

Annotated Bibliography: faculty/tutors/staff

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6 October 2014

Search engine: Google Scholar

Search Terms: Writing Center and faculty

Zamel, Vivian. Strangers in Academia: The Experiences of Faculty and ESL Students across the Curriculum. Vol. 46. N.p.: National Council of Teachers of English, 1995. 506-21. 4 vols. Web. 6 Oct. 2014. <<http://www.jstor.org/stable/358325>>.

Summary: In this article the author focuses on pointing out that there is a distinct problem with the lack of knowledge with the tutors. The author takes the side from a tutor and a student in the role they play in a writing center. They each discuss how they feel about one another having a language barrier. This is summarizing that it is greatly affecting the effectiveness and purpose of the writing center.

Assess: While reading the article I was surprised at how true it was that it was a problem within the writing center. The teacher announces that she feels like she is in a different country when she is in the room which makes it hard for her to help someone that barely knows English. Then the student begins to say that the way the teacher corrects the paper is not helpful because it's just cut and dry writing all over the paper. They claim that it's hard for them to understand what the teacher is meaning when they feel isolated from the teacher.

Reflect: I feel that this article is helpful to my claim. It provides details about a scenario that I wouldn't want to happen at a writing center. I would support the importance of faculty being educated in situations like this.

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Search engine: Google Scholar

Search terms: Writing center and faculty

Pincus, Holly S. Faculty Perceptions of Academic Dishonesty: A Multidimensional Scaling Analysis. Vol. 74. N.p.: The Journal of Higher Education, 2003. 196-209. 2 vols. Web. 2003. <<http://muse.jhu.edu/journals/jhe/summary/v074/74.2pincus.html>>.

Summary: The author focuses on the academic dishonesty within our society. The claim is that the students, teachers and authors are being dishonest about the information they are receiving. The academic cheating is happening on a daily basis. Research is being conducted to assess the topic of cheating among who and why cheating is taking place so often in society.

Assess: This topic is essential to society in regards of receiving important information. This can open the eyes of people who are cheating and faculty can help. This topic is vital to society because the academic dishonesty shouldn't be happening. This will be finalized once the faculty and students perceive the seriousness of cheating.

Reflect: This topic can help me in my paper towards why faculty is important to helping students. Proper faculty will care enough about the education of students to enforce that cheating is not the answer to success. This article opens my eyes to a different approach to the topic.

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Search Engine: Google scholar

Search terms: Faculty training in a writing center

North, Stephen M. *Idea Of A Writing Center*. Vol 46. N.p.: National Council of Teachers of English, 1984. 433-36. 5 vols. Web. 9 Oct 2014. <http://jstor.org/stable/377047>.

Summary: The purpose of this article is expressing the frustration of a faculty member of the writing centers. He is stressing the topic that most people look at writing centers in a bad way.

Most students are directed to send their drafts to the writing center and expect them to just clean the paper up for them. The overarching concept of this article is that the students are not taking the time to do their part. The students have no investment in putting forth the effort which causes ignorance. This article is expressing the frustration that a faculty member is facing.

Assess: This article interested me because it gave insight on the other end of the writing center spectrum. The faculty members even get angry with the way students approach the situation. This article is relevant to most of the conversation and questions we've discussed in class. It supports my thoughts about writing centers that they are a waste of time and not looked at seriously which was proved from what the faculty member said.

Reflect: This is supporting my claim through the frustration of a faculty member that feels their importance should be valued much more in the writing center. The source claims that the students and staff members of colleges don't properly understand the use of a writing center. When the faculty member says, "The non-English faculty, students, and the administrators—they may not understand what a writing center is or does, but they have no investment in their ignorance and can often be educated." This quote can be essential to my claim because its showing the importance and effort that goes into a writing center. The faculty is an important aspect in this article because its enforcing that faculty is a major facet and has a lot of responsibility.

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Search Engine: Google Scholar

Search Terms: How much training should a faculty member have in a writing center?

Moats, Louisa C. *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do*. N.p.: American Federation of Teachers, n.d. 372. Web. 9 Oct. 2014.

<<http://eric.ed.gov/?id=ED445323>>.

Summary: The author focuses on the material that the faculty should know before teaching to a writing class. It also discusses the ways that a teacher can help a student through their

knowledge. Moats says, “ The type of literacy instruction that includes a range of researched-based components and practices has not made its way into every classroom, and that indeed, a chasm exists between classroom instructional approaches have constantly supported these components and practices in reading instruction.” This is saying that the importance of proper teaching and training is essential to the work area. It is crucial that there is a educated teacher in the room to provide the class with proper reading/writing help.

Assess: This article is breaking down the ways in which teachers must incorporate all the important aspects in being a helpful tutor in a writing center. The article claims that teachers have a paper that contains 47 notes and 49 references that covers direct teaching of decoding, comprehension, and literature appreciation. This is a core curriculum for teachers for the way they must be educated. The article includes multiple topics a teacher must qualify on a expertise level in order to be accepted.

Reflect: This article is essential to my claim because it is providing the steps to a successful teacher according to this curriculum. In my case, the teacher would be a tutor in a writing center. It is the same approach though. A tutor should still have this core to their education background to be successful. This article can help me in my paper by providing important aspects to becoming a successful tutor.

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Search Engine: Google Scholar

Search Terms: How much training should a faculty member have in a writing center?

Gay, Geneva *Multicultural teacher education for the 21<sup>st</sup> century*. Vol 36. N.p.:n.p, 2000. 1-16 vols. Web. 9 Oct. 2014

Summary: This article is focusing on the importance of faculty being educated in multicultural ethnicity. The author makes a strong case for teacher education programs to be more deliberate about multicultural students. The author also states that it is important to have multicultural

teacher education to support the fear of diversity and resistance of dealing with race and racism. This is a reoccurring factor that happen among a lot of students In the 21<sup>st</sup> century.

Assess: this article is trying to make the reader understand the importance of having a teacher educated in multicultural ethnicity. Not only to know how to speak to them, but also to make them feel comfortable. Since it is the 21<sup>st</sup> century more and more cultures are exposed to one another at once. This is why it is important that teachers have a background on the differences. The focus is to overcome these problems we face with multicultural ethnicities through a professional development program that educates teachers to be prepared for this.

Reflect: this article is very useful to my claim because it enforces the multicultural ethnic background to teachers. It is proving that it is essential that teachers are educated and ready to face the race differences and need to take on the task of teaching them to accommodate the ethnic differences. Teachers will need to be enrolled in educational programs that cover this area of interest.

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Search Engine: Google Scholar

Search Terms: How much training should a faculty member have in a writing center?

*College Composition and Communication*. Vol 40. N.p.: National Council of Teaches of English, 1989, 329-36. 3 Vols Web. 9 Oct. 2014. <<http://www.jstor.org/stable/357777>>.

Summary: This article is discussing that in order for a class to be successful, includes the higher most instruction from the faculty. The goal trying to be achieved by college is that they have the best of the best writing. This can only be taught by faculty with high education in the field. Standards are applied to students by having reasonable teaching loads, and research support.

Asses: This college approaches faculty from gathering the highest level educated ones to fulfill the task at writing. They want their students to be taught in a comparable way, but effective. The quality of teaching depends on how much schooling and understanding in the field of interest.

The college wants the teaching a research to be higher education to offer the students the best of the best writing.

Reflect: This topic reinforces my claim by proving that it is important to have a high level education among the tutors of the writing centers. The writing center will be successful if teachers know the proper technique and proportional assignments that don't overload students to a point of confusion. I feel that this article is helpful to my claim and can support my understanding of the importance of a knowledgeable tutor.

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Search Engine: Google Scholar

Search Terms: How much training should a tutor have in a writing center?

Shluman, Lee S. Knowledge and Teaching: Foundations of the New Reform. N.p.: Knowledge and Teaching: Foundations of the New Reform, 2011. 1-23. Web. 9 Oct. 2014.

Summary: The author is focused on showing the importance of proper teaching habits and how that can be accomplished. Shluman says, "What are the sources of the knowledge base for teaching? In what terms can these sources be conceptualized? What are the processes of pedagogical reasoning and action? and What are the implications for teaching policy and educational reform?" These questions form the thought process of the paper. The author is wondering basically what makes a teacher credible in their work, how can their work be taken seriously, and what is the process or how effective are the teachers.

Asses: This article is assessing the implications of the teachers and their effectiveness. This is all based upon the education they received and the process they went through to be where they are today. Shluman states that, "informed by philosophy, psychology, and a growing body of casework based on young and experienced practitioners — go far beyond current reform assumptions and initiatives." This is said to be the base of teachers. Scholars believe that teachers are to be trained and evaluated to make sure they are following these guidelines.

Reflect: This article is important to my claim because it is showing the steps to a effective teacher. In my case, it would be a tutor. The writing center will need teachers with this core to be successful. I feel that it is important that teachers have experience in their work, which will help them be an effective tutor. They will be a positive asset to the writing center with this type of training.

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Search Engine: Google Scholar

Search Terms: Social medias importance to faculty in a writing center

Aufderheide, Patricia. Media Literacy. A Report of the National Leadership Conference on Media Literacy. N.p.: National Leadership Conference, 1993. 44. Web. 9 Oct. 2014. <<http://eric.ed.gov/?id=ED365294>>.

