

Jackie Grutsch McKinney

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Peripheral Visions For Writing Centers Jackie Grutsch Mckinney

Michael Hoelscher



Peripheral Visions For Writing Centers Jackie Grutsch McKinney:

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

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

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 solely a comfortable yet iconoclastic place where all students go to get one to one tutoring on their writing McKinney shines light on other representations of writing center work 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 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

The Working Lives of New Writing Center Directors Nicole I. Caswell, Jackie Grutsch McKinney, Rebecca Jackson, 2016-10-03 The first book length empirical investigation of writing center directors labor *The Working Lives of New Writing Center Directors* presents a longitudinal qualitative study of the individual professional lives of nine new directors Inspired by Kinkead and Harris s *Writing Centers in Context* 1993 the authors adopt a case study approach to examine the labor these directors performed and the varied motivations for their labor as well as the labor they ignored deferred or sidelined temporarily whether or not they wanted to The study shows directors engaged in various types of labor everyday disciplinary and emotional and reveals

that labor is never restricted to a list of job responsibilities although those play a role. Instead, labor is motivated and shaped by complex and unique combinations of requirements, expectations, values, perceived strengths, interests, and desires, identities, and knowledge. The cases collectively distill how different institutions define writing and appropriate resources to writing instruction and support, informing the ongoing wider cultural debates about skills, writing, and otherwise the preparation of educators, the renewal, tenuring of educators, and administrative bloat in academe. The nine new directors discuss more than just their labor; they address their motivations, their sense of self, and their own thoughts about the work they do, facets of writing center director labor that other types of research or scholarship have up to now left invisible. *The Working Lives of New Writing Center Directors* strikes a new path in scholarship on writing center administration and is essential reading for present and future writing center administrators and those who mentor them. *Writing Centers and Learning Commons* Steven J. Corbett, Teagan E. Decker, Maria L. Soriano Young, 2023-04-01. *Writing Centers and Learning Commons* presents program administrators, directors, staff, and tutors with theoretical rationales, experiential journeys, and goes to practical designs and strategies for the many questions involved when writing centers find themselves operating in shared environments. The chapters comprehensively examine the ways writing centers make the most of sharing common ground. Directors, coordinators, administrators, and stakeholders draw on past and present attention to writing center studies to help shape the future of the learning commons and narrate their substantial collective experience with collaborative efforts to stay centered while empowering colleagues and student writers at their institutions. The contributors explore what is gained and lost by affiliating writing centers with learning commons, how to create sound pedagogical foundations that include writing center philosophies, how writing center practices evolved or have been altered by learning center affiliations, and more. *Writing Centers and Learning Commons* is for all stakeholders of writing in and across campuses, collaborating on by choice or edict, or wishing to explore the possibilities of a learning commons enterprise. Contributors: Alice Batt, Cassandra Book, Charles A. Braman, Elizabeth Busekrus, Blackmon Virginia, Crank Celeste, Del Russo Patricia, Egbert Christopher, Giroux Alexis, Hart Suzanne, Julian Kristen, Miller Robby, Nadler Michele, Ostrow Helen, Raica Klotz Kathleen, Richards Robyn, Rohde Nathalie, Singh Corcoran David, Stock. *Writing Centers in the Higher Education Landscape of the Arabian Gulf* Osman Z. Barnawi, 2017-09-06. This book addresses issues surrounding writing centers in the Arabian Gulf region. Including a foreword by Professor Ken Hyland, it brings together a number of thought-provoking chapters on the history, concept, and ground realities coupled with critical comparative discussions of writing centres in the region. The book begins by offering critical historical accounts of writing centers in the Gulf countries before moving onto empirical research and reports on pedagogical practices that vividly capture the on-the-ground realities faced and experienced by different actors. These accounts serve to highlight how the writing centers vary between countries as well as how they differ from the more well-known writing centers in the US and the UK. Finally, the book explores what sort of commonalities and differences the current trend of

