



Student Writing Center

Ben Rafoth



Student Writing Center:

A Guide to Creating Student-staffed Writing Centers, Grades 6-12 Richard Kent, 2006 Writing centers are places where writers work with each other in an effort to develop ideas discover a thesis overcome procrastination create an outline or revise a draft Ultimately writing centers help students become more effective writers Visit any college or university in the United States and chances are there is a writing center available to students staff and community members A Guide to Creating Student Staffed Writing Centers Grades 6 12 is a how to and ultimately a why to book for middle school and high school educators as well as for English language arts teacher candidates and their methods instructors Writing centers support students and their busy teachers while emphasizing and supporting writing across the curriculum **The Successful High School Writing Center** Dawn Fels, Jennifer Wells, 2011-11-01 This book highlights the work of talented teachers and tutors who connect theory and practice with the lessons they learned from working with students in their high school writing centers The authors offer innovative methods for secondary and post secondary educators interested in adolescent literacy English Language Learners new literacies writing center pedagogy and evaluation embedded professional development differentiated instruction and cross institutional collaboration The Successful High School Writing Center demonstrates how writing centers help school communities that serve diverse student populations grapple with the realities that come with literacy education Depicting real life writing centers as leaders in literacy education the accounts presented will enrich the work of teachers writing center directors writing center tutors and student writers in socially significant ways Book Features Models of writing centers and literacy centers that explicitly integrate reading and writing across the curriculum Creative strategies from a diversity of schools models and students served Literacy based collaborative research projects for writing center evaluation Helpful forms *Student Writing Tutors in Their Own Words* Max Orsini, Loren Kleinman, 2022-06-24 Student Writing Tutors in Their Own Words collects personal narratives from writing tutors around the world providing tutors faculty and writing center professionals with a diverse and experience based understanding of the writing support process Filling a major gap in the research on writing center theory first year writing pedagogy and higher education academic support resources this book provides narrative evidence of students own experiences with learning assistance discourse communities It features a variety of voices that address how academic support resources such as writing centers have served as the nucleus for students i e both tutors and their clients sense of community and self ultimately providing a space for freedom of discourse and expression It includes narratives from writing tutors supporting students in unconventional spaces such as prisons tutors offering support in war torn countries and students in international centers facing challenges of distance learning access and language barriers The essays in this collection reveal pedagogical takeaways and insights about both student and tutor collaborative experiences in writing center spaces These essays are a valuable resource for student writing tutors and anyone involved with them including composition instructors and scholars

writing center professionals and any faculty or administrators involved with academic support programs

Re/Writing the Center Susan Lawrence, Terry Myers Zawacki, 2019-03-15 *Re Writing the Center* illuminates how core writing center pedagogies and institutional arrangements are complicated by the need to create intentional targeted support for advanced graduate writers Most writing center tutors are undergraduates whose lack of familiarity with the genres preparatory knowledge and research processes integral to graduate level writing can leave them underprepared to assist graduate students Complicating the issue is that many of the graduate students who take advantage of writing center support are international students The essays in this volume show how to navigate the divide between traditional writing center theory and practices developed to support undergraduate writers and the growing demand for writing centers to meet the needs of advanced graduate writers Contributors address core assumptions of writing center pedagogy such as the concept of peers and peer tutoring the emphasis on one to one tutorials the positioning of tutors as generalists rather than specialists and even the notion of the writing center as the primary location or center of the tutoring process *Re Writing the Center* offers an imaginative perspective on the benefits writing centers can offer to graduate students and on the new possibilities for inquiry and practice graduate students can inspire in the writing center Contributors Laura Brady Michelle Cox Thomas Deans Paula Gillespie Mary Glavan Marilyn Gray James Holsinger Elena Kallestinova Tika Lamsal Patrick S Lawrence Elizabeth Lenaghan Michael A Pemberton Sherry Wynn Perdue Doug Phillips Juliann Reineke Adam Robinson Steve Simpson Nathalie Singh Corcoran Ashly Bender Smith Sarah Summers Molly Tetreault Joan Turner Bronwyn T Williams Joanna Wolfe

Writing in the Center Irene L. Clark, 1985

Peripheral Visions for Writing Centers Jackie Grutsch McKinney, 2013-04-15 *Peripheral Visions for Writing Centers* aims to inspire a re conception and re envisioning of the boundaries of writing center work Moving beyond the grand narrative of the writing center that it is a solely comfortable yet iconoclastic place where all students go to get one on one tutoring on their writing Grutsch McKinney shines light on other representations of writing center work Grutsch McKinney argues that this grand narrative neglects the extent to which writing center work is theoretically and pedagogically complex with ever changing work and conditions and results in a straitjacket for writing center scholars practitioners students and outsiders alike *Peripheral Visions for Writing Centers* makes the case for a broader narrative of writing center work that recognizes and theorizes the various spaces of writing center labor allows for professionalization of administrators and sees tutoring as just one way to perform writing center work Grutsch McKinney explores possibilities that lie outside the grand narrative allowing scholars and practitioners to open the field to a fuller richer and more realistic representation of their material labor and intellectual work