Summary: the main focus of this article is to purpose ways that tutors or teachers can use their own media literacy in their work. The article claims, “media literacy movement who met to agree on a definition, vision, and framework for media literacy efforts in the United States. The basic definition spelled out media literacy as the ability of a citizen to access, analyze, and produce information for specific outcomes.” This summarizes the topic of this article and outcome of using social media to benefit educational systems.

Assess: Social media is an important aspect of teaching an learning. Teachers use social media to form a outline to students in a way that acomidates everyone. Time is sacred to people and not everyone will be able to physically attend a writing center. This is why social media is beneficial to students and teachers. Tutors can help their students in any time of need by sending a quick e-mail, or evern a skype/facetime session. This is why it is essential that tutors are educated on social media and its effect on life today.

Reflect: this article is very helpful to my claim. It is giving helpful ways that social media is expected to be taught to tutors so they can help citizens in any way, shape, or form. This article also shows the way intellectual knowledge is being enforced to teachers. Teacher training is

needed to make every aspect of learning the best way it can be. This is why all aspects of training in school is vital.

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Search Engine: Google Scholar

Search Terms: Social media teaching students

Leonard, Jacqueline, and Guha Smita. Online Teaching and Students' Perspectives on Distance Learning. Vol. 34. N.p.: n.p., 2001. 51-57. 1 vols. Web. 9 Oct. 2014. <<http://www.tandfonline.com/doi/abs/10.1080/15391523.2001.10782333#.VDbNzfldV8E>>.

Summary: This article is focusing on how beneficial it is to students to have online courses. The article states that students, "The majority of students in traditional courses favor online courses but are less likely to enroll in them." This is saying that students want to be in online classes, but don't enroll much. Typical teaching is done in a classroom, this is why most don't. However, it is proven that online courses meet their academic needs and improve technological skills.

Assess: Online courses are beneficial to students and faculty. It is this way because one can reach another at any time. It is more private and can go at their own pace. This type of teaching is essential to a writing center because not everyone will be able to be present. Online courses offer different opportunities and are helpful.

Reflect: This article is helpful to my claim because it is enforcing that social media is used to a benefit to learning. This is also supports my statement that faculty needs to be educated on social media and how to hold a class online also.

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Search Engine: Google Scholar

Search Terms: Faculty writing center



Harris, Muriel. Collaboration Is Not Collaboration Is Not Collaboration: Writing Center Tutorials vs. Peer-Response Groups. Vol. 43. N.p.: National Council of Teachers of English, 1992. 369-83. 3 vols. Web. 12 Oct. 2014. <<http://www.jstor.org/stable/358228>>.

Summary: this article was focusing on the effectiveness of a tutor over a peer group. The article claims that the collaboration between a groups of classmates isn't as effective as a tutor helping you one on one. The tutor is educated on the topic to an expertise to provide the accurate information. On the other hand, a peer in the room may not be right and be a benefit.

Assess: if students have a tutor that knows exactly what they are doing, their results will be far more accurate. This is a great topic to discuss because the collaboration between a tutor and the student is important. We need to appreciate what tutors offer to us.

Reflect: This topic is helpful to my claim because it proves that tutors have that much more of a reason to be educated to a expertise. The collaboration between them and the student is important. The student needs to feel comfortable enough to go and ask a tutor for help.

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Search Engine: Google Scholar

Search Terms: Effectiveness of tutors

Vadas, Patricia F. The Effectiveness of One-to-One Tutoring by Community Tutors for at-Risk Beginning Readers. Vol. 20. N.p.: Learning Disability Quarterly, 1997. 126-39. 2 vols. Web. 12 Oct. 2014. <<http://ldq.sagepub.com/content/20/2/126.short>>.

Summary: The author talks about the effectiveness of one on one tutoring sessions. It says that it was a positive and beneficial task. The time the student and tutor had was much more helpful than being a class and the student being more distracted and confused this article claims that tutors are effective and should be valued.

Assess: Reading that tutors are a helpful tool, makes me understand why they are looked highly upon. The one on one time was very successful and I feel that everyone should appreciate the time. You can address specific topics that you may be struggling in.

Reflect: This article helps my topic slightly. It does reinforce that it is important to have a tutor because they are helpful. Tutors are also going to have the proper training to give the correct answers. This however, may not be as helpful as my other searches because it does not directly answer my claim.

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Search Engine: Google Scholar

Search Terms: Effectiveness of tutors second language

Cumming, Alister. Tutoring second language text revision: Does the approach to instruction or the language of communication make a difference? Vol. 5. N.p.: n.p., 1996. 196-227. 3 vols. Web. 12 Oct. 2014. <<http://www.sciencedirect.com/science/article/pii/S1060374396900028>>.

Summary: This article is showing the importance of having tutors that know more than one language. This reason is because many students speak a different language. This barrier could become a potential problem. This is why the article is stating that tutors should be able to speak more than one language.

Assess: this article is very beneficial to its claim because it's supporting the second language aspect of English. It is necessary and tutors need this. Student's want to feel comfortable and able to communicate with their professor.

Reflect: This article is helpful to my claim because its showing that tutors should know more than one language. As the world becomes more populated and diverse, more ethnicities are combined. This is not an issue thought if tutors are trained the proper way.

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Search Engine: Google Scholar

Search Terms: Importance of faculty in a writing center

Zhu, Wei. Faculty views on the importance of writing, the nature of academic writing, and teaching and responding to writing in the disciplines. N.p.: Annual Conference of American Association for Applied Linguistics in Arlington, 2003. 22-25. Web. 13 Oct. 2014. <<http://www.sciencedirect.com/science/article/pii/S1060374304000074>>.

Summary: The author of this article mainly focuses on the effectiveness that writing has on students. The role of both students and teachers are important in academic writing. The article claims, "One view held that academic writing largely involved transferring general writing skills, and writing instruction would be most effectively provided by writing/language teachers" This involves teachers being effective to the students.

Assess: it is important that the academic writing that students purpose, is correctly put together. This can happen by the teachers having proper discourse communities. This will require teachers to have education with credentials. The aspect that this article addresses, is important because the academic research is different. It consists of research and discussion of use.

Reflect: This article is helpful to my claim because it is supporting that faculty is useful to students. They can help them in having the correct academic credentials. Students will appreciate the fact that their tutor is from a honorable discourse community. This topic serves a purpose to my claim in many ways.

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Search Engine: Google Scholar

Search Terms: Effectiveness of faculty

SHIH, MAY. Content-Based Approaches to Teaching Academic Writing. N.p.: n.p., 2012. 617-48. Web. 13 Oct. 2014. <<http://onlinelibrary.wiley.com/doi/10.2307/3586515/abstract>>.

Summary: the author starts out the article by explain the content-based writing instruction and its steps. The purpose for this process develops thinking, researching, and writing skills needed for academic writing tasks. They approach this is several ways to gear best results. May states, “topic-centered “modules” or “minicourses,” content-based academic writing courses (reading and writing intensive), content-centered English-for-special-purposes courses, composition or multiskill courses/tutorials as adjuncts to designated university courses, and individualized help with course-related writing at times of need (through faculty in writing-across-the-curriculum programs, tutors, and writing center staff).” This effort is to provide the most influential way to grasp writing better.

Assess: the purpose of this five step process is to have students receive the best education possible. Note every student is the same, therefore will need a different approach at learning. The courses will focus on solely what the student needs assistance with. Of course, this follows with a proper educated teacher.

Reflect: This article is really helpful to my understanding of a writing center. It is breaking down the steps to a successful writing center. It demonstrates that have proper faculty is key also to a writing center. The academic aspect of a writing center is taken seriously and many people have taken action to make it the best.

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Search Engine: Google Scholar

Search Terms: EL2 writing center and faculty

Villalpando, Octavio. The Impact of Diversity and Multiculturalism on All Students: Findings from a National Study. Vol. 40. N.p.: Journal of Student Affairs Research and Practice, 2002. 124-44. 1 vols. Web. 13 Oct. 2014. <<http://www.degruyter.com/view/j/jsarp.2002.40.1/jsarp.2002.40.1.1194/jsarp.2002.40.1.1194.xml>>.

Summary: This article focuses of the interaction of the multicultural students within a campus. It talks about their interaction and how they are with faculty. According to Villalpando, the ways this is accomplished is by attending racial/cultural awareness workshops; (b) socializing with students of different racial/ethnic groups; (c) taking courses from faculty who use instructional methodology with content on ethnic/racial issues, research, or writing addressing women, ethnicity or race; and (d) campus policies and practices that promote diversity initiatives.”

Assess: This approach to making all the different cultures comfortable and positive is using the different techniques across campus. They socialize with different races, and take courses from faculty who are educated in different ethnic aspects.

Reflect: This article is helpful to my claim because it is showing how multicultural academics is broadening and needs to continue to be taught. This is helped by the faculty behind educated in this area. It supports my claim from the proof that time is spent with 2EL students and is an aspect of a writing center.

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Scott Bishop

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English 1190-C1605

3 October 2014

Search engine- Scholar.google

Search terms- Faculty

Jerry A Fodder: Modularity of mind

3. Fri. 17 October. 2014.

[http://books.google.com/books?  
hl=en&lr=&id=e7nrSeibJZYC&oi=fnd&pg=PP9&dq=Faculty&ots=ooRHYARBdX&sig=wZVv  
A-kDyneV-P8I57MwC9WmF4k#v=onepage&q=Faculty&f=false](http://books.google.com/books?hl=en&lr=&id=e7nrSeibJZYC&oi=fnd&pg=PP9&dq=Faculty&ots=ooRHYARBdX&sig=wZVvA-kDyneV-P8I57MwC9WmF4k#v=onepage&q=Faculty&f=false)

Summary: This psychology of faculty is about how faculty becomes a form of psychology.

