

# THE WRITING LAB

N E W S L E T T E R

Volume 25, Number 7

Promoting the exchange of voices and ideas in one-to-one teaching of writing

March, 2001

## ...FROM THE EDITOR...

If spring is quieter than fall in your writing center, you might want to use the time to consider expanding the scope of your services to include suggestions from articles in this month's issue of the newsletter. Bryon Grigsby makes a convincing case for training tutors to work with reading skills too, thereby enhancing their tutoring to encompass literacy in both reading and writing. Karen Sisk offers us another area of student need to work with—the visually impaired writers in our institutions.

And to return to first principles or basics of our theory and practice, Gregory Crutsinger reflects on his efforts to calm nervous students when they first appear at the tutoring table. Natalie Herdman considers—or reconsiders—basic tenets of collaboration theory as it pertains to guiding principles of tutoring.

And we also have more job notices in this month's issue, useful both for those looking for positions and for those of us who are well settled where we are but curious to see where writing centers are springing up and how the positions are being defined in various contexts.

• Muriel Harris, editor

## ...INSIDE...

*Incorporating Literacy into a Writing Center*

• Bryon Grigsby 1

*Conference Calendar* 5

*Assisting the Visually Impaired in the Writing Center*

• Karin Sisk 6

*Tutors' Column: "Settling the Uneasy Tutee"*

• Gregory Crutsinger 10

*Collaboration in the Bakhtinian Writing Center*

• Natalie K. Herdman 11

## Incorporating literacy into a writing center

One of the first questions writing center tutors ask a tutee is "What is the assignment?" By examining both the teacher's written assignment and the tutee's verbal or written interpretation of it, the tutor can identify the tutee's misinterpretation or misrepresentation of the assignment. When a tutor realizes that the assignment has not been understood, he or she rephrases the assignment for the student. But why do we as tutors stop there? If the student is having trouble understanding the assignment, an assignment that is often written out, why do we assume that the student understands the reading or, for that matter, can read effectively? It may be time to add another level to the "inverted pyramid" of writing center pedagogy. We can no longer assume that our students who walk into the writing center read effectively enough to write about what they read. By training tutors in reading, writing center directors prepare tutors for the growing reading problems that already exist in college communities. Furthermore, by adding reading pedagogy, the center can serve more than college students; it can offer needed literacy help to the local community.

When I came to Eastern Connecticut State University two years ago as the Writing Specialist, I was introduced to a writing center completely different from those centers in my previous experience. The Learning Center, which housed the Writing Center, hired two peer tutors whom I was to oversee. These two tutors were picked for their academic standing and work-study eligibility, not their proficiency in writing. They were given no training, but were expected to tutor seven hours a week, focusing mainly on basic writing

skills. As their supervisor, my main tasks were to make sure that they were performing adequately and to tutor the most difficult students myself. The program clearly needed revamping to satisfy both pedagogical lines and budgetary needs.

After approaching my supervisor about teaching the tutors the latest pedagogical methods for improving student's writing, I was told that my main concern should be fixing the grammar of remedial students and that any work I did beyond that was to be on a strictly volunteer basis. My supervisor also told me that he was totally supportive of me, but because Eastern was a state university, there was no money to support new tutors and an expanded writing center. At this moment I began to search for other funding opportunities, such as through literacy programs. Although I initially turned to literacy because I was interested in finding a way to fund a writing center, after creating this program, I became a firm believer that literacy center components are worthwhile additions to any writing tutor's training.

Literacy is a hot topic in government and charitable organizations. While I am not suggesting that you steal from worthy social programs to support dwindling writing center budgets, I am saying that if you are willing to expand the responsibilities of a writing center to include literacy, then the combined writing and literacy center may be a way to increase your budget. Furthermore, you will find that most literacy agencies focus on reading and writing as a component; therefore, your tutors already have part of the training. You only need to train them in the other half, namely reading tutoring. At the end of this paper, I offer resources that effectively train writing tutors in literacy and organizations you can contact for further help. In my mind, the combined writing and literacy center is a natural evolution of the present day writing center and of a college system that is increasingly called upon to

support the community.

There are many social benefits to a combined writing and literacy center. To begin, the center provides a safe location for students to serve their community. Volunteer work and service learning have become important aspects on all campuses. Unfortunately, many of the locations where students can volunteer are unsafe. At Eastern, for example, one of the volunteer services is at a low-income housing project. This site has no security, no telephone, and no supervision. By having a combined writing and literacy center, the tutors remain on campus and the students come to them. Consequently, the students are protected by university security and staff while still serving their community. Further, the school does not have to provide transportation for these students to do volunteer work because the clients come to the school.

Through the construction of a combined writing and literacy center, the college fosters community relations. Last year, the Writing and Literacy Center at Eastern sponsored a reading day in which eighty-seven children came to University's student center and had college students read stories to them. The program was designed around the idea that children need to listen to stories and then demonstrate their comprehension through enjoyable activities. Some of these activities included drawing pictures of the characters or scene, acting out scenes, or continuing the story. Last year, I also secured a local celebrity writer, Regina Barreca, to talk to both children and parents about her memories of reading. These reading days become wonderful ways to advertise literacy programs, because many parents who do not know that these types of programs exist on college campuses will often come out to hear the speaker. I also convinced Shaw's, a local supermarket chain, to donate children's books so that every child who attended would receive a book. Finally, Literacy Vol-

The *Writing Lab Newsletter*, published in ten monthly issues from September to June by the Department of English, Purdue University, is a publication of the National Writing Centers Association, an NCTE Assembly, and is a member of the NCTE Information Exchange Agreement. ISSN 1040-3779. All Rights and Title reserved unless permission is granted by Purdue University. Material will not be reproduced in any form without express written permission.

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**Subscriptions:** The newsletter has no billing procedures. Yearly payments of \$15 (U.S. \$20 in Canada) are requested, and checks must be received four weeks prior to the month of expiration to ensure that subscribers do not miss an issue. Please make checks payable to Purdue University and send to the Managing Editor. Prepayment is requested for all subscriptions.

**Manuscripts:** Recommended length for articles is 10-15 double-spaced typed pages, 3-5 pages for reviews, and 4 pages for the Tutors' Column, though longer and shorter manuscripts are invited. If possible, please send as attached files or as cut-and-paste in an e-mail to mjturley@purdue.edu. Otherwise, send a 3 and 1/2 in. disk with the file, along with the paper copy. Please enclose a self-addressed envelope with return postage not pasted to the envelope. The deadline for announcements is 45 days prior to the month of issue (e.g. August 15 for October issue).

unteers of America provided goodie bags for each child.