Everyday Writing Center Anne Ellen Geller, Michele Eodice, Frankie Condon, Meg Carroll, Elizabeth Boquet, 2007-04-15 In a landmark collaboration five co authors 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 of a dynamic learner centered pedagogy that is especially well suited to the peculiar teaching situation of the writing center They push themselves and their field toward deeper more significant research more self conscious teaching

Writing Centers in Context Joyce A. Kinkead, Jeanette Harris, Jeanette Gregory Harris, 1993 This book profiles 12 writing centers that function effectively on their college and university campuses Following an introduction that provides an overview and suggests ways the book can be used the centers are examined in detail in the following chapters

- 1 A Multiservice Writing Lab in a Multiversity The Purdue University Writing Lab Muriel Harris
- 2 The Writing Center at Medgar Evers College Responding to the Winds of Change Brenda M Greene
- 3 The Writing Centers at the University of Toledo An Experiment in Collaboration Joan A Mullin and Luanne Momen
- 4 The Lehigh University Writing Center Creating a Community of Writers Edward Lotto
- 5 The Writing Center at the University of Southern California Couches Carrels Computers and Conversation Irene L Clark
- 6 The Writing Center at Harvard University A Student Centered Resource Linda Simon
- 7 The Writing Center at the University of Puget Sound The Center of Academic Life Julie Neff
- 8 Establishing a Writing Center for the Community Johnson County Community College Ellen Mohr
- 9 Redefining Authority Multicultural Students and Tutors at the Educational Opportunity Program Writing Center at the University of Washington Gail Y Okawa
- 10 The Land Grant Context Utah State University's Writing Center Joyce A Kinkead
- 11 Taking Tutoring on the Road Utah State University's Rhetoric Associates Program Joyce A Kinkead and
- 12 Moving toward an Electronic Writing Center at Colorado State University Dawn Rodrigues and Kathleen Kiefer

The book concludes with two items by Joyce A Kinkead an epilogue and an additional article The Scholarly Context A Look at Themes which offers information on some of the uses of writing labs

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 *Campus Writing Centers, Student Attendance, and Change in Student Writing Performance* Suzana Glass Brown, 2015 This dissertation examined the relationship between students attending a writing center and the change in students writing performance over the course of a semester The study also sought to determine whether demographics age gender ethnicity marital status and whether a student is a first generation college student were related to students change in writing after they attended a college writing center Five Mississippi colleges and universities participated in the study The study began with 110 students however only 78 students submitted two essays during the semester Of those 34 reported that they attended the writing center 28 reported that they did not attend the writing center and 16 did not report attendance English instructors at each college selected one of their English composition classes for the study and during the semester the instructors submitted unmarked copies of their students first essay and unmarked copies of a later essay to the researcher Upon receipt of the students papers the researcher copied and coded all of the papers removing all identifying information A panel of three trained raters individually graded all of the students unmarked papers using a first year composition rubric obtained from the University of South Florida which included the four criteria focus evidence organization and style Using the Cronbach s alpha of .7 the researcher determined interrater reliability and was able to average the scores of the raters for each of the student s essays The results indicated that the majority of the student participants did not attend their college s writing center during the semester Additionally the majority of those who did attend only attended one time However of the 8 students who attended their writing center at least 4 times their scores on the 4 criteria improved on most of the criteria with only two students showing a decline on any criteria The remainder showed either no change or an improvement The results of this study suggest that a change in student writing performance occurs after multiple visits and could be useful to higher education administrators especially writing center directors who may seek to replicate the study within their own centers Page ii Writing Center Talk over Time Jo Mackiewicz, 2018-06-27 In the last 15 to 20 years writing centers have placed greater importance on tutor training focusing on teaching tutors best practices in fostering student writers engagement and writing skills Writing Center Talk over Time explores the importance of writing center talk and demonstrates the efficacy of tutor training The book uses corpus driven analysis and discourse analysis to examine the changes in writing center talk over time to provide a baseline understanding of the very heart of writing center work the talk that unfolds between tutors and student writers It is this talk that at its best motivates student writers to continue to improve their writing and scaffolds their learning and that makes tutors proud of the service that they provide The methods and analysis of this study are intended to inform other researchers so that they may conduct further research into the efficacy of writing center talk **Multilingual Writers and Writing Centers** Ben Rafoth, 2014-03-24 Multilingual writers often graduate students with more content knowledge and broader cultural