Faculty is a good form of psychology because the faculty helps you with your work which helps you do your work.

Asses: This article interest me because it has to deal with psychology. Psychology has always been good to me but when you bring faculty into it its much nicer. Faculty is the teaching staff of a college and when they become a psychological stand point it gets into your brain.

Reflect: Faculty from a psychological stand point can help me a lot. His work brings up how faculty all work together to try and make you smarter. This article will help me because I will look at faculty differently because I know they will help me.

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Scott Bishop

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English 1190-C1605

3 October 2014

Search engine- Google scholar

Search terms- Faculty

<http://psycnet.apa.org/psycinfo/1996-97417-000>

3. Fri. 17 October. 2014.

Summary: This article is about how faculty works with others outside of school on their free time. Faculty helps you do homework and suggest good stuff to you about your work. The article says how if faculty works with you over time they will increase your grades.

Asses: This article interest me because it talks about how faculty works with you. I the faculty has to work with me so I can keep my grades up. The article also briefly explains how to maintain your grades and keep them up.

Reflect: What happened in this article is that the author talked about how faculty helps the students. They help they help the students with their work. In my opinion this is one of the better articles that I looked at because it relates the most to me.

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Scott Bishop

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English 1190-C1605

3 October 2014

Search engine- Google scholar

Search terms- Faculty

The American College Teacher: National Norms for the 1998-99 HERI Faculty Survey.

5. Fri. 17 October. 2014.

<http://eric.ed.gov/?id=ED435272>

Summary: The article talks about a national faculty survey that says that there tends to be more woman faculty then men. The survey also stated that the age of faculty is not young but moderately older. Faculty also gets looked at differently than does a teacher.

Asses: This article interest me because I get to see what people think about faculty. I thought it was interesting that took this survey with a lot of schools and majority of the results were the same. It also was written by a peer review.

Reflect: This article will improve me in my work because I can use it as a reference so I can say that a national survey helped me in my work. The article had good tips about how students react to faculty and I can use that.

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English 1190-C1605

3 October 2014

Search engine- Google scholar

Search terms- Faculty

<http://psycnet.apa.org/index.cfm?fa=search.displayRecord&UID=2006-23348-000>

Rethinking faculty work: Higher education's strategic imperative.

Gappa, Judith M.; Austin, Ann E.; Trice, Andrea G

Summary: This article is a preview to a book. The information in the summary of the book talks about the five key elements of faculty. The summary really gets you thinking about the hard challenging job of being in the faculty circuit. The faculty help of so many people.

Asses: This article interest me because it talks about the five key elements to faculty. The five key elements are equity, academic freedom, flexibility, professional growth, and collegiality. These five elements all blend together to make the best out of faculty.

Reflect: This article will improve my work because I can use the five key elements of faculty to back up my statements. Looking back at this summary I can honestly say that I will respect my faculty more. They put lots of hours in to help us get to where we need.



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Scott Bishop

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English 1190-C1605

3 October 2014

Search engine- Google scholar

Search terms- Faculty

<http://eric.ed.gov/?id=ED535130>

Summary: This article is about how faculty uses social media and how it benefits the students and the faculty. Social media works with faculty because it brings up new information. Students are always on social media finding new cool facts and talking to each other. The article talks about how some faculty members require their students to have social media as an information source.

Asses: This article interest me because I use social media every day. Social media interest me because it lets you interact with faculty and friends. I myself enjoy going on social media and getting up to date news about ongoing news. I have a couple faculty members that have social media to and we interact some times.

Reflect: This article will improve my work because I can get my teachers to use social media more and talk to their faculty members. I will go on social media more to find information about the work that I need. I can use social media as a reference and put there information into my essays.

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Scott Bishop

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English 1190-C1605

13 October 2014

Search engine- Google scholar

Search terms- Faculty

<http://www.aaup.org/report/role-faculty-budgetary-and-salary-matters>

Summary: The summary of this article is all about how faculty should budget the money. The faculty needs to maintain the balance of money so the students can benefit from it. The money that the faculty gets together greatly benefits how the money is dispensed. Any money that would benefit the institution or the students would be appreciated.

Asses: This article will benefit me because I like to see how money is distributed. Money can get the students a new writing center or just about whatever they want. The article can benefit the faculty because it can show them what to do with the money.

Reflect: This article can improve my work because I can see how the faculty budgets and distributes their money. I could use their strategy in my life so I can get something that I really need and not just want.

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Scott Bishop

Hugh Culik

English 1190-C1605

13 October 2014

Search engine- Google scholar

Search terms- Faculty

[http://www.asccc.org/sites/default/files/publications/budget\\_paper\\_fall01\\_0.pdf](http://www.asccc.org/sites/default/files/publications/budget_paper_fall01_0.pdf)

Summary: This article is about how senates plan a budget and share the money to people. In the article the senate's say how they dispense the money by what area needs in most. The senate's look at the communities then look at the schools then hit the little areas after that. The senate's when they have the left over money they give it to the charity or to the city.

Asses: This article will benefit me because it will make me look better at were my money goes. The senates deal with the worst first then after that go to the least. I plan on using this method because I can knock out the bad stuff before I get to the little things.

Reflect: This article will improve my work because I can see how senators budget there money to the public. If I see improvement in a city then that is what I want and I will use that to expand my wealth. I can use this as a reference because it has good information regarding budgeting.

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Scott Bishop

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English 1190-C1605

13 October 2014

Search engine- Google search

Search terms- F <http://psycnet.apa.org/psycinfo/2000-00307-007aculty>

Summary: The summary of this article is the stress that students have over faculty. Faculty are the people that are grading the papers not producing them. The article says how students generally have higher stress levels due to more on the table. The gender of the student and the year they are currently in will also play effect on there quality of work.

Asses: I will benefit from this article because I personally believe that the faculty has a higher stress level. The students have to get there grade in the class and that is all determined by the faculties strategies Faculty get bribed from students and even taunted if they do not get the grade that they desired to get.

Reflect: This article will improve my work because I am also in the same boat as a student. I sometimes believe that the professors and or faculty is trying to make it hard a possible for us to pass. In my essay and I bring up how faculty has a stressful job then students I can now tell why.

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Scott Bishop

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English 1190-C1605

13 October 2014

Search engine- Google scholar

<http://www.westga.edu/~distance/ojdla/fall63/pachnowski64.html>

Summary: This article is all about how faculty should divide up there time with preparation for there classes. How much time they should spend with the students to help them. The survey benefited the faculty members and had better results in class when they prepared for it. The faculty should have more additional time for there students so that they get credited by the other faculty members.

Asses: This article will benefit me because I can use the survey data to show how much preparation time the faculty members really needed. I always need information to back up my claim and this can do it for me. Proving that more preparation for the students is better can really support my claim for faculty.

Reflect: This article will improve my work in the essay because its good supporting data. Looking back on the article I learned that the more preparation that the teacher gives the better the class section will be.

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Scott Bishop

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English 1190-C1605

13 October 2014

Search engine- Google scholar

<http://www.jstor.org/stable/377047>

Summary: This article is about how the faculty in the writing center must be educated In the English department so they can help the students with their work. When students need help with a paper, they want faculty members with an English background to help them. It also says that the non-educated faculty of English won't have a clue what to do.

Asses: This article will benefit me on my paper because I can show how the faculty needs to be educated in the background of English. I can back up my claim by saying how without the educated faculty, the students will not be getting the new information that they will need.

Reflect: This article made me open my eyes that all the faculty that I see at school are well educated in there field. I know my English teacher is highly educated in the English department.

Having a teacher that knows a subject more then the other helps drastically because they can show there knowledge to me.

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Scott Bishop

Hugh Culik

English 1190-C1605

13 October 2014

Search engine- Google scholar

<http://www.uic.edu/depts/engl/writing/about/>

Summary: The summary of this website is its how a writing center should work. A writing center works by not only helping students, it helps manage your time also. The website talks about how a writing center works, and who runs the facility.

Asses: This website will benefit me because I can relate to it through my essay. If im having any trouble with how a writing center works I can go to this website to check it out.

Reflect: This article made me relies how much work goes into a writing center. The money the time, and all the hard work. The staff at this college goes above and beyond expectation.

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Scott Bishop

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English 1190-C1605

13 October 2014

Search engine- Google scholar

<http://eric.ed.gov/?id=EJ944153>

Summary: This article is about how faculty has to be flexible with the students at their college. The college knows that there are a wide variety of people that attend and have a different schedule. The article says how people work and have to life but yet have to work through school.

Asses: This article will benefit me because I can use it in my essay. In my essay I have a paragraph that I talk about how busy students are and faculty has to be flexible. I like this essay a lot also because it fit right in with my essay topic.

Reflect: This article made me relies that everybody has a different thing going on in life. Faculty members have to relies that people get busy so they need to adjust the situation.

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Scott Bishop

Hugh Culik

English 1190-C1605

13 October 2014

Search engine- Google scholar

<https://ritdml.rit.edu/handle/1850/240>

Summary: This article is basically what my essay is about. It has everything in it. It says how faculty from the writing center have to be flexible, forgiving, smart, educated etc. It is my introduction main quote because it is so useful.

