discussion a bit, but then the great ideas people had would not have been expressed. Hmm. Anyway the idea is that we provided a place to start from. Maybe we should have conducted more of a round table to talk about curriculum issues and ways of helping folks to learn about WC work.

4) We're writing now. I started brainstorming about the piece I want to create about CC writing centers. It is slow going. I'm not even sure what questions to ask at this point, really.

5) There were various SIGS last night, and folks are getting used to long days of WC conversation in July.

Tuesday, Day Two

Tues-day

Af-ternoon

I'm just beginning to see

Now I'm on my way

— "Tuesday Afternoon" by The Moody Blues

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IWCA Members Really Get It—

IWCA Update

The Writing Center Journal

The Writing Lab Newsletter

IWCA Press Publications

Online information

Discussion forum & listserv

Regional &

National Conferences



Visit Us at www.writingcenters.org to Join & Subscribe Today!

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Wednesday, Day Three

Susan Mueller

It is "Writing Time" on Wednesday at the Summer Institute. Our day today has been rich with possibilities--as always, most of those unforeseen before we came here to Lawrence. We visited the KU Writing Center today, as well as one of the many Writers' Roosts, which are satellite writing centers. The center is lovely, well-lit and modern, but the Writers' Roost is amazing. In a corner of the library by a coffee stand, there are three round picnic tables (indoors) with umbrellas that say "KU Writing Center." Like many things we have encountered this week, it is an amalgam of vision and possibility, one which takes the Writing Center to the students rather than the other way around.

That's the thing about the Summer Institute: the intersections are what makes this such an incredible experience, intersections with people and intersections with ideas. I have spent time with friends from Kansas City and Chicago. I have made new friends from California, North Carolina, and North Dakota.

We have had discussions about ESL learners, faculty relationships, professional qualifications, and more. While each has been thought-provoking on its own, taken altogether they explode with possibilities. And this is only Wednesday! We can only imagine what we will be envisioning by the end of the week.

Thursday, Day Four

Marcia Toms

After Wednesday's break in routine and location, on Thursday we returned to "our room" in Burge Union for our last full day together.

Our day began with a discussion of research questions, methods and models led by Michele Eodice, Anne Geller, and Carol Severino. We started by brainstorming reasons we would want to consider research. The wide range of answers encompassed our personal, practical, and social needs; for instance, research can satisfy our curiosity, support arguments for increased funding, and create community within an institution and the profession. With a clear purpose in mind, the leaders challenged us to create questions that would test our assumptions about our practice.

Throughout this institute and especially during this session, Michele was especially clear about making the research work for us. Research should not be something we consider *in addition to* our "regular work"; instead, we should consider how our research can help us perform our jobs better. How can it help us meet requirements from our Deans and Provosts? How can it inform our practice?

After the break, current and former consultants from the KU writing center let us ask them questions. They spoke with eloquence about how working in the writing center has helped them in other areas in their lives. They all found training useful; however, they disagreed about what was most

helpful. Some utilized techniques learned from role-play, others valued reflective writing, and still others wanted more observations of experienced consultants. Some of the frustrations they articulated were dealing with writers who simply don't care about anything but the grade, keeping online responses global, and feeling "out of touch" while working at a satellite center. It was quite useful to hear them speak honestly about their experiences.

After lunch we had breakout sessions. Anne Geller and Beth Boquet led a session on the issues writing centers in small schools face. Michael Pemberton and Jeanne Simpson discussed outreach, publicity, and marketing strategies.

I attended the session on asynchronous online tutoring led by Clint Gardner, Harry Denny, and Carol Severino.

The center is lovely, well-lit and modern, but the Writers' Roost is amazing.

We looked at a sample paper and discussed strategies for responding. It was a short session, but it impressed upon me the need to have tutors establish some rapport.

After the afternoon writing time, Beth and Michael led a final session on research and publication. It was interesting to see how much of the advice was similar to what tutors discuss with students: consider the audience, read and follow the guidelines, etc. At our tables we analyzed various journals and considered questions such as who publishes there? Are there references? Are the issues focused around themes? What types of contributions are published? Beth and Michael spoke plainly about what editorial boards look for.

At the end of each day, I try to prioritize what I am going to do when I return to my institution. Today, that is especially hard for me. I learned so many things from the leaders and participants that I'm not sure where I want to start. I think that's a good problem to have, though.

Friday, the Last Day of the Institute

MaryAnn K. Crawford

People are scurrying to get packed, get organized, get home. I won't leave until the morning and look forward to having the afternoon to sort notes and organize the wealth of ideas and materials from the week. Unlike Monday's long waits, getting breakfast is now old hat; people have learned the system; we greet and jostle each other in the beverage area: coffee, milk, water. "I'd like to talk more about faculty workshops. Sure, let's sit here." The conversations started throughout the week continue over eggs, bacon, and fruit.

We know that the day will be short—going only until 1:30, three topic sessions and a closing luncheon—but expect that the day will be just as idea-filled as the others have been. We are right. The day begins with a session on "Digital Face," addressing the rhetorical and technical issues involved in designing, projecting, and maintaining a Writing Center website. In groups we look at samples of sites. We assess needs, dis-

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cuss audience and purpose. Students? Faculty? Parents? Information? Invitation? Less? More? We critique, we grumble, we admire, we share our emerging understanding of media literacy and the role of visuals. I realize just how text-based we can be; I think about my Center's website and cringe. I make a note to make sure it's updated before fall semester starts.

We shift from visuals to language, find our writing group members, and spend time reflecting on what we've accomplished, what we hope to do, and why. The hum of voices in the room creates a steady beat, collaborative music that provides closure but also gives perspective to projects we have started during the week, and the motivation to continue them: for me, to develop a long term plan for a university WAC/WID program along with a book proposal on writing center assessment issues; for another to finish writing a case study, for a third, to develop a comprehensive proposal for her high school writing center. These are professionals among professionals, supporting each other's efforts and ideas, testimony to writing center best practices.

In the final activity, some of us are a bit surprised when the tables get turned and the leaders become "students" and bringing the week full circle. At the beginning of the week, we queried leaders with our questions. Now, each leader asks participant groups for help in addressing a question, solving a problem. "How can I get more administrative help? If I can't get funding for staff, can I have tutors take on more duties? What about additional pay? What would be fair?" We mull over these and other thorny issues—real situations, real experience and expertise from leaders and students alike. School should always be like this.

We finish the day and the week with a luncheon—excellent food, wonderful brownies, talk, and heartfelt recognitions and regards. Participants come forth with free style poems, haikus, and best traits, presented as riddles for each of the leaders. They "get it." Leaders present certificates and ask each to announce what he/she will thinking about on the way home. Among the funny and the serious, I hear: "I'll be thinking about all the weight I've gained this week." I probably should think about that.

A final bus ride in the hot sun, and we quickly begin to disperse; schedules and duties call us back to our usual lives. And yet: "Are you leaving today? No? Want to have dinner tonight?" The community continues.

Writing Center Summer Institute 2005 Connie Strickland

The Summer Institute of two thousand and five
Brought many directors who wanted to thrive,
To run writing centers especially well
Thanks to experiences set by Michele.

This director brought us all to KU,
To hot "Bleeding Kansas" to get a new view.
We ate in the Union and oft on Mass. St.
We took it all in with heads, bellies, and feet.

Michele and her leaders and side-kick named Anne
Had sessions organized and followed a plan.
They worked us all up to talk all through the nights,
We shared helpful insights 'til Michele blinked the lights.

