

Annotated Bibliographic Entries: writing centers

Ashley Robinson

Professor Hugh Culik

English 1190

21 September 2014

Search Engine: scholar.google

Search terms: university, writing center, ESL

Williams, Jessica. *Undergraduate Second Language Writers In The Writing Center* (n.d.): n. pag.

Web. 19 Sept. 2014 <http://wac.colostate.edu/jbw/v21n2/williams.pdf>

Summary: In this article the author focuses on the challenges of ESL students and "identifies some fundamental findings from the field of second language acquisition"(p2). The main idea of this article was to inform learners and their teachers/ tutors of the possible challenges which may arise during the second language writing process. Linguistic knowledge is acquired systematically over a period of time which is also a point of the article in terms of how tutors should assess the needs of second language students.

Assess: I was surprised by the methods of teaching second language students when it deals with writing. "Although, these are intertwined in practice, in fact, they are different processes.

Learning a language is not the same thing as learning to write in that language" (p2), previously before this article I had not thought of a second language as a separate writing process after learning how to speak the language. Many ESL students have a difficult time with academic reading as well as writing, the student has to decode every word often causing the student to be unable to make sense of the text entirely. The students lower vocabulary which often includes less academic vocabulary also causes reading to be difficult although extensive reading is extremely successful. Meaning second language writers have a difficult time focusing on content since their attention is on text details.

Reflect: I believe this article will be extremely helpful with writing my paper. The article points out key challenges ESL students will have to face once the writing center is in full swing. Since

my paper will mainly outline the financial and marking portions of planning the writing center, the ESL students and the tutors qualifications in order to help these students impacts the financial areas of the writing center.

Carissa Ray
Professor Hugh Culik
English 1190-C1605
September 23rd 2014

Database: scholar.google, books.google

Search terms: Writing Centers, Purpose of Writing Centers, Electronic Conferences, Writing Center Structures

Murphy, Christina. Law, Joe. "Landmark Essays: On Writing Centers." Hermagoras Press., 1995., Routledge., 2012. Web. 19 Sept. 2014.<<http://books.google.com/books?hl=en&lr=&id=hZiMAQAAQBAJ&oi=fnd&pg=PA135&dq=Really+Useful+Knowledge:+A+Cultural+Studies+Agenda+for+Writing+Centers.&ots=Fuv7qKXL7y&sig=0HJrwyJth6jw2Qlwuwsn8wohiEc#v=onepage&q&f=false>>

Summary: This article talks about the good aspects of the writing center, and what it will do for the students who attend. It talks about how important writing centers are to scholars. The writing center is used to improve writing skills and expand knowledge. Association President Jeanne Simpson, "The evidence indicates that we have achieved a kind of legitimacy: writing centers have become academically respectable programs."

Assess: This article interested me because it shows me what these centers can really do for scholars and how it can expand someone's knowledge. The writing center seems like a useful tool to help writers learn new skills and to advance their writing. Like Jeanne Simpson stated they have achieved a kind of legitimacy.

Reflect: This article really brought out all the positive aspects the writing center can have. It really gives examples and guidance of why they are beneficial to scholars. To have a writing center of our own I think would be a privilege and a huge advantage for Macomb Community College to really further the knowledge of the students who attend.

Kirstan Spors
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22 September 2014

Search: Jstor

Search Term: writing center, benefits

Mitchell, Michael. "Bond of Union": Cultivating a Writing Community. Vol 80: Taylor and Francis, 2006. No. 2 The Clearing House, The Writing Center and Beyond. Web. 21 Sept. 2014
<<http://www.jstor.org/stable/30182163>>

Summary: This article is about one instructor's personal experience in redeveloping the writing center. The lack of outreach, communication, and coordination caused the first one to fail. The article goes through his process by generating awareness and interest among all the departments. The article compiles his personal data on the use, length and variety of projects the writing center was used for. Finally, he discusses his large group conferences that range from other disciplines request for workshops on writing in the class as well as entire tenth grade class.