Asses: This quote will help me with my paper because it hits all the major points. When I mean all the major points, I mean what I'm trying to get across.

Reflect: What I got from this article is a really good foundation quot. The quote is a strong structure for my essay to start leading into faculty.

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Scott Bishop

Hugh Culik

English 1190-C1605

13 October 2014

Search engine- Google scholar

[http://onlinelibrary.wiley.com/doi/10.1002/acp.2350090604/  
abstract;jsessionid=94585DBAD310BD05C50A16EF6FDFFF96.f03t02](http://onlinelibrary.wiley.com/doi/10.1002/acp.2350090604/abstract;jsessionid=94585DBAD310BD05C50A16EF6FDFFF96.f03t02)

Summary: One on One with a student is so effective. When a student is struggling they try to get additional help from a tutor. This article talk about the pros and cond of having one on one time with the student.

Asses: This article can benefit my essay because it can be one of my gaps. I can have the gap of the kes you effectiveness but the gap is if you do one on one tutoring with the student he will be more effective to the subject.



Reflect: After reading this article I can see how one on one tutoring is better. The teacher really gets through to you and want to advance your studies. I really like reading this article. I feel I can use it a lot in my essay.

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Scott Bishop

Hugh Culik

English 1190-C1605

13 October 2014

Search engine- Google scholar

<http://wac.colostate.edu/jbw/v21n2/williams.pdf>

Summary: The summary of this article is basically that faculty and teachers should know a second language for the students in the college. Faculty that know a second language show better effectiveness with the students that don't speak English as their primary language.

Asses: This essay will benefit me because I can use it as a gap in my essay. I can have the skills that the teachers have to acquire and how this can benefit the student.

Reflect: What I got out of this article is faculty should consider trying to learn a second language. A second language helps the students because if they can't speak the English language easily it will help them.

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Kathleen Hafner

Professor Culik

English 1190-C1605

9 October 2014

Search Engine: scholar.google

Search Terms: Writing Centers, successful writing centers

Trimbur, John. *Multiliteracies, Social Futures, and Writing Centers*. 2nd ed. Vol. 20. New York City: Office of Academic Affairs of the City University of New York, 2000. 28-31. 22 vols. Web. 20 Sept. 2014. <[http://casebuilder.rhet.ualr.edu/wcrp/publications/wcj/wcj20.2/wcj20.2\\_trimbur.pdf](http://casebuilder.rhet.ualr.edu/wcrp/publications/wcj/wcj20.2/wcj20.2_trimbur.pdf)>.

Summary: This article is mainly about the expansion that writing center should be taking part in. Some feel that writing centers need to broaden their options and provide assistance for more than just the writing aspect of the English department. It says that things such as public speaking skills, presentation skills, and even web page and poster design should be offered. People feel that these skills are just as important as having a great writing ability. It supports the idea that if a writing center is going to be put in place for students benefit and success that it should allow for a well-rounded skill set not just narrow one.

Assess: This article is different than other documents on writing centers because it discusses how to further the quality and opportunities of a writing center, while other articles offer information on the purpose for them. This author has made the point that while writing centers can be a great thing they need to offer more than just writing assistance. It talks about the need for an expansion to allow for the direction of public speaking, presentation, and poster design skills. Anyone can put in the time and gain assistance to learn how to write great papers but that won't benefit people and will limit them if they don't have the other skills to present their product.

Reflect: I think this article will be a good source to assist and strengthen my paper. It provides ideas on how to make a writing center more useful by allowing more opportunities for the students. It gives me ideas of what I would like to see in a writing center that could expand and improve mine and other people's skill sets. It will help me support my expectations and keep my

standards for a writing center at Macomb high. This article has proved that writing is not the only skill that needs special attention. It allows me to add to my claim that if we are going to provide a writing center that we need to recognize that other sections of an English department need equal attention.

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Kathleen Hafner

Professor Culik

English 1190-C1605

12 October 2014

Search Engine: Macomb Library- jstor.org

Search terms: “writing center” “training”

Clark, Irene L. *Preparing [Future](#) Composition Teachers in the Writing Center*. Vol. 39. N.p.: National Council of Teachers of English, n.d. 347-50. 62 vols. Web. 12 Oct. 2014. <<http://www.jstor.org.libproxy.macomb.edu/stable/357473>>.

Summary: This article is discussing the training that teachers and tutors should have before they become part of the writing center. It explains an idea of editing and assessing papers in a new way. This document states that teachers should learn to be able to look at a paper and comment on it as a whole rather than trying to correct it sentence by sentence. Also, that they need to help the students learn to ask open –ended questions that they will eventually learn how to answer themselves.

Assess: This article is a good resource because it opens many doors for how teachers and tutors should be prepared to provide the best benefits for the students. Also, it gives the assumption that students should use the writing center as a reference and extra help rather than a place to rely on the completely edit and change their work. It explains that while the teachers need to be

educated and there to provide assistance there also needs to be a recognition that there is limited time and students need to be pushed.

Reflect: Based on the information provided in this article I think it will be a good reference guide to my paper. It brings forward new ideas that should be taken into good consideration for the writing center waiting to be established at Macomb. I think it is a great idea to force students to think critically and to not think that they can use the writing center as a place to have someone else basically write their whole paper.

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Kathleen Hafner

Professor Culik

English 1190-C1605

12 October 2014

Search Engine: Macomb Library- jstor.org

Search Terms: "writing center" "training"

Marcus, Harriet. *The Writing Center: Peer Tutoring in a Supportive Setting*. Vol. 73. N.p.: National Council of Teachers of English, 1984. 66-67. 100 vols. Web. 12 Oct. 2014. <<http://www.jstor.org.libproxy.macomb.edu/stable/816981>

Summary: This article is about a writing center in a high school not a college. It talks about how they took their desire for a center and how it grew and came to be. Their goals were to remove the negative attitude students have towards writing, the idea of audience would grow, and that writing center techniques would become the student's responsibility. It discusses how they found that having other students be the tutors would be beneficial for both them and the other students. Their training included learning to establish the student's goals at the beginning of a session and to get the students to ask specific questions.

Assess: Although this article is about a high school setting and not a college one, it is still very relevant and useful. This article focuses on getting the students involved and keeping them interested for their own personal success. They have noticed impressive results with the way they are running their problem and their ideas could be a good reference when gathering ideas for Macomb's writing center.

Reflect: I found this article to be very helpful because it has new outlooks on a writing center that I haven't thought about. Even though this article is specifically talking about a high school's writing center I think some of their methods could be used or at least researched for any center. The idea of having students in charge could be a very successful tool. For a college setting there should still be that higher standing professional but having successful students helping tutor could be very beneficial for themselves, other students, and the center as a whole.

Kathleen Hafner

Professor Culik

English 1190-C1605

12 October 2014

Search Engine: google scholar

Search Terms: "writing center" "tutors"

Healy, Dave. From place to space: Perceptual and administrative issues in the online writing center. Vol. 12. N.p.: n.p., n.d. 183-93. Web. 13 Oct. 2014. <<http://www.sciencedirect.com/science/article/pii/S0304019214000063>

Summary: This article is discussing the idea of including online conferencing to a writing center. It explains how it could allow for many benefits but also create some struggles. One issue that is brought up and looked into is the fact that supervision of these things would become complex. A

good thing about it is that scheduling would be simplified because things online can be done almost anywhere and there wouldn't be the challenge of finding meeting times.

Assess: This article brings forth good ideas and some easily noted pros and cons of adding technology to a writing center. This piece is a simple document that brings attention to some major parts of a writing center.

Reflect: This article is a good reference and resource for Macomb's writing center because online availability will be a must. Knowing and being able to look at the flaws and benefits of how technology within a writing center and the difference it makes is important. This article does not go in depth about these topics but it gives a good start or the track of thinking you should be on.

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Kathleen Hafner

Professor Culik

English 1190-C1605

13 October 2014

Search Engine: Macomb's library- jstor.org

Search Terms: "staff" "writing center"

Spillane, Lee A. *The Clearing House*. Vol. 80. N.p.: Taylor & Francis, Ltd., 2006. 63-65. 80 vols. Web. 14 Oct. 2014. <<http://www.jstor.org/stable/i30182145>>.

Summary: This article is talking about a high school writing center and how they like to run it. They talk about how students need to be involved on both ends of the spectrum. It discusses how teachers, from every subject, meet together every couple weeks to talk about the observations they have made with their students. Since they are in high school if a student really

is having a hard time they can get a pass from class and go to the writing center. Students have access to one-on-one peer coaching during the school day.

Assess: Even though this article is about a high school's writing center it still gives some good insight on successful paths to take. Having the students involved either as coaches or the one receiving the help will benefit each one in a different way.

Reflect: For my paper this article only has a couple topic and ideas that could be of some assistance. The part that stood out to me was the way that the teacher got together to discuss what they have been observing every couple weeks. In a college setting, I think someone could take this idea and use it to the center's success with just a little help. If they were able to have the teachers, tutors, and other staff of the writing center get together maybe twice a month they could discuss and evaluate the results they have gathered. By doing this, they could be consistently be benefiting and improving the center to focus more on the most common problems they receive. This would help personalize the writing center over time.