Michele rode her scooter and scurried around,
She handled the slides and kept all things sound,

She cheered for the Jayhawks and tutors galore,
She addressed center issues and provided a tour.
Launching swirling ideas, though the posters kept falling,
This respected role model has found her calling.
We thus praise Michele, our talented mentor,
The great Director of KU's Writing Center!!

Research should not be something we consider in addition to our "regular work"; instead, we should consider how our research can help us perform our jobs better. How can it help us meet requirements from our Deans and Provosts? How can it inform our practice?

WPA in Alaska: Another Collaboration After the Fact

Carol Haviland

A number of IWCA members were among the 150 participants at the summer WPA conference "Writing as Writing Program Administrations", July 7-10 in Anchorage, Alaska. Of particular interest were sessions that worked to move discussion from "management" to writing and scholarship. Also impressive were the number of sessions that worked at the intersections of WPA and writing center interests. A fuller report, which is filed at <http://wpacouncil.org/node/131>, includes information about the archived WPA journal and the Network for Media Action.

First, the common WC/WPA themes very generally are intriguing. A WPA program alongside an IWCA program reveals sometimes different labels and emphases but many parallel interests. Among those I noticed at the 2005 WPA conference are the importance of WPAs being writers themselves rather than just administrators of writing and the ways

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their writing constructs them and their field, interactions with faculty and staff, relationships and communications with non-academics (Joel Wingard will write more about the impressive NMA work), WAC, the competing tugs of administration and scholarship when they are seen as separate, plagiarism and intellectual property, and mentoring TAs and tutors as writers, compositionists, faculty members, and humans generally.

Second, our session (Linda Bergmann, Mary Wislocki, Lauren Fitzgerald, Lisa Lebduska, Rebecca Fraser, and I) on WC directors as WPAs helped us think about our roles and our writing in much more complex ways, and it seemed to generate significant interest among the others who attended and participated. Responding to the question “Who are we?”, each of us located herself by naming her campus roles and raising questions that those names and roles might pose. We had constructed the panel to include directors from diverse institutions, and we invited other attendees to enrich the mix. What interested us most was that whether we were writing center directors exclusively or were affiliated with other programs such as WAC, FYC, graduate English or composition faculty, we all saw, and wanted to see, ourselves as “WC anchored.” Thus, we spent the bulk of our time probing the reasons for and the implications of this choice. We believe that something pedagogical may be a major undergirding factor, but look forward to our parallel IWCA session in Minneapolis in which we hope to join others in teasing out these issues. We hope many colleagues will begin thinking about this and join us at that session.

Linda S. Bergmann

The most memorable aspect of my experience at the 2005 WPA meeting in Anchorage was the roundtable on the “Writing Center Director as WPA,” organized by Carol Haviland. Having the opportunity to discuss common interests and objectives with writing center administrators and other WPAs reinforced but complicated my belief that writing centers can apply the principles of collaboration that underlie the tutoring process to working with other programs in their departments and schools. This roundtable offered a rich opportunity for exchange among various program administrators, and highlighted the extent to which writing programs that sometimes seem to be competitors actually share goals (helping students gain understanding of their writing) and face common obstacles (limited understanding of what we do and insufficient funding to do it).

One of the things I reflected on at the meeting—and since—concerns my experiences in smaller institutions, where

the role of “Writing Director” or “WAC Director” or “Writing Center Director” consisted of being the only “writing person” in the department, or at best one of few, and entailed wide responsibilities for various aspects of teaching writing and learning to write, including building a writing center, directing Writing Across the Curriculum, and having “something to do with” first year composition. However unwieldy such positions are, they make obvious the connections among different sites for teaching writing and reinforce the idea that a crucial aspect of the role of WPA is to actively adapt disciplinary knowledge to the needs and situation of the institution.

This workshop—and the discussions it gave rise to—gave me the opportunity to compare my experiences with those of a range of colleagues and spurred my thinking about how much a writing center administrator is a Writing Program Administrator, i.e., one of the people who maintain the intellectual core of teaching writing and learning to write, even as goals, practices, and sites may evolve in different ways.

Joel Wingard

The Anchorage Conference included two sessions related to the efforts of the WPA-Network for Media Action (NMA), a resource for literacy educators to participate in the discussions about students, writing, and/or reading in mainstream media. At one session, three members of the NMA steering committee led a workshop on writing news releases and other documents that communicate WPA work to non-WPA audiences. Participants practiced writing strategies to “tell the story” to busy and perhaps little-informed people. The other was a collaborative session to further develop the NMA website. Attendees were able to visit the website and brainstorm suggestions for improving its accessibility, content and appearance.

THE NMA website, part of the digital WPA website, further describes the purposes of the Network for Media Action and invites participation in a number of ways, from monitoring media to contributing to the website itself. It also contains frameworks for “telling the story” on issues such as plagiarism, the new SAT writing test, and machine-scoring of essays. Those interested may also contact the NMA Coordinator at

Dear Members of the IWCA Community

Amanda Beth Godbee

I would like to thank the International Writing Centers Association for providing me with professional and financial support in the form of a Graduate Research Grant for my masters thesis, titled “Outside the Center and Inside the Home:

A number of IWCA members were among the 150 participants at the summer WPA conference "Writing as Writing Program Administrations" July 7-10 in Anchorage, Alaska.

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Exploring Relationships Among Environment, Community, and Effective Tutoring.” This grant, awarded in summer 2004, allowed me to compare tutoring in homes and in the Writing Studio at Georgia State University. Over the past year, I investigated my own practice, identifying instances of interruptions and overlaps in speech as well as types of talk and their potential effectiveness within the tutorial. I sought to examine the role of environment, relationships, and community in order to determine what features from home tutoring might be applied to writing centers. What I found is that

effectiveness results from a complex web of interactions that require many factors beyond environment.

Although I began this project with a sense that home tutorials are more effective—or at least more comfortable and familiar—I learned that writing center conferencing has the same potential for building relationships and producing ongoing, meaningful collaborations. Application of findings, therefore, is multi-directional: home tutors can and perhaps should learn just as much from writing centers as vice versa. In varied settings, tutors and writers build long-term friendships and work communities, but what allows such communi-

The Anchorage Conference included two sessions related to the efforts of the WPA-Network for Media Action (NMA), a resource for literacy educators to participate in the discussions about students, writing, and/or reading in mainstream media.

ties to form? While my thesis began to answer this question, I hope to expand on the study by exploring issues of motivation, timing, and payments. I also want to continue in the same vein of research by conducting ethnographic and qualitative studies of tutorials: what I see as “tutor research,” an extension of teacher research.

For my thesis project, the IWCA grant allowed me to hire secondary coders and to include digital photographs of tutoring spaces. The extra coding helped to double-check patterns, thereby lending more credibility to my findings. The photographs solidified my discussion of environment by visually communicating the physical layouts and locations of tutorials. I appreciate the IWCA community and its ongoing efforts to support research that benefits our daily work in writing centers. I hope that my thesis, as an example of and call for tutor research, helps us to better understand what we do within and beyond tutorials. Warmest thanks.



Developing Guidelines for Peer Writing Tutor Working Conditions

Bill Macauley

Working as a peer writing tutor (PWT) is not the same as other student campus employment or work study. Because successful peer tutoring requires increased levels of commitment and expertise, it should be treated as pre-professional or paraprofessional employment that includes appropriate compensation, ongoing professional development, access to appropriate professional communities, and regular local recognition. These are essential considerations for our peer writing tutors. This is not to say that PWTs are more important than other types of writing center tutorial staff; rather, it is to say that writing centers, on balance, have relied more heavily on PWTs than on any other group of writing-centered folks in terms of simple headcounts or even the most basic computations of time invested.