Assess: I think this article is a great example for the need for determination on everyone's part. His dedication for five years to make the writing center a success is inspiring.

Reflect: I think this article is a great example for the need for determination and commitment on everyone's part. I also like his ideas about classroom workshops. This brings the writing center into other settings and encourages students to take part in the writing center.

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22 September 2014

Search: Jstor

Search Term: writing centers, benefits

Jordan, Jeanette. Change from Within: The Power of a Homegrown Writing Center. Vol. 80: Taylor and Francis, 2006. No.2 The Clearing House, The Writing Center and Beyond. Web. 21 Sept. 2014 <<http://www.jstor.org/stable/30182150>>

Summary: This article starts off by stating how a writing center is the focal point within the school. The author poses some good questions that should be discussed among the faculty, encouraging them to create their own vision of a writing center. The article talks about unifying the school by bringing together instructors to discuss common goals. To develop consistency a publication was made to bring consistency to the writing process. In addition, the article gives a peer tutor's point of view on how the writing center helped her while she was helping others.

Assess: This article interested me because it was an instructor's personal experience into starting a writing center. She poses valid questions and gives interesting ideas to use in developing a writing center.

Reflect: I think this article will help me bring some new ideas for the initial process of developing a writing center. The article will be useful in reaffirming the fact that a writing center is a group/community effort that is ongoing and everyone needs to collaborate for it to succeed.

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Database: books.google.com

Search terms: Writing center, Duties in a writing center, Challenges in a writing center, Writing center professionals

Murphuy, Christina. Bryon, Stay. "The Writing Center Director's Resource Book". Lawrence Erlbaum Associates, Inc., Routledge., 2012. Web. 22 Sept. 2014. <<http://books.google.com/books?id=4LtiHATHIV0C&printsec=frontcover#v=onepage&q&f=false>>

Summary: This article is a guide for writing center professionals. There is many responsibilities writing center professionals have. This article does a good job explaining what exactly writing centers are and what the professionals do that are participating in the writing centers. There would be no writing centers if professionals didn't take responsibility in providing them. Professionals may be scholars or experts on the subject of writing. This article provides history and development on writing centers along with a general summary on what writing centers do.

Assess: This article seemed very important to me. I chose this article because it provided great information on writing centers. Not only did it provide information about the writing centers itself but it included a lot of information on writing center professionals. If there was no writing center professionals, there would be no writing centers at all. The writing center professionals are the people that put the writing center together. Since this paper focuses on opening a writing center, I think it would make sense to focus on the people that can help us put it all together. This article gave examples on how to successfully open a writing center and keep it up and running. When this paper was assigned, I knew a very minimal amount about writing center. After reading this article, I have gained new knowledge about writing centers. This article focuses on two main subjects, writing centers, and writing center professionals, but other key terms as well. This article provided many new key terms to focus on and research for my paper. I feel very confident

in this article and I think it will provide a lot of information for my paper.

Jake Matthews

Hugh Culik

9/23/14

English 1180

Search: Scholar.google

Search terms: "writing center" "college"

McLeod, Susan H., and M. Soven. "Writing across the curriculum." *Writing Across the Curriculum*, Newbury Park, CA: Sage (1992). http://wac.colostate.edu/books/mcleod_soven/chapter1.pdf

Summary: This article starts out by giving a brief history of writing across the curriculum (WAC) programs, which originated in the United States in the mid-seventies. The author provides a few statistics on students with all sorts of degrees and qualifications utilizing WAC programs across the United States. McLeod then continues to describe the two significant differences in the way these programs have changed from their origins. The first is the way WAC programs are being funded. She explains that it used to be easy to get extramural funding but now, except for a few privately funded by agencies, most are currently internally funded. The second difference McLeod explains is the people who set them up and run them. In the final few pages, McLeod concludes by explaining some theories for setting up a writing across the curriculum program.