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Kathleen Hafner

Professor Culik

English 1190-C1605

14 October 2014

Search Engine: google

Search Terms: Michigan States writing center

<http://writing.msu.edu/about/>

Summary: The website on Michigan States writing center gave detailed explanations of what the center is about, how it is run, and the assistance it offers. It tells someone that they provide one-on-one and group consultations. They also offer writing workshops and writing groups for the

faculty and graduate students. Their goals are to engage students in active learning with the result that it improves the quality and range of each student's literacy. It explains how the director of the center have a PHD in related fields and those who are or want to be consultants have required courses complete to be considered. This writing center holds events to keep the student's involved and interested. They ask that student schedule an appointment that way they have to proper amount of time with the consultant.

Assess: After reading the entire website on MSUs writing center I think they their way of organizing things could be a great and useful resource for any institution interesting in developing their own center. Michigan State is well-known for their spectacular writing/ composition departments and with their success comes a level of credibility when it comes to their decisions about a center like the one they have established.

Reflect: Since Macomb is a community college it's quite possible or necessary to have a writing center that expands to the capabilities of one like Michigan States but theirs is definitely a good reference. Their ways and processes have proven to work and if Macomb takes some general ideas and with a little transformation make them their own it could be a good start to some effective.

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Kathleen Hafner

Professor Culik

English 1190-C1605

16 October 2014

Search Engine: google.com

Search Terms: Oakland.edu



*Oakland University The Writing Center*. N.p., n.d. Web. 23 Oct. 2014. <<http://www.oakland.edu/ouwc>>.

Summary: Oakland's writing centers website provides details about what their goals are for students, what they provide, and how to become involved. Their writing center is for students and even faculty looking to continue educational goals. OUs writing center provides a unique feature and that's a seminar on plagiarism. They believe and know how serious this issue is and they took it to the extent that they wanted to have an opportunity for students to learn about it so they can avoid the trouble. They understand that it can be done on purpose or even unintentionally. If a student doesn't understand they may sign up or if a student is accused of plagiarism they are required to attend this seminar as their only second chance of not letting it happen again without serious consequences. Their staff is highly educated people and students that hold higher than a sophomore status and are interested in writing. Also unique to OUs center is that their staff is not just limited to English knowledge. They keep a variety of people with different educational focuses like art or finance to keep their center well- rounded.

Assess: After reading this website and all that Oakland has put into their writing center I believe their center is definitely one that should be used as a guideline for any institution developing their own center. Oakland recognizes that there are other issues that should be covered then just forcing a student to think critically about their assignment and try to have guidance of problem solving for themselves. They offer proofreading and revising of a student's assignment not just discussion of what should be done and how to go about it.

Reflect: Even though Macomb is a community college I think some of the ideas Oakland has used should be taken into great consideration. They have broadened their abilities for students and with the variety of students Macomb receives it would be in the writing center best interest to not have such narrow-minded focus and demand such specific/limited opportunities.

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Kathleen Hafner

Professor Culik

English 1190- C1605

16 October 2014

Search Engine: Macomb's Library jstor.org

Search Terms: "writing center" "training"

Grimm, Nancy M. *Rearticulating the Work of the Writing Center*. Vol. 47. Urbana, Illinois: National Council of Teachers of English, 1996. 523. 62 vols. Web. 27 Oct. 2014. <<http://www.jstor.org.libproxy.macomb.edu/stable/358600>>.

Summary: In the article the author is discussing the sole purpose of a writing center and how that has been lost over time. She tells us that the center is meant for students who speak English as their second language, students with disabilities, and those who don't understand the assignments guidelines. The author talks about how there is a lack of communication between the writing centers workers and the composition teachers.

Asses: This article makes some great points and focuses on how important communication is. She reminds the readers that a writing center does have a certain purpose and people aren't recognizing them.

Reflect: This article can be used as a great resource because the author provides good insight on why communication is important. It can help make my points on faculty because I think that the faculty of a writing center need to attend meetings often to discuss what is going on and the results they observe with the center. Also, this article reminds us that there are certain parts of a center that should be focused on and made sure to be included.

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Kathleen Hafner

Professor Culik

English 1190- C1605

27 October 2014

Search Engine: Macomb Library- jsor.org

Search Terms: "Faculty" "Writing Centers"

Turner, Melissa. *Writing Centers: Being Proactive in the Education Crisis*. Vol. 80. N.p.: Taylor & Francis, Ltd., 2006. 45-47. 80 vols. Web. 27 Oct. 2014. < <http://www.jstor.org.libproxy.macomb.edu/stable/30182148>>.

Summary: This article is discussing the great need for writing centers. They say that only 24 percent of 12<sup>th</sup> graders perform at or above the proficient level of writing. She expresses her concern and talks about how secondary education should provide this center. The article says that teachers have limited time to address writing to the proper extend and teach the necessary skills for writing and improving. The purpose of the writing center is to allow those missing things and extend support to the students.

Asses: This article is a great reference because it just shows the importance of a writing center and how it offers great assistance for students. It recognizes that students do not get the proper one-on-one time with their teacher to cover writing skills and techniques. The writing center is there for those students that need the extra help.

Reflect: I like this article because the author did recognize that teachers do not cover enough about writing. With the growing expectations for writing there needs to be more focus and resources for students to have the chance to do great work. Some students learn at a different pace and a quick over view of an assignment or the expected writing knowledge just is not enough.

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Kathleen Hafner

Professor Culik

English 1190-C1605

27 October 2014

Search Engine: Macomb Library- jsor.org

Search Terms: "Faculty" "writing center" "Technology"

Harris, Muriel. *From the (Writing) Center to the Edge: Moving Writers along the Internet*. Vol. 69. N.p.: Taylor & Francis, Ltd., 1995. 21-23. 80 vols. Web. 27 Oct. 2014. <<http://www.jstor.org.libproxy.macomb.edu/stable/30185851>>.

Summary: This article is discussing how technology is becoming a major part in writing centers. With all the advancements happening with technology is only makes sense to allow them to be a resource in a writing center. This will give even more opportunities for students to work with the tutors and allow more convenient meeting times. It discusses specific types of technology that is becoming involved such as; e-mail, interacting real time, and discussion groups.

Asses: This article offers a good and new way to look at components of the writing center. The author shows how helpful having technology in the center can be and the benefits it will provide. It talks about how these developments work and why they are such a great tool.

Reflect: When looking at Macomb's writing center this article is a great reference because it offers encouragement and proof that technology is an important thing to be able to offer. Also, since Macomb is a community college having ways of meeting with the center's tutors outside of the actual center will be valuable.

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Kathleen Hafner

Professor Culik

English 1190-C1605

27 October 2014

Search Engine: Macomb's Library- jsor.org

Search Terms: "writing center" "tutors"

North, Stephen M. *Training Tutors to Talk about Writing*. Vol. 33. Urbana, Illinois: National Council of Teachers of English, 1982. 434-36. 62 vols. Web. 27 Oct. 2014. <National Council of Teachers of English>.

Summary: In this article the author is talking about what he does with his writing center and what he requires from his tutors and teachers. He is a very experienced writer and has credible input on what to expect from the staff and what they need to do before they can be a part of the center. He says that at the beginning of a meeting the tutor needs to find out where the student is with their work and where they would like to get to. The author says that a good tutor needs to find the location and the intention and work on bringing them closer together.

Asses: I like this article and think is it useful because it doesn't just give ideas. This article shows what one person did and how well it worked. It didn't talk about what could be done, it gave exact points and a structure that can be broken down and work for almost anyone. It shows that tutors do need some guidelines and expectations when they are involved in a writing center.

Reflect: I think a structure like the one given in this article was used in Macomb's writing center the tutors would be able to provide and see a difference in their students. While I don't think educated teachers need to have classes and lessons on what their job should be they should have some instructions and guidelines to provide successful help.

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Kathleen Hafner

Professor Culik

English 1190-C1605

27 October 2014

Search Engine: Macomb's Library- jsor.org

Search Terms: "writing center" "technology"

Nicolini, Mary B. *Making Thinking Visible: Writing in the Center*. Vol. 80. N.p.: Taylor & Francis, Ltd., 2006. 66-67. 80 vols. Web. 27 Oct. 2014. <<http://www.jstor.org.libproxy.macomb.edu/stable/30182155>>.

Summary: This article is discussing the involvement of technology in a writing center. This author is talking about how technology is important but it doesn't help to just throw some computers in a room. There needs to be a teacher and someone in charge that will encourage the use of the computers but will be able to show students what to do and how to use it as a helpful source.

Asses: this article is good because it points out and recognizes that now-a-days technology is important and something that students need to be exposed to but they need guidance.

Reflect: I liked this article because it makes realist points about technology and its influence on a writing center. I think the author made some well thought out points on how students need computers and other technology to be successful and write good papers. There are so many tools and resources that a computer can offer but the author is right that their needs to be a teacher there to provide guidance.

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Kathleen Hafner

Professor Culik

English 1190- C1605

27 October 2014

Search Engine: scholar.google.com

Search Terms: “writing center” “tutors” “training”

Farrell, Pamela B. *The High School Writing Center: Establishing and Maintaining One*. Urbana, IL: National Council of Teachers of English, 1989. 170. Web. 27 Oct. 2014. <<http://eric.ed.gov/?id=ED305653>>.

Summary: This article may be about a high school but it provides some useful tips on a successful writing center. It talks about how students need to set goals for themselves and continue to come to the center for assistance. Also, it discussing how there needs to be a way to schedule appointments for the one-on-one meetings. It says that the tutors do need some training and records need to be kept so there can be constant improvements.

