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Book Review

Lawrence, Susan, and Terry Myers Zawacki. *Re/Writing the Center: Approaches to Supporting Graduate Students in the Writing Center*. Utah State University Press, 2018.

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Writing centers consistently reconsider the ways in which our practices and approaches to tutoring support student needs. One current need writing centers are reconsidering is how we meet—or fail to meet—the needs of advanced writers working on extended projects. The authors featured in Lawrence and Zawacki’s edited collection *Re/Writing the Center: Approaches to Supporting Graduate Students in the Writing Center* unpack how the needs of graduate-level writers are fundamentally different from undergraduate-level writers. More specifically, the expectations and pressure experienced by graduate-level writers further complicate conversations about the identities and practices of writing centers as we try to meet their needs (9). The text advocates for graduate writing centers (GWC) that function outside generalist university writing centers to meet graduate-level writers’ particular needs. This collection introduces readers to graduate-centered pedagogical practices and successful GWC initiatives led by writing center colleagues that serve as examples of the ways in which writing centers may support graduate writers.

Re/Writing the Center is comprised of a prologue, introduction, twelve chapters, and an epilogue. Each chapter, featuring different contributors,

is organized into three parts: Part I: Revising Our Core Assumptions, Part II: Reshaping Our Pedagogies and Practices, and Part III: Expanding the Center. The chapters in Part I highlight the differences between graduate and undergraduate writers and how traditional writing center practices center undergraduate students (17). Part II's chapters focus on writing center practices that center graduate-level writers (17). The chapters in Part III round out the conversations by explaining the benefits of providing graduate writing support and making connections with programs and offices that advocate for graduate students (17).

The text opens with a prologue by Paula Gillespie, who has worked with peer tutors since 1990 and has served as president of the International Writing Center Association. Gillespie sets the overall exhortative tone of the following chapters. She reflects on her experience with developing a graduate writing center at Marquette University in 2005 (4). Her narrative summarizes the work that went into the pilot program and contextualizes the hurdles that many GWC programs experience, such as loss of funds and administrative changes (5). Gillespie's prologue provides experienced insight into the benefits of GWC initiatives and how to navigate administrative partnerships.

Lawrence and Zawacki's introduction situates their positionality and addresses a key question: "how [is] the idea of a writing center is being reshaped in response to demands—institutional, faculty, student—to assist graduate student writers with high stakes thesis and dissertation projects" (7 & 17). Their general conclusion is that graduate-level writers need support unmet by traditional, generalist tutoring practices. The following chapters present how some writing centers are addressing these unmet needs. The introduction also provides the expected summation of each of the following chapters and explains the collection's thoughtful organization of revising, reshaping, and expanding current practices.

Part I of the collection contains four chapters that focus on recurring concerns such as altering writing center pedagogy, supporting multilingual students, and reconciling the peer/authority dichotomy within tutoring sessions. Each chapter situates their interests in teaching academic language and practices in GWCs.

This section begins with Michael Pemberton’s “Rethinking the WAC/Writing Center/Graduate Studio Connection,” in which he reflects and extends on his arguments made in his 1995 article “Rethinking the WAC/Writing Center Connection.” His original article focused on generalist versus specialist writing center tutors. In this revision, he extends the discussion by identifying the different needs of graduate and undergraduate writers and provides suggestions on how to support graduate writers. By centering graduate writers and providing peer tutors to talk about writing, writing centers can potentially be critical players in the graduate educational experience (36-37).

Sarah Summers’ “The Rise of the Graduate-Focused Writing Center: Exigencies and Responses” builds off Pemberton’s urgent call for graduate writing support with the historical context of GWCs. She charts the rise of institutional interest for graduate-specific writing support over the last 20 years. This vested interest is reactionary to a “perceived crisis in education” (51). Summers contends that, although the “crisis” label has its own complexity, this interest and urging to create graduate writing support is an opportunity to develop sustainable programs to support grad students.

The following two chapters, authored by Steve Simpson and Joan Turner, respectively, provide an additional layer of discussion by centering the specific needs of multilingual graduate students. Both pieces argue for leaning into directive tutoring practices to create structure and scaffold larger projects. Additionally, both pieces ask readers to consider the expectations multilingual graduate students face when entering a field without similar linguistic background. Simpson suggests writing center admins perform routine surveys on graduate students and graduate faculty advisors about writing experiences and challenges to identify unmet needs (77). Turner emphasizes the benefits of discussing writing expectations with graduate supervisors by recognizing the importance interviewees place on micro-level concerns in graduate writing (96-97). By identifying expectations that graduate students face, especially multilingual students, writing center staff can better meet the needs of graduate student writers.

