

INTRODUCTION¹

Benchmarks in Writing Center Scholarship

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The “graying of the professoriate” has been a topic of interest for the past decade as higher education literature has pondered the demographics of an aging population of faculty members. With the retirements—anticipated and accomplished—it behooves us to move the stories about writing center histories into the archives in a more formal manner. One would like to say that it will be helpful for those who follow the pioneers to understand how we got here from there so they can enjoy the “wisdom of the past.” Would that it had been all wisdom.

Fortunately, a good deal of the wisdom that has accumulated can be attributed to one writing center figure, Muriel Harris. When the Conference on College Composition and Communication honored Muriel Harris with its Exemplar Award at the 2000 convention, the organization merely affirmed what those working in the writing center profession have known for years: Muriel Harris has made profound contributions to our field in innumerable ways. When she published the first issue of the *Writing Lab Newsletter* in April 1977, she helped establish the basis of a new professional community and provided it with an important mechanism for cohesion. While writing centers had been in existence for a great many years before this—at the University of Iowa, for example, under the guidance of Lou Kelly—it was not until the creation of the *Newsletter* that writing center directors and staff had a national forum for regular publication and professional contact. Over the course of the next 25 years, Muriel Harris and the *Newsletter* have become two of the writing center community’s most valuable resources. Together, they have confirmed writing center studies as a legitimate area of scholarly inquiry, given shape to a new field of study that has become increasingly sophisticated theoretically, educated hundreds of writing center professionals, and helped us to envision the nature of

writing centers and the direction of writing center scholarship in the millennium to come.

Had the *Writing Lab Newsletter* been Muriel Harris's only contribution to the field, it would have been noteworthy in itself; yet Professor Harris's contributions have gone far beyond this. Her regular publications in professional journals such as *College English* and *College Composition and Communication*, her innumerable book chapters, and a number of full-length texts—most notably *Tutoring Writing: A Sourcebook for Writing Labs* (1982), *Teaching One-to-One: The Writing Conference* (1986), and *The Prentice Hall Reference Guide to Grammar and Usage* (2003)—not only have kept writing center scholarship in the eye of the larger composition community, but they also have spoken about the work we do with theoretical incisiveness, invoking current research into collaborative learning, situated discourse communities, networks of power and authority, and technological literacy. In all these ways and more, Muriel Harris continues to be one of the most forward-thinking and visionary members of the writing center community she helped to found nearly a quarter of a century ago.

In honor of Muriel Harris, then, this text provides a critical perspective on current issues in the writing center field that have emerged, in part, as a result of Harris's research, scholarship, teaching, and service to the field. For the last thirty years, Harris has been working to expand the writing center community, to help define it, and to identify shared principles with others who work in the larger area of composition studies. For the most part this work has been successful. We, as writing center professionals, have convened at conferences, founded forums for publication, and established national and regional organizations. But we now face the critical question "What next?" as we prepare ourselves for the demands of the coming century and the institutional, demographic, and financial changes that it is likely to bring. It is an appropriate point to reflect on the past and envision the future and, in doing so, to acknowledge the contributions that Muriel Harris has made to the present state of the writing center "world."

We offer this text, then, as both an overview of Muriel Harris's continuing legacy and as a general framework for the writing center research that is yet to come. The contributors to this volume offer explicit recognition of the role that Muriel Harris has played in the field's development and to the development of their own research agendas, but they also see that history as only a starting point from which to

provide reflective, descriptive, and predictive looks at the field which Dr. Harris has helped to shape.

Though it is hardly possible, even in a substantial book such as this, to enumerate the multiple ways, great and small, Muriel Harris has influenced writing center scholarship and practice, we would nevertheless like to suggest several that we feel are among the most pervasive and significant. Identifying these areas will serve a dual purpose for us here, giving us the opportunity not only to review (and honor) Harris's contributions to the field, but to introduce, in turn, each of the chapters that builds on those contributions.