Besides the social benefits to the college and the community, the tutors also receive a lot out of the combined center. Many of Eastern's students are studying to be teachers. This program allows the tutors to put their theoretical ideas into practice. Tutors learn ways to talk about readings, increase vocabulary, and check comprehension, all valuable tools for developing teachers in any field. Further, the combined literacy and writing center brings real world problems into the ivory tower of academia. Tutors have to face the fact that reading is part of a social system that excludes those who lack the means to understand the symbols and therefore deprives them of information access. Tutors also realize that many of these illiterate adults have learned to function fairly well in a literate world by hiding their literacy problems. Many times, tutors need to break through these barriers in order to begin to help the student.

The pedagogical benefits of a combined literacy and writing center are also important. Part of my epiphany with literacy in a writing center came when I was tutoring a student who was having difficulty with a two-hundred level English course paper. Her paper used very large words and purple prose, but it lacked any significant meaning. Luckily the paper was on an article that I have taught numerous times, Robert Reich's "Why the Rich are Getting Richer and the Poor Poorer." After repeatedly trying to ask the student, "what is the one point you want the reader to walk away with?," I finally started to question the student about the reading and discovered that she did not understand the reading or the question to begin with. I thought about what I would have done as a tutor who had not read the text. I most likely would have continued with typical writing tutor questions and the tutee would have provided vague responses until both of us would have

settled on a plan of action. But deep in my heart, I would have felt that I did not help the tutee. I had felt that way before, both as a tutor and as a teacher; however I never realized that it could be a reading problem that was getting in the way of the student's writing.

I took this experience to my Developmental Writing class and had the students read aloud. I noticed that many of these students had difficulty reading average text, let alone text that would rank on a higher reading level. Too many of us as writing center tutors and directors assume that the reading has been completed and the student understands the text and the assignment. By giving the tutors the means to evaluate and teach reading, we provide them with more tools to improve the written product. In the combined writing and literacy center, when it becomes clear that the student doesn't understand the assignment of the teacher, the tutor makes sure that the student understands the text he or she was supposed to read.

As writing center tutors and directors, we have to accept the fact that students who are entering college may not only have writing problems, but many may now have reading problems. While it is unfortunate that many colleges are increasingly placing more burdens on writing centers to handle ESL, developmental writing, and even disabled or emotionally disturbed students, few colleges have realized that many of our students need help with reading. The writing center seems the logical place in which to tutor both subjects in a unified and cohesive manner.

Besides the social and pedagogical benefits to a combined literacy and writing center, there are also significant financial benefits. There are three types of funding available to most agencies interested in pursuing literacy tutoring. The first type is federal funding through programs such as America Reads. Initiated by President Clinton,

the set goal of America Reads is to have all third grade children reading adequately at the third grade level. The President supports college tutors who work with literacy issues by paying 100% of their work-study money. Normally, the federal government pays 75% of a student's work-study money, but if the student works with literacy problems, the federal government will pick up the entire check. Consequently, one could run all of the tutors' expenses free of charge for the college. Also, as mandated by President Clinton, all colleges and universities are currently required to use at least 5% of their Federal Work-Study allocation for community service. Literacy tutoring counts as money dedicated to the community.

Beside federal grants, you may want to approach your State Board of Education. In Connecticut, the State Board of Education offers four different grants for literacy. These grant deadlines are usually in April, and the application process is extensive. If you are planning to apply for these grants, you need to get an early jump on the proposal. Almost all states offer some type of grant for literacy. Literacy fields often include family literacy, which means that you will be training parents how to read to their children; child literacy; adult literacy; and welfare-to-work or prison-to-work literacy programs. These last two programs have become very popular in the past three years and require more tutor training as they are often moving beyond strict literacy issues into areas of personal management, like budgeting time and meeting deadlines. Calling your State Board of Education is the easiest way to find out about the funding available and its parameters.

The final source of funding for your program is through private grants. There are lists of agencies that support literacy on the Internet (although if you teach at a state-funded university, it has been my experience that few private agencies want to assist these pro-

grams since they feel that the state should be the main contributor). Internet sources like the Foundation Center and Yahoo's Grant Page will give you names of companies and grants that receive hundreds of requests for funding. They are highly selective and often do not support new, experimental ventures. Easier grants to secure are local grants that support a specific geographic area. To find out about these grants, go to your college's grant advisor to see what methods are available to search for literacy funding. If your college does not have a grant officer, look at private grants books in any library. Look for grants that support groups in your geographic area and are willing to fund reading and higher education. Because you are part of higher level education, you are able to apply for grants that non-profit agencies, like Literacy Volunteers of America, are unable to apply for.

There are numerous resources to assist in the addition of literacy training to writing center training. The three major literacy training organizations that I have used are Literacy Volunteers of America, Laubach Literacy, and the International Reading Association. I originally approached LVA to train the students; however, I found the training to be somewhat redundant when combined with typical writing center tutor training. While it is wonderful that LVA trains tutors on a whole language approach, meaning reading, writing, and speaking, almost all writing center tutors are already given significant training in writing and speaking to students. Since LVA has little experience with writing center training and since they would not let me integrate their training into my extended training program, we ran LVA's program with little deviation. In the evaluations of the training course, the tutors clearly stated that they felt that they benefited more from the writing training and the connection I made to literacy than from the twenty-hour LVA training. LVA's training is not without merit and they

are a wonderful organization. Many of the tutors picked up good ideas for helping children and adults to learn to read; however, the tips and procedures given to the students could have been handled in four or five hours if effectively combined with traditional writing center training.

My experience with LVA led me to search for a new organization that would allow me to tailor the program so as to more effectively integrate the two programs. I found Laubach Literacy's books to be better than LVA's because they compartmentalize literacy. Because they focus on a specific audience, either family or adult literacy, writing and literacy trainers can add those components to writing tutor training. Laubach offers a system by which tutors and students work on short stories, writing exercises, and pamphlets that are both interesting to adults and related to necessary real-life skills. The emphasis on real-life skills is important if you are considering doing welfare-to-work or prison-to-work programs. However, if you are interested in training your writing center tutors to work with children, Laubach has little to offer because their focus is on adult literacy.

I have recently chosen two books published by the International Reading Association because I believe these two works compliment writing tutor training better than others that I have previewed do. Both books are available through their web site. The first work, *The Volunteer Tutor's Toolbox* (1994) edited by Beth Ann Herrmann, offers tutoring ideas for one-to-one and group tutoring for all ages. It also demonstrates how to let students struggle to do the work for themselves. The other work that I chose is *The Reading Team: A Handbook for Volunteer Tutors K-3* (1997) by Lesley Mandel Morrow and Barbara J. Walker. Designed for programs that are trying to meet the America Reads Challenge, this work is an appropriate choice for anyone who plans to tutor children.

