



# Student Writing Center

**Joyce A. Kinkead, Jeanette  
Harris, Jeanette Gregory Harris**

## **Student Writing Center:**

*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

[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

**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

*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

*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

**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 Momenee
- 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 NKA *The High School Writing Center* ,1989 Grade level 8 9 10 11 12 i s **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 [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

**Everyday Writing Center** Anne Ellen Geller,2007 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 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 Working with Faculty Writers Anne Ellen Geller, Michele Eodice, 2013-06-15 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 the 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 **The Idea of a Writing**

**Laboratory** Neal Lerner, 2009-07-09 The Idea of a Writing Laboratory is a book about possibilities about teaching and learning to write in ways that can transform both teachers and students Author Neal Lerner explores higher education's rich history of writing instruction in classrooms writing centers and science laboratories By tracing the roots of writing and science educators recognition that the method of the lab hands on student activity is essential to learning Lerner offers the hope that the idea of a writing laboratory will be fully realized more than a century after both fields began the experiment Beginning in the late nineteenth century writing instructors and science teachers recognized that mass instruction was inadequate for a burgeoning non traditional student population and that experimental or laboratory methods could prove to be more effective Lerner traces the history of writing instruction via laboratory methods and examines its successes and failures through case studies of individual programs and larger reform initiatives Contrasting the University of Minnesota General College Writing Laboratory with the Dartmouth College Writing Clinic for example Lerner offers a cautionary tale of the fine line between experimenting with teaching students to write and curing the students of the disease of bad writing The history of writing within science education also wends its way through Lerner's engaging work presenting the pedagogical origins of laboratory methods to offer educators in science in addition to those in writing studies possibilities for long sought after reform The Idea of a Writing Laboratory compels readers and writers to don those white coats and safety glasses and discover what works and asserts that teaching writing as an experiment in what is possible as a way of offering meaning making opportunities for students no matter the subject matter is an endeavor worth the struggle **Research Anthology on Doctoral Student Professional Development** Management Association, Information Resources, 2022-03-11 The path for doctoral students is laden with obstacles and challenges that can cause students to stumble if they are not prepared for what their future holds In order to avoid the uncertainty anxiety and stress that can consume doctoral students a

comprehensive guide is needed that provides the best practices and strategies to support them in their professional journeys. The Research Anthology on Doctoral Student Professional Development considers the difficulties associated with being a doctoral student such as mental health issues and provides different avenues for success such as mentorship and group study. The text seeks to provide a thorough investigation into what it means to be a doctoral student in order to best prepare potential and current students for what to expect. Moreover, it discusses best practices for developing dissertations. Covering a range of topics such as anxiety, research methods, and dissertations, this major reference work is ideal for researchers, academicians, scholars, practitioners, instructors, and students.

*Establishing and Implementing a Writing Center on the College Level* Barbara Jean Hunt, 1985

**A Guide to Composition Pedagogies** Gary Tate, Amy Rupiper-Taggart, Kurt Schick, Brooke Hessler, 2014-02. This is a bibliographic guide written for newcomers to the field. The book familiarizes writing instructors with the current topography of composition studies and directs them to the best books and articles for further exploration.

*Contributions of Historically Black Colleges and Universities in the 21st Century* Bagasra, Anisah, Mc Letchie, Alison, Wesley, Jonathan, 2022-06-24. Despite the declaration that we are living in a post-racial America, multiple recent events in which Black lives were prematurely ended have sparked a racial reckoning within the United States. Historically Black Colleges and Universities (HBCUs) are institutions with a long history of addressing racial disparities and injustices whose relevance is being recognized in light of these recent events. It is essential to give voice to those who represent the ongoing challenges, aspirations, and impact of HBCUs in the 21st century in upholding their collective mission to educate students of color who were historically excluded from institutions of higher education. *Contributions of Historically Black Colleges and Universities in the 21st Century* focuses on the role of HBCUs in contemporary American society as diverse and inclusive environments that continue to positively impact historically excluded students. The voices of faculty, students, and administration are included to highlight the innovations and contributions of HBCUs in the areas of scholarship, teaching, and service. Covering topics such as Black Lives Matter, community activism, and self-advocacy, this premier reference source is a valuable resource for sociologists, higher education administration, graduate programs, faculty, and administrators at HBCUs, students, and educators of higher education, libraries, government officials, activists, non-profit organizations, researchers, and academicians.

**Wiring The Writing Center** Eric Hobson, 1998-09. One of the first books to address the theory and application of electronics in the writing center.

*Landmark Essays in Contemporary Writing Center Studies* Neal Lerner, Paula Gillespie, 2024-11-01. This volume collects essential writings in the field of writing center studies as it has blossomed and developed since the 1995 publication of *Landmark Essays on Writing Centers*. These writings offer a new generation of writing center readers provocative ideas and research-based praxis on the topics covered in the book's four parts: Writing Center History, Critical Perspectives on Current Practices, Writing Center Research, and Writing Centers in New Spaces. Its provocative chapters discuss issues including student agency, collaboration, social justice, and marginalized

populations community engagement and online writing instruction Landmark Essays in Contemporary Writing Center Studies provides an up to date introduction to new students and a useful reference for long time practitioners It is essential reading for undergraduate and graduate students in composition and education as well as writing center staff and directors

Immerse yourself in heartwarming tales of love and emotion with Explore Love with its touching creation, Experience Love's Journey in **Student Writing Center**. This emotionally charged ebook, available for download in a PDF format ( Download in PDF: \*), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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