COMMUNITY-BUILDING AND THE WRITING LAB NEWSLETTER

Almost from the start of the writing centers movement, Muriel Harris has been a presence—a presence for the good. The 1977 panel of writing center directors and tutors at the Conference on College Composition and Communication (CCCC)—a panel which included Harris—was a continuing response to the CCCC 1973 report on the learning skills center, which was itself a response to the change in climate and student profile on college campuses that resulted from open admissions. “Skills” center sessions had been on the NCTE and CCCC programs in 1971, evoking some fear from conference attendees that the mechanized programs used in centers might replace writing teachers. Attendees disagreed with one another strenuously about how best to meet the needs of students. The pedagogical debates targeted mass-produced audiotapes and argued for humanistic and humane interventions such as the one-to-one tutorial. At the end of this volatile session, Harris took out pen and pad, invited participants to write their names and addresses, and, using that list, mailed out the first issue of the *Writing Lab Newsletter (WLN)*, produced on a Sears typewriter at her kitchen table. In this issue and those that followed, Harris sought to explain, through illustrative contributions by practitioners, the rationale and mission of writing labs and writing centers, calming the fears of those who thought such places focused exclusively on the “mechanical aspects of writing.” By editing the primary organ of communication for the writing center/lab community, she, in effect, set the agenda for its development.

But this was not the *Newsletter's* only, or even necessarily its most important function for the nascent writing center “interest group.” In the opening chapter of this collection, Michael Pemberton offers an his-

torical overview of the *Writing Lab Newsletter's* development from what began, in essence, as an informal bulletin and mailing list into one of the field's primary venues for publication and research. Pemberton approaches this task both as an archival account—detailing the physical and editorial changes in the *Newsletter* over the years—and as a sociohistorical investigation, connecting developments in the *Newsletter* to similar developments in the writing center field. He also makes the case for how the *WLN* served the political agenda of the community.

Organization is key to Muriel Harris's lasting influence on the writing center movement. In addition to establishing the *WLN* so that directors could be in contact with one another, Harris moved to organize special interest groups of writing lab directors at the 1979 and 1980 CCCC sessions that became annual events coupled with materials exchange. Certainly 1979 proved a benchmark year in which a group of directors in the east central region of the country gathered for a spring meeting; out of this gathering the National Writing Centers Association evolved. A number of voices joined Harris's in promoting the writing center agenda. Mildred Steele of Central College in Pella, Iowa, spearheaded a resolution on the professional status of writing lab professionals that was approved at the 1981 CCCC; Jay Jacoby authored a second version of this resolution for the 1987 CCCC. *Resolution*, in fact, characterized Harris's work and those who worked in partnership with her.

Even in these early days, Harris went to great lengths to provide forums for discussions, including hosting the 1983 conference of the Writing Centers Association at Purdue with its theme of "New Directions, New Connections." At that meeting, the members of the inaugural executive committee of the new National Writing Centers Association were nominated. By the fall meeting of the NCTE, the association had approval and staged its first official meeting with the charter board in action to author professional statements, provide support to those in the field, and establish a secretariat.

BUILDING A RESEARCH AND SCHOLARSHIP AGENDA

But the *Newsletter* would not remain the only venue available for the publication of writing center work. Dissemination of essays about writing center practice and policies soon found outlets in new periodicals devoted to the increasingly important issues of tutoring, basic writing, and pedagogy: *Journal of Basic Writing* (1979); *WPA: Writing Program Administration* (1979); *The Writing Center Journal* (1980). Books also fol-

lowed: Hawkins and Brooks's *Improving Writing Skills* (1981), Harris's *Tutoring Writing* (1982), Steward and Croft's *The Writing Laboratory* (1982), Jackie Goldsby's *Peer Tutoring in Basic Writing: A Tutor's Journal* (1981) from the Bay Area Writing Project.