When choosing a tutor training manual, you should first research the holes that have been left by the already established literacy agencies in your community. Eastern is located in the Windham area, and the local LVA agency deals with basic adult readers, ESL students, and family literacy issues. There is also an adult education program paid for by the state that focuses on adult learners who do not have a high school degree or GED. To set up a similar organization would start a fight over the same clients. After analyzing what these programs had to offer, I realized that few local organizations deal with adult learners who have a GED but lack a reading level high enough to enter college. I refer to these learners as those in need of "high-end adult literacy," and it would seem that any college would be willing to support this endeavor because those students would probably choose the college that invested time, money and effort in their education even before they were paying tuition.

While we did not get as many high-end adults as we originally expected, we did work with some very interesting students at the Writing and Literacy Center last semester. By spring semester last year, I had trained eight tutors who worked primarily with college students on composition papers. By the end of the semester, we had worked with over 120 college students and performed nearly 250 hour tutoring sessions. Besides college students, the tutors worked with three public school children on reading and writing and read to eighty-seven children at "Windham Loves to Read." I also had five volunteer tutors who just did the literacy training and worked at satellite locations with nearly twenty adults and children on reading and writing. I strongly believe that the literacy training the tutors received helped them with their writing tutoring, particularly with non-traditional students.

As of the Spring '99 semester, the Writing and Literacy Center moved

into a new phase of development—Service Learning. Through a generous grant from Eastern, I taught a class as part of the English curriculum that trains students to tutor both reading to younger children and writing to college students. The students in this service learning course assisted the local library and running writing workshops for college students. Our Literacy and Writing Tutors spent four hours per week outside class working on reading and writing. The service learning course gave them credit while gaining experience.

Universities and colleges have a responsibility to both students and the community. Writing centers have met the challenge to offer help to students who are struggling with writing. Once seen as marginal organizations, writing centers have become a mainstream part of nearly all supportive writing programs. Writing centers therefore have

helped to make the previously invisible writing problems of our students visible. There is a new problem developing in our colleges, and, once again, the writing center can respond in order to make the presently invisible problem of reading visible. By combining the services of a literacy and writing center, tutors can offer help to both the college and local community. If the writing center does not offer this type of service, who will?

*Bryon Grigsby  
Eastern Connecticut State University  
Willimantic, CT*

### Resources

**Funding Sources:**

America Reads: <http://www.ed.gov/inits/americanreads/index.html>

**Private Grants:**

Foundation Center: <http://fdncenter.org/>

**Yahoo's Grant Page:**

[http://dir.yahoo.com/Society\\_and\\_Culture/Issues\\_and\\_Causes/Philanthropy/Organizations/Grant\\_Making\\_Foundations/](http://dir.yahoo.com/Society_and_Culture/Issues_and_Causes/Philanthropy/Organizations/Grant_Making_Foundations/)

**Teaching Resources:**

Herrman, Beth Ann. *The Volunteer Tutor's Toolbox*. Newark: International Reading Association, 1994.

International Reading Association: <http://www.reading.org/>

Laubach Literacy: <http://www.laubach.org/>

Literacy Volunteers of America: <http://205.185.23.173/home/>

Morrow Lesley Mandel and Barbara J. Walker. *The Reading Team: A Handbook for Volunteer Tutors K-3*. Newark: International Reading Association, 1997.

## Calendar for Writing Centers Associations

March 3, 2001: Northern California Writing Centers Association, in Rohnert Park, CA  
**Contact:** Scott L. Miller and Rose Gubele at the Sonoma State University Writing Center, 1801 E. Cotati Ave., Rohnert Park, CA 94928. Ph: 707-664-4401; e-mail: [writing.center@sonoma.edu](mailto:writing.center@sonoma.edu). Conference website: <<http://www.sonoma.edu/programs/writingcenter/ncwca2001>>

March 23-24, 2001: East Central Writing Centers Association, in Granville, OH  
**Contact:** Cindy Johaneck, English Dept, Denison University, Granville, OH 43023. Ph: 740-587-5793; e-mail [johaneck@denison.edu](mailto:johaneck@denison.edu). Conference website:<<http://www.denison.edu/ecwca2001>>

March 29-31, 2001: South Central Writing Centers Association, in Lafayette, LA  
**Contact:**James McDonald, Department of English, P. O. Drawer 44691, University of Louisiana at Lafayette, Lafayette, LA 70504-4691. Phone: (337) 482-6907; e-mail: [jcm5337@louisiana.edu](mailto:jcm5337@louisiana.edu)

March 31, 2001: Northeast Writing Centers Association, in Worcester, MA  
**Contact:** Anne Ellen Geller, Writing Center/Writing Program, Clark University, 950 Main Street, Worcester,

MA 01610, (508) 793-7469, [angeller@clarku.edu](mailto:angeller@clarku.edu). Conference website: <<http://www2.clarku.edu/resources/writingcenter/NEWCA/>>

April 7, 2001: Northwest Regional Writing Centers Association, in Bellingham, WA  
**Contact:** Roberta R. Buck, Coordinator, Western Washington University Writing Center, Wilson Library 492, Bellingham, WA 98225-9124. Email: [Roberta.Buck@wwu.edu](mailto:Roberta.Buck@wwu.edu); phone: 360-650-7338. Conference website: <<http://www.wwu.edu/~writepro/Conference.htm>>

June 18-20, 2001: European Writing Center Association, in Groningen, The Netherlands  
**Contact:** e-mail: [eataw.conference@let.rug.nl](mailto:eataw.conference@let.rug.nl); fax: ++31.503636855. Conference website: <<http://www.hum.ku.dk/formidling/eataw/>>

Sept. 14-15, 2001: Midwest Writing Center Association, in Iowa City, IA  
**Contact:** SuEllen Shaw, [shaws@mnstate.edu](mailto:shaws@mnstate.edu), or Cinda Coggins, [CCoggins66@aol.com](mailto:CCoggins66@aol.com). Conference website: <[www.ku.edu/~MWCA](http://www.ku.edu/~MWCA)>.

# Assisting the visually impaired in the writing center

I am convinced that no other experience with any group of students has affected change in the methods of administration and teaching in the Augusta State University Writing Center more than the visually impaired. When our center opened in 1988, my style was fairly demanding of the other departments with whom I had to interact, from my own, to computer services, the physical plant, financial aid, personnel, and even the library. From my point of view, our center was required to meet student needs; therefore, these student support departments should be pleased to help. Whether it was a broken computer or a broken toilet, student assistant funds or ancillary materials, I expected immediate action. Likewise, when our first visually impaired student appeared, I needed even more cooperation to meet his special needs. As a teacher I also felt I had to assist him in more ways than I did other students. I felt I had a duty to facilitate his efforts in both format and error since his ability to work in these particular areas was clearly impaired. This method was soon emulated by my student tutors who began to operate with *all* our tutees out of the “fix it” model I was demonstrating. Indeed, though I conducted “dynamic” tutor training workshops on collaborative methods, in practice we were all drifting back into the methodology by which we had been taught.