Asses: Even though this article is giving information about a high school and what worked for them doesn't mean it should be overlooked. They make good points especially when they stated that tutors and faculty of the writing center need to keep records of their students. Also, that there needs to be a convenient way for meetings to be held.

Reflect: I think this article made some good points that could be taken into consideration for Macomb's up and coming writing center. The faculty needs to make sure the focus is on the students and what they will need. Requiring the faculty to keep records of their session will be a good way to compare when improvements need to be made.

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Kathleen Hafner

Professor Culik

English 1190-C1605

27 October 2014

Search Engine: scholar.google.com

Search Term: "technology" "writing center"

Coogan, David. *E-mail [tutoring](#), a new way to do new work*. Vol. 12. N.p.: Elsevier Inc, 1995. 171. 34 vols. Web. 27 Oct. 2014. <<http://www.sciencedirect.com/science/article/pii/S0005461595900055>>.

Summary: This article is discussing writing technologies and their involvement in a center. It talks about how some writing centers are turning to the new idea of e-mail tutoring. It states that this idea is providing new working conditions for online tutors.

Asses: This article doesn't go into much details about the new ideas for tutoring nor does it say if it was successful. It does say, however, that many writing centers are turning towards more technology advancements in their centers and this e-mail tutoring is one of them.

Reflect: I think this article just reinforcing the idea that technology needs to be a part of any writing center especially the one that are in the beginning stages construction. At Macomb having this e-mail tutoring could be a great tool for students and teachers because everyone's schedules are so different that finding common meetings time could prove to be a challenge.

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Kathleen Hafner

Professor Culik

English 1190-C1605

27 October 2014

Search Engine: scholar.google.com

Search Terms: “writing center” “training” “tutors”

Thonus, Terese. *How To Communicate Politely and Be a Tutor, Too: NS-NNS Interaction and Writing Center Practice*. N.p.: n.p., 1998. Web. 27 Oct. 2014. <<http://eric.ed.gov/?id=ED419414>>.

Summary: This article talks about how tutors need to communicate with their students and how they need to make sure they are polite and understood. Some student may not speak English as their first language and they may not be able to comprehend what the tutor is saying. This article points out they tutors need to be open-minded, patient, and polite.

Asses: I think this is a good source for the simple reason that it is a reminder that every student is different. Tutors in a writing center need to be aware of who they are talking to and how they are going about their explanations.

Reflect: This is a good resource for Macomb’s future writing center because there is a variety of cultures at the college. Tutors just need to be aware of who they are helping and be patient when a student might not understand an explanation. Everyone learns at a different pace and in a different way and teacher need to recognize and understand that.

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Danielle Lanza

Professor Hugh Culik

English 1190-C1624

25 February 2014

Search Engine: Scholar.google

Search terms: The pros and cons to peer reviewed sources

Azizi MD, Mohammad-Hossein. "Peer Review in Health Sciences." Peer Review in Medical Journalism. BMJ Publishing Group, 1 Jan. 2003. Web. 25 Sept. 2014.

[www.ams.ac.ir/A.M/NEWPUB/06/0/4/0032.htm](http://www.ams.ac.ir/A.M/NEWPUB/06/0/4/0032.htm)

Summary: This article explains peer review, from a medical standpoint. It explains how many medical publications are being produced, and the validity of them. Peer review is a fundamental step for biomedical publications. The authors of these medical products submit their writings to credible specialists, who then, in return, will give them useful comments on the importance, originality, presentation, factualness, ethical aspects and other features of the study.

Assess: This article was different from most that I have read. It cleared up the idea of peer review, and the aspects of it that I wasn't fully understanding. It used a medical standpoint to explain the process of peer review and how it works.

Reflect: This article took more of a pro, rather than con side, to peer review. I'm happy it kind of explained to me the importance of peer review. Especially in the medical field. It's important that when you are referring to medical documentations that they are factual. It will help me come up with a claim to my paper.

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Juvianne Daoud

Professor H. Culik

ENG 1190- C1950

28 October 2014

## **Annotated Bibliographic: writing centers**

### 1. Survey of Writing Centers in Community Colleges.

McKeague, Patricia M.; Reis, Elizabeth

June 1990

Search Engine: eric.ed.gov

Search terms: writing centers

**Summary:** Moraine Valley Community College in 1990 had a writing center and wanted to do a survey from the students and the faculty team. They were talking about how the tutors get paid and how much time they use the writing centers. They were talking about how the teachers get paid more than the teachers that are helping with the students in the learning center. The survey was sent to many other colleges to see how many people are involved with the learning center, so it can help Moraine Valley Community College to get the best learning center.

**Assess:** How I see it is that they are trying to get a good writing center by sending out surveys to other colleges so they can get a better view of what they should do for their writing center. It's going to help me because I'll see how other schools are getting helped with the learning centers.

**Reflect:** It's going to help me because I'll see how other colleges are doing their writing centers and see how much help the students are getting. I think surveys are always good because you can always see the truth of how many tutors they have.

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## **The College Writing Center: Best Practices, Best Technologies**

eric.ed.gov

Moberg, Eric

march 7 2010

Summary: With this topic its really talking about online use. how technology really helps students who need extra help. They think the writing centers really helps with those we always need extra help withe writing when the teacher is helping with the class rooms or if the teacher is busy, so they think that the writing center is a great way for the students who need one on one help. So the tutors will help them become better writers and help them because writing is the always needed in college.

Assess: How i see this that they want to help the students who need extra help with writing their papers better. This will help them understand more about the writing center and make them better students in the future.

Reflect: How i see this is that its going to help the students education for the better and for the future. and also help the others become great writers.

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faculty member for a writing centers

eric.ed.gov

Summary-Faculty members are the ones who helps out the writing centers, making sure they have the right tools to provide, motivation and the right support to achieve both administrative and faculty group goals. they help the students find the right touters for a great success. Faculty development centers housing writing groups. The faculty team have meetings weekly to talk about the information and what else they can do to make it better.

Reflect: How i see this that the faculty members are very important to the writing centers because they are pretty much the charge and will help the students get the stuff that they need and the right tutors for us that will care about our education.

Assess: The faculty members are taking this very serious and helping the writing center be the best it can be and helping the students get the best tools that they can get to improve.

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search: the idea of a writing center

google sholar

Summary: In this paper he is talking about how the writing center really works and how the faculty team takes care with the writing center and that the writing center is used for the ones that really need help with writing and understanding a paper and not just for student who needs someone to clean up their paper.

Reflect: How i took from this is that the author is really serious about the writing center and wants the people who really cares about their papers and really wants to learn new ways to write a great paper.

Assess: It's good to know that someone is telling us how they really feel about the writing center and what the faculty team really wants to do and how they are going to set up for the students.

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<http://www.jccc.edu/writingcenter/>

Summary: Having a writing center is a great thing for the students because they have all these help from tutors to help them fix their graded papers or even with a rough draft that needs to be fixed up, it's great for the students to have all kinds of help with their papers, and knowing they can trust the tutors there

reflect: I think having a writing center is great because there's so much tools the students will have there when they enter to a writing center. they know they can ask whatever they like and not feel weird asking for help

Assess: They will do whatever it will take to help the students be successful with their papers and getting all the right tools

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<http://files.eric.ed.gov/fulltext/EJ973400.pdf>

summary: The university of Alabama in Huntsville has a writing center that knows it will help the students do their papers as the best as they can with help with tutors in the writing center. they do different tools and different learning to see what will work best for the students to make them more successful with their papers, also they want to see the study of how these students work today or by themselves to see what works best

Reflect: its always good to know what would always work better in a writing center because everyone does learn different in many ways.

Assess: being in the writing center i think is all based on the environment and the tutors so the students will feel the best as they can.

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<http://eric.ed.gov/?q=writing+centers+at+a+commutity+college&ft=on&id=EJ1018288>

summary: The faculty members would like to see if any of the hand on workshop will show if students will learn better like that then having someone telling them how to write a paper then having a tutor showing them how to write or fix a paper

reflect : i think its always a great way for someone showing the students to write a paper set by step and how to get greta ideas instead of someone just telling them because not everyone can write of their top of their head.

Assess: them showing and caring about their students and wanting them to do the best that they can by learning new tools is just a great way to be in a writing center

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*Raymond, Laurel, and Zarah Quinn. "What a Writer Wants: Assessing Fulfillment of Student Goals in Writing Center Tutoring Sessions." Writing Center Journal (2012). Print.*

**Summary:** The writing center where the tutors are out there to help out other students with their work. As undergraduate peer tutors, they realize that students come in for long-term help in a short amount of time. If they ignore goals that they set out to help others are robbing other students on helping them succeed in their classes. The purpose of this study was to analyze the fulfillment that the students have with the peer tutors.

**Assess:** This article I did have an interest in because it says how they help the students out with their homework and papers. It also states what the purpose of the tutors is and what they do to help out the students.

**Reflect:** This article shows what the purpose of everything is with the writing center and what they do. It mostly shows what the tutors do for the students and how they teach them about writing their papers and essays.

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<<http://files.eric.ed.gov/fulltext/EJ973954.pdf>>

**Summary:** This was a study that saw the effect of a ten-week physical exercise program to see what the status of health the college staff had. There were Eighty-one participants that were pre-tested on 22 things to see what their fitness level was at including physical fitness, biochemical status, psychological health, and morphological measures. The participants in an experimental group, they were randomly grouped together and received a 10-week intervention, which had consisted of aerobic activities and weight training activities. The intervention program was monitored and controlled through out the whole 10 weeks to see what the results were. There was much improvement in the experiment but also many risk factors they have to consider and put into thought.