experience than a monolingual tutor unbalance the typical tutor client relationship and pose a unique challenge for the writing center Multilingual Writers and Writing Centers explores how directors and tutors can better prepare for the growing number of one to one conferences with these multilingual writers they will increasingly encounter in the future This much needed addition of second language acquisition SLA research and teaching to the literature of writing center pedagogy draws from SLA literature a body of interviews Rafoth conducted with writing center directors students and tutors and his own decades of experience Well grounded in daily writing center practice the author addresses which concepts and practices directors can borrow from the field of SLA to help tutors respond to the needs of multilingual writers what directors need to know about these concepts and practices and how tutoring might change in response to changes in student populations Multilingual Writers and Writing Centers is a call to invigorate the preparation of tutors and directors for the negotiation of the complexities of multilingual and multicultural communication 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 "They're All Writers" Jennifer Sanders, Rebecca L. Damron, 2017 They're All Writers will help teachers explore the power of writing centers In elementary school classrooms across the country writing instruction not grammar worksheets or spelling drills is still the neglected R In this book classroom teachers will find foundational information about the writing process with everything they need to begin and facilitate a peer tutoring writing center Student led writing centers harness the social and instructional power of students working and learning together and this book includes specific lessons to teach students how to be effective peer tutors and how to be better writers Book Features A new research based approach to writing pedagogy that integrates both writing process theories and writing center pedagogies Complete lesson plans to help teachers implement a writing center curriculum that meets Common Core and other quality standards An approach that harnesses the power of social learning develops students as leaders in their schools and facilitates generative conversations around writing Through the framework of peer tutoring the authors show us how children can improve their own writing while also appreciating differing perspectives Anne McGill Franzen The University of Tennessee With lesson plans on preparing peer tutors the authors have

established a flexible framework for teachers interested in implementing writing tutoring in their schools Rebecca Babcock University of Texas of the Permian Basin *The High School Writing Center*, 1989 Grade level 8 9 10 11 12 i s **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 affiliated with writing centers It will also be useful for graduate students in composition rhetoric and academic writing Proofreading and Editing in Student and Research Publication Contexts Nigel Harwood, 2024-03-19 This book explores proofreading and editing from a variety of research and practitioner led perspectives to describe debate and interrogate roles and policies within the student and research publication context Chapters feature a wide range of empirical research findings gathered from an internationally diverse set of experts in the field from Australia Canada Finland Hong Kong the UK and the USA The book progresses debates surrounding the legitimacy and necessity of copyeditors and proofreaders drawing upon a range of theory and practice Contributing to further research and dialogue in the area the book addresses the ethicality and educative benefits of proofreading from various perspectives Ultimately the book offers vital discussions about the ethics and boundaries of proofreading and editing with experts sharing their experiences and recommendations for next steps This book will be of relevance to postgraduate students researchers and academics in the fields of literary studies higher education language arts and applied linguistics Teaching and learning professionals policymakers proofreaders and editors can also benefit from the volume **Facing the Center** Harry C. Denny, 2010-03-15 In the diversity of their clients as well as their professional and student staff writing centers present a complicated set of relationships that inevitably affect the instruction they offer In Facing the Center Harry Denny unpacks the identity matrices that enrich teachable moments and he explores the pedagogical dynamics and implications of identity within the writing center The face of the writing center be it mainstream or marginal majority or minority orthodox or subversive always has implications for teaching and learning Facing the Center will extend current research in writing center theory to bring it in touch with theories now common in cultural studies curricula Denny takes up issues of power agency language and meaning and pushes his readers to ask how they themselves or the centers in which they work might be perpetuating cultures that undermine inclusive progressive education *Wiring*

The Writing Center Eric Hobson, 1998-09 Published in 1998 Wiring the Writing Center was one of the first few books to address the theory and application of electronics in the college writing center Many of the contributors explore particular features of their own wired centers discussing theoretical foundations pragmatic choices and practical strengths Others review a range of centers for the approaches they represent A strong annotated bibliography of signal work in the area is also included

Environments for Student Growth and Development Lisa Janicke Hinchliffe, Melissa Autumn Wong, 2012 Librarians and student affairs professionals share a commitment to student success and holistic development collaborative strategies and reflective practice Environments for Student Success and Development explores how librarians and student affairs professionals partner through programming and other activities in order to create stronger campus environments for student learning growth and development Edited by Lisa Janicke Hinchliffe and Melissa Autumn Wong the book includes an introduction to student affairs and student development followed by case studies of successful collaborations co authored by student affairs and library professionals Also included is a selected bibliography of publications on student affairs strategies for collaboration and library and student affairs collaborations

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Student Writing Center Introduction

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