It wasn't until 1990 when the ADA became law and we encountered more blind and visually impaired students that we began to learn how to make accommodations more appropriately. Yet we had not arrived at true collaboration with all students until the last five years when we worked with students who had lost their vision as adults, either through disease or injury.

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. Title II, Subtitle of the ADA prohibits discrimination and ensures equal opportunity on the basis of disability in employment, services, programs, and goods provided by state and local governments, which includes colleges and universities receiving federal funding. Title III establishes standards for ensuring accessibility when designing and constructing a new facility or altering an existing facility. The ADA also requires effective communication with people with disabilities and reasonable modification of policies and practices that may be discriminatory.

Higher education has been relatively slow to provide both classes of accommodations, largely because funding was not included in the act nor was time or information for course adaptation. Today, however, since individual students and organized groups for the disabled forced the issue, most colleges and universities are trying to adhere to the requirements. This began initially with physical accommodations, or when buildings were renovated or built. Indeed, I was able to improve my relationship with the physical plant, public safety, procurement, and receiving during the eight-year renovation of the Writing Center to its current status as accessible and state-of-the art. When the first disabled student was enrolled, the more important academic accommodations were just as long in coming.

The first visually impaired student was fairly typical of those I encountered until recently. Everett was an older student who had been sightless from early childhood, had thought little of proceeding with higher education, and had been “trained in a field appro-

priate to his disability.” He had been and still is a piano tuner, but his desire to acquire a more formal education in music and piano performance brought him to our university. In his efforts to complete his core curriculum, he was faced with an overwhelming lack of understanding and ability by the university community to enable him to complete courses. Responding in writing, testing, explaining visual and numerical concepts, converting texts and other materials were all beyond an individual instructor's abilities, and administrative assistance was minimal. Fortunately, the desire to help was often there with individual instructors, and the advent of increased technology allowed him to make slow progress. Nearly ten years later, he is still a student.

The first technological adaptations were the work of the chair of math and computer science who adapted a Braille typewriter to a computer system, allowing Everett actually to compose and bring his work to the Writing Center. Later, Everett was also able to save his compositions to disk so that we were able to work with him in much the same way we continue to assist visually impaired students in the Writing Center. To save time we revise the paper on the computer screen by making requested changes as we read aloud to the student. The first software breakthrough came when the program *Zoomtext* was added to the network for Tom, an English major with a degenerative eye condition. This program enlarged the text on the computer screen. A reader to enlarge written text in required readings was also made available in the library and media center. Unfortunately, Tom soon lost all vision and moved to a cane and then a guide dog before he was graduated.

Thus he, like other blind students, had to learn to use the special *Jaws* software that allows the computer to speak to them. Other equipment, such as a scanner which can translate materials into Braille or on tape, were also a necessity. Close work with the media center and computer services, as well as the library, brought these to our campus. Additionally, specially equipped and reserved handicap computer stations are available in all labs on campus.

However, I was still the catalyst, the writer of memos to request these accommodations and others as they were developed. I contacted both IBM and Georgia Tech for the latest technological information on a regular basis. I got on the mailing list of a local handicap advocacy group for further information. Indeed, they helped me find the best "typing tutor" to work with our existing software and now provide training for sight-impaired students on campus, simply upon individual request. They also have a used-computer program with local businesses and individuals who wish to donate computers to be refurbished for the use of the program and its clients. I finally discovered that the Department of Rehabilitation Services provides the same technology, including computers, scanners and printers for the student's home, as well as additional training in software programs such as the now popular *Microsoft Office Suite*.

DRS has always provided mobility instruction to allow students to find their way to and around the campus. It is very important that visually impaired students are introduced to the location of the Writing Center early in campus tours. Another way that many of the students find us is through their own grapevine. Tom, who had worked closely with us, brought many new students, as well as his mobility instructor, to the Writing Center to meet us. Now we are a regular stop during their

orientation. Because Augusta State University students must take English 101 before they have taken 30 hours and since 50% of class time is spent in the computer lab, we are often an early part of any student's academic life. The Writing Center houses the 101 classroom, computer lab, and the writing lab where tutorials take place; additional computers and a special projects workstation are available.

Initially the task of assisting disabled students was part of the duties of an already overworked administrator, our Dean of Students. Often the instructor was unaware that a special needs student was enrolled until the first day of class. Therefore, unless the student had ordered the necessary materials, he or she often started at a disadvantage. The Writing Center Director and staff were often left to provide the interim assistance to obtain needed materials, provide readers, or assist with tests.

The real transition occurred when our campus building plan and the position of Disabilities Services Coordinator were funded. Several sight-impaired students expressed concern over constantly changing barriers and the public safety department public relations liaison visited our tutor meeting for an update on the potential hazards in our part of the campus. I, unthinkingly, sent out an e-mail message to all parties concerned, including the Disabilities Services Coordinator, in hopes of finding a solution. I was quickly made aware by the head of my department that I was treading in areas not my concern and to concentrate on the composition problems of these students. I apologized and have developed an excellent relationship with the person truly assigned the responsibility of assisting the visually impaired with their general needs.

Although we now have an informed and active Disabilities Services Coordinator, it is still up to the student to

make contact and make needs known. Though the collaboration has begun, we have found issues that are unresolved and habits that are difficult to break. We find ourselves just as tempted to "overdo" our assistance and to jump in before we make sure of all the facts surrounding an individual student's particular request. To avoid overburdening the Writing Center staff and in order to document compliance with the law, we must be in constant contact with the Disabilities Services Coordinator and redirect both the student and the instructor to this member of the campus services community. This office is required to provide these special needs if requested. Accordingly, the Writing Center Director, instructor, and student should be knowledgeable on the guidelines set up by the Disabilities Services Coordinator, especially the time and information requirements for things such as tests and ordering brailled or recorded materials. This keeps the Writing Center from being caught in the middle of issues that develop between students, instructors, and the Disabilities Services Coordinator. This need for constant communication became very apparent when a visually impaired student told a different story to all three of those of us who were helping her during a particular assignment. Inna, also an ESL student and former engineer, was masterful at manipulating not only faculty and staff, but also tutors and other students into providing more than the assistance clearly outlined in our Writing Center Contract.

