



Writing Centers and the New Racism

A Call for Sustainable Dialogue and Change

Edited by Laura Greenfield and Karen Rowan

Writing Centers And The New Racism

Robert E. Lockett Jr.



Writing Centers And The New Racism:

Writing Centers and the New Racism Laura Greenfield, Karen Rowan, 2011-12-16 Noting a lack of sustained and productive dialogue about race in university writing center scholarship the editors of this volume have created a rich resource for writing center tutors administrators and scholars Motivated by a scholarly interest in race and whiteness studies and by an ethical commitment to anti racism work contributors address a series of related questions How does institutionalized racism in American education shape the culture of literacy and language education in the writing center How does racism operate in the discourses of writing center scholarship lore and how may writing centers be unwittingly complicit in racist practices How can they meaningfully operationalize anti racist work How do they persevere through the difficulty and messiness of negotiating race and racism in their daily practice The conscientious nuanced attention to race in this volume is meant to model what it means to be bold in engagement with these hard questions and to spur the kind of sustained productive multi vocal and challenging dialogue that with a few significant exceptions has been absent from the field

Sensemaking for Writing Programs and Writing Centers Rita Malenczyk, 2023-06-15 In this collection writing program and writing center administrators from a range of academic institutions come together to explore their work through the lens of sensemaking Sensemaking is an organizational theory concept that enables institutions supervisors teachers tutors and others to better understand the work they do by using narrative metaphor and other theoretical lenses The book is divided into two sections Sensemaking with Tutors and Teachers and Sensemaking and Institutional Structures Chapter authors employ several theoretical approaches to sensemaking ranging from individual experience to institutional history to document design providing readers with ideas for how to administer and teach within their programs more effectively how to advocate for their programs within larger university contexts and how to positively influence the lives and careers of those they work with Sensemaking for Writing Programs and Writing Centers theorizes daily experiences from working lives and suggests problem solving strategies Writing program administrators writing department chairs and writing center directors tutors and staff will find value in its pages

Radical Writing Center Praxis Laura Greenfield, 2019-04-15 In *Radical Writing Center Praxis* Laura Greenfield calls for a paradigm change in writing centers imagining a field whose very reason for being is to facilitate justice and peace The book calls on readers to more critically examine power and agency in writing centers and to imagine new possibilities for the field s theories and practices Large intersecting systems of oppression manifest in the everyday practices of institutions classrooms and writing centers Local practices in turn influence the surrounding world *Radical Writing Center Praxis* therefore challenges the writing center field to resist assumptions of political neutrality and instead to redefine itself in terms of more explicit ethical commitments In this paradigm it is clear that to engage in anti oppression work is not merely a special interest but rather a vital interest to all Introducing the concepts and vocabulary of radical politics *Radical Writing Center Praxis* examines the tensions between the field s professed

beliefs and everyday practices and offers a process by which the writing center discipline as a whole might rebuild itself anew. It will be invaluable to writing center directors, tutors, scholars, and students as well as to administrators and compositionists.

The Writing Center as Cultural and Interdisciplinary Contact Zone Randall W. Monty, 2016-05-05 Writing centers are complex. They are places of scholarly work, spaces of interdisciplinary interaction, and programs of service among other things. With this complexity in mind, this book theorizes writing center studies as a function of its own rhetorical and discursive practices. In other words, the things we do and make define who we are and what we value. Through a comprehensive methodological framework grounded in critical discourse analysis, this book takes a closer look at prominent writing center discourses by temporarily shifting attention away from the stakeholders' work locations and scholarship of the discipline and onto things, the artifacts and networks that make up the discipline. Through this approach, we can see the ways the discipline reinforces, challenges, reproduces, and subverts structures of institutional power. As a result, writing center studies can be seen as a vast ecosystem of interconnectivity and intertextuality.

