

A red wax seal graphic with a scalloped, irregular edge. Inside the seal, the title "Facing the Center" is written in white, bold, sans-serif font.

Facing the Center

**Toward an Identity Politics
of One-To-One Mentoring**

Harry C. Denny

Facing The Center Toward An Identity Politics Of One To One Mentoring

Leigh Gruwell, Charles Lesh



Facing The Center Toward An Identity Politics Of One To One Mentoring:

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

Queerly Centered Travis Webster, 2021-11-01 Queerly Centered explores writing center administration and queer identity showcasing LGBTQA labor undertaken but not previously acknowledged or documented in the field s research Drawing from interviews with twenty queer writing center directors Travis Webster examines the lived experiences of queer people leading writing centers the promise and occasional peril of this work and the disciplinary implications of such work for writing center administration research and praxis Focused on directors queer histories administrative activisms and on the job tensions this study connects and departs from oft referenced lenses such as emotional and invisible labor for understanding work in higher education The first book length project that exclusively bridges writing centers and LGBTQA studies Queerly Centered is for researchers administrators educators and practitioners of all orientations and backgrounds in writing center and writing program administration rhetoric and composition and higher education administration

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

Affective Labor and Alt-Ac Careers Lee Skallerup Bessette, 2022-04-08 In her groundbreaking work *The Managed Heart Commercialization of Human Feeling* 1983 sociologist Arlie Russell Hochschild described emotional labor management as follows to induce or suppress feeling in order to sustain the outward countenance that produces the proper state of mind in others Think of a retail worker in customer relations who must keep calm and be pleasant even when dealing with someone who is irate While scholars have explored the affective realm when it comes to teaching and being a professor there is less written about the experience of those working in nonteaching areas of academia alt ac *Affective Labor and Alt Ac Careers* critically examines aspects of affective and emotional labor involved in alt ac careers in higher education This is the first and only book of its kind that focuses on affective labor and alt ac staff careers in higher education Cross profession and cross disciplinary the book takes seriously the invisible labor performed at our institutions by academic staff work that is essential for the success of our students Research in this volume allows an opportunity for those in alt ac careers to examine and share their affective experiences in their roles in technology administration research and academic support services and as librarians academic advisors and writing center instructors among others *Affective Labor and Alt Ac Careers* is the third book in Kansas's *Rethinking Careers Rethinking Academia* series which seeks projects that lead to meaningful professional development and create lasting value for graduate students recent and experienced PhDs university faculty and administrators and the growing alt ac and post ac community

CounterStories from the Writing Center Frankie Condon, Wonderful Faison, 2022-04-15 *CounterStories from the Writing Center* gathers emerging scholars of colour and their white accomplices to challenge some of the most cherished lore about the work of writing centres Writing within an intersectional feminist frame this volume's contributors name and critique the dominant role that white straight cis gendered women have played in writing centre administration as well as in the field of writing centre studies This work will shake the field's core assumptions about itself Practicing what Derrick Bell has termed creative truth telling these writers are not concerned with individual white women in writing centres but with the social political and cultural capital that is the historical birthright of white straight cis gendered women particularly in writing centre studies The essays collected in this volume test defy and overflow the bounds of traditional academic discourse in the service of powerful testimony witness and counterstory *CounterStories from the Writing Center* is a must read for writing centre directors scholars and tutors who are committed to antiracist pedagogy and offers a robust intersectional analysis to those who seek to understand the relationship between the work of writing centres and the problem of racism Accessible and usable for both graduate and undergraduate students of writing centre theory and practice this work troubles the field's commonplaces and offers a rich envisioning of what writing centres materially committed to inclusion and equity might be and do Contributors Dianna Baldwin Nicole Caswell Mitzi Ceballos Romeo Garcia Neisha Anne Green Doug Kern T Haltiwanger Morrison Bernice Olivas Moira Ozias