We in writing centers do celebrate (and constantly expand) the range of skills, studies, services, and superhumanity with which these students imbue our writing centers and field. However, without our focusing deliberate attention on providing descriptive and practical guidelines for the contexts of PWT work, we are tying our own hands in making the case for adequate, let alone appropriate, support for these ground-level literacy workers. How do we successfully make the case for reasonable training, resources, and support around peer tutoring in writing to others when we have not yet articulated and come to some consensus about, for ourselves, what peer writing tutors need to do their best possible work?

Professional standards reflect our collective commitment to PWTs generally and provide us individually with an important tool for supporting the work of our own PWTs. If for no other reason than allowing PWTs to see our collective recognition of their contributions, we must work to help them (and ourselves) achieve the support and resources peer writing tutors need to succeed. We need PWTs—and they need us, too.

Our professional organizations have developed important and useful statements that implicate but do not recognize PWTs as viable contributors to writing curricula (for instance, the “WPA Outcome Statement for First-Year Composition”; IWCA’s “SLATE (Support for the Learning and Teaching of English) Statement: The Concept of a Writing Center”; and NCTE’s “On Opposing Segregation of Vocational Students from Humanities Students”). Other documents have more specifically taken up writing program administration, which include writing centers and their staffs (see the WPA’s “The Portland Resolution: Guidelines for Writing Program Administrator Positions” and IWCA’s “IWCA Position Statement on Graduate Student Writing Center Administration”). Others have focused on the preparation of teachers of writing with little or no mention of writing center use (see CCCC’s “Position Statement on Preparation and Professional Development of Teachers of Writing”

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and NCTE's "On Preparing Effective Teachers for Linguistically Different Students"). Others of these texts have focused on the students themselves, with whom PWTs frequently deal directly (such as CCCC's "Students' Right to Their Own Language" and NCTE's "On Support for Motivated but Inadequately Prepared College Students") but do not address the roles played by those PWTs. Even those texts that take up a specific focus on writing centers say little about the working conditions of the tutors themselves (such as NCTE's "On Writing Centers" and IWCA's "What Lies Ahead for Writing Centers: Position Statement on Professional Concerns"). Peer writing tutors seem to be the ghosts in these academic discourse machines. The thinking about PWTs is flattering to them, to be sure, but it is also magical in that it seems to regard their increasing expertise and skills as simply an outgrowth of contact with writing centers. There is, however, importance and value in articulating just what might be necessary to make PWT work the best it can be across contexts.

Over the past two years, participants in the East Central Writing Centers Association conferences have acknowl-

edged this problem. They have devoted time and energy to the development of guidelines relative to peer writing tutor working conditions, at least in part because this segment of the writing center community is the only one without any specific professional positional description. Participants have focused on six areas that seemed the most prevalent in terms of day-to-day writing center work, the most generalizable from one context to another, and the most pertinent to current expectations of PWTs: training, hours, safety, working with special populations, professional development, and outreach. These guidelines focus on describing ideal working conditions rather than proposing specific employment requirements because, simply put, the latter would be both ineffective and presumptuous.

As you read through these developing guidelines, please consider sending your responses, revisions, additions, exclusions, concerns, or other comments to Bill Macauley at WMacauley@Wooster.edu. As the guidelines develop, they will be presented to IWCA and its regionals for their consideration and, hopefully, their eventual official acceptance.

Guidelines for Best Peer Writing Tutor Working Conditions

These guidelines work from the point of hiring a new PWT to the extension of writing center work beyond the center itself, from preparing PWTs to employing them to enabling their best work to engaging them as ambassadors for the writing center. These guidelines are neither exhaustive nor prescriptive. They will hopefully, however, become normative.

TRAINING

- PWT training should ideally begin before tutoring and continue throughout a PWT's career.
- PWT training should always be compensated.
- PWTs should be trained in or as part of a credit-bearing course wherever possible.
- PWT preparation should be sufficient to ground methods in theory, to enable informed use of local practices and materials, and to support new PWTs in the early stages of actual tutoring.
- PWT training should focus some discussion/reading/study/practice on any specific populations known to make use of the local writing center.
- PWT training should include active learning such as mock tutorials, acting-out scenarios, and role playing.
- PWT training should include writing as a means as well as an outcome of learning.
- PWT training should include observation of actual tutorial sessions and feedback: new PWT observation of and feedback on more experienced colleagues, experienced PWT observation of and feedback for new colleagues, and ongoing WCD observation of and feedback for both new and returning PWTs wherever possible.
- PWTs should be encouraged and supported in mentoring their colleagues.

HOURS

- PWTs should be scheduled according to writing center need and individual availability.
- PWTs should be scheduled toward maximizing the availability of diverse tutor expertise, interests, and abilities during all contact hours.
- PWTs should tutor no more than 20 hours per week and no fewer than four in order to ensure quality tutoring, reduce the likelihood that tutoring will interfere with other school work, and provide enough contact among writing center staff to support a writing center community, unless otherwise specified or agreed to by the WCD and PWT.
- PWTs should experience a range of duties including primarily but not exclusively contact hours.

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- PWTs should have regular breaks and should not tutor more than three consecutive sessions without some time away from tutoring.
- PWT shifts should last no more than three hours unless otherwise specified or agreed to by the WCD and PWT.

SAFETY

- PWTs should work in writing centers that are highly visible and always public.
- PWTs should not work alone, especially at night and/or in isolated locations.
- Policies should be in place allowing and supporting PWTs to disengage from threatening and/or uncomfortable tutorials.
- PWTs should not be expected or encouraged to conduct face-to-face tutorials alone, outside of the writing center work area.
- On-line tutoring should not occur through PWTs' private email accounts.
- PWTs should always have the option to not provide contact information to students.
- Public safety procedures should be posted and reviewed regularly by all writing center staff.

WORKING WITH SPECIAL POPULATIONS

- PWTs should be encouraged to build their expertise both within their areas of specialization and toward greater facility in other areas.
- PWTs should never be expected to identify and/or remediate learning disabilities without proper training, supervision, and documented permission.
- PWTs should be provided with more than adequate resources for accommodating students with special needs.
- PWTs should be provided with more than adequate resources for working with special populations known to exist on campus.



PROFESSIONAL DEVELOPMENT

- PWTs should work in writing centers that are interdisciplinary and campus-wide facilities, so as to increase their own opportunities for learning.
- PWTs should be provided with ample opportunity to continually develop and grow as pre-professional and paraprofessional educators at both local and other levels.
- PWTs should be invited to and supported in participation in the field of writing centers, especially toward attending and presenting at professional conferences.
- PWTs should be invited and enabled to participate in campus presentations, workshops, and discussions of writing center services and opportunities.
- PWTs should be encouraged and supported in pursuing new writing center service options and new opportunities for developing their own practices and methods as writing tutors.

OUTREACH

- PWTs should be encouraged to post their majors and areas of interest/expertise in appropriate venues.
- PWTs should be empowered to develop campus and/or community interest in the writing center *as well as* bring the writing center to those who can make use of its services.
- PWTs should always be supported by writing center administrators, the primary PWT advocates, in any kind of outreach.
- PWTs should be compensated for the development of writing center practices, materials, initiatives, projects, and outreach.
- PWTs should be encouraged to put their own interests and expertise to work in their writing center work.
- PWTs should be invited and encouraged to represent the writing center in multiple contexts.
- PWTs should be invited and encouraged to design, produce, and implement workshops and learning sessions.