In the Writing Lab, an individualized plan can be worked out with the student, instructor, and Disabilities Services Coordinator that is appropriate and allows the student to begin developing the independence that is our goal for all students. We have found that setting up a schedule and working with a specific tutor is best, although all tutors are kept informed. It is also necessary for the Writing Center Director to

monitor the student's progress with the tutor, instructor, and Disabilities Services Coordinator and to make adjustments as needed. For example, if a visually impaired student fails to show up for appointments or starts missing classes, it is important to find out the reason immediately. Like any students, the visually impaired may have personal problems or may not feel comfortable with the assigned tutor. If we are not vigilant, many of our visually impaired students drop a class or take an incomplete without ever seeking assistance. This was the case with Brian, our most recent blind student, whose assigned tutor turned out to be unreliable. He never told me she failed to show up for appointments and did not have materials recorded on time; however, my daily informal checks with the tutor and Brian soon revealed the true situation. I immediately replaced the student tutor.

Like all students, the disabled react in different ways to the demands they encounter, helping us remember that all of our students have special needs. During his next quarter, Brian was greatly discouraged about an administration decision regarding the handling of his special needs during his first quarter and lost focus, failing to complete his course work or keep up with his technology lessons. On the other hand, Dianne, who lost her sight through diabetes, was able to work with the system quite well until a small blister led to a toe amputation. Her deep religious faith and sense of humor have made a huge difference in the way she faces the challenge of her disability. She had to drop out last quarter, but is using the time to work with a church youth group and improve her technology skills. Current students, both visually impaired and others who have become her friends, have been checking with us at the Writing Center on Dianne's progress.

Hence the Writing Center staff plays a variety of roles for the visually im-

paired students. Recently we met with three visually impaired students in order to ascertain how we could better serve them. Tom is a graduate, Willie has left school, and Brian is a new student. Many of our more recent students, including two of these students, have lost their sight as adults. We have found that they are less likely to be trained in the technology and, consequently, have a harder time than those who have been blind since birth. All three students felt that they should have been better prepared before they entered college rather than having to learn new skills at the same time they were dealing with academic challenges. As the result of this input, our Freshman English Committee will be recommending that computer training be completed before the student enters English 101.

These students felt the Writing Center staff played an important role in their college career. We were characterized as serving as their "eyes" as we described things to them or assisted them around the lab; as their academic assistants as we provided feedback on their written work; as their morale builders when they were feeling down or overwhelmed; as advocates when misunderstandings occurred with instructors or other campus services; as translators of requirements and assignments and course descriptions; as counselors on both personal and academic needs; and finally, as sources of information about events and activities on campus and in the community. Like all of us, the thing they appreciate the most is a good sense of humor.

We have also taken on the task of serving as role models for how to interact with the visually impaired. Even my student tutors have expressed fear that they might fail to be "politically correct." Simple things like saying "See you later!" worried the tutors until one of the blind students said "See you after class!" one day and com-

mented that we really shouldn't worry about those expressions referring to sight. We have learned through trial and error and simply asking. Otherwise common courtesy applies: open doors since the blind are usually encumbered by not only their book bag but also a cane or a dog. Make sure you do not interfere by petting or talking to the dog when it is working. Keep others in the writing center from interfering with the dog unless it is at rest and the student gives permission. On the academic level, remember that what you are saying as you work with the student is not being written down; thus a tape recording of your general discussion of their work is very valuable to them. This oral method should be employed when you meet them in other locations on campus: say hello and tell them who you are (though they often recognize your voice).

Now that I have been with various blind or visually impaired students on campus, at community events, and simply out in public, I am amazed at how some people react to them. The public seems to fall into two categories: those who ignore the blind person and those who are overzealous. Either kind can harm the visually impaired emotionally and/or physically. When in doubt if your help is needed, ask the person if he or she needs assistance. If you see a visually impaired person in imminent danger, please take action but make sure you let him or her know verbally of the danger and/or what you are doing to prevent it. As Brian is fond of saying, "I'm just like anyone else; I just can't see."

Those of us in writing centers must remember, most of all, that the disabled are usually living fairly isolated lives and are looking for relationships. Though a certain level of professionalism must be maintained, I find that when a student introduces me or one of the student tutors to someone else, the word "friend" is always included. I am pleased with my new role as a collabo-



rator. This experience has helped me realize that I truly get far more than I give as the Writing Center Director.

*Karin Sisk  
Augusta State University  
Augusta, GA*

Pamphlets and brochures available:  
*The Americans with Disabilities Act: Questions and Answers.* National Institute on Disability and Rehabilitation Research.

*National Alliance of Blind Students.*  
American Council of the Blind,  
1155 15th Street, NW, Suite 720,

Washington DC 20005. (800) 424-8666

*National Federation of the Blind.* 1800 Johnson Street, Baltimore, MD 21230.

*Recording for the Blind and Dyslexic.*  
20 Roszel Road, Princeton, NJ 08540. (800) 2214792.

*Resource Guide for Persons with Vision Impairments.* IBM National Support Center for Persons with Disabilities. P.O. Box 2150, Atlanta, GA 30301-2150. (800) 426-2133.

The following list contains telephone number of federal agencies that are responsible for providing information on the ADA:

Architectural and Transportation Barriers Compliance Board:  
(800) 872-2253.

Equal Opportunity Commission (questions and documents): (800) 669-3362.

Federal Communications Commission (ADA documents): (202) 632-7260.

## National Writing Across the Curriculum Conference

May 31-June 2, 2001  
Bloomington, Indiana  
*"Writing, Teaching, and Learning in New Contexts"*  
Keynote speakers: Gail Hawisher, Kathleen Yancey, and Barbara Walvoord

WAC topics to be discussed will include administration, assessment, curriculum, economics, faculty development, history of WAC, interdisciplinary collaboration, student learning, politics, research, school/college collaboration, teaching, technology, theory, writing, and other forms of communicating across the disciplines. Conference website: <<http://www.iub.edu/~wac2001/>>. Phone: 812-855-4928; e-mail: [wac2001@indiana.edu](mailto:wac2001@indiana.edu).

## Northwest Regional Writing Centers

April 7, 2001  
Bellingham, WA  
*"Conspiring Together: Promoting Peer Collaboration and Connection"*

Contact: Roberta R. Buck, Coordinator, Western Washington University Writing Center, Wilson Library 492, Bellingham, WA 98225-9124. Email: [Roberta.Buck@wwu.edu](mailto:Roberta.Buck@wwu.edu); Phone: 360-650-7338; Conference URL: <<http://www.wwu.edu/~writepro/Conference.htm>>.

# TUTORS' COLUMN

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## Settling the uneasy tutee

As a tutor, occasionally you get the nervous tutee who never really gets comfortable being with you and hinders the whole tutoring process. Maybe they are panicked about putting their paper off to the last hour before it is due, or they are self-conscious of their writing, or maybe they are just shy. Whatever the reason, it is your job as the tutor to make them feel more relaxed, so that the tutoring process is not obstructed.