Trixie Smith Willow Trevino **Beyond Fitting In** Kelly Ritter, 2023-02-03 *Beyond Fitting In* interrogates how the cultural capital and lived experiences of first generation college students inform literacy studies and the writing centered classroom Essays written by scholar teachers in the field of rhetoric and composition discuss best practices for teaching first generation students in writing classrooms centers programs and other environments The collection considers how first gen students of different demographics interact with and affect literacy instruction in a variety of public and private rural and urban schools offering two or four year programs including Hispanic serving institutions historically Black colleges and universities and public research universities By exploring the experiences of students teachers writing program administrators and writing center directors the volume gives readers an inside view of the practices and structures that shape the literacy of first generation students *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 **Out in the Center** Harry C. Denny, Robert Mundy, Liliana M. Naydan, Richard Sèvre, Anna Sicari, 2019-03-01 *Out in the Center* explores the personal struggles of tutors faculty and administrators in writing center communities as they negotiate the interplay between public controversies and features of their own intersectional identities These essays address how race ethnicity gender sexuality class faith multilingualism and learning differences along with their intersections challenge those who inhabit writing centers and engage in their conversations A diverse group of contributors interweaves personal experience with writing center theory and critical race theory as well as theories on the politics and performance of identity In doing so *Out in the Center* extends upon the writing center corpus to disrupt and reimagine conventional approaches to writing center theory and practice *Out in the Center* proposes that practitioners

benefit from engaging in dialogue about identity to better navigate writing center work that informs the local and carries forth a social and cultural impact that stretches well beyond academic institutions Contributors Allia Abdullah Matta Nancy Alvarez Hadi Banat Tammy S Conard Salvo Michele Eodice Rochell Isaac Sami Korgan Ella Leviyeva Alexandria Lockett Talisha Haltiwanger Morrison Anna Rita Napoleone Beth A Towle Elizabeth Weaver Tim Zmudka Best of the Journals in Rhetoric and Composition 2019 Jessica Pauszek, David Blakesley, 2019-10-13 Best of the Journals in Rhetoric and Composition 2019 represents the result of a nationwide conversation beginning with journal editors but expanding to teachers scholars and workers across the discipline of Rhetoric and Composition to select essays that showcase the innovative and transformative work now being published in the field's journals Representing both print and digital journals the essays featured here explore issues ranging from classroom practice to writing in global and digital contexts from border rhetorics to social justice research Together the essays provide readers with a rich understanding of the present and future direction of the field The anthology features work by the following authors and representing these journals Amber Simpson and Kristi Girdhar Elaine Richardson and Alice Ragland Community Literacy Journal Shari J Stenberg Rhetoric Society Quarterly David Riche Literacy in Composition Studies Eileen Kogl Camfield Lara Killick and Ruth Lewis Journal of Teaching Writing Elizabeth G Allan Pedagogy Christina Saidy WPA Writing Program Administration Anthony Warnke and Kirsten Higgins Teaching English in the Two Year College Cati V de los Ros and Kate Seltzer Research in the Teaching of English Romeo Garc a Writing Center Journal Wendy Pfrenger Journal of Basic Writing Janine Butler Rhetoric Review Pamela Takayoshi College Composition and Communication Maria Novotny and John T Gagnon Reflections Kate Vieira Writing on the Edge *Learning from the Lived Experiences of Graduate Student Writers* Shannon Madden, Michele Eodice, Kirsten T. Edwards, Alexandria Lockett, 2020-07-01 Learning from the Lived Experiences of Graduate Student Writers is a timely resource for understanding and resolving some of the issues graduate students face particularly as higher education begins to pay more critical attention to graduate student success Offering diverse approaches for assisting this demographic the book bridges the gap between theory and practice through structured examination of graduate students narratives about their development as writers as well as researched approaches for enabling these students to cultivate their craft The first half of the book showcases the voices of graduate student writers themselves who describe their experiences with graduate school literacy through various social issues like mentorship access writing in communities and belonging in academic programs Their narratives illuminate how systemic issues significantly affect graduate students from historically oppressed groups The second half accompanies these stories with proposed solutions informed by empirical findings that provide evidence for new practices and programming for graduate student writers Learning from the Lived Experiences of Graduate Student Writers values student experience as an integral part of designing approaches that promote epistemic justice This text provides a fresh comprehensive and essential perspective on graduate writing and communication support that will be