writing centres is producing within and between the six countries of the Arabian Gulf This book will be highly relevant to those involved with writing centres along with directors policymakers researchers and teacher educators in the fields of Education and Sociology particularly those with an interest in the Arabian Gulf area *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 *Sensemaking for Writing Programs and Writing Centers* Rita Malenczyk,2023-06-15 In this collection writing program and writing center administrators from a range of academic institutions come together to explore their work through the lens of sensemaking Sensemaking is an organizational theory concept that enables institutions supervisors teachers tutors and others to better understand the work they do by using narrative metaphor and other theoretical lenses The book is divided into two sections Sensemaking with Tutors and Teachers and Sensemaking and Institutional Structures Chapter authors employ several theoretical approaches to sensemaking ranging from individual experience to institutional history to document design providing readers with ideas for how to administer and teach within their programs more effectively how to advocate for their programs within larger university contexts and how to positively influence the lives and careers of those they work with *Sensemaking for Writing Programs and Writing Centers* theorizes daily experiences from working lives and suggests problem solving strategies Writing program administrators writing department chairs and writing center directors tutors and staff will find value in its pages ***The Things We Carry*** Courtney Adams Wooten,Jacob Babb,Kristi Murray Costello,Kate Navickas,2020-10-01 Emotional labor is not adequately talked about or addressed by writing program administrators *The Things We Carry* makes this often invisible labor visible demonstrates a variety of practical strategies to navigate it reflectively and opens a path for further research Particularly timely this collection considers how writing program administrators work when their schools or regions experience crisis situations The book is broken into three sections one emphasizing the WPA s own work identity one on fostering community in writing programs and one on balancing the

professional and personal Chapters written by a diverse range of authors in different institutional and WPA contexts examine the roles of WPAs in traumatic events such as mass shootings and natural disasters as well as the emotional labor WPAs perform on a daily basis such as working with students who have been sexually assaulted or endured racist sexist homophobic and otherwise disenfranchising interactions on campus The central thread in this collection focuses on preserving by acknowledging that emotions are neither good nor bad and that they must be continually reflected upon as WPAs consider what to do with emotional labor and how to respond Ultimately this book argues for more visibility of the emotional labor WPAs perform and for WPAs to care for themselves even as they care for others The Things We Carry extends conversations about WPA emotional labor and offers concrete and useful strategies for administrators working in both a large range of traumatic events as well as daily situations that require tactical work to preserve their sense of self and balance It will be invaluable to writing program administrators specifically and of interest to other types of administrators as well as scholars in rhetoric and composition who are interested in emotion more broadly

Disruptive Stories Elizabeth Kleinfeld, Sohui Lee, Julie Prebel, 2024-06-28 Disruptive Stories uses an activist editing method to select and publish authors that have been marginalized in scholarly conversations and enrich the understanding of lived writing center experiences that have been underrepresented in writing center scholarship These chapters explore how marginality affects writing centers the people who work in them and the scholarship generated from them by examining the consequences both positive and negative of marginalization through a mix of narratives and research Contributors provide unique perspectives ranging across status role nationality race and ability While US tenure track writing center administrators WCAs do not make up the majority of those who hold WCA positions in writing centers they are more likely to be the storytellers of the writing center grand narrative They publish more present more conference papers edit more journals and participate more in organizational leadership This collection complicates that narrative by adding marginalized voices and experiences in three thematic categories structural marginalization globalization and marginalization and embodied marginalization Disruptive Stories spurs further conversations about ways to improve the review process in writing center scholarship so that it more accurately reflects the growing diversity of its administrators and practitioners

Disrupting the Center Rebecca Hallman Martini, 2022-04-15 Strategic partnership offers writing centers a framework for responding to disruptive innovations in higher education Through partnership writing centers can simultaneously secure resources and support the practice of tutoring writing in ways that enable moments of resistance where writing consultants and students can tactically challenge the corporate university through their methods of practice Disrupting the Center explicates analyzes and critiques one particular writing center's partnership approach to collaboration with disciplinary faculty and upper administrators across the curriculum Using on site research and critical ethnographic study from one university writing center Rebecca Hallman Martini establishes an innovative cross disciplinary partnership approach to writing instruction in which peer

tutoring plays an integral curricular role Case studies detail three partnerships that respond directly to existing or potential disruptive innovations in higher education and showcase important concepts mapping mutual benefit and stakeholder engagement in an online studio hybrid first year writing program partnership in response to online education creating negotiated space to work through ethical issues involved when working with a public private partnership to develop a required extracurricular portfolio project in a business school and building transformational partnerships through establishing a writing in the professions curriculum in the College of Engineering in response to career readiness initiatives Disrupting the Center uses interviews observations focus groups analysis of consultations meetings and shared documents such as annual reports budgets assessment data assignments and syllabi to generate a wide view of how systems work Writing centers are flexible university wide service spaces where students go for one on one and group writing support that can become dynamic spaces for writing pedagogy by disrupting revitalizing and reinventing the epistemic foundations of current rhetoric and composition landscapes and traditional approaches to writing