Harris's edited volume proved a seminal reference book for writing center professionals, and Harris's formidable role in the establishment and acceptance of writing centers in the profession includes an enviable scholarly track record that has been sustained over her entire career. In addition to highlighting best practices, she has been the model of Ernest Boyer's scholarship of service as well as a fine researcher. Her research agenda over the years has covered a wide range of topics in the field of writing center studies, among them close analyses of conversation in writing conferences, issues central to teacher training, models for integrating writing centers with WAC and ESL programs, applications of computer technology for instructional delivery, critical components of writing center administration, and pedagogical theory. The breadth and depth of her scholarship has touched virtually every aspect of writing center inquiry, and the body of her work has become a touchstone of excellence for those who hope to follow in her footsteps.

Early in her academic career, as the director of the newly-formed Writing Lab at Purdue University, Muriel Harris, like many of us, was a scholar in search of a professional identity. While the "process approach" had gained tremendous momentum in rhetoric/composition studies by the late 1970s, writing centers were still deeply influenced by a current-traditional paradigm that valorized grammatical correctness over process and invested in an institutional model that relegated them to the domain of remediation. The influence of this current-traditional model on Harris's emerging view of writing centers can be seen in some of her earliest publications, which focused primarily on grammar and spelling pedagogy: "The Big Five: Individualizing Improvement in Spelling" (1977), "Contradictory Perceptions of Rules of Writing" (1979), and "Mending the Fragmented Free Modifier" (1981). Yet it is also clear that this narrow view of writing and the constricting paradigm that imposed it did not suit her vision of what a writing center could and *should* be. She began to explore alternative models and found herself writing frequently about the writing center's instructional *mission* in articles like "Beyond Freshmen Composition: Other Uses of the Writing Lab" (with Kathleen Blake Yancey, 1980), "Process and Product: Dominant Models for Writing Centers" (1981), "Growing

Pains: *The Coming of Age of Writing Centers* (1982), and *Writing Labs: Why Bother?* (1983). She confirmed her role as a leader in the field, asking questions, challenging assumptions, creating new instructional and institutional goals, and indicating new research directions to a growing cadre of like-minded professionals.

As Harris reflected on the possibilities for writing centers as vital sites for teaching, learning, and research, her publications mirrored her thoughts. In *“Evaluation: The Process for Revision”* (1978), she aligned herself firmly with the process movement, and in *“Individualized Diagnosis: Searching for Causes, Not Symptoms of Writing Deficiencies”* (1978), she also aligned herself with Mina Shaughnessy’s view that “basic writers” made “errors” for a reason, not because they were merely slothful or intellectually inadequate. The best way to discover these causes, in Harris’s view, was to engage students in dialogue about their writing—to see them as individuals with the ability to use language in powerful ways given the opportunity—in short, to have one-to-one conferences with them in writing centers. Through much of the 1980s, then, Harris promoted the value of the writing center and writing center conferences as powerful learning environments where students could reap valuable cognitive benefits from talking about their writing and receiving feedback from interested peers. Drawing on the work of Linda Flower and John Hayes (1980, 1981), Harris often framed her arguments in cognitive terms, referring to rhetorical strategies, mental processes, and cognitive models in articles such as *“Strategies, Options, Flexibility, and the Composing Process”* (1982), *“Modeling: A Process Method of Teaching”* (1983), *“Diagnosing Writing Process Problems: A Pedagogical Application of Speaking-Aloud Protocol Analyses”* (1985), and *“Simultaneous and Successive Cognitive Processing and Writing Skills: Relationships Between Proficiencies”* (with Mary Wachs, 1986).

The need for continued research on writing centers remains a driving force in our field, and as we have elevated our professional standing not just institutionally, but academically as well, it has become incumbent upon us to produce research and scholarship that meets the highest standards of intellectual rigor. It must pass muster theoretically, methodologically, and professionally. But we now have to ask, what should that research look like? Where should its focus be? What theories should it draw from, and how should it situate itself in relation to the larger area of composition studies? Nancy Grimm confronts several of these questions in her chapter, making a strong case for the impor-

tance and value of research as one part of a writing center's overall instructional mission and offering several goals such research might pursue. She argues that by making research a "featured character" of the service we provide to students and our institutions (just as Muriel Harris has done), we will add significant value to both our teaching and service missions.