useful to administrators and faculty across a range of disciplines and institutional contexts Contributors Noro Andriamanalina LaKela Atkinson Daniel V Bommarito Elizabeth Brown Rachael Cayley Amanda E Cuellar Kirsten T Edwards Wonderful Faison Amy Fenstermaker Jennifer Friend Beth Godbee Hope Jackson Karen Keaton Jackson Haadi Jafarian Alexandria Lockett Shannon Madden Kendra L Mitchell Michelle M Paquette Shelley Rodrigo Julia Romberger Lisa Russell Pinson Jennifer Salvo Eaton Richard S v re Cecilia D Shelton Pamela Strong Simmons Jasmine Kar Tang Anna K Willow Trevi o Maurice Wilson Anne Zanzucchi *Contemporary Topics in Graduate Medical Education* Stanislaw P. Stawicki, Michael S. Firstenberg, James P. Orlando, Thomas Papadimos, 2022-10-26 Graduate medical education GME continues its decades long evolution Evidence based approaches are increasingly transforming the way we educate evaluate and promote GME trainees Key to this transformation is our ability to recognize that medical education constitutes a true lifelong continuum beginning with pre medical education then proceeding to medical school residency and potentially subsequent fellowship training and then finally the so called maintenance of certification that continues throughout one s entire professional career This book explores a broad range of important topics including the novel concept of coping intelligence the important role of work life integration professional coaching and mentorship professional development and career long learning patient provider relationship the impact of the COVID 19 pandemic on medical education as well as the introduction of modern technologies to ameliorate the effects of social distancing The book further discusses two important aspects of GME program management the process of establishing new GME programs as well as the highly intricate process of merging residency programs Different aspects and perspectives are incorporated including those of residents faculty and program leadership The book ends with chapters on diversity equity and inclusion and the importance of community based medical education

Redefining Roles Megan Swihart Jewell, Joseph Cheattle, 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 Giaimo Amanda Gomez Lisa Lamson Miriam E Laufer Kristin Messuri Rebecca Nowacek Kimberly Fahle Peck Mark Pedretti Irina Ruppo 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

Speaking Up, Speaking Out Jessica Edwards, Meg McGuire, Rachel Sanchez, 2021-03-01 Speaking Up Speaking Out addresses the lived experiences of those working in the non tenure track faculty NTTF trenches through storytelling and reflection By connecting NTTF voices from various aspects of writing studies the collection offers fresh perspectives and meaningful contributions imagining the possibilities for contingent faculty to be valued and honored in educational systems that often do the opposite Challenging traditional ways of seeing NTTF the work contains multiple entry points to NTT life those with and without terminal degrees those with PhDs and those who have held or currently hold tenured positions Each chapter suggests tangible ways that writing departments and supporters can be more thoughtful about their policies and practices as they work to create more equitable spaces for NTTF Speaking Up Speaking Out considers the rhetorical power of labeling and asserts why contingent faculty for far too long have been compared to and against TT faculty and often encouraged to reach the same or similar productivity with scholarship teaching and service that TT faculty produce The myopic ideas about what is valued and whose position is deemed more important impacts contingent faculty in ways that as contributors in this collection share effect and affect faculty productivity emotional health and overall community involvement Contributors Norah Ashe McNalley Sarah Austin Rachel Azima Megan Boeshart Burelle Peter Brooks Denise Comer Jessica Cory Liz Gumm Brendan Hawkins Heather Jordan Nathalie Joseph Julie Karaus Christopher Lee John McHone Angie McKinnon Carter Dauvan Mulally Seth Myers Liliana M Naydan Linda Shelton Erica Stone Elizabeth Vincelette Lacey Wootton 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 *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.

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 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 *What's So Liberal about the Liberal Arts?* Paul W. Lewis, Martin William Mittelstadt, 2016-04-27 FRAMEWORKS is a series dedicated to interdisciplinary studies on the integration of faith and learning Given Jesus command to love God with heart soul mind and strength the time is ripe for confessional scholarship and education across the disciplines We implore God s Spirit to change us through the great works of history and literature alongside developments in science psychology and economics and all of this through intense engagement with the Scriptures We want to celebrate God s work across the disciplines We seek the likes of psychologists in conversation with philosophers ethicists with historians biblical scholars with rhetoricians scientists with economists environmentalists with neurologists As these conversations continue across the disciplines the framework from which to draw our individual and collective testimonies will only enlarge We invite you to think behave preach sing pray research and indeed to live this multi faceted journey with us If indeed our stories are never complete we invite future contributors and readers to join us in pursuit of deeper personal and collective transformation *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 **Labored** Randall McClure, Dayna V. Goldstein, 2016-11-01 *Labored* The State ment and Future of Work in Composition edited by Randall McClure Dayna V Goldstein and Michael Pemberton offers both a retrospective and a prospective look at the 1989 Statement of Principles and Standards for the Postsecondary Teaching of Writing and its relation to the changing nature of work in composition Stemming from an investigative project to strengthen the Statement

with data culled from national reports on labor conditions this collection draws on the expertise of scholars whose research agendas and lived experiences afford fresh insights and critical analyses on labor issues in composition and writing program administration

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Facing The Center Toward An Identity Politics Of One To One Mentoring Introduction

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