

CrossCurrents

CHARLES E. SCHUSTER, SERIES EDITOR

GOOD INTENTIONS

*Writing Center Work
for Postmodern Times*

NANCY MALONEY GRIMM

AFTERWORD BY NANCY G. BARRON

Good Intentions Writing Center Work For Postmodern Times

Nancy Maloney Grimm



Good Intentions Writing Center Work For Postmodern Times:

Good Intentions Nancy Maloney Grimm, 1999 Writing centers cannot resolve the national confusion about literacy but over time they can contribute to a better understanding and more democratic approaches to literacy education But to do this writing centers need to be more fully engaged with the paradox of literacy the way that literacy both dominates and liberates both demands submission and offers the promise of agency Nancy Grimm believes that postmodern theory which emphasizes the diversity of our society offers the best opportunities for this engagement Her book offers a fundamental reconsideration of writing center work work she maintains that must be informed by an understanding of the cultural role of literacy education Because so many educational practices are based on tacit assumptions about the normal way to do things Grimm argues that both the teaching and tutoring of literacy must be informed by a radical reconsideration of academic fairness Change will depend on the willingness of comfortably situated people to open themselves to authentic listening and the possibilities of having their world views transformed by writing center students Good intentions alone particularly good intentions grounded in a missionary narrative are not enough to overcome the potentially oppressive nature of literacy education Grimm begins by positioning the debate about the function of the writing center in the larger cultural conflict created by postmodern conditions She locates writing center work within the historical contradictions of literacy then analyzes the way composition teaching regulates an academic identity She goes on to show how postmodern theories of subjectivity offer ways to intervene in that regulation After reconceptualizing the politics of writing center administration Grimm ultimately argues for a conception of fairness that holds writing center workers responsible for not only granting students membership to the academic literacy club but also for changing the gates of that club when change is necessary Good Intentions is essential reading for educators involved with writing centers in any capacity whether they be directors researchers professional and undergraduate staff or simply teachers of students who use writing centers

Around the Texts of Writing Center Work R. Mark Hall, 2017-05-01 Around the Texts of Writing Center Work reveals the conceptual frameworks found in and created by ordinary writing center documents The values and beliefs underlying course syllabi policy statements website copy and comments assessment plans promotional flyers and annual reports critically inform writing center practices including the vital undertaking of tutor education In each chapter author R Mark Hall focuses on a particular document He examines its origins its use by writing center instructors and tutors and its engagement with enduring disciplinary challenges in the field of composition such as tutoring and program assessment He then analyzes each document in the contexts of the conceptual framework at the heart of its creation and everyday application activity theory communities of practice discourse analysis reflective practice and inquiry based learning Around the Texts of Writing Center Work approaches the analysis of writing center documents with an inquiry stance a call for curiosity and skepticism toward existing and proposed conceptual frameworks in the hope that the theoretically conscious evaluation and revision of

commonplace documents will lead to greater efficacy and more abundant research by writing center administrators and students

The Writing Center Director's Resource Book Christina Murphy, Byron Stay, 2012-11-12 The Writing Center Director's Resource Book has been developed to serve as a guide to writing center professionals in carrying out their various roles duties and responsibilities It is a resource for those whose jobs not only encompass a wide range of tasks but also require a broad knowledge of multiple issues The volume provides information on the most significant areas of writing center work that writing center professionals both new and seasoned are likely to encounter It is structured for use in diverse institutional settings providing both current knowledge as well as case studies of specific settings that represent the types of challenges and possible outcomes writing center professionals may experience This blend of theory with actual practice provides a multi dimensional view of writing center work In the end this book serves not only as a resource but also as a guide to future directions for the writing center which will continue to evolve in response to a myriad of new challenges that will lie ahead