Landmark Essays in Contemporary Writing Center Studies Neal Lerner, Paula Gillespie, 2024-11-01 This volume collects essential writings in the field of writing center studies as it has blossomed and developed since the 1995 publication of *Landmark Essays on Writing Centers*. These writings offer a new generation of writing center readers provocative ideas and research-based praxis on the topics covered in the book's four parts: Writing Center History, Critical Perspectives on Current Practices, Writing Center Research, and Writing Centers in New Spaces. Its provocative chapters discuss issues including student agency, collaboration, social justice, and marginalized populations, community engagement, and online writing instruction. *Landmark Essays in Contemporary Writing Center Studies* provides an up-to-date introduction to new students and a useful reference for long-time practitioners. It is essential reading for undergraduate and graduate students in composition and education, as well as writing center staff and directors.

Writing Centers at the Center of Change Joe Essid, Brian McTague, 2019-09-09 *Writing Centers at the Center of Change* looks at how eleven centers internationally adapted to change at their institutions during a decade when their very success has become a valued commodity in a larger struggle for resources on many campuses. Bringing together both US and international perspectives, this volume offers solutions for adapting to change in the world of writing centers, ranging from the logistical to the pedagogical and even to the existential. Each author discusses the origins, appropriate responses, and partners to seek when change comes from within a school or outside it. Chapters document new programs being formed under changing circumstances and suggest ways to navigate professional or pedagogical changes that may undermine the hard work of more than four decades of writing center professionals. The book's audience includes writing center and learning commons administrators, university librarians, deans, department chairs, and affiliates with writing centers. It will also be useful for graduate students in composition, rhetoric, and academic writing.

Writing Groups in the Writing Center Sara Wilder, 2025-11-17 *Writing Groups in the Writing Center* presents an empirical qualitative study

that examines collaborative practices in multidisciplinary writing groups arguing that these collaborations offer rich expansions of writing center praxis Using three case studies undergraduate grant proposal writers undergraduate thesis writers and doctoral dissertation writers the book explores how participants negotiate authority navigate disciplinary boundaries perform emotional labor and develop expertise within writing center communities of practice As many higher education institutions strive to create spaces and systems that increase equity accessibility and diversity they recognize the need for improved mentorship across academic levels This book analyzes the significant benefits as well as the challenges faced by writing groups in providing such support Wilder presents a nuanced account of how facilitators scaffold group practice how members use and build genre knowledge across disciplines and how institutional contexts shape emotional labor requirements For educators and tutors the book provides an in depth examination of the facilitator role describing essential logistical emotional and intellectual practices and addresses common conflicts and challenges Administrators can find valuable material for training tutor facilitators and frameworks for conceptualizing writing group functions on campus For researchers the book extends scholarship on writing groups writing transfer and collaborative learning bridging writing center and broader writing studies research In an era of concern about generative AI s role in writing education Writing Groups in the Writing Center extends research on group facilitation collaborative learning and authority negotiation in writing center communities of practice and emphasizes the human connections that make collaborative writing meaningful and valuable for student writers

Writing Program and Writing Center Collaborations Alice Johnston Myatt, Lynée Lewis Gaillet, 2016-10-27 This book demonstrates how to develop and engage in successful academic collaborations that are both practical and sustainable across campuses and within local communities Authored by experienced writing program administrators this edited collection includes a wide range of information addressing collaborative partnerships and projects theoretical explorations of collaborative praxis and strategies for sustaining collaborative initiatives Contributors offer case studies of writing program collaborations and honestly address both the challenges of academic collaboration and the hallmarks of successful partnerships

Naming What We Know Linda Adler-Kassner, Elizabeth Wardle, 2015-06-15 Naming What We Know examines the core principles of knowledge in the discipline of writing studies using the lens of threshold concepts concepts that are critical for epistemological participation in a discipline The first part of the book defines and describes thirty seven threshold concepts of the discipline in entries written by some of the field s most active researchers and teachers all of whom participated in a collaborative wiki discussion guided by the editors These entries are clear and accessible written for an audience of writing scholars students and colleagues in other disciplines and policy makers outside the academy Contributors describe the conceptual background of the field and the principles that run throughout practice whether in research teaching assessment or public work around writing Chapters in the second part of the book describe the benefits and challenges of using threshold concepts in specific sites first year writing programs WAC

WID programs writing centers writing majors and for professional development to present this framework in action Naming What We Know opens a dialogue about the concepts that writing scholars and teachers agree are critical and about why those concepts should and do matter to people outside the field