There are many ways to do this, but one of the first things to do is put yourself in their shoes (or sandals if you prefer). How would you like to be treated if you were coming in for help? Tutors are not the pagan gods of literature. They do not know everything and should not act as if they do. I know I have put off papers to the last minute before, and sometimes there is no way to avoid that (especially if that cute girl from your botany class calls). A tutor should not act arrogant about the situation; he or she should come across as understanding. Almost everyone has procrastinated on papers at sometime in their school career, and, if you haven't, get out and live a little. Sometimes there are more important things (like that cute girl). Maybe their professor will give them an extension. Either way, it is not the end of the world. Possibly some yoga breathing techniques could help them out. With the time you have, work as much as possible on the tutees' writing and don't worry that they came to you too late to fix any major problems.

The tutees who are unsure about their writing need you to give them a little confidence. Maybe they are un-

comfortable going over their paper with other people around during the session. Think how you feel when someone else is reading your writing. The tutor should pick a quiet spot away from anyone else, like perhaps the grass outside if it is a nice day. Don't forget to give compliments, even if the only admiration is that you like the font they used when they misspelled their title and every other word in their paper. You should be positive and focus first on the good points to get the tutee's confidence level up. You can even put stickers next to the good points. Everyone loves a gold star.

In some cultures, it is encouraged to be reserved and quiet. Also, some people are just shy people, and a tutor should be respectful of these factors. The more boisterous person could tone things down a little and remember that some people are intimidated by vivaciousness. Do not talk directly up in the tutee's face; give them ample space during the tutoring session. The last thing you want to do is add to any feelings of discomfort.

This brings up the issue of personal hygiene. Because you are working close to people whom you are trying to help, it is important that you appear professional. This means to make sure not to wear your favorite ragged hooded sweatshirt, and tuck those dreadlocks up in a bandanna. Some people could feel uneasy about these things. I'm not advocating conservatism, just common things like keeping your Birkenstocks on while you do your session and brushing your teeth before you get there. This could add so much to the experience.

Another way to put your tutee at ease is at the start of the tutoring session to introduce yourself with a smile. Break the ice by asking how they are doing or how their weekend went, or if they want some of your low fat granola. A tutor should be friendly, even if you have had the worst of days. The tutee doesn't care that your tie-dyes were stolen out of your Volkswagen; they have enough to worry about. Starting off politely and friendly can help the tutee relax and be more comfortable with sharing their deepest thoughts and feelings in writing. A tutee is also more likely to accept the notion that the tutor is offering constructive criticism—not just paper bashing—thus allowing them to improve their writing and the paper.

Following some of these simple guidelines could perhaps benefit your tutoring experience and more importantly, help the tutee to understand better the task of writing. It is important that you are working for the benefit of others and that they are being kept in mind throughout the whole session. This way the tutee will walk away a more competent writer and hopefully with an improved paper. You will then walk away to go find that jerk who stole your tie-dyes.

*Gregory Crutsinger  
The University of Findlay  
Findlay, OH*

# Collaboration in the Bakhtinian writing center

In the writing center, one of the things that can make a tutor truly cringe is to hear a student say, “Hey—that sounded really good. Would you say it again so I can write it down?” At the writing center, one of our greatest goals is to resist imposing our ideas onto students’ papers, to refrain from giving them the “answers” to the writing problems that they are having and instead to work with them on their texts collaboratively. In “Minimalist Tutoring,” Jeff Brooks argues that “the student, not the tutor, should ‘own’ the paper and take full responsibility for it. The tutor should take on a secondary role, serving mainly to keep the student focused on his own writing” (14). We even resist presenting students with some of our own ideas as possible options to explore in writing their papers, for we know that, despite our best efforts, our voices still ring authoritatively in their ears. Thus, writing centers have developed a series of strategies to help tutors keep themselves from doing the work for their students, strategies which include refusing to edit or proofread, asking non-directive questions, and even sitting on their hands to avoid picking up a pen. Furthermore, tutors often choose not to work with students who are writing papers within their own area of specialization, for in such situations it is often even more difficult for the tutor to withhold the sharing of his/her own expertise on the topic. Yet despite such measures, students continue to make statements like the one mentioned earlier; they still find some of their tutor’s utterances meaningful and they still want to incorporate them into their papers. Clearly, the question of textual “ownership,” or whose ideas are presented in the text, remains a major one in the writing center context, often causing friction not only within the tu-

torial situation itself, but also between the tutorial and the classroom as teachers become concerned over the unfair help their students might be receiving. Thus, while most writing centers indicate collaboration as one of their main goals in the tutor/student relationship, they also adhere to a principle of “minimalist tutoring” like the one described. As a result, many tutors remain unsure of how far “collaboration” should go when they are actually in the tutorial situation. When does “collaboration” become “unfair influence, or even “plagiarism,” in the tutorial context and where should a tutor draw the line? Is it possible to work collaboratively with a student and still have her do “all the work” as Brooks suggests?

Given this concern both within and without the immediate writing center context, writing center administrators need to further examine this question of textual ownership, particularly with regard to the parameters of the tutorial situation. To do this, we must not limit ourselves to only questioning our tutoring methods; we must also call into question our basic ideas of what a writing center is and what it should and should not do for our students. Even more specifically, we should begin by questioning exactly what we mean when we privilege the notion of “collaboration” in the writing tutorial. In a classroom context, “collaboration” often signals two or more students putting hopefully equal, though not necessarily identical, effort into an assignment—it should be something to which they both contribute their words and ideas and from which they both learn. Clearly, though, such a definition of collaboration—one in which tutor and student are both actively engaged in the construction of the text—would not be appropriate in a

writing center context . . . or would it? In fact, such a view of collaboration is not only appropriate, but inevitable when it is applied to a tutorial context, for writing centers, unlike most classrooms, rely almost exclusively on a Bakhtinian notion of dialogue as their primary pedagogical tool. It is this very reliance on a Bakhtinian dialogue as a way of learning that calls into question the notion of textual “ownership” in the writing center, blurring the boundary between “collaboration” and what some might call “plagiarism.”