But research *into* our teaching and service missions has long posed special problems for writing centers, particularly because they are not often geared to quantifiable results or easy correspondences between student conferences and retention and/or improved grades. The "proof" of writing center effectiveness, though a necessity in times of tight budgets and strident calls for accountability, has often relied on anecdotal evidence or research studies with shaky methodologies. Neal Lerner reviews the work that has been conducted on "Writing Center Assessment" in his chapter, and he lays out a clear agenda for how we should improve the quality of such research in the future.

TEACHING, TUTORING, AND COLLABORATING

Research is not the only featured player in the writing center world or in Muriel Harris's life. Pedagogy, too, holds an important place, and nowhere is this more evident than in her guide for tutors, *Teaching One-to-One: The Writing Conference* (1985). Part theory, part history, part training manual, this text was used to prepare a whole generation of writing center tutors and directors, and also set the tone for how scholars and practitioners *talked about* writing centers for years to come. The power of such a text to inscribe a discourse community and construct a "master narrative" for a field is the subject of Harvey Kail's chapter. Kail investigates the materials we have used to train tutors, the "manuals" of various sorts that embody a kind of writing center *bildungsroman* at the same time that they impart tutorial strategies. Because they offer a narrative blend of tutorial instruction, writing center history, and theory, Kail claims that these manuals also embody "plots" that construct a tutor's mission in metaphorical terms. We must understand these narratives, he says, and be willing to question some of the value systems that are implicit in such metaphors, including Harris's.

Harris's focus on pedagogy is also strongly apparent in the pages of the *WLN*. Articles about teaching and tutoring appear in virtually every issue of the *Newsletter*, and these articles are among the most frequently used resources for tutor training courses and workshops. Harris knows

that many of her readers measure their true success in terms of the students they assist and the developing writers they help to grow, and the *Newsletter* has always been strongly supportive of this perspective. But this is not to say that pedagogy is an uncontested battleground in the *WLN* or that its readers have all achieved a comfortable consensus about their role as practitioners. We often struggle with questions about *what sort of teachers we are*. As Harris states in her 1995 piece on “Why Writers Need Writing Tutors:”

Tutorial instruction . . . introduces into the educational setting a middle person, the tutor, who inhabits a world somewhere between student and teacher. . . . Students readily view a tutor as someone to help them surmount the hurdles others have set up for them, and as a result students respond differently to tutors than to teachers. (27-28)

But this odd positioning has naturally raised many questions about power, responsibility, expectations, and tutorial strategy. We are expected to help, but not help too much or in the wrong way. We are expected to be authorities, but we’re not supposed to be authoritative. Where once the dictum “the student should do the work, not the tutor” held sway, we have recently been challenged by “critiques of pure tutoring” that urge us to reclaim our authority in the name of good teaching and professional status. Harris has long been an active voice in this discussion, and she has encouraged readers to carry on the debate in the pages of the *Newsletter*. Peter Carino, in his chapter, helps to frame this debate, offering a historical perspective on the idea of “authority” as it has developed in writing center scholarship, teasing out its multiple meanings in our professional discourse, and problematizing the simple belief that the tutor who helps the most is the one who directs the least.

A key term in Carino’s overview is “collaboration,” a pedagogical and professional practice we could all be said to embrace and a teaching strategy that Muriel Harris has supported for her whole professional life. But “collaboration,” like “authority,” is a term with multiple meanings and multiple implications for writing centers. If writing centers are truly collaborative—in theory as well as in practice—what does that imply about the way we should be structured, institutionally as well as pedagogically? Michele Eodice, like Carino, believes that collaboration is, indeed, at the heart of what we do in writing centers, but she wonders whether we are collaborative *enough*. Should we be satisfied to consider collaboration *only* as a feature of the tutor/student interaction, or

should it, in fact, be central to the way we teach, work with, administer, and interact with others?