**Assess:** I did in fact have some interest in this article because it showed how people of any age could get in shape and make it better. It also shows how teachers in fact can do the same thing.



**Reflect:** This article shows what it means to eat right and stay healthy. What then benefits are and the results can be if you just try.

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Mayfield-Johnson, Susan, Richard S. Mohn, and Amal K. Mirta. "Attitudes on *Barriers and Benefits of Distance Education among Mississippi Delta Allied Health Community College Faculty, Staff, and Students.*" *Community College Journal of Research and Practice* (2014): 1-13. Print.

Summary: Online education shows that you can get an education anywhere it doesn't matter if you are isolated or not. The purpose of this article was to explore distance education. It also addressed potential issues isolation. Community college students, faculty, and staff of Mississippi Delta allied health programs were interviewed about their experience with distance education. There were four focus groups that were meeting with 34 participants were conducted to understand perceptions of community college students and professionals about distance education. To have experience and exposure with online and distance learning format and frequent Internet usage when trying to get a four year degree. Faculty and staff have noticed that students learn more when it has anything to do with online. That an online class will reduce educational expenses and online learning will save time by making all course materials accessible from one webpage. You will be able to do it at your time and not even have to leave home.

Assess: I do in fact have interest in this article because I took my fist online class this semester and if I new all the things it made easier just by taking it, I would of taken them when I first started college.

Reflect: This article shows what online college is and how it can save you time and money in the long run. It also allows us to open our minds to see other things by learning in a class, group or online.

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*Neumann, Anna, and Liza Bolitzer. "Finding and Fostering Learning: What*

*College and University Leaders Need to Know and What They Can Do." New*

Summary: Learning is the main part of higher education work. College leaders such as; administrators, staff, faculty, and students must know how to know the kind of learning and things you have to do to learn in a college class and campus.

Assess: I believe they should know how to learn and study on a college campus because you will be around others who are probably need the same help as you and its always good to have help when someone is by you.

Reflect: This shows what college students should know and how to learn in a college classroom because it will open up their mind more to new things.

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U.S. Community College Libraries: A Snapshot of Priorities & Perspectives." OCLC

<http://www.oclc.org/reports.en.html>.

Summary:

This report explains what the librarians do and how they like their jobs and working with the students. Most community college library staff need, licensed e-collections and e-books to be their top priority and current initiative, Believe their current library location structure will be the same in five years, Rely mostly on social medial and the internet for things. Community college library staffs are less likely than other academic library and public library staff to expect that a digital library will exist within the next 5 years. The library is the place where student will go to study.

Assess: This is all true. Most students as do I go into the library to get work done and find out information on things. It is quiet and relaxing and you don't have to worry about anyone bothering you.

Reflect: this shows students that there is valuable information in the books and computers in the library and also it is a great place to study and get work done.

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"What We've Learned about Supporting Faculty,

*Administrator, and Staff Engagement." New Directions for Community*

*College*

Summary: This show how the staff and administration can make or break a college. They can either make it a great place to work and go to school or a place you will hate and not like going to every day.

Assess: This is very true. You either will like or dislike you college choice and I all has to do with how the administration and staff sets it up and helps us the students.

Reflect: The administration, faculty and staff have the say with everything that goes on in the school and they can either make you love your stay or make you hate it.

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*Fellis, Dawn, and Jennifer Wells. "The Successful High School Writing Center: Building the Best Program with Your Students. Language & Literacy Series." Teachers College Press (2011): 1-176. Print.*

Summary: This book highlights the work of other writing center teachers who share lessons learned from today's most important high school writing centers around. The authors offer help and other methods for educators who deal with all the different types of adolescent literacy, English language learners, new literacies, embedded professional development, and differentiated instruction. To all of the Successful High School Writing Center show or demonstrate on how writing centers help school and the education of the students.

Assess: Yes, this is important because it shows how much use this would be to students and how much it is needed. All the hard work that is put into their work when they are getting help, and also seeing the results.

Reflect: This shows how much the writing center is needed, not just for high school kids, but also college students who might just need that one person to tell them to change something in their paper.

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*.Walker, Karen. "High School Writing Centers. Research Brief." Education Partnership (2010): 1-6. Print.*

Summary: What needs to be considered when establishing a writing center? Writing labs have help out in colleges around. They help students with their papers. Although the information on

writing centers at the high school level is limited. They reported that the number of students using writing labs have increased each year. There are many issues and questions that must be explored and answered when determining if the school high school or college will benefit from opening a writing center.

Assess: I think you should look into it and see if it is in the students best interest if their should be a writing center or not, and if it will be used or not.

Reflect: This shows how much work it is to put a writing center in a school and they will not do it unless they know it will be worth it and used by many students. Also so it is not a waste of peoples time and money.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

23 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=ED525696>

Summary: This book highlights the work of talented writing center teachers who share practices and lessons learned from today's most important high school writing centers. The authors offer innovative methods for secondary educators who deal with adolescent literacy, English language learners, new literacies, embedded professional development, and differentiated instruction. The Successful High School Writing Center demonstrates how writing centers help school communities 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 secondary educators, writing tutors, and student writers in socially significant ways. This book features: (1) Models of writing centers and literacy centers that explicitly integrate reading and

writing across the curriculum; (2) Creative strategies from a diversity of schools, models, and students served; (3) Literacy-based, collaborative research projects for writing center evaluation; and (4) Helpful forms.

Asses: I paid attention to this article because it has information about writing center and the faculty. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

23 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ977372>

Summary: During class discussions, the author's fellow consultants would often lament consultations that could have gone better if they had only known the "rules" of how to handle the situation. They perceived that there were acceptable and unacceptable ways to approach certain situations, rather than a range of flexible choices. The author began to wonder, then, what are these "rules" that infiltrated what she saw as the flexibility and collaborative spirit of the writing center? Following this inquiry, the author explored the current discourse in writing center literature about flexibility and collaboration, with particular focus on two foundational texts--"The Idea of a Writing Center" by Stephen North and "Minimalist Tutoring: Making the Student Do All the Work" by Jeff Brooks--and critiques of them as well. The author then questioned her fellow consultants about when and why they felt guilt following consultations. The pattern she discovered, within a small sample of eleven consultants, revealed that guilt originates in how the writing center community is situated within the larger university and how an individual writing center community is structured. These findings, while disconcerting, help

highlight areas in which writing centers can better support their consultants through training and conversations to encourage flexibility, cultivate collaboration, and maintain the health of the writing center community.

Asses: I paid attention to this article because it has information about writing center and the faculty. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

23 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ973400>

Summary: By examining one writing center's role in student success, this project offers two examples of the way writing centers impact student engagement. This analysis models a methodology that writing and learning center directors can utilize in order to foster effective communication with stakeholders. By conducting data-driven assessment, directors can begin to gather materials with which to negotiate with administrators and situate their centers at the core of student engagement. This work offers a methodology and sample data that produces critical inquiry and the requisite assessment that articulates writing center value.

Asses: I paid attention to this article because it has information about writing center and the faculty. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

23 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ973400>

Summary: By examining one writing center's role in student success, this project offers two examples of the way writing centers impact student engagement. This analysis models a methodology that writing and learning center directors can utilize in order to foster effective communication with stakeholders. By conducting data-driven assessment, directors can begin to gather materials with which to negotiate with administrators and situate their centers at the core of student engagement. This work offers a methodology and sample data that produces critical inquiry and the requisite assessment that articulates writing center value.

Asses: I paid attention to this article because it has information about writing center and the faculty. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

22 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty



Link: <http://eric.ed.gov/?q=writing+center&id=ED538703>

Summary: What needs to be considered when establishing a writing center? Writing labs have a long history on college campuses, the main purpose of which is to assist students to become better writers. Although the information on writing centers at the high school level is at best, limited, the literature reported that the number of students using writing labs increased each year in use. There are many issues and questions that must be explored and answered when determining if the school will benefit from opening a writing center. Some considerations and support activities of a writing center are enumerated in this paper

Asses: I paid attention to this article because it has information about writing center and the faculty for high school. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

21 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ1014394>

Summary: Writing center tutors know that improving writing skills requires sustained effort over a long period of time. They also know that motivation--the drive to actively invest in sustained effort toward a goal--is essential for writing improvement. Because motivation can direct attention toward particular tasks and increase both effort and persistence, it can lead to improved performance and so is important for learning. Although motivation is a complex phenomenon with affective, perceptual, and cognitive components, the authors of this article focus on on how

tutors attend to the affective component. Specifically, like many studies of educational settings (e.g., Kerksen-Griep, Hess, and Trees; Legg and Wilson; Wilson), they investigate how tutors enhance students' motivation to learn by generating rapport and solidarity with them. First they review research about motivation, scaffolding, and politeness theory. Then, based on this research, they draw upon two tutoring sessions to illustrate tutors' enhancement of students' motivation through encouraging solidarity and rapport in writing center conferences. Although all aspects of the writing center context may influence a tutor's ability to develop rapport and solidarity with a student, here the authors focus on tutors' available linguistic resources. The goal of this article is to provide a theoretical foundation contributing to both research and practice in writing centers by describing and showing some examples of tutors' possible language choices that may enhance students' motivation and active participation in writing center conferences.