## Bakhtinian dialogue

For Bakhtin and his circle, all language usage, every utterance, is, simply put, “a link in a very complexly organized chain of other utterances” (“The Problem of Speech Genres” 69). Rather than being the sort of individual, self-contained, creative act that had been posited by linguists such as Saussure, the utterance of any given speaking subject is seen by Bakhtin as thoroughly embedded in the utterances of other speaking subjects both past and present, carrying along half their meanings, half their intentions and nuances alongside its own. In “Discourse in the Novel,” Bakhtin further reminds us that both writing and speaking are fundamentally social acts—every utterance “exists in other people’s mouths, in other people’s contexts, serving other people’s intentions” until the writer/speaker is able to appropriate it as her own (294). Always “half someone else’s,” a writer’s ideas, as well as her very language, can only be formulated through continual dialogizing with the writing and speaking other(s). Bakhtin writes:

Within the arena of almost every utterance an intense interaction and struggle between one’s own and another’s word is being

waged, a process in which they oppose or dialogically interanimate each other . . . one may speak of another's discourse only with the help of that alien discourse itself, although in the process, it is true, the speaker introduces into the other's words his own intentions and highlights the context of those words in his own way. ("Discourse" 354-5)

Despite this warlike imagery, the individual utterance does not necessarily seek to obliterate the utterances of others—nor does it really have the capability of doing so—but it does selectively incorporate, re-accentuate, and/or adapt those utterances of others into itself. Calling this a process of "assimilation," Bakhtin defines it as follows:

[T]he unique speech experience of each individual is shaped and developed in continuous and constant interaction with others' individual utterances . . . . Our speech . . . is filled with others' words, varying degrees of otherness or varying degrees of "our-own-ness," varying degrees of awareness and detachment. These words of others carry with them their own expression, their own evaluative tone, which we assimilate, rework, and re-accentuate. ("Problem" 89)

Obviously then, such a process goes beyond mere mimesis; as Bakhtin argues, when the influence of others' utterances is "deep and productive," then "there is no external imitation, no simple act of reproduction, but rather a further creative development of another's (more precisely, half-other) discourse in a new context and under new conditions" ("Discourse" 347).

As an institution, the writing center enacts this Bakhtinian notion of dialogue through its individualized approach to writing instruction; we believe that our discussions with our students do have a profound impact on their writing and thinking, and we welcome that impact. Yet we simulta-

neously resist making that impact in our constant concern over upholding a student's primary ownership of her/his text. As Bakhtin makes clear, however, such absolute ownership of a text (either verbal or written) is impossible; even before the student brings his/her paper into the writing center, it has been influenced and shaped, either consciously or unconsciously, by a multiplicity of other discourses, among them teachers, parents, classmates, textbooks, and friends. The student has appropriated/reworked/re-accentuated these utterances just as s/he will appropriate/rework/re-accentuate the writing center tutor's utterances. Yet there seems to be an essential difference between these other forces that shape a student's writing and the impact of working with a writing center tutor. These other influencing discourses are, unlike the writing center, usually invisible to both student and teacher. Even if they are visible (such as quoting from a textbook or a lecture), they are viewed merely as support for the student's "own" ideas.

In a writing center tutorial, however, the enactment of the dialogic process is impossible to overlook, for it represents a verbal and visual externalization of the process, an externalization that undeniably highlights the completely constructed nature of the student's "own" language and writing. Such a realization makes both teacher and tutor highly uncomfortable. As teachers, we are forced to realize that our students cannot be given sole credit for all they have written, that they are instead re-accentuating other's words, including our own, and that the line between collaboration and plagiarism might, in some places, be little more than an arbitrary one. As tutors, we are forced to realize that we cannot "collaborate" with our students without engaging in this process of meaning-making, that we cannot even talk to them without it occurring. And even when we are engaged in "minimalist tutoring," we certainly cannot fool ourselves into thinking that the student is really "doing all the work."

Exploring exactly what we mean when we talk about collaboration in the writing center has revealed that this principle is in direct conflict with the practice of minimalist tutoring. This mutual uneasiness between the writing center's twin goals of collaboration and minimalist tutoring seem to stem from multiple ideas about the writing center's purpose, ideas which, like language itself, have historically remained in conflict with one another. By examining four different "ideas" of the writing center and its relation to student writers, we can determine how this discrepancy in tutoring philosophies occurred. In addition, it may provide an explanation for the fear of "unfair influence" which many teachers and tutors experience when students come to the writing center.

### Ideas of a writing center

Attempting to define the idea of a writing center, to theorize (and often justify) its existence, is not new. In "The Idea of a Writing Center" (1984), Stephen North attempts to combat the popular misconception that writing centers serve merely as a "fix-it" shops for writers with "special problems in composition" and instead to establish it as a place where writers of any level of ability come to talk about their writing (72). In "Collaboration, Control, and the Idea of a Writing Center" (1991), Andrea Lunsford describes three possible views of writing centers and their purposes: writing centers as "storehouses" distributing knowledge, as "garrets" helping the lone, romantic writer produce his/her own unique kind of knowledge, and as "Burkean parlors" encouraging the collaborative construction of knowledge. This third view of the writing center, the "Burkean parlor," claims to take collaboration as its first principle and seeks to distribute power evenly among tutors and students. Such a writing center would, according to Lunsford,

place control, power, and authority not in the tutor or staff, not in the individual student, but in the negotiating group. It would

engage students not only in solving problems set by teachers but in identifying problems for themselves; not only working as a group but in monitoring, evaluating, and building a theory of how groups work; not only in understanding and valuing collaboration but in confronting squarely the issues of control successful collaboration inevitably raises; not only in reaching consensus but in valuing dissensus and diversity. (113-14)

This notion of writing center as “Burkean Parlor” seems to build from Bakhtinian concepts of dialogue in its view of knowledge not as the exclusive property of the tutor (“Storehouse”) or as the exclusive property of the student (“Garret”), but as constructed by both through discourse. Yet despite the popularity of this model among writing centers today, it is still compromised by the earlier notions of “Fix-it shop,” “Storehouse,” and “Garret.” While this is partially based on outsiders’ misunderstanding of the writing center’s purpose, it is nonetheless true that even the “Burkean Parlor” type of writing center typically maintains vestiges of these other types. For example, teachers are often still encouraged to refer to the center students with special difficulties in grammar or punctuation (Fix-it shop). Writing centers still maintain reserves of reference books and handouts they make readily available to students who ask for them (Storehouse). And, in attempting to practice pedagogy of minimalist tutoring, writing centers cling to the romantic view of language as originating solely from an individual author (Garret).

Just as various competing discourses make themselves heard in any utterance, so do these various manifestations of the writing center make themselves felt in its current philosophy and practice. While Bakhtin has shown us that it would be impossible to expel these competing discourses in favor of a unified view of the writing center, we can still be aware of the ways in which

they inform and shape our present pedagogy. For example, when we, as tutors and teachers, become concerned about the influence we are having on a student’s writing (i.e., that a student might essentially be plagiarizing our words), we are treating ourselves as “Storehouses” which already hold pre-formulated knowledge that the student is trying to access. Conversely, when we worry about retaining a student’s ownership of his/her text, we are attempting to work from a “Garret” view of the writing center. Yet, as tutors, it is essential to realize that any time we engage in a dialogue with our students we are entering into an already on-going process of meaning-making and that if we attempt to privilege the writer’s voice and restrain our own, we are, in Alice Gillam’s words, “stunt[ing] the growth of conversation, the writing center’s richest resource” (128). We simply cannot withhold our own voices, for they are what ultimately help a student learn, and help a student write. In *Marxism and the Philosophy of Language* (1929), V. N. Volosinov (a member of Bakhtin’s intellectual circle) writes:

The word is a two-sided act. It is determined equally by whose word it is and for whom it is meant . . . . A word is a bridge thrown between myself and another. If one end of the bridge depends on me, then the other depends on my addressee. A word is territory shared by both addresser and addressee, by the speaker and his interlocutor. (86)

There exists no better model for this view of language than the writing tutorial.