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- PWTs should be invited and encouraged to create and update instructional materials.
- PWTs should be invited and encouraged to create and update writing center promotional materials.
- PWTs should be invited and encouraged to review and request resources and reference materials.
- PWTs who work with faculty (such as in writing fellow programs or in-classroom writing tutor programs) and the faculty with whom they work should have clear guidelines and policy statements for handling conflicts, disputes, and problems that might arise in those non-writing-center contexts.

Thank you to the following contributors, who have provided so much in the development of these guidelines:

Joshua Bahny
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 David Visser



One Question

Ellen Schendel, Director, Meijer Center for Writing and Michigan Authors at Grand Valley State University

Our Center has moved into a new (large, open) space and acquired a new name—the Meijer Center for Writing and Michigan Authors. Both are opportunities to re-examine what we do and how we do it, and to better realize our mission of serving any writer across campus with any writing project.

Because we are striving to be a campus resource for writers—faculty, students, and staff; professional, creative, and academic—and a comfortable space in which writing gets done, we have invested much time and energy into choosing resources that writers (and consultants) will find useful and interesting. We have purchased books on a variety of topics, from writing mystery novels to writing in psychology to writing grad school application essays.

We're easing into our new identity as more than a resource for students working on academic writing, and we're finding that our relationship to our resources is changing. Consultants are turning more frequently to books on our shelves for help, for example, in working with a writer on a departmental brochure.

What is the role of resources in your center?

In what situations are consultants more apt to turn to texts or other resources during a consultation?

Besides handbooks and style guides, what other print resources are must-haves?

Besides books and handouts, what other writing resources does your Center provide?

These questions will be posted to WCenter shortly after this publication is mailed—we hope to hear from you all there. If you do not participate in WCenter, you can

- Go to <http://www.writingcenters.org/directors.htm> for more information about WCenter
- Email Kathleen Gillis @ kathleen.gillis@ttu.edu to get signed up on WCenter

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rocket icon) at the upper right hand side to request an account. Please take a few moments to share your plans and ideas. We hope that everyone is looking forward to developing the celebration of IWCW 2006!

—Please notice the “official IWCW” logo repeated throughout this issue of IWCA Update—Bill

Penn Writers Conference

The 11th annual Writers Conference at Penn kicks off Saturday, October 1st with keynote speaker and NY Times best selling author Lisa Scottoline, and continues Sunday, October 2nd with 68 workshops and master classes. The program, held at the University of Pennsylvania’s Logan Hall, offers two days of a la carte workshops and master classes that can be selected by topic and time according to writer’s needs. Workshops are 2 hours in length while master classes are 4 hours. Both workshops and master classes are available Saturday and Sunday.

Writers may sign up for one to five 2-hour workshops or a combination of workshops and master classes. Master classes are for the writer who wants more intensive one-on-one critiquing. These intensive four-hour workshops involve advance submission of writer’s work and are limited to 10-12 writers. To see a list of workshops and enroll online please visit www.pennwritersconference.org or call 215-898-6479 x3

Symposium on Second Language Writing 2006: Practicing Theory in Second Language Writing June 8-10, 2006, Purdue University, West Lafayette, Indiana, USA

<http://symposium.jslw.org/2006/>

Please join us for the Symposium on Second Language Writing 2006, the 5th in a series of biennial gatherings of second language writing specialists from around the world. This year's Symposium will feature sixteen sets of distinguished speakers who will explore various aspects of theoretical work that goes on in the field of second language writing. Speakers will include:

Dwight Atkinson, Temple University Japan

Diane Belcher, Georgia State University

Alister Cumming, OISE/University of Toronto

A. Suresh Canagarajah, Baruch College, CUNY

Bill Condon, Washington State University

Deborah Crusan, Wright State University

Douglas Flahive, Colorado State University

Lynn Goldstein, Monterey Institute of International Studies

Linda Harklau, University of Georgia

John Hedgcock, Monterey Institute of International Studies

Alan Hirvela, Ohio State University

Ryuko Kubota, University of North Carolina at Chapel Hill

Lourdes Ortega, University of Hawai'i at Manoa

Dudley Reynolds, University of Houston

Chris Tardy, DePaul University

Wei Zhu, University of South Florida

The presentations will be complemented by the lively discussion during question and answer sessions and through informal conversations during the Symposium dinner.

In addition, the Graduate Student Conference on Second Language Writing, a special event held in conjunction with the Symposium, provides opportunities for graduate students to present their research and scholarship on second language writing and receive feedback from peers and from established scholars in the field in a supportive atmosphere. To submit a proposal, please visit: <http://symposium.jslw.org/2006/cfp.html>. For more information about the Symposium on Second Language Writing, please visit <http://symposium.jslw.org/>. Paul Kei Matsuda and Tony Silva, Chairs, Symposium on Second Language Writing

Writingcenters.org Updates

Over the past couple of weeks writingcenters.org has been experiencing problems due to a hacking incident. Eric Crump of interversity.org, who oversees the writingcenters.org server, has worked diligently to ensure that the web site and server are secure and currently running updated software. Crump installed the latest version of WordPress blogging software that will serve as the interface to the news section of the site. WordPress has many features that the previous system lacked and is much more secure. Commenting should be re-enabled soon. It was discontinued on the old system due to comment spam problems. There are problems with old news stories being listed first. We have attempted to identify a proper date/time for them, but that is not possible for all.

writingcenters.org: An Important and Useful Resource

Don't forget to check regularly the IWCA website, @ <http://www.writingcenters.org>. The IWCA website includes information on the upcoming 2005NCPTW/IWCA joint conference in Minneapolis, publication opportunities, numerous writing and writing center-related conferences, IWCA Research Grants and Graduate Research Grants, and many, many other resources for writing and writing centered folks. All you have to do is visit: see how much IWCA can do for you & your writing center or writing program.

Writing Centers Handout Archive Project

Nita Danko and Bill Macauley

In fall 2004, 30+ writing-centered folks came together from all over the world to develop the Shared WC Handout Committee. The concept was simple: build a website where we could all give and receive handouts for our writing-centered work. The group has made a great deal of progress toward the development of a single, comprehensive, on-line resource where writing centers, faculty, and students can access the best writing-related documents offered by writing centers worldwide. We have accomplished much, but we still have work to do.

If you would like to participate in the committee, provide materials to the site, make suggestions, or simply ask questions, please send an email to Nita @ college-writing@comcast.net. This is an opportunity to demonstrate the collective value of writing centers, reify our commitment to collaboration, and contribute to a project of global proportions.

2005 SEWCA Awards

The Southeastern Writing Center Association (SWCA) is pleased to announce the co-recipients of the 2005 Outstanding Peer Tutor Award, recently presented at the SWCA Annual Conference held in Charleston, SC. The Awards Committee decided that there was a tie between Beth Godbee of Georgia State University and Marie Morgann of the College of Charleston (SC). Beth, a graduate assistant at Georgia State's Writing Studio, has also been an undergraduate tutor at Agnes Scott College. She has focused her graduate research on the work of tutoring, has created writing center handouts, and presented at writing center conferences. Marie, an undergraduate in Political Science and Spanish, has done exemplary work at the College of Charleston Writing Lab, serving on a faculty workshop about the Writing Lab, training tutors in working in other assistance labs on campus, presenting at a regional conference on writing centers, and continuing the Writing Lab community spirit by tutoring Spanish parishioners at her church. Winners of the Peer Tutor Award received a check for \$150 and a plaque in recognition of her achievements.