Working with Faculty Writers Anne Ellen Geller, Michele Eodice, 2013-10-15 The imperative to write and to publish is a relatively new development in the history of academia yet it is now a significant factor in the culture of higher education Working with Faculty Writers takes a broad view of faculty writing support advocating its value for tenure track professors adjuncts senior scholars and graduate students The authors in this volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes as well as the development of fresh ideas about student writing Contributors from a variety of institution types and perspectives consider who faculty writers are and who they may be in the future reveal the range of locations and models of support for faculty writers explore the ways these might be delivered and assessed and consider the theoretical philosophical political and pedagogical approaches to faculty writing support as well as its relationship to student writing support With the pressure on faculty to be productive researchers and writers greater than ever this is a must read volume for administrators faculty and others involved in developing and assessing models of faculty writing support

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 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 *Impact of Emergent Technologies on Writing Centers and Pedagogy* Wang, Tingjia, 2025-05-08 Emergent technologies reshape the landscape of writing centers and pedagogical practices in higher education From AI driven writing tools to collaborative platforms and digital feedback systems these innovations transform how writing support is delivered accessed and understood Writing centers are no longer confined to physical spaces instead they evolve into hybrid or fully online environments that accommodate diverse learner needs and preferences Pedagogically instructors and tutors rethink traditional approaches integrating digital literacy multimodal composition and ethical engagement with technology into their curricula As a result emergent technologies enhance accessibility and efficiency while challenging educators to critically examine the role of technology in writing instruction and the student learning experience Impact of Emergent Technologies on Writing Centers and Pedagogy explores the impact of emergent technologies on writing centers and writing pedagogy in higher education worldwide It examines the themes concerns and challenges emerging from different writing centers and their culturally and linguistically diverse responses towards the latest transformations in writing pedagogy This book covers topics such as digital literacy policymaking and writing programs and is a useful resource for educators computer engineers academicians researchers and scientists Center Will Hold Michael Pemberton, 2003-12-01 In The Center Will Hold Pemberton and Kinhead have compiled a major volume of essays on the signal issues of scholarship that have established the writing center field and that the field must successfully address in the coming decade The new century opens with new institutional demographic and financial challenges and writing centers in order to hold and extend their contribution to research teaching and service must continuously engage those challenges Appropriately the editors offer the work of Muriel Harris as a key pivot point in the emergence of writing centers as sites of pedagogy and research The volume develops themes that Harris

first brought to the field and contributors here offer explicit recognition of the role that Harris has played in the development of writing center theory and practice But they also use her work as a springboard from which to provide reflective descriptive and predictive looks at the field

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 Guiboque Seong and Elizabeth Adelay Witherite

Landmark Essays on Writing Program Administration Kelly Ritter, MELISSA IANETTA, 2024-11-01 Leading with the provocative observation that writing programs administration lacks an established set of texts that provides a baseline of shared knowledge in which to root our ongoing conversations and with which to welcome newcomers Landmark Essays on Writing Program Administration focuses on WPA identity to propose one such grouping of texts This Landmark volume is the cornerstone resource for new Writing Program Administrators and graduate students seeking an ever important overview of the literature on Writing Program Administration Drawing broadly across scholarship in writing programs and writing centers Ritter and Ianetta work to historicize theorize and problematize the ever shifting answers offered to the question Who or what is a WPA

Writing Centres in Higher Education Sherran Clarence, 2017-10-11 This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored The chapters speak to the global move in higher education to reconsider how knowledge is made who makes it and how support and development opportunities for students and lecturers should be created and sustained across the disciplines This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in

South Africa It builds on the work of the first collection of such essays Changing Spaces Writing Centres and Access to Higher Education Eds A Archer and R Richards 2011 SUN PReSS to understand why working within the disciplines is so critical for writing development in a South African context