Part I, *Reshaping Our Pedagogies and Practices*, contains chapters five through eight, and these pieces discuss the application of writing center practices and the GWCs. This section begins with Patrick Lawrence, Molly Tetreault, and Tom Deans' essay "Intake and Orientation: The Role of Initial Writing Center Consultations for Graduate Students," which details their use of intake consultations to establish clear expectations between graduate students and writing center tutors. Although this "intake" practice may appear as a barrier to access, the participating graduate's feedback indicates ease of anxiety and an enhanced perception of professionalism within the writing center.

Hybrid consultation approaches are additional writing center practices that may benefit graduate students and suit the multiple modalities that writing centers provide. Elena Kallestinova's essay "Hybrid Consultations for Graduate Students: How Pre-Reading Can Help Address Graduate Student Needs" analyzes the data collected from the Graduate Writing Lab at Yale University, at which they implement a hybrid consultation style. This style includes students submitting their work early so that the tutor can read through the piece and make notes before the synchronous appointment. Focusing on user experience data, Kallestinova details the practicality for graduate students to submit their work ahead of time to allow tutors more time to read through and prep for the tutoring session.

The final two chapters of this section focus on genre-specific approaches to lead graduate students during writing appointments. Michelle Cox's chapter, "'Noticing' Language in The Writing Center: Preparing Writing Center Tutors to Support Graduate Multilingual Writers," adapts linguist Richard W Schmidt's theoretical framework of "noticing" for writing center pedagogy (146). This adaption of theory includes using example texts from the student's field of research to guide the local-level revision process. The call for directive tutoring approaches and expanding genre knowledge is echoed in Juliann Reineke, Mary Glavan, Doug Phillips, and Joanna Wolfe's chapter "'Novelty Moves': Training Tutors to Engage with Technical Content." This chapter encourages writing centers to train tutors about the various genres they may encounter within the writing center to better prepare tutors to support graduate writers.

Chapters nine through twelve comprise the final section, Part III, *Expanding the Center*. The chapters within the section center on how writing centers can better serve graduate students and how we can tailor writing support to align with their professional goals. In chapter nine, “A Change for the Better: Writing Center/WID Partnerships to Support Graduate Writing,” writers Laura Brady, Nathalie Singh-Corcoran, and James Holsinger advise writing center admins to evaluate current processes through Organization Development theory—which pays attention to how and when change occurs (186). By applying the Organization Development lens, writing center administrators can analyze tutor and graduate writer concerns to implement beneficial changes.

Chapters ten and eleven focus on graduate students and writer identity and well-being. In “‘Find Something You Know You Can Believe In’: The Effect of Dissertation Retreats on Graduate Students’ Identities as Writers,” Ashly Bender Smith, Tika Lamsal, Adam Robinson, and Bronwyn T. Williams detail the benefits of writing retreats and workshops that focus on developing writer identity. Marilyn Gray, author of the chapter “More Than Dissertation Support: Aligning Our Programs with Doctoral Students’ Well-Being and Professional Development Needs,” extends the last chapter’s conversation and identifies the connection between graduate student well-being and their academic progress. By providing workshops or writing retreats that focus on writing identity and well-being, writing centers attempt to meet graduate students where they are and support their needs.

In the final chapter, “Revisiting the Remedial Framework: How Writing Centers Can Better Serve Graduate Students and Themselves,” Elizabeth Lenaghan argues that writing centers should pay careful attention to how writing centers connect with graduate faculty, promote our services throughout the campus, and communicate the dynamics and educational benefits of the writing process. Sherri Wynn Purdue’s epilogue divvies up the labor of supporting graduate students that Lenaghan proposes by arguing for dissertation directors to seek training on guiding graduate student writing. Purdue advocates for dissertation directors to seek training and support from writing center staff to prepare themselves for

the work of directing graduate students through an advanced writing process.

Readers of the *Re/Writing the Center* edited collection will encounter compelling cases for the need for GWCs on college campuses. Directors and admins of university writing centers can benefit from the advice provided within this collection—especially the chapters within Part II and Part III—if they are considering creating a GWC or want to implement the strategies provided to better support their graduate students. Readers may be skeptical of the collection since the means of creating and maintaining specialized writing centers for graduate students is not generally accessible. However, the chapters within this collection provide specialized advice on expanding graduate services, which is valuable for writing centers that serve broader communities of student writers. Overall, this text is well designed and includes insightful articles that highlight the unique needs of graduate student writers and how writing centers can begin to address them.