2006 CCCC Writing Centers Pre-Conference Workshop

The Writing Center: Building Communities, Forming Coalitions, Advocating Change

Akua Duku Anokye encourages 2006 CCCC participants to "[consider] the center spaces we have built in the past and the coalitions we need to build for the future of our communities and culture." Answering Anokye's call and honoring Chicago's history of social activism and labor reform, we invite writing center practitioners to come together to address issues involving community, coalitions, and advocacy.

We invite all to consider these questions:

Community: How do we build community in our writing centers? With students? With tutors? With faculty? With departments/disciplines? With other administrators? With our institutions? With each other?

Coalitions: When should our communities be moved to form coalitions? How do we form coalitions? With whom should we form coalitions? How can these coalitions be organized to effect positive change within our centers, institutions, and across the greater profession?

Advocacy: What do writing centers advocate? What should writing centers advocate? How does our advocacy work for change? How will advocacy affect students, professionals, and the greater profession?

We have invited discussion of these questions in tangible and progressive ways while maintaining a collegial atmosphere of sharing strategies and creating knowledge. We envision this workshop day as beginning with community building, moving to forming coalitions, and culminating with significant discussions about the place of advocacy within our centers and our profession. We mean for these questions to serve as a guide, but we do not wish to limit creativity or stifle innovative ideas. We look forward to workshops that push the boundaries of writing center conversations. Email questions to S.T.Bruce@iup.edu, K.C.Dvorak@iup.edu, and Brenda_Tuberville@uttyler.edu.

Shanti Bruce, Indiana University of Pennsylvania Kevin Dvorak, Indiana University of Pennsylvania
Brenda Tuberville, University of Texas at Tyler Chairs, 2006 CCCC Pre-Conference Writing Center Workshop

Writing Lab Newsletter Changes Are Coming

Muriel Harris

We are updating the format of the *Writing Lab Newsletter* (rollout date is, we hope, in January); we need to add some color to it. Because printing and mailing costs are soaring, we will need to raise the price of *WLN* beginning in January. We have to keep *WLN* self-sustaining, so to keep afloat, we'll probably have to go to U.S.\$20/yr. for U.S. subscriptions. The university business people are busily calculating costs to be sure we don't need to go any higher. We think we can hold to \$2/issue, and

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we hope we can make each issue worth that with more of the great reading you all provide!

Those who want to avoid the slightly higher subscription price can renew or subscribe now by going to the IWCA web site (writingcenters.org) or mailing checks for \$15 (for U.S. subscriptions), made payable to Purdue University to:

Charlotte Hartlep, Managing Editor
Writing Lab Newsletter
Dept. of English
500 Oval Drive
Purdue University
West Lafayette, Indiana 47907

For any questions, contact Charlotte at wln@purdue.edu. We are excited about the new look for WLN (it's about time!) and await gasps of delight when *WLN* subscribers see what it will look like. If all goes well, we hope to have a preview on our website sometime during the fall. This is our first price increase in almost 12 years, so we hope everyone understands the need for keeping WLN afloat.

Calls for Papers/Proposals

Southeastern Writing Center Association Conference Chapel Hill, NC February 16-18, 2005

Deadline: 9/15/05

The Southeastern Writing Center Association is pleased to announce a call for proposals for its 2006 annual conference, February 16-18: "Let's Research: Gathering Evidence to Support Writing Center Work." Co-hosted by the University of North Carolina and Duke University, the conference venue is at the historic Carolina Inn in Chapel Hill. Neal Lerner, co-editor of the *Writing Center Journal* and co-author of *The Allyn and Bacon Guide to Peer Tutoring*, is the keynote speaker.

As writing centers, we are increasingly called upon to demonstrate our effectiveness and catalog our contributions to the communities we serve. While our institutions vary widely, we share a common need to investigate our theory and practice and convey our knowledge in measurable, convincing ways. We invite you to submit a proposal on any aspect of writing center work and to think creatively about what kinds of problems you'd like to solve, knowledge you'd like to gain, theories you'd like to investigate, and practices you'd like to test or measure. The submission deadline is Sept. 15 (acceptance notification by Oct. 15). The conference web site is <http://uwp.aas.duke.edu/wstudio/swca/>.

Eighth International Writing Across the Curriculum Conference Clemson University May 18-20, 2006

Proposal Deadline: 9/26/05

<http://www.clemson.edu/pearce/wac2006>

We are delighted to announce the Eighth International Writing Across the Curriculum Conference. We encourage proposals from all disciplines and from cross-disciplinary teams on a wide range of topics of interest to faculty, graduate students, and administrators at two- and four-year colleges. These topics include:

- WAC: Writing Across the Curriculum
- WID: Writing in the Disciplines
- CAC: Communication Across the Curriculum, which includes oral, visual, digital, and written communication
- ECAC: Electronic Communication Across the Curriculum.

We invite proposals of five session types: individual presentations; full panels; roundtable sessions; poster sessions; and pre-conference workshops. In addition, we invite submission of proposals in the following broad categories:

Theme A: Teaching: Using WAC, WID, CAC, or ECAC in Teaching Disciplinary Courses

Theme B: Research, History, Theory, and Contemporary Practice

Theme C: Program Design, Implementation, Administration, Outreach, and Assessment

Theme D: WAC, CAC, and Technology

Theme E: The Politics of WAC

Theme F: Cross Thematic and Other Related Topics

For program proposal forms and additional conference information, please see our website <http://www.clemson.edu/pearce/wac2006>. Please also feel free to contact the conference planners at wac2006-L@clemson.edu or fax, 864.656.1846. You may also contact the conference co-directors: Art Young and Kathi Yancey, 864.656.3062, Department of English, 616 Strode Tower, Clemson University, Clemson, SC 29634-0523.

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Individual Research Presentations for the Qualitative Research Network and Workshop to be held Saturday, March 25th from 2:00-5:30 p.m. at the 2006 Conference on College Composition and Communication (in Chicago).

Deadline: 9/26/2005

Individual presentations for the Qualitative Research Network and Workshop are now being accepted. This workshop, which occurs annually at the CCCC, is offered by members of the Special Interest Group in Qualitative Research for new and veteran qualitative researchers. The names of accepted presenters for the Qualitative Research Network will appear in the Conference Program.

Keynote Address & Research Roundtables: During the first hour of the workshop, in a keynote address entitled "Finding Class in the Field: A RetroSpeculative Dialogue," Julie Lindquist and David Seitz (see brief biographies below) will present on their extensive experience researching class identity in communities and classrooms. They will address several main questions: What does it mean to study class culture ethnographically? Why do it and how might researchers approach it in terms of guiding assumptions and theories of communities and classrooms? What are the methodological challenges of researching class identity and class experiences--how do we balance etic and emic research, how do we negotiate procedural issues and the rhetorical predicament of the researcher?

The rest of the workshop will be organized in research roundtables where novice and veteran researchers will present work-in-progress for feedback. Veteran qualitative researchers will be on hand to offer suggestions and to lead the roundtable discussions. The goal of this annual workshop is to offer mentoring and support to qualitative researchers at all levels of experience.

Presenters may focus on specific concerns and/or broader issues related to qualitative research, and we encourage submissions from those at any stage of the research process. Each presenter will have twenty to thirty minutes for both presentation and feedback, which will necessitate that presenters offer concise and accessible summaries of their studies. After all submissions have been collected, the planning committee will provide presenters specific details about the format of the workshop.