This question is critically important to future writing center directors, a group that is the focus of Rebecca Jackson, Carrie Leverenz, and Joe Law's chapter on graduate courses in writing center theory, practice, and administration. The authors remind us that "writing center pedagogy" is no longer limited to a focus on student/tutor interactions and the techniques we can use to help students become better writers. It now encompasses the training and coursework we provide to those who will be our professional descendants. Just as Kail explores the metaphorical construction of individual training manuals, Jackson et al. assess the extent to which several graduate-level writing center courses across the country are places where the formation of writing center disciplinary identities takes place.

WRITING CENTER ADMINISTRATION

In recent years, Harris's research has begun to move away from (but not completely abandon) the particulars of cognition and effective conferencing strategies and move toward a consideration of the political/administrative agendas that shape a writing center's position in larger institutional contexts. In part, this shift reflects Harris's current status as the *de facto* spokesperson for writing center issues and concerns on a national level, but it is also, in many ways, the result of twenty-five years of experience fighting battles—and watching others fight battles—with administrators and faculty who believed writing centers were little more than remedial services or sites for institutionalized plagiarism. Her 1991 article in the *Writing Center Journal*, "Solutions and Trade-Offs in Writing Center Administration" (which won that year's Outstanding Scholarship Award from the NWCA), revealed her awareness of the serious difficulties faced by many writing center professionals. She asked readers to consider how they would respond to situations like these, situations that were all too familiar to many in her audience:

You, as director, are being reviewed for promotion and tenure by people who don't particularly value or understand what writing centers are all about. (71)

The administration wants to cut the lab's budget because of general financial needs, and a good place to start, they think, is a student service like the writing center. (74)

By raising these questions, Harris challenged her readers to think seriously about their academic status and to recognize the professional victimization to which many of them were being subjected. She confronted these issues head-on, but showed a deep sensitivity to the institutional vulnerabilities under which many of her colleagues worked.

A number of the articles Harris has published since 1999 have addressed additional complexities which attend a writing center administrator's professional life. In book chapters and journal articles such as "Diverse Research Methodologies at Work for Diverse Audiences: Shaping the Writing Center to the Institution" (1999), "Preparing to Sit at the Head Table: Maintaining Writing Center Viability in the Twenty-First Century" (2000), and "Writing Center Administration: Making Local, Institutional Knowledge in our Writing Centers" (forthcoming), Harris has continued to study and reflect on the ways in which writing centers can integrate themselves more fully into campus communities, ensuring not only their continued intellectual growth but also their economic survival.

As she has become a stronger voice in the discipline, she has become an even stronger advocate for writing centers institutionally. She has taken administrators to task for failure to communicate, failure to support the writing center that provides a cornucopia of benefits in cost-effective ways to a higher education institution. Jo Koster takes up this banner in her chapter and challenges writing center administrators to draw on their rhetorical powers to market those benefits as the center meets its multiple missions of serving the larger institution.

WRITING CENTER SPACES (REAL AND VIRTUAL)

Harris has long been interested in writing center "spaces" and the characteristics that constitute an "ideal" center in design as well as practice. As early as 1985, in her article "Theory and Reality: The Ideal Writing Center(s)," Harris began to dream of what a writing center could be, given time, money, training opportunities, and the support of an enlightened administration. She recognized that many of these dreams were likely to remain dreams—for her, at least—given the realities of life in an institution where every unit competes for limited funds and believes its own needs are the most important. When she described the Purdue Writing Lab for *Writing Centers in Context* (1993a), she sounded uncharacteristically forlorn when talking about the future:

We are still seriously overcrowded in both rooms, but given the accompanying overcrowding in the rest of the building, there is little hope at present for further expansion. We dream of additional space for more tutoring tables and computers as well as space for more appropriate equipment for ESL students to practice speaking skills, but this is little more than wishful thinking. (6)

Despite these limitations, Harris's own writing center is marked by its welcoming coffeepot, homey couch, and comforting plants. The importance of place and the implicit messages spaces leave with students are explored in Hadfield et al.'s chapter on architecture, design, and learning. This chapter focuses on how writing center directors can enter the conversation of designers to achieve spaces that enhance learning.