Asses: I paid attention to this article because it has information about motivational Scaffolding, Politeness, and Writing Center Tutoring. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

24 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ940526>

Summary: Michael Mattison's "Someone to Watch Over Me: Reflection and Authority in the Writing Center" explores the problem of audience for tutors' reflective writing. In Mattison's case, tutoring practices and learning are undermined because reflective writing leads consultants

to feel as though they are being spied upon by the writing center director. Surveillance, Mattison finds, directs and limits consultants' writing about their tutoring experiences. At the close of his essay, Mattison suggests an alternative: to achieve its espoused goals, rather than an internal monologue or a one-way communication from consultant to writing center director, reflective writing ought to be recast as dialogue among tutors. This essay takes up Mattison's call for dialogic reflection. By way of a writing center Weblog, the "Primary Document" in this installment of "Theory In/To Practice," consultants use reflective writing to engage in conversation about the theory and practice of tutoring. In this way, the blog plays a critical role in tutor training and in developing a writing center community of practice. By posting reflective writing to the blog and talking with peers about it, consultants maintain and transform their writing center community as they adopt and adapt its practices; likewise the community sustains and alters consultants through opportunities for participation and enculturation. As their blog posts illustrate, reflection-as-dialogue promotes deep theoretical understanding of writing center work, with discussion focused not only on procedural knowledge but also on explicating the values, assumptions, and beliefs which govern tutoring practices. In other words, common sense or explication without critical engagement is insufficient. Rather, to be useful, dialogic reflection must offer more than practical advice about how to tutor. In addition to considering local knowledge generated in its particular writing center context, dialogic reflection must also take up and engage--perhaps to question and maybe even dismiss--expert knowledge generated by writing center specialists.

Asses: I paid attention to this article because it has information about writing center Using Dialogic Reflection to Develop a Writing Center Community of Practice and the faculty. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

24 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ940523>

Summary: This article presents the text of a speech presented at The International Writing Centers Association and the National Conference on Peer Tutoring (IWCA-NCPTW) joint conference in Baltimore, Maryland, in November 2010. It stemmed from a larger project--a collection of previously published and new essays titled "Writing Together: Collaboration in Theory and Practice"--and represents the authors' effort to reflect on scholarly projects that were important to them, and also on their experiences as friends and coauthors. The article discusses contemporary "currents" that affect writing centers, including: (1) their physical location on campus; (2) the pros and cons of "merging" a writing center with other student support units; (3) the creation of vigorous and productive online writing centers; (4) the danger of choosing efficiency over creativity in this digital age; and (5) the ongoing struggle for adequate funding.

Asses: I paid attention to this article because it has information about reflections on Contemporary Currents in Writing Center. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

24 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ998653>

Summary: In the last 15 years, writing center scholars have increasingly called for more evidence to validate writing centers' practices. Work by Paula Gillespie (2002), Neal Lerner (2009), and Isabelle Thompson et al. (2009) underscore this need. Missing from these discussions, however, is a thorough understanding of the past and current research practices. This article seeks to fill this gap by: (1) tracing a short history of writing center research within the context of methodological changes in the field of rhetoric and composition; (2) conducting a comprehensive analysis of research articles published in "The Writing Center Journal" ("WCJ") from 1980 to 2009 using Richard Haswell's 2005 paradigm for replicable, aggregable, and data-supported (RAD) research; and (3) offering examples of RAD research within "WCJ" and suggestions for producing more RAD research.

Asses: I paid attention to this article because it has information about Theory, Lore, and More: An Analysis of RAD Research in "The Writing Center Journal," 1980-2009. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

Hopefully I will be able to write a good paper about writing center.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

24 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ985803>

Summary: The one-on-one format of tutoring, which is the norm for "writing" centers, can foster the much-maligned view of a "writing center" as a fix-it shop and undermine the role of the tutor as a co-learner and facilitator of peer-to-peer interactions. The peer-interactive "writing center approach", presented here, moves away from the one-on-one model and towards a format that encourages genuine peer collaboration, recreates the "writing center" as a place to actually engage in writing, and encourages students in their intuitions about "writing". As a case study of such a peer-interactive approach, this profile provides an overview and evaluation of the "Writing" Drop-In Lab at the University of New Mexico, which provides a model for bringing the practice of "writing" tutoring into line with a view of "writing" as a collaborative, process-oriented phenomenon.

Asses: I paid attention to this article because it has information about The Peer-Interactive Writing Center at the University of New Mexico. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

Hopefully I will be able to write a good paper about writing center.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

24 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=ED516234>

Summary: Writing centers in American institutions of higher education have existed in one form or another since the late 1800s and early 1900s, providing individualized writing tutoring and support for students. As writing centers evolved, questions arose regarding the effects of writing

tutoring on student writing. Some assessment studies on writing centers and writing tutoring analyze students' grades, while others focus on students' writing improvement. Both areas are problematic; establishing a link between writing center intervention and grades is difficult, as grades are influenced by a number of factors. Linking student writing improvement to the writing tutoring they received is also problematic because establishing a correlation between the two requires very specific methodologies. Therefore, to conduct effective assessment practices, writing center and writing tutoring goals must be clarified. This study responds to these issues regarding writing tutoring and its impact on student writers by specifically focusing on assessment practices in four community college writing centers within one community college district in the American southwest. Moreover, this study addresses the current lack of scholarship in writing center studies focused on the community college writing center, a site that often comprises different contextual issues than those found in university writing centers.

Asses: I paid attention to this article because it has information about An Analysis of Writing Tutoring Assessment in Four Community College Writing Centers. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

Hopefully I will be able to write a good paper about writing center.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

24 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ1018288>

Summary: In this article, the author explains how a writing center can be a potential host for housing writing instruction across the disciplines. She recommends writing centers act as hosts

for various faculty development opportunities throughout the semester, and states that these centers can also hold faculty development resources and collaborative opportunities (such as workshops and discussions). She provides an example of a hands-on workshop that hosts the type of activities that centers might provide in order to craft or maintain sustainable faculty development that enhances writing education across the campus.

Asses: I paid attention to this article because it has information about Constructing Student Learning through Faculty Development: Writing Experts, Writing Centers, and Faculty Resources. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty. Hopefully I will be able to write a good paper about writing center.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

25 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ1014361>

Summary: Upon arriving on their first day of work, new writing center professionals (WCPs) may be pleased to find they have inherited well-furnished tutorial spaces or established peer-tutoring courses. Be welcomed by supportive, cross-disciplinary writing committees or invested deans. Those who start in their positions as their institutions' first full-time writing center directors or first "faculty" writing center directors find other signs they read as auspicious-- budgets in place, job descriptions with course releases for "teaching" tutors within the center, and English departments with composition faculty who they believe are welcoming them as equal



colleagues. This optimism leads to the development of graduate courses on writing center administration, writing center dissertations, and applause for each new tenure-track writing center position created. During the course of this study, the authors listened as participants described the paths they followed to what they believed would be economic, cultural, social, and intellectual "promised lands," the positions of privilege in the academy they had long coveted. But for many, the process of developing a career, growing a professional unit, becoming a teacher/scholar/administrator, and building an intellectual agenda also presented challenges.

Asses: I paid attention to this article because it has information about Ladybugs, Low Status, and Loving the Job: Writing Center Professionals Navigating Their Careers. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty. Hopefully I will be able to write a good paper about writing center.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

25 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ985179>

Summary: Writing center workers are agents of change whose practices might reverse the desegregation and new racism occurring in the country. As leaders in the academy who advance "pedagogy of hope," writing center workers model a practice for bringing about a lasting and abundant multicultural community. Starting with the writing center at the University of Iowa in the first half of the last century, there has been a tension between those who seek to pigeonhole writing centers as fix-it shops that remediate the scarce skills they perceive in our novice writers

and those who believe that the idea of a writing center can bring about an abundance of positive outcomes, not only in highlighting the strengths of our novice writers, but also in constructing a helpful dialogue about race. In this article, the author points out that this century's writing center workers model a practice for bringing about a multicultural community. They are agents of change whose practices will expose the new racism occurring in the country.

Asses: I paid attention to this article because it has information about Writing Center Reverse the New Racism. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

Hopefully I will be able to write a good paper about writing center.

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Wahida Bappy

Professor Hugh Culik

English 1190/C-1624

26 October 2014

Search Engine: Google. Scholar

Search terms: writing center, faculty

Link: <http://eric.ed.gov/?q=writing+center&id=EJ1017647>

Summary: Writing centers on college campuses are spaces where students work with tutors individually or in small groups to build the skills to produce better essays, term papers and other writing assignments. This article describes how high school students can themselves play a role in answering the "yeahbuts" and help create writing centers in their high schools. Though teachers, researchers, and advocates for high school writing centers have offered valuable discussion about students as peer tutors (e.g., Dean; Elchinoff and Kowalski; Farrell; Jeter), little has been written about how students might take part in creating writing centers as lively spaces that support the rich diversity of their literacy activities. Jane Greer and Djana Trofimoff believe

that students can be powerful advocates for writing centers in their high schools. Moreover, working to establish a writing center can help students develop crucial reading/writing abilities as well as a powerful sense of agency that will help them succeed in and beyond high school.

Asses: I paid attention to this article because it has information about "Living Large and Taking Charge!" students Read and Write Their Way to a High School Writing Center. Also this is trust worthy side that I found more reliable to get the information about writing center and how it works.

Reflect: This is a really informative source to write a paper about writing center. I will use this to write my final paper. I have learned so many new terms related to writing center and faculty.

Hopefully I will be able to write a good paper about writing center.

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