Proposal Information: Please send via email a brief description (approximately 500 words) of your research proposal ****by September 26**** to Heidi McKee (mckeeha@muohio.edu) and Seth Kahn (skahn@wcupa.edu), Co-Chairs, Special Interest Group in Qualitative Research.

Be sure to include a brief overview of the research project, the stage the project is in, and the questions/issues you wish to discuss with other researchers. Place your proposal in the body of the email and attach a word document in rich text format (.rtf). Descriptions need not be exhaustive; we only ask that you provide a general overview of your study as well as a statement about the kinds of feedback you would like to receive. If you have any questions or would like further information, please contact us.

****Presenters will be notified of their acceptance by October 3rd****

Keynote Speakers: David Seitz (Wright State University) and Julie Lindquist (Michigan State University).

Inaugural Issue of the *Community Literacy Forum Newsletter* (for Fall 2006)

Deadline: 10/1/2005

The *Community Literacy Forum Newsletter* solicits your conversations, reflections, ideas, and experiences working with student writers who are engaged in community-literacy contexts. As more writing and communication instructors, programs, and institutional initiatives focus their curricula outside of mainstream or traditional educational settings, we need to know what the real or potential effects are from Writing Center and Learning Center perspectives.

- Does your Writing Center or Learning Center currently support any community-literacy activities?
- How might your Center administrators, coaches, and peer tutors rethink strategies and perceptions about oral, written, and visual communication for non-academic audiences?
- Do you have any first-person narratives or speculations on community literacy from a Writing Center or Learning Center perspective to share?

Newsletter contributions should be 100-500 words in length. Deadline for Fall 2005 edition, October 1, 2005.

Send Newsletter queries or materials (in e-mail or as an .rtf attachment) to: Holly Mandes, University of Arizona: mandesh@email.arizona.edu and/or Michael Moore, Michigan Technological University: mmoore@mtu.edu

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Composition and Rhetoric Area

Popular Culture Association/American Culture Association Conference

Atlanta, GA April 12-15, 2006

Deadline: 10/15/05

The Composition and Rhetoric Area of the PCA/ACA seeks papers addressing the intersection of Popular Culture with Composition studies and/or Rhetoric, as each of these terms can be most broadly construed. We are interested in popular representations of writing, rhetoric, and instruction in both, as well as the composed or rhetorical nature of culture as expressed in popular artifacts. Topics include, but are not limited to:

- + Composition and rhetoric in literature.
- + Composition and rhetoric in film.
- + Rhetorical analysis of literature, film, popular music.
- + Rhetorics of difference (feminisms, queer studies, racial and ethnic studies), especially as related to popular culture.
- + Rhetorics of news media.
- + Rhetorics of politics and political campaigns (especially the 2004 presidential campaign).
- + Rhetorics of warfare.
- + Rhetorics of protest/social causes.
- + Propaganda.
- + Advertising.
- + Rhetorics of religion.
- + Rhetorics practiced by specific groups (the military, social classes or groups, academics).

This list should be considered suggestive rather than definitive; any paper positioned in the intersection of culture, rhetoric, and composition studies will be strongly considered. Alternative session formats will be considered. Please explain format and what is to be gained from this format in your abstract. Graduate student submissions are welcome. Professors/instructors are invited to present with their students. For individual submissions, please send 250 word abstract and contact information (email address, at least one postal address, at least one telephone number). For panel submissions, please send 250 word panel abstract plus 100 word abstract of each paper and contact information (as above) for each participant. For more information on the conference or the organizations, visit: <http://www.h-net.msu.edu/~pcaaca/>

DEADLINE: Please send abstracts by October 15, 2005

NOTIFICATION: Rolling after 9/15/05

Send submissions or address queries to:

Michael Carlson Kapper
 Assistant Professor of English
 Department of English
 Capital University
 1 College and Main
 Columbus, OH 43209
 mkapper@capital.edu
 614.236.6555 (Office; leave voicemail)



Talking About Style: Essays on Speaking Articulately about the Workings of Texts

Deadline: 10/15/2005

We are inviting proposals for an edited collection on the teaching and learning of stylistic features, described as follows: Though style has long been a consideration in the field of composition, and though there exist some landmark texts devoted to style (Williams, Zinsser, Hickey, Glasser, Weathers), the business of talking about style in articulate and useful ways remains a challenge at all post-secondary levels of teaching writing. Understanding the effects of style and voice is one of the likeliest areas of failure when we use texts, professional or student, to teach writing. Getting past such inexact observations as “it flows” and “it’s jumpy” to what, in a text, accounts for “flow” and “jumpy” and how “flow” and “jumpy” work for or against the rhetorical situation means a move towards articulate strategies for describing writing.

Thus, the goal of this book is to present a collection of essays, addressing different areas of stylistic consideration that speak to students as well as teachers in collegial and non-hierarchical voices about ways to think about, talk about, and make good decisions about stylistic options.

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We are following a model that Wendy Bishop and her co-editors established in such books as *The Subject Is Writing* and *The Subject is Research*. Having used both of those books in first-year and upper-level courses, we have found that students respond in positive, dynamic ways to the range of voices, the non-textbook nature of those voices and, more importantly, to the range of visions. We feel a need for a similar compilation that addresses talking and learning about stylistic options from a broader and more diverse perspective than any single author can achieve. We see the audience for this collection as writers both in and out of the academy.

Introduction: What All Do We Consider When We Talk about Style? In his essay “A Grammar of Style”, Winston Weathers writes that, “By ‘grammar of style’ I mean the ‘set of conventions governing the construction of a whole composition; the criteria by which a writer selects the stylistic materials, method of organization and development, compositional pattern and structure he is to use in preparing any particular composition.’”

Section 1: The Sentence: Essays in this section would talk to writers about their choices in sentence-making: stylistic effects of sentence variety and uses of different sentence types, individually or sequentially. While there is a lot to say in this section that pertains to academic and professional scenes of writing, there is also a good bit to say about other options, such as the discussion of the “labyrinthine” sentence and sentence fragments in Winston Weathers’ “Grammar of Style: New Options in Composition.”

Section 2: The Shaping: Essays in this section would address issues of organization both local and global, paragraph types and, simply, the architecture of meaning. The section would also address shaping in terms of creating strong threads that work across the text to hold it together intellectually. The essays would want to cover more traditional ways of thinking about writing—academic, workplace—but also consider the options made available by the late 20th, early 21st centuries’ re-valuing of the essay in ways that remove it from interchangeability with the words “composition” and “paper” and “article.” Such options might include the materiality of the “page” as a visual, audible and/or written text or the notion of the essay as an organic structure. Such options might include alternative essay forms such as collage essays, the use of “crots” and so forth.



Section 3: The Word: Mark Twain wrote somewhere that, “The difference between the right word and the almost right word is the difference between lightning and a lightning bug.” The essays in this section would work in different ways to call attention to words and making choices about words.

Section 4: The Voice(s): How do we define voice for writers? What is its importance? What is the relationship between style and voice? How can we talk to students about voice in ways that give them insights into its complexities?

Section 5: The Site of Writing: Essays in this section would look at multimedia texts in specific, though such essays could well work in other sections.