But Harris, quite typically, could not stay forlorn about her own situation for long. If she could not escape the restrictive physical limitations of her own writing center space, then she determined to move beyond it by expanding into the virtual world of the Internet, a prospect that was only just beginning to open at the time *Writing Centers in Context* was published.

Certainly no review of Muriel Harris's contribution to the writing center field would be complete without a mention of her work on Online Writing Labs (OWLs). The Purdue University Online Writing Lab, whose creation she spearheaded, has become the de facto standard against which other OWLs are measured. Though Harris has long evidenced an interest in computers—her article "Computers Across the Curriculum" (with Madelon Cheek) appeared in the second issue of *Computers and Composition* in 1985—it took the full-scale development of the Internet before her interest in online writing center work came to fruition. Ten years after her first computer-focused article, Harris published three pieces about OWLs in 1995. The first (with Michael Pemberton), "Online Writing Labs (OWLs): A Taxonomy of Options and Issues," offered a detailed framework to help others who might be thinking about designing OWLs; the second, "Hatching an OWL (Online Writing Lab)," described how her own OWL was designed and grew; and the third, "From the (Writing) Center to the Edge: Moving Writers Along the Internet," considered how e-mail, MOOs, Gophers, and the World Wide Web could enhance a writing center's operations. The OWL at Purdue University was one of the nation's first, but it has since spawned well over a hundred more at colleges, universities, two-year colleges, and high schools across the country.

The expansion of the Internet as a resource for educators also enabled the development of professional listservs, virtual “spaces” where professionals, novices, teachers, and other interested parties can connect, share information, get and be mentored, and coalesce into a mutually-supportive community. The listserv that has come to fulfill those functions in the writing center community is WCenter, founded by Lady Falls Brown at Texas Technological University in 1991. WCenter has, in some ways, taken on the community-building role begun by the *Newsletter*, and it has adopted much the same tone—chatty and friendly sometimes, serious and intellectually engaged at others. James Inman and Donna Sewell investigate some of the important ways in which mentoring and training takes place on WCenter. What techniques for online mentoring appear to be most constructive? they wonder. What are the implications for future mentoring in electronic spaces? How, they ask, can online discourse best fulfill the vision that Muriel Harris has set forth for responsible, ethical mentoring and the development of an active, productive community of scholars?

And so we end where we began—with Muriel Harris. This is unsurprising, of course, because Muriel Harris remains at the forefront of writing center scholarship and practice—researching, designing, developing, and publishing. She has mentored us with her advice² and kept our spirits up with her unflagging (and wonderfully twisted) sense of humor.

She has left us a remarkable legacy, and it isn't over yet.

APPENDIX

Muriel Harris's Publications, 1977-2002

1. BOOKS AUTHORED

Prentice Hall Reference Guide to Grammar and Usage. (Fifth Edition) Upper Saddle River, New Jersey: Prentice Hall, in press.

Prentice Hall Reference Guide to Grammar and Usage. (Fourth Edition) Upper Saddle River, New Jersey: Prentice Hall, 2000.

The Writer's FAQs: A Pocket Handbook. Upper Saddle River, New Jersey: Prentice Hall, 2000.

Prentice Hall Reference Guide to Grammar and Usage. (Third Edition) Upper Saddle River, New Jersey: Prentice Hall, 1997.

Prentice Hall Reference Guide to Grammar and Usage. (Second Edition) Englewood Cliffs, New Jersey: Prentice Hall, 1994.