Writing Groups in the Writing Center Sara Wilder, 2025-11-17 Writing Groups in the Writing Center presents an empirical qualitative study that examines collaborative practices in multidisciplinary writing groups arguing that these collaborations offer rich expansions of writing center praxis Using three case studies undergraduate grant proposal writers undergraduate thesis writers and doctoral dissertation writers the book explores how participants negotiate authority navigate disciplinary boundaries perform emotional labor and develop expertise within writing center communities of practice As many higher education institutions strive to create spaces and systems that increase equity accessibility and diversity they recognize the need for improved mentorship across academic levels This book analyzes the significant benefits as well as the challenges faced by writing groups in providing such support Wilder presents a nuanced account of how facilitators scaffold group practice how members use and build genre knowledge across disciplines and how institutional contexts shape emotional labor requirements For educators and tutors the book provides an in depth examination of the facilitator role describing essential logistical emotional and intellectual practices and addresses common conflicts and challenges Administrators can find valuable material for training tutor facilitators and frameworks for conceptualizing writing group functions on campus For researchers the book extends scholarship on writing groups writing transfer and collaborative learning bridging writing center and broader writing studies research In an era of concern about generative AI's role in writing education Writing Groups in the Writing Center extends research on group facilitation collaborative learning and authority negotiation in writing center communities of practice and emphasizes the human connections that make collaborative writing meaningful and valuable for student writers

Mentorship/Methodology Leigh Gruwell, Charles Lesh, 2024-04-22 Mentorship Methodology brings together emerging and established scholars to consider the relationship between mentoring practices and research methodologies in writing studies and related fields Each essay in this edited collection produces a new

intellectual space from which to theorize the dynamics of combining mentoring and research in institutions and communities of higher education The contributors consider how methodology informs mentorship how mentorship activates methodology and how to locate the future of the field in these moments of intersection Mentorship through the research and relationships it nourishes creates the future of writing studies or conversely reproduces the past At the juncture where this happens the contributors inquire Where have current arrangements of mentorship methodology taken writing studies Where do these points of intersection exist in performance and practice in theory in research What images of the field do they produce How can scholars better articulate and write about these moments or spaces in which mentorship and methodology collide in productive disciplinary work By making the slash more visible Mentorship Methodology provides significant opportunities to support and cultivate diverse ways of knowing and being in rhetoric and composition both locally and globally The volume will appeal to students and scholars of rhetoric composition and technical and professional communication as well as readers interested in conversations about mentorship and methodology

Redefining Roles Megan Swihart Jewell, Joseph Cheatle, 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 Gaimo 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

The Embodied Playbook J. Michael Rifenburg, 2018-08-15 *The Embodied Playbook* discovers a new approach to understanding student literacy in a surprising place the university athletics department Through analysis of a yearlong case study of the men s basketball team at the University of North Georgia J Michael Rifenburg shows that a deeper and more refined understanding of how humans learn

through physical action can help writing instructors reach a greater range of students Drawing from research on embodiment theory the nature and function of background knowledge jazz improvisation and other unexpected domains The Embodied Playbook examines a valuable but unexplored form of literacy the form used by student athletes when learning and using scripted plays All students extracurricular prior knowledge is vital for the work they undertake in the classroom and student athletes understand the strengths and constraints of written text much as they understand the text of game plays through embodying text and performing it in a competitive space The book focuses on three questions What are plays and what do they do How do student athletes learn plays How can teachers of composition and rhetoric better connect with student athletes The Embodied Playbook reveals the literacy of the body as a rich and untapped resource for writing instruction Given the numbers of students who are involved in athletics whether intramural community related or extracurricular Rifenburg's conclusions hold important implications not only for how we define literacy but also for how writing programs can serve all of their students most effectively