Section 6: The Tropes and Schemes; Section 7: The Rules and Breaking the Rules; Section 8: The Writer, the Rhetoric, the Audience

Our proposed section topics will very likely change to reflect the range and variety of accepted submissions. We invite proposals that lay out clearly the intended focus, goal(s), and potential content of proposed sections by October 15, 2005. Authors should envision essays of 8-10 pages. The proposals, ideally two pages, should include a connection between theory and practice. Although there has been an expression of interest by a publisher, we know that the submissions will shape the book in ways we can’t yet envision, and therefore, a contract will be sought after we have made decisions about submitted proposals and have a complete vision of the final text.

Submissions via attachments in Word are welcomed. Please send proposals to Dr. Elizabeth Hodges, Associate Professor, English-842005, Virginia Commonwealth University, and Dr. Dona Hickey, Professor of English, University of Richmond.

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Praxis: A Writing Center Journal
“Writing Centers Outside the Humanities”

Deadline: 11/7/2005

Praxis: A Writing Center Journal is an online publication that represents the collaboration of writing center consultants and directors across the nation. The Praxis editorial board invites article submissions and article proposals related to the spring 2006 issue's theme: Writing Centers Outside the Humanities. The deadline is November 7, 2005. In addition to pieces on these themes, we invite responses to previous issues' themes, suggestions for future themes, and short article submissions on other writing center-related topics from consultants and administrators.

Recommended article length is 500 to 1500 words. Articles should conform to MLA style. Send submissions as a Word document e-mail attachment to Eileen Abrahams and Zachary Dobbins at praxis@uwc3.fac.utexas.edu. Also include the writer's name, e-mail address, phone number, and institutional affiliation. Because Praxis is a web-based journal, please do not send paper. Images should be formatted as jpeg files and sent as attachments. Learn more about submissions at the Praxis website: <http://uwc3.fac.utexas.edu:8000/~praxis>. Praxis is a project of the Undergraduate Writing Center at the University of Texas at Austin.

Research Network Forum at CCCC March 22, 2006

Chicago, IL

Deadline: 11/15/2005

www.rnfonline.com

Founded in 1987 by Charles Bazerman and others as a pre-convention workshop, the RNF is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. The forum is free to convention participants, and you need not be a work-in-progress presenter to attend.

As in past years, the 2006 RNF will feature two plenary sessions, one in the morning and one in the afternoon, each a little over an hour long. These sessions include 12-15 minute presentations from each plenary speaker followed by a brief question period. At the subsequent roundtable discussions, work-in-progress presenters discuss their current projects (in an eight-minute presentation) and gain the responses of other researchers, including the discussion leader.

Work-in-progress presenters are grouped by thematic clusters, in which they will discuss their projects with other researchers and a discussion leader who is a senior researcher, often a plenary speaker. Participants include editors of printed and electronic journals of composition/rhetoric, literature, textual/literary criticism, and pedagogies, as well as experts in Internet and cyberspace concerns. Selected abstracts of presentations will be published by participating journals (and all the [edited] abstracts) will also be published in a complete text on the RNF web page. Presenters should bring three typed questions which they should copy and distribute to participants at their table (15 copies for the two sessions will do). Work-in-Progress presenters and Discussion Leaders will stay for the two sessions unless otherwise arranged.

Please join us in Chicago to present a Work-in-Progress presentation or serve as a Discussion Leader (for those who are seasoned, established researchers). Electronic proposal forms will be available at/after the 2005 CCCC.

Deadline: To appear in the official *RNF Program* as a Work-in-Progress presenter, Discussion Leader, or Editor, please reply by **November 15, 2005** (note earlier deadline)!

For more information, please contact Risa P. Gorelick, RNF Chair, at: risa1804@aol.com 732-571-3623
 Monmouth University, Dept. of English, 400 Cedar Ave., West Long Branch, NJ 07764

2006 Conference on Basic Writing Fellowship Dedicated to Basic Writing Educators and Students Impacted by Hurricane Katrina

Deadline: 11/15/05

Because of the extraordinary circumstances surrounding Hurricane Katrina, the Conference on Basic Writing will dedicate the 2006 CBW Fellowship to a Basic Writing educator who has been displaced by Hurricane Katrina and/or who teaches Basic Writing to displaced students. The CBW Fellowship provides \$500 to subsidize travel to CCCC in Chicago in March and to participate in the Conference on Basic Writing Pre-Conference Wednesday Workshop.

The Fellowship is intended to support basic writing instructors who might otherwise have difficulty attending CCCC; priority will be given to instructors who demonstrate how attending the CBW workshop and CCCC will benefit their development, and how they can use ideas gathered at the conference at their home institution(s) and/or other venues.

Applicants need not have had a paper accepted for presentation at CCCC. However, if presenting at the 2006 CCCC, titles and abstracts of papers should be included with the application. Applicants for the fellowship must:

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1. Identify as a displaced Basic Writing educator and/or teach basic writing to displaced students at one or more institutions
2. Clearly outline how attending the CBW workshop and CCCC will benefit their professional interests and the interests of the students with whom they work
3. Provide a plan describing how they will disseminate information and ideas gathered during the CCCC to professional colleagues and students after their attendance at the conference

The Fellowship winner should plan to attend the CBW CCCC Pre-Conference workshop (the full Wednesday before the conference) and the CBW SIG. Each year's fellowship recipient will be recognized at the CBW Special Interest Group at CCCC.

To apply, send a 2-page letter, a curriculum vita, and, if applicable, title and abstract of an accepted 2006 CCCC presentation as Microsoft Word attachment(s) to e-mail message by November 15, 2005. Materials should be sent to: Susan Naomi Bernstein at Susan.Bernstein@uc.edu or to the campus address listed below. **Please email me if you have questions or concerns.**

Susan Naomi Bernstein
University of Cincinnati
Center for Access and Transition
4428 French Hall—P.O. Box 210205
Cincinnati, Ohio 45221-0205

East Central Writing Centers Association Conference Mount Union College, Alliance, OH March 9-11, 2006

Deadline: 1/1/2006

www.ecwca.org

Conference Theme: The Work at Hand: Investigation, Articulation, and Labor in the Center

One of the most persistent problems in writing center work is enabling our institutions and campus communities to understand what we do, why we do it, and how we do it—at least enough to trust the work we are doing. As we struggle for this collective understanding, which can extend to our sense of in/exclusion in/from the academic community and our sense of how our work is valued there, we also fight for autonomy and self-determination that other academic entities seldom enjoy. At times, our field can seem at odds with itself in pursuing these seemingly conflicting goals of inclusion and autonomy, and at a loss for articulating in meaningful ways for others how we know what we do is working. Somehow, we know that our work is very different and needs to be so; others have not always understood that.

We can make this better—our field's emphasis on collaboration is one of its greatest gifts. The question is how. This conference theme takes a stab at that question with two premises that should be familiar to most writing center supporters: we understand better when we communicate what we know & how we know it, and we know more when we work through our ideas with others. When we work toward deeper understanding of our own work together, we also facilitate greater depth in explaining and exploring what we do with others. This conference is designed to provoke and share that depth of understanding. Potential conference topics should interest tutors as well as others, and can include but are not limited to:

Writing center research work	Making tutoring work with your course load/major
Keeping work as a tutor manageable	Working with specific groups
Working with challenging peers/colleagues/writers	The intra-institutional work of the writing center
Integrating the working responsibilities/roles of the WCD	Working out (of) the history of (the) writing center(s)
Importing/exporting writing center work	Best practices/what works
Working with technology	The labor and workers in writing centers

Participants are welcomed to share conversation, attend sessions, review publisher exhibits, snack, share meals, and hear outstanding featured speakers. This conference also provides these specific modes of participation:

- Research Forum: Thursday afternoon
- Concurrent Sessions: Friday morning through Saturday afternoon
- Poster Sessions: Friday afternoon and Saturday morning
- ECWCA sessions: The conference will host the ECWCA Executive Board meeting and a plenary session.