Prentice Hall Reference Guide to Grammar and Usage. Englewood Cliffs, New Jersey: Prentice Hall, 1991.

Practicing Grammar and Usage. Englewood Cliffs, New Jersey: Prentice Hall, 1991.

Teaching One-to-One: The Writing Conference. Urbana, Illinois: National Council of Teachers of English, 1986.

Making Paragraphs Work (With Thomas Gaston). New York: Holt, Rinehart, and Winston, 1985.

Practice for a Purpose. Boston: Houghton Mifflin, 1984.

2. BOOKS EDITED

The Writing Lab Directory. West Lafayette, Indiana: Purdue University Department of English, 1984.

Proceedings of the Writing Centers Association Fifth Annual Conference. West Lafayette, Indiana: Purdue University, 1983.

Tutoring Writing: A Sourcebook for Writing Labs. Glenview, Illinois: Scott, Foresman and Company, 1982.

3. JOURNAL FOUNDED AND EDITED

Writing Lab Newsletter (founded in 1977; editor 1977 to present)

4. BOOK CHAPTERS

"Writing Center Administration: Making Local, Institutional Knowledge in our Writing Centers." In *Writing Center Research: Extending the Conversation*. Ed. Paula Gillespie, Alice Gillam, Lady Falls Brown, and Byron Stay. Mahwah, NJ: Lawrence Erlbaum, 2002.

- “Writing Centers, the Internet, Listservs, OWLs, and MOOs.” (Contribution to book by Pamela B. Childers). *Secondary School Writing Centers in the 21st Century*. Boynton/Cook. Forthcoming.
- “‘What Would You Like to Work on Today?’: The Writing Center as a Site for Teacher Training.” *Preparing College Teachers of Writing: Histories, Theories, Programs, and Practices*. Eds. Betty Pytlík and Sarah Liggett. Oxford UP, 2002. 194–207.
- “Fill ’er Up, Pass the Band-Aids, Center the Margin, and Praise the Lord: Mixing Metaphors in the Writing Lab.” (with Katherine M. Fischer) *The Politics of Writing Centers*. Ed. Jane Nelson and Kathy Evertz. Portsmouth, NH: Heinemann, 2001. 23–36.
- “Talk to Me: Engaging Reluctant Writers.” *A Tutor’s Guide: Helping Writers One-to-One*. Ed. Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2000. 24–34.
- “Making Up Tomorrow’s Agenda and Shopping Lists Today: Preparing for Future Technologies in Writing Centers.” *Taking Flight with OWLS: Research into Technology Use in Writing Centers*. Ed. James Inman and Donna Sewell. Mahwah, NJ: Lawrence Erlbaum Associates, 2000. 193–202.
- “Whenever I hear. . . [#97]” *Comp Tales*. Eds. Richard H. Haswell and Min-Zhan Lu. New York: Longman, 2000. 120–121.
- “Diverse Research Methodologies at Work for Diverse Audiences: Shaping the Writing Center to the Institution.” *The Writing Program Administrator as Researcher*. Ed. Shirley K. Rose and Irwin Weiser. Portsmouth, NH: Boynton/Cook Heinemann, 1999. 1–17.
- “Selecting and Training Undergraduate and Graduate Staffs in a Writing Lab.” *Administrative Problem Solving for Writing Programs and Writing Centers*. Ed. Linda Myer Breslin. Urbana, IL: National Council of Teachers of English, 1999. 14–29.
- “A Writing Center without a WAC Program: The De facto WAC Center/Writing Center.” *The Interdisciplinary Partnership: Writing Centers and Writing Across the Curriculum Programs*. Ed. Jacob Blumner and Robert Barnett. Westport, CT: Greenwood, 1999. 89–103.
- “A Discussion on Collaborative Design Methods for Collaborative Online Spaces.” (Co-author: Stuart Blythe, with Suzanne Pollert and Amy Stellmach). *Weaving Knowledge Together: Writing Centers and Collaboration*. Ed. Carol Haviland and Thia Wolf. Emmitsburg, MD: NWCA Press, 1998. 81–105.
- “Writing Center Theory.” *Theorizing Composition: A Critical Sourcebook of Theory and Scholarship in Contemporary Composition Studies*. Ed. Mary Lynch Kennedy. Westport, CT: Greenwood Press, 1998. 364–371.
- “Managing Services in the Writing Center: Scheduling, Record-Keeping, Forms.” *The Writing Center Resource Manual*. Ed. Bobbie Silk. Emmitsburg, MD: NWCA Press, 1998. III. 2. 1–9.
- “A Multi-function OWL (Online Writing Lab): Using Computers to Expand the Role of Writing Centers in Communication across the Curriculum.” *Electronic*