Productivity, Professionalism, and Parenting in Academia Christine E. Tulley, 2025-04-30 Drawing on time use diary analysis this unique and detailed study fills in the larger narrative about what it takes hour by hour to navigate academic motherhood with a rhetoric and composition career Looking specifically at the intersections between parenting and writing for publication in order to find out how and when writing for career advancing tasks such as publication occur but also through the lens of disciplinary time constraints including heavy grading and administrative workloads the book examines support systems noted within diary entries that make combining motherhood and a career in rhetoric and composition possible Using both quantitative analysis of hours and qualitative coding of time use diaries from rhet comp moms this book answers questions about publishing professionalism and parenting This book will interest scholars and graduate students working in the discipline of rhetoric writing and composition particularly those working on labor and professional issues on gender and equality within the discipline and anyone working in all fields looking for ways to foster a better work life balance

WPAs in Transition Courtney Adams Wooten, Jacob Babb, Brian Ray, 2018-04-23 WPAs in Transition shares a wide variety of professional and personal perspectives about the costs benefits struggles and triumphs experienced by writing program administrators making transitions into and out of leadership positions Contributors to the volume come from various positions as writing center directors assistant writing program administrators and WPAs mixed settings including community colleges small liberal arts colleges and research institutions and a range of career stages from early to retiring They recount insightful anecdotes and provide a scholarly context in which WPAs can share experiences related to this long ignored aspect of their work During such transitions WPAs and other leaders who function as both administrators and faculty face the professional and personal challenges of redefining who they are the work they do and with whom they collaborate WPAs in Transition creates a grounded and nuanced experiential understanding of what it means to navigate changing roles advancing the dialogue around WPAs and other

administrators identities career paths work life balance and location and is a meaningful addition to the broader literature on administration and leadership Contributors Mark Blaauw Hara Christopher Blankenship Jennifer Riley Campbell Nicole I Caswell Richard Colby Steven J Corbett Beth Daniell Laura J Davies Jaquelyn Davis Holland Enke Letizia Guglielmo Beth Huber Karen Keaton Jackson Rebecca Jackson Tereza Joy Kramer Jackie Grutsch McKinney Kerri K Morris Liliana M Naydan Reyna Olegario Kate Pantelides Talinn Phillips Andrea Scott Paul Shovlin Bradley Smith Cheri Lemieux Spiegel Sarah Stanley Amy Rupiper Taggart Molly Tetreault Megan L Titus Chris Warnick **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

Self+Culture+Writing Rebecca Jackson, Jackie Grutsch McKinney, 2021-09-21 Literally translated as self culture writing autoethnography as both process and product holds great promise for scholars and researchers in writings studies who endeavor to describe understand analyze and critique the ways in which selves cultures writing and representation intersect Self Culture Writing foregrounds the possibility of autoethnography as a viable methodological approach and provides researchers and instructors with ways of understanding crafting and teaching autoethnography within writing studies Interest in autoethnography is growing among writing studies scholars who see clear connections to well known disciplinary conversations about personal narrative as well as to the narrative turn in general and social justice efforts in particular Contributions by authors from diverse backgrounds and institutional settings are organized into three parts a section of writing studies autoethnographies a section on how to teach autoethnography and a section on how ideas about autoethnography in writing studies are evolving Self Culture Writing discusses the use of autoethnography in the writing

classroom as both a research method and a legitimate way of knowing providing examples of the genre and theoretical discussions that highlight the usefulness and limitations of these methods Contributors Leslie Akst Melissa Atienza Ross Atkinson Alison Cardinal Sue Doe Will Duffy John Gagnon Elena Garcia Guadalupe Garcia Caleb Gonzalez Lilly Halboth Rebecca Hallman Martini Kirsten Higgins Shereen Inayatulla Aliyah Jones Autumn Laws Soyeon Lee Louis M Maraj Kira Marshall McKelvey Jennifer Owen Tiffany Rainey Marcie Sims Amanda Sladek Trixie Smith Anthony Warnke **Handbook of Second and Foreign Language Writing** Rosa M. Manchón, Paul Kei Matsuda, 2016-09-12 The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers professionals and graduate students It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements and as a prospective critical analysis of what lies ahead in terms of theory research and applications Accordingly the Handbook aims to provide i foundational information on the emergence and subsequent evolution of the field ii state of the art surveys of available theoretical and research basic and applied insights iii overviews of research methods in L2 writing research iv critical reflections on future developments and iv explorations of existing and emerging disciplinary interfaces with other fields of inquiry

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