Theories and Methods of Writing Center Studies Jo Mackiewicz, Rebecca Babcock, 2019-11-01 This collection helps students and researchers understand the foundations of writing center studies in order to make sound decisions about the types of methods and theoretical lenses that will help them formulate and answer their research questions In the collection accomplished writing center researchers discuss the theories and methods that have enabled their work providing readers with a useful and accessible guide to developing research projects that interest them and make a positive contribution It introduces an array of theories including genre theory second language acquisition theory transfer theory and disability theory and guides novice and experienced researchers through the finer points of methods such as ethnography corpus analysis and mixed methods research Ideal for courses on writing center studies and pedagogy it is essential reading for researchers and administrators in writing centers and writing across the curriculum or writing in the disciplines programs

Everyday Writing Center Anne Ellen Geller, Michele Eodice, Frankie Condon, Meg Carroll, Elizabeth H. Boquet, 2007-04-01 The Everyday Writing Center challenges some of the most comfortable traditions in its field and it does so with a commitment and persuasiveness that one seldom sees in scholarly discussion The book at its core is an argument for a new writing center consciousness one that makes the most of the writing center's unique and uniquely fluid identity Writing center specialists live with a liminality that has been acknowledged but not fully explored in the literature Their disciplinary identity is with the English department but their mission is cross disciplinary their research is pedagogical but they often report to central administration Their education is in humanities but their administrative role demands constant number crunching This fluid identity explains why Trickster an icon of spontaneity shape shifting and the creative potential of chaos has come to be a favorite cultural figure for the authors of this book Adapting Lewis Hyde and others these authors use Trickster to develop a theme of ordinary disruptions the everyday as a source of provocative learning moments that can liberate both student writers and writing center staff At the same time the authors parlay Etienne Wenger's concept of community of practice into an ethos for a dynamic learner centered pedagogy that is especially well suited to the peculiar teaching situation of the writing center Through Trickster they question not only accepted approaches to writing center pedagogy but conventional approaches to race time leadership and collaboration as well They encourage their field to exploit the creative potential in ordinary events that are normally seen as disruptive or defeating and they challenge traditions in the field that tend to isolate a writing center director from the department and campus Yet all is not random for the authors anchor this high risk high yield approach in their commitment to a version of Wenger's community of practice Conceiving of themselves their colleagues student writers and student tutors as co learners engaged together in a dynamic life of learning the authors find a way to ground the excess and randomness of the everyday

while advancing an ethic of mutual respect and self challenge Committed to testing a region beyond the edge of convention the authors of The Everyday Writing Center constantly push themselves and their field toward deeper more significant research and more reflective dynamic teaching

Linguistic Justice on Campus Brooke R. Schreiber, Eunjeong Lee, Jennifer T. Johnson, Norah Fahim, 2021-12-06 This book supports writing educators on college campuses to work towards linguistic equity and social justice for multilingual students It demonstrates how recent advances in theories on language literacy and race can be translated into pedagogical and administrative practice in a variety of contexts within US higher educational institutions The chapters are split across three thematic sections translingual and anti discriminatory pedagogy and practices professional development and administrative work and advocacy in the writing center The book offers practice based examples which aim to counter linguistic racism and promote language pluralism in and out of classrooms including teacher training creating pedagogical spaces for multilingual students to negotiate language standards and enacting anti racist and translingual pedagogies across disciplines and in writing centers

Strategies for Writing Center Research Jackie Grutsch McKinney, 2015-09-15 Strategies for Writing Center Research is a how to guide for conducting writing center research introducing newcomers to the field to the methods for data collection analysis and reporting appropriate for writing center studies