IMPORTANT DATES:

- **Proposal deadline: December 1st, 2005**
- **Notification by: January 1st, 2006**
- **Early registration ends: February 1st, 2006**

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- **Conference-rate lodging ends: February 17th, 2006**

If you have any questions, please feel free to contact either of the conference co-chairs:

- Rodney Dick: dickrf@muc.edu | Office: (330) 823-4792 | Home: (330) 433-0219
- Bill Macauley: WMacauley@wooster.edu | Office: (330) 263-2372 | Home: (330) 829-9192

Remember, the deadline for proposals is December 1, 2005. We hope to see you in March.

Call For Submissions: Teaching Working-Class Studies

Deadline: 12/15/05

The editors of Living Forge Books seek annotated syllabi, detailed course descriptions/paper assignments, and narratives of teaching experiences from teachers, instructors, and professors whose teaching fits under the multi-disciplinary umbrella of "working-class studies". At the 2005 Working-Class Studies Conference, Paul Lauter proposed such an edition as a way of increasing the visibility of WCS, disseminating ideas to other teachers, and legitimating curriculum proposals to chairs, deans, and other faculty. He felt it could serve much the same purpose as his 1983 Feminist Press publication, *Reconstructing American Literature: Courses, Syllabi, Issues*. This project is a response to that call. One of the challenges of teaching Working-Class Studies is that in our home departments there is commonly no course dedicated to the teaching of working-class literature, culture, and history (labor history being a notable exception). So, for many of us the challenge is to integrate WCS into an already established traditional curriculum. The editors are especially interested in the solutions that teachers and scholars have developed to overcome this challenge (paper assignments, mini-units, issues, lectures, etc.). Needless to say, we are also interested in courses entirely dedicated to the study of working-class life and culture. We are also aware that many of the "foundational resources" in this discipline (The WCSC website, Janet Zandy's *What We Hold In Common*) include syllabi and materials quite like the ones we are describing. Our intention is to produce an updated volume centrally organized around pedagogical resources and their contemporary applications. To be considered for inclusion in the edition, your syllabi, assignments, and other pedagogical resources should be descriptive, detailed, and where appropriate presented with a narrative that will assist other teachers in replicating your successes, avoiding your non-productive errors, and further developing the curriculum and field of study. Deadline for submissions is December 15, 2005 with publication expected in May/June 2006. Contact with the editor (Jonathan Senchyne) is welcomed and encouraged before that deadline. Please direct all inquiries to Jonathan Senchyne electronically via jwsenchy@syr.edu or c/o The Department of English, Hall of Languages, Syracuse University, Syracuse, New York, 13244.

Community Literacy Journal

Deadline: 3/15/2006

The peer-reviewed *Community Literacy Journal* seeks contributions for our inaugural, Fall 2006 issue. We welcome submissions that address any social, cultural, rhetorical, or institutional aspects of community literacy; we particularly welcome co-authored pieces in collaboration with community partners.

Deadline: For Fall 2006 edition -- March 15, 2006

Format:

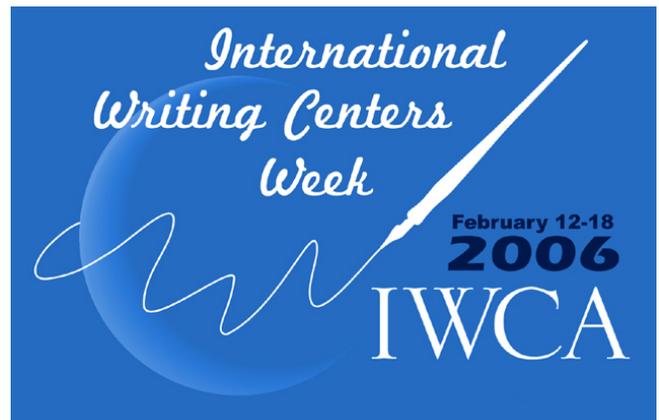
MLA citation and endnote style

Send Journal queries or materials (in e-mail or as an .rtf attachment) to: Holly Mandes, University of Arizona: mandesh@email.arizona.edu and/or Michael Moore, Michigan Technological University: mmoore@mtu.edu

The mission of the *Community Literacy Journal* is to provide a place where academics and other community literacy workers can share ideas, learn about activities and projects, discuss theory and practice, and share resources. We will accomplish this by collaboratively developing an online community-literacy forum and newsletter, and, in print, the peer-reviewed *Community Literacy Journal*.

For purposes of the journal, "community literacy" is understood as the domain for literacy work that exists outside of mainstream educational institutions. It can be found in institutionalized programs devoted to adult education or lifelong learning or work with marginalized populations, but it can also be found in more informal, *ad hoc* projects.

For us, the domain of literacy is defined as the realm where attention is paid not just to content or knowledge but to the symbolic means by which it is represented and used. Thus, literacy makes reference not just to letters and to text but to other multi-modal representations as well.





***IWCA Update*: The International Writing Centers Association newsletter**

Purpose: *IWCA Update* is published twice per year: one issue in the Winter/Spring semester (late January/early February) and the second in early Fall semester (late September/early October). The newsletter is circulated to all current members of IWCA and *Update* contributors. The purpose of *IWCA Update* is to provide IWCA members with the most current information about the organization and its work. *Update* is also dedicated to providing for writing center professionals a forum in which a wide range of information and writing can be found, work that is important to the field and might not otherwise find publication. Finally, *IWCA Update* strives to provide for writing center professionals up-to-date announcements, calls for proposals and/or submissions, information on awards, discussion/review of publications, & information on IWCA, IWCA regional, and other writing-related conferences.

Deadlines: Submissions for the summer/fall issue should be received by no later than June 31st. Submissions for the winter/spring issue should be received by no later than November 1st.

Submissions

Guidelines:

- Short articles, fiction, nonfiction, and conference reviews should be no more than 1500 words.
- "One Question" pieces should be no longer than 500 words (These pieces are designed to provide readers/writers with an opportunity to ask a question of our readers that can be followed up on WCenter).
- CFPs should be no more than 250 words (for the winter/spring issue, CFP deadlines should be no earlier than February 28th; for the fall issue, no CFP deadlines should fall before October 31st).
- Conference, book, grant, award, and other public announcements should be no more than 100 words.
- Personal and hiring announcements, job postings, and new resources/facilities announcements should be no more than 50 words.
- Poetry, book reviews, short text selections, and other submissions will be considered on a case-by-case basis. If you have other materials you would like to submit, please do so. The editor is very much willing to work with you.
- Please include links to further information, should these constraints prove problematic.

Submitting a

piece:

- All submissions should be sent via email. Send your piece to: wmacauley@wooster.edu by the appropriate deadline.
- Each submission should be sent separately.
- Please include your full name, as you would like it to appear in the newsletter, current title/position, institution, and complete contact information in the email.
- Each electronic submission should be in an MS Word document attached to the email *AND* pasted into the email message itself.

If, for any reason, you would like to submit a piece for consideration and cannot meet these guidelines, contact Bill Macauley, *Update* Editor, to make other arrangements.

Please feel free to email or call if you have any questions.

THE COLLEGE OF
WOOSTER

Program in Writing

IWCA Update

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