- Communication Across the Curriculum*. Ed. Donna Reiss, Art Young, and Dickie Selfe. Urbana, IL: NCTE, 1998. 3–16.
- “When Writers Write About Writing.” *Teaching Writing Creatively*. Ed. David Starkey. Portsmouth, NH: Boynton/Cook, 1998. 58–70.
- “Cultural Conflicts in the Writing Center: Expectations and Assumptions of ESL Students.” *Writing in Multicultural Settings*. Ed. Carol Severino, Juan C. Guerra, and Johnella E. Butler. New York: MLA, 1997. 220–233.
- “Presenting Writing Center Scholarship: Issues in Educating Review and Search Committees.” *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure*. Ed. Richard Gebhardt and Barbara Gebhardt. Mahwah, NJ: Lawrence Erlbaum, 1997. 87–102.
- “Working with Individual Differences in the Writing Tutorial.” *Most Excellent Differences: Essays on Using Type Theory in the English Classroom*. Ed. Thomas Thompson. Gainesville: CAPT, 1996. 90–100.
- “Individualized Instruction in Writing Centers: Attending to Writers’ Cross-Cultural Differences.” *Intersections: Theory-Practice in the Writing Center*. Ed. Joan Mullin and Ray Wallace. Urbana, IL: NCTE, 1994. 96–110.
- “A Multi-service Writing Lab in a Multiversity: The Purdue University Writing Lab.” *Writing Centers in Context*. Ed. Jeanette Harris and Joyce Kinkead. Urbana, IL: NCTE, 1993. 1–27.
- “Don’t Believe Everything You’re Taught—Matching Writing Processes and Personal Preferences.” *The Subject is Writing*. Ed. Wendy Bishop. Upper Montclair, NJ: Boynton/Cook, 1993. 189–201.
- “The Writing Center and Tutoring in the WAC Program.” *Writing Across the Curriculum: A Guide to Developing Programs*. Ed. Susan McLeod and Margot Soven. Newbury Park, CA: Sage, 1992. 154–174.
- “Teacher/Student Talk: The Collaborative Conference.” *Perspectives on Talk and Learning*. Ed. Susan Hynds and Donald Rubin. Urbana, Illinois: National Council of Teachers of English, 1990. 149–161.
- “A Writing Profile: How I Write.” *Writers on Writing*, Vol II. Ed. Tom Waldrep. New York: Random House, 1988. 101–109.
- “Diagnosing Writing Process Problems: A Pedagogical Application of Speaking-Aloud Protocol Analyses.” *When a Writer Can’t Write: Research in Writer’s Block and Other Writing Process Problems*. Ed. Mike Rose. New York: Guildford Press, 1985. 166–181.
- “Process and Product: Dominant Models for Writing Centers.” “Improving Writing Skills.” Ed. Thom Hawkins and Phyllis Brooks. *New Directions for College Learning Assistance*. San Francisco: Jossey-Bass, 1981. 3. 1–8.
- “Review of Current Research.” *The Composing Process*, Working Papers, No. 1. Ed. David Ewing. Center for Interdisciplinary Studies in Composition. West Lafayette, Indiana: Purdue University School of Humanities, Social Studies, and Education, 1980. 1–18.

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