CounterStories from the Writing Center Frankie Condon, Wonderful Faison, 2022-04-15 CounterStories from the Writing Center gathers emerging scholars of colour and their white accomplices to challenge some of the most cherished lore about the work of writing centres Writing within an intersectional feminist frame this volume s contributors name and critique the dominant role that white straight cis gendered women have played in writing centre administration as well as in the field of writing centre studies This work will shake the field s core assumptions about itself Practicing what Derrick Bell has termed creative truth telling these writers are not concerned with individual white women in writing centres but with the social political and cultural capital that is the historical birthright of white straight cis gendered women particularly in writing centre studies The essays collected in this volume test defy and overflow the bounds of traditional academic discourse in the service of powerful testimony witness and counterstory CounterStories from the Writing Center is a must read for writing centre directors scholars and tutors who are committed to antiracist pedagogy and offers a robust intersectional analysis to those who seek to understand the relationship between the work of writing centres and the problem of racism Accessible and usable for both graduate and undergraduate students of writing centre theory and practice this work troubles the field s commonplaces and offers a rich envisioning of what writing centres materially committed to inclusion and equity might be and do Contributors Dianna Baldwin Nicole Caswell Mitzi Ceballos Romeo Garcia Neisha Anne Green Doug Kern T Haltiwanger Morrison Bernice Olivas Moira Ozias Trixie Smith Willow Trevino

The Oxford Guide for Writing Tutors Melissa Ianetta, Lauren Fitzgerald, 2016 The Oxford Guide for Writing Tutors introduces two conversations to the tutor s preparation one about the creation of knowledge in writing programs the other about tutor

research This approach to tutor training provides several benefits First it allows tutors to test their theories of what might work in a writing center session and helps them to move professional conversation towards why such things happen They bridge the theory practice divide that often frustrates both novices and experienced tutors By conducting research to answer such questions tutors can help themselves the writers with whom they work their fellow tutors and the writers with whom they work And further this approach gives the reader new methods for appreciating and critiquing scholarly work making it easier to understand the best ways to help writers and to move the field forward As writing tutoring programs take on a variety of forms and pursue a range of missions this book aims to create a flexible text whose contents can be easily rearranged to support a broad spectrum of reader needs Each chapter accordingly can be read independently the text does not rely on a sequential reading to create meaning The book also includes intra textual and extra textual references for the reader who wants to inquire further That is throughout the book are references to material in other chapters that might be of interest to the reader intrigued by the topic at hand So too in each chapter we include references to and citations of the scholarship that supports much of the common knowledge of the field including in the Handbook both previous tutor education textbooks and research from the field The aim is to aid the interested reader's inquiry into the scholarship of the field as well as to ground advice about practice in research that testifies to the effectiveness a range of tutoring practices Much of the scholarship cited throughout the book is authored by undergraduate tutor researchers as well as several former tutors who were graduate students when they published their articles This crucial aspect best models the ways in which tutors themselves can bring together practice and research in their day to day work and in their informed thinking about this work Including tutor voices is an important tradition of the tutor education textbook because these are voices that speak to the issues concerning tutors in a range of institutions and programs across the country

Best of the Journals in Rhetoric and Composition 2019 Jessica Pauszek, David Blakesley, 2019-10-13 *Best of the Journals in Rhetoric and Composition 2019* represents the result of a nationwide conversation beginning with journal editors but expanding to teachers scholars and workers across the discipline of Rhetoric and Composition to select essays that showcase the innovative and transformative work now being published in the field's journals Representing both print and digital journals the essays featured here explore issues ranging from classroom practice to writing in global and digital contexts from border rhetorics to social justice research Together the essays provide readers with a rich understanding of the present and future direction of the field The anthology features work by the following authors and representing these journals Amber Simpson and Kristi Girdhar Elaine Richardson and Alice Ragland Community Literacy Journal Shari J Stenberg Rhetoric Society Quarterly David Riche Literacy in Composition Studies Eileen Kogl Camfield Lara Killick and Ruth Lewis Journal of Teaching Writing Elizabeth G Allan Pedagogy Christina Saidy WPA Writing Program Administration Anthony Warnke and Kirsten Higgins Teaching English in the Two Year College Cati V de los R os and Kate Seltzer Research in the Teaching of English Romeo Garc a Writing Center