In conclusion, while it is not accurate to argue that the notion of “plagiarism” is made obsolete by a Bakhtinian view of the utterance or that equal “collaboration” should be the goal of every tutorial session, it is necessary to acknowledge the ways in which Bakhtin problematizes the work that we do in the writing center. As writing center tutors and administrators, we should think about where we set our param-

eters in our interactions with students and why we set them where we do. In tutor training and in staff meetings, we should feel free to share with our colleagues situations in which we felt we helped a student “too much” and to explore that reaction. Furthermore, we should initiate discussion with our colleagues who practice in the classroom to understand their own definitions of collaboration and plagiarism and to determine their feelings about the work we do with their students. Perhaps most importantly, however, we must realize that each interaction with a student, each tutorial, is unique; no one set of parameters, guidelines, or rules will work with them all. Hannah Arendt reminds us that, “For Excellence, the presence of others is always required.” By remaining aware of the effect of our “presence” on student writers, the writing center can continue to contribute to their excellence.

Natalie K. Herdman  
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Columbus, OH

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## Quotable Tutor Quote:

**"By telling clients, 'Feel free to come back any time, at any stage of the paper, for any class,' we open the door when they leave instead of closing it."**

Teresa Goodlett  
College of Charleston  
Charleston, SC

# Composition Studies

## Freshman English News

*Composition Studies*, first published as *Freshman English News* in 1972, is the oldest independent scholarly journal in rhetoric and composition. *CS/FEN* publishes essays on theories of composition and rhetoric, the teaching and administration of writing and rhetoric at all post-secondary levels, and disciplinary/institutional issues of interest to the field's teacher-scholars. Each issue includes Course Designs, an innovative feature on curricular development in writing and rhetoric of interest to teachers at all post-secondary levels. *CS/FEN* also includes lengthy review essays, written by rhetoric and composition's leading authors, of current scholarly books in the field.

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## Writing Center Director Texas A&M University

We seek a senior specialist in Rhetoric and Composition to be Director of the newly-established University Undergraduate Writing Center. The appointment will be for 12-months, with tenure as a member of the faculty in the Department of English. Texas A&M University is currently implementing required writing-intensive courses, preferably to be taken in the student's major. An important function of the new writing center is to help faculty develop and enhance writing instruction in these writing courses. In addition, the Director will supervise a walk-in consultation center and an on-line writing center which serves all undergraduates at Texas A&M working on writing projects.

**Qualifications:** The Director of the Writing Center should have tenure and/or be tenurable in the Department of English with the rank of Associate Professor or Professor. We seek a scholar with credentials in Rhetoric and Composition and a distinguished record of publication, teaching, and service at the national level, as well as with experience in the administration of a writing center or writing program. Credentials in technical writing, writing-across-the-curriculum, and computers and writing are desirable; experience with English as a Second Language would be helpful.

Given the nature of the position, the Writing Center Director should possess superior communication skills, flexibility, and vision regarding the teaching of literacy in the university.

We will begin reviewing applications after March 31, and hope to complete our search in time for the new Director of the Writing Center to assume his/her duties by 15 August, 2001. However, the search will remain open until a suitable candidate is found.

**Procedure:** Applicants should submit a letter of application describing academic and administrative background and the applicant's vision for a university writing center, a curriculum vitae, and the names of three references to:

Drs. Richard L. Carlson and Valerie M. Balester  
Office of the Associate Provost for Undergraduate  
Programs and Academic Services  
203 Jack K. Williams Administration Building  
1125 TAMU  
College Station, TX 77843-1125

## Writing Center Associate Ohio State University at Newark

**Job description:** The Writing Center Associate is responsible for assisting the Writing Program Director in recruiting, hiring, scheduling, and mentoring peer writing consultants and Center staff; offering instructional support to faculty; tutoring students; developing and managing materials, resources, activities, and outreach programs; and supervising the English Placement Testing process. The Associate teaches three basic and/or first-year composition courses each academic year.

**Qualifications:** Masters Degree in English (PhD preferred) with emphasis in rhetoric/composition, particularly basic writing; accomplished in the teaching of college composition; administrative experience/research in a college writing center. Desired: Ability to teach composition in computer-supported environment, proficiency in computer record keeping, acquaintance with testing and assessment.

**Salary:** \$31,500 - 34,000/11 months, depending on qualifications and experience.

**Procedures:** Screening will begin on March 12 and will continue until an appointment is made. Please send letter of application, vita, and names, postal and e-mail addresses, and phone numbers of three professional references, including present immediate supervisor, to:

Human Resources Office  
The Ohio State University - Newark  
1179 University Drive  
Newark, OH 43055

The Ohio State University at Newark is an EO/AA employer.

## Student Success Center Director Community College of Baltimore County—Dundalk Campus

The Writing Area is anchor for the Center, and the director would be involved in teaching a composition class and working directly with composition students. This is a 12-month administrative position and a great opportunity for someone who welcomes the opportunity to innovate and to play a large role in a small liberal arts campus.

**Responsibilities:** The Director will oversee the operations of the Writing, Reading, and Math areas, the language lab, tutoring services and the networked classroom(s) to support an integrated approach to student learning. Hire, train, and supervise the paraprofessional, work-study, and co-op student support staff of Writing area, networked classroom(s) and tutors who offer coach classes and one-on-one tutorials. Implement individualized program of instruction in grammar, mechanics and usage (an integral part of instruction for English 052 and 101 classes). Maintain adequate facilities, including furnishings, equipment

and computer hardware. Integrate technology into instructional services offered by Center. Teach at least one composition class each semester.

**Requirements:** Masters degree in English, Composition and Rhetoric, or Master of Arts in Teaching with a concentration in English. Minimum (3) years community college composition teaching, and demonstrated experience in computer-assisted instruction. Experience in teaching or administering in writing center or tutorial programs is preferred. Application deadline: Open until filled.

**Procedures:** Send resume and cover letter to:  
The Community College of Baltimore County  
Human Resources  
800 South Rolling Road  
Baltimore, Maryland 21228  
Fax: 410-869-7149  
TTY: 410-869-7151  
EEO/AA Employer

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