Reinventing (with) Theory in Rhetoric and Writing Studies Andrea Alden, Kendall Gerdes, Judy Holiday, Ryan Skinnell, 2019-10-21 Reinventing with Theory in Rhetoric and Writing Studies collects original scholarship that takes up and extends the practices of inventive theorizing that characterize Sharon Crowley's body of work Including sixteen chapters by established and emerging scholars and an interview with Crowley the book shows that doing theory is a contingent and continual rhetorical process that is indispensable for understanding situations and their potential significance and for discovering the available means of persuasion For Crowley theory is a basic building block of rhetoric produced by and within specific times and locations as a means of opening other ways of believing or acting Doing theory in this sense is the practice of surveying the common sense of the community doxa and discovering the available means of persuasion invention The ultimate goal of doing theory is not to prescribe certain actions but to ascertain what options exist for rhetors to see the world differently to discover new possibilities for thought and action and thereby to effect change in the world The scholarship collected in Reinventing with Theory in Rhetoric and Writing Studies takes Crowley's notion of theory as an invitation to develop new avenues for believing and acting By reinventing the understanding of theory and its role in the field this collection makes an important contribution to scholarship in rhetorical studies and writing studies It will be valuable to scholars teachers and students interested in diverse theoretical directions in rhetoric and writing studies as well as in race gender and disability theories religious rhetorics digital rhetoric and the history of rhetoric Publication supported in part by the Texas Tech University Humanities Center

Contributors Jason Barrett Fox Geoffrey Clegg Kirsti Cole Joshua Daniel Wariya Diane Davis Rebecca Disrud Bre Garrett Catherine C Gouge Debra Hawhee Matthew Heard Joshua C Hilst David G Holmes Bruce Horner William B Lalicker Jennifer Lin LeMesurier James C McDonald Timothy Oleksiak Dawn Penich Thacker J Blake Scott Victor J Vitanza Susan Wyche

Unlimited Players Holly Ryan, Stephanie Vie, 2022-06-15 Unlimited Players provides writing center scholars with new approaches to engaging with multimodality in the writing center through the lenses of games play and digital literacies Considering how game scholarship can productively deepen existing writing center conversations regarding the role of creativity play and engagement this book helps practitioners approach a variety of practices such as starting new writing centers engaging tutors and writers developing tutor education programs developing new ways to approach multimodal and digital compositions brought to the writing center and engaging with ongoing scholarly conversations in the field The collection opens with theoretically driven chapters that approach writing center work through the lens of games and play These chapters cover a range of topics including considerations of identity empathy and power productive language play during tutoring sessions and writing center heuristics The last section of the book includes games written in the form of

tabletop game directions that directors can use for staff development or tutors can play with writers to help them develop their skills and practices No other text offers a theoretical and practical approach to theorizing and using games in the writing center Unlimited Players provides a new perspective on the long standing challenges facing writing center scholars and offers insight into the complex questions raised in issues of multimodality emerging technologies tutor education identity construction and many more It will be significant to writing center directors and administrators and those who teach tutor training courses

Our Body of Work Melissa Nicolas,Anna Sicari,2022-09-15 Our Body of Work invites administrators and teachers to consider how physical bodies inform everyday work and labor as well as research and administrative practices in writing programs Combining academic and personal essays from a wide array of voices it opens a meaningful discussion about the physicality of bodily experiences in the academy Open exchanges enable complex and nuanced conversations about intersectionality and how racism sexism classism and ableism among other isms create systems of power Contributors examine how these conversations are framed around work practices policies and research and identify ways to create inclusive embodied practices in writing programs and classrooms The collection is organized to maximize representation in the areas of race gender identity ability and class by featuring scholarly chapters followed by narratively focused interchapters that respond to and engage with the scholarly work The honest and emotionally powerful stories in Our Body of Work expose problematic and normalizing policies practices and procedures and offer diverse theories and methodologies that provide multiple paths for individuals to follow to make the academy more inclusive and welcoming for all bodies It will be an important resource for researchers as well a valuable addition to graduate and undergraduate syllabi on embodiment writing instruction pedagogy and WPA work Contributors Dena Arendall Janel Atlas Hayat Bedaiwi Elizabeth Boquet Lauren Brentnell Triauna Carey Denise Comer Joshua Daniel Michael Faris Rebecca Gerdes McClain Morgan Gross Nabila Hijazi Jacquelyn Hoermann Elliott Maureen Johnson Jasmine Kar Tang Elitza Kotzeva Michelle LaFrance Jasmine Lee Lynn C Lewis Mary Lourdes Silva Rita Malenczyk Anna Rita Napoleone Julie Prebel Rebecca Rodriguez Carey Ryan Skinnell Trixie Smith Stacey Waite Kelsey Walker Shannon Walters Isaac Wang Jennie Young 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