Journal Wendy Pfrenger Journal of Basic Writing Janine Butler Rhetoric Review Pamela Takayoshi College Composition and Communication Maria Novotny and John T Gagnon Reflections Kate Vieira Writing on the Edge **Writing Across Cultures** Robert Eddy, Amanda Espinosa-Aguilar, 2019-07-01 Writing Across Cultures invites both new and experienced teachers to examine the ways in which their training has or has not prepared them for dealing with issues of race power and authority in their writing classrooms The text is packed with more than twenty activities that enable students to examine issues such as white privilege common dialects and the normalization of racism in a society where democracy is increasingly under attack This book provides an innovative framework that helps teachers create safe spaces for students to write and critically engage in hard discussions Robert Eddy and Amanda Espinosa Aguilar offer a new framework for teaching that acknowledges the changing demographics of US college classrooms as the field of writing studies moves toward real equity and expanding diversity Writing Across Cultures utilizes a streamlined cross racial and interculturally tested method of introducing students to academic writing via sequenced assignments that are not confined by traditional and static approaches They focus on helping students become engaged members of a new culture namely the rapidly changing collegiate discourse community The book is based on a multi racial rhetoric that assumes that writing is inherently a social activity Students benefit most from seeing composing as an act of engaged communication and this text uses student samples not professionally authored ones to demonstrate this framework in action Writing Across Cultures will be a significant contribution to the field aiding teachers students and administrators in navigating the real challenges and wonderful opportunities of multi racial learning spaces Tutoring Second Language Writers Shanti Bruce, Ben Rafoth, 2016-03-01 Tutoring Second Language Writers a complete update of Bruce and Rafoth s 2009 ESL Writers is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center Drawing upon philosopher John Dewey s belief in reflective thinking as a way to help build new knowledge the book is divided into four parts Part 1 Actions and Identities is about creating a proactive stance toward language difference thinking critically about labels and the mixed feelings students may have about learning English Part 2 Research Opportunities demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work Part 3 Words and Passages offers four personal stories of inquiry and discovery and Part 4 Academic Expectations describes some of the challenges tutors face when they try to help writers meet readers specific expectations Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing Tutoring Second Language Writers engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language Contributors include Jocelyn Amevuvor Rebecca Day Babcock Valerie M Balester Shanti Bruce Frankie Condon Michelle Cox Jennifer Craig Kevin Dvorak Paula Gillespie Glenn Hutchinson Pei Hsun Emma Liu Bobbi Olson

Pimyupa W Praphan Ben Rafoth Jose L Reyes Medina Guiboke Seong and Elizabeth Adelay Witherite A Guide to Composition Pedagogies Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02 This is a bibliographic guide written for newcomers to the field The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration *Redefining Liberal Arts Education in the Twenty-First Century* Robert E. Lockett Jr., 2021-05-28 Contributions by William D Adams Sarah Archino Mario J Azevedo Katrina Byrd Rico D Chapman Helen O Chukwuma Monica Flippin Wynn Tatiana Glushko Eric J Griffin Kathi R Griffin Yumi Park Huntington Thomas M Kersen Robert E Lockett Jr Floyd W Martin Preselfannie W McDaniels Dawn Bishop McLin Lauren Ashlee Messina Byron D Andra Orey Kathy Root Pitts Candis Pizzetta Lawrence Sledge RaShell R Smith Spears Joseph Martin Stevenson Seretha D Williams and Karen C Wilson Stevenson *Redefining Liberal Arts Education in the Twenty First Century* delves into the essential nature of the liberal arts in America today During a time when the STEM fields of science technology engineering and math dominate the narrative around the future of higher education the liberal arts remain vital but frequently dismissed academic pursuits While STEAM has emerged as a popular acronym the arts get added to the discussion in a way that is often rhetorical at best Written by scholars from a diversity of fields and institutions the essays in this collection legitimize the liberal arts and offer visions for the role of these disciplines in the modern world From the arts pedagogy and writing to social justice the digital humanities and the African American experience the essays that comprise *Redefining Liberal Arts Education in the Twenty First Century* bring attention to the vast array of ways in which the liberal arts continue to be fundamental parts of any education In an increasingly transactional environment in which students believe a degree must lead to a specific job and set income colleges and universities should take heed of the advice from these scholars The liberal arts do not lend themselves to the capacity to do a single job but to do any job The effective teaching of critical and analytical thinking writing and speaking creates educated citizens In a divisive twenty first century world such a citizenry holds the tools to maintain a free society redefining the liberal arts in a manner that may be key to the American republic

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