Changing

Spaces Arlene Archer, Rose Richards, 2011-07-01 Changing Spaces makes a forceful and credible case for the role of writing centres in engaging with students staff and institutional structures in understanding issues of access from a social perspective This is a specialist book for those working in writing centres and for academics of all disciplines It is based on research and provides an important set of theoretical arguments developed through reflection on writing centre practices about student writing and the work of the university Professor Sioux McKenna Centre for Higher Education Research Teaching and Learning Rhodes University How do we select and train tutors How do we work with faculty How do we combat the image that we are remedial a fix it shop How do we prove our worth How do we show that we improve retention Changing Spaces demonstrates the flexibility of writing centers and the unique roles they play in South Africa Writing centers everywhere represent institutional responses to the learning needs of their students and they do so because writing centers adapt easily to different contexts and situations They meet students where they are as a group and individually Professor Leigh Ryan Writing Center Director University of Maryland USA

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

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

Redefining Roles Megan Swihart Jewell, Joseph Cheate, 2021-07-12 Redefining Roles is the first book to recognize and provide sustained focus on the presence of professional faculty and graduate student consultants in writing centers A significant number of writing centers employ non peer consultants yet most major training manuals are geared toward undergraduate tutoring practices or administrators This collection systematically addresses this gap in the literature while initiating new conversations regarding writing center staffing Thirty two authors consultants and administrators from diverse centers from large public four year institutions to a private online for profit university provide both theoretical frameworks and practical applications in eighteen chapters Ten chapters focus on graduate consultants and address issues of authority training professional development and mentoring and eight focus on professional and faculty consultant training as well as specific issues of identity and authority By sharing these voices Redefining Roles broadens the very idea of writing centers while opening the door to more dialogue on the important role these practitioners play Redefining Roles is designed for writing center practitioners scholars and staff It is also a necessary addition to help campus administrators in the ongoing struggle to validate the intellectually complex work that such staff performs Contributors Fallon N Allison Vicki Behrens Cassie J Brownell Matt Burchanoski Megan Boeshart Burelle Danielle Clapham Steffani Dambruch Elise Dixon Elizabeth Festa Will Fitzsimmons Alex Frissell Alex Funt Genie Gaiamo Amanda Gomez Lisa Lamson Miriam E Laufer Kristin Messuri Rebecca Nowacek Kimberly Fahle Peck Mark Pedretti Irina Rupp Arundhati Sanyal Anna Scanlon Matthew Sharkey Smith Kelly A Shea Anne Shiell Anna Sicari Catherine Siemann Meagan Thompson Lisa Nicole Tyson Marcus Weakley Alex Wulff

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

Adopting the Song of Expression: An Mental Symphony within **Good Intentions Writing Center Work For Postmodern Times**

In a world consumed by screens and the ceaseless chatter of fast connection, the melodic splendor and emotional symphony developed by the written term often diminish in to the background, eclipsed by the constant sound and distractions that permeate our lives. But, situated within the pages of **Good Intentions Writing Center Work For Postmodern Times** a charming fictional prize full of natural emotions, lies an immersive symphony waiting to be embraced. Constructed by an outstanding composer of language, this fascinating masterpiece conducts readers on a mental trip, well unraveling the hidden melodies and profound impact resonating within each carefully crafted phrase. Within the depths of this poignant assessment, we can explore the book is key harmonies, analyze their enthralling writing type, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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