Assess: I found this source to be somewhat outdated since it was written in 1992 and can't relate to our current technological learning system, but still useful. The statistics cited in the article are from a survey by the Modern Language Association in 1985 and even though they are nearly thirty years old, they prove that even three decades ago, writing programs were used by almost half of the students. I know this article is reliable because it was an excerpt from McLeod's

published book *Writing Across the Curriculum*. She also has a PhD in English from the University of Wisconsin and is the director of the writing program at the University of California.

Reflect: This excerpt from *Writing Across the Curriculum* is useful to anyone looking to start up, or even improve any type of writing program in their school or community. It gives a history, defines what a WAC program should be as well as gives the reader guidance to starting their own. I will definitely refer back to this article when writing my next paper.

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Search Engine: scholar.google

Search terms: Writing Centers

Cooper, Marilyn M. "Really Useful Knowledge: A Cultural Studies Agenda for Writing Centers." *The Writing Journal* (1994): 97-111. Web. 22 Sept. 2014.

Summarize:

In Marilyn Coopers article she focuses on how tutors in writing centers can affect the quality of work that students produce. She suggests that instead of tutors being looked at as editors of student papers, tutors would be there for any assistance of helping students reach their full potential. This would allow students to become better critical thinkers and find their own answers to hard questions to their own credit. She believes that a relationship between the student and tutor is necessary for any real growth to happen. Her hopes are that through this method students might enjoy writing and be encouraged to multiply any writing skills they may have attained. Cooper also brings up the idea of a cooperative communication between teachers and tutors so there is an open discussion of what students seem to be struggling with. These ideas are the center of her article and are important to the discussion about writing centers.

Assess:

The article is a scholarly and makes some good points. This source is from a well published journal, so I believe that it will be a good addition to the other articles I have already read. The author is an English professor and has a lot to say about what types of activities go on in writing centers and how they impact students. I think because of her perspective as a professor she has good insight on how students writing can be improved. She emphasizes tutors and students having a close bond relationships which I am not certain are likely to be genuine, but her energy for the writing center is certainly there. She seems to have credentials and is an unbiased source,

therefore I believe her article will be a good addition to my research.

Reflect:

I think that Cooper's article will fit well into my research about writing centers. Her insight about tutor-student interactions should be a good addition to some of the articles I have already read. I am still trying to find what my claim will be for this paper but I think that all scholarly articles I read in regards to writing centers will be beneficial to writing a structured paper. I think I should continue to assess the bond between a tutor and student and see what things I can add to or disagree with in her article. I will have to do more research to establish my point of view about writing centers.

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18 September, 2014

Search Engine: scholar.google.com

Search Terms: Writing Center, Discourse Communities, Writing Center Programming
Ursell, Elisabeth F. *Praxis A Writing Center Journal*. Ed. Thomas Spitzer-Hanks. The University of Texas, n.d. Web. 18 Sept. 2014. <<http://praxis.uwc.utexas.edu/index.php/praxis/article/view/206/html>>.

Summary: This article discusses how International students who use writing center services often need more than just writing feedback but also need services that link verbal and written discourse communities together. Elisabeth argues that these writing centers should consider using Conversation Partners programs, which is a one-on-one, student-centered program, as a method of establishing intentional cultural exchange between international students and writing center staff (Elisabeth F. Ursell). Conversation Partners will not only improve the international students writing skills, but also help them to gain access to oral academic discourse and other social discourses related to U.S. academia and the writing center. The services at the Writing Center are to help these ESL students to tackle the assignments and let them gain knowledge on how to complete a writing assignment. The services that the Writing Centers already offer can significantly enhance international student's ability to support their English language. Embracing a focus on intercultural communication can serve as a benefit for writing center tutors and administrators. Serving as cultural informers for international students can also lead to a shared informational exchange among international students expanding their knowledge as well as writing center tutors and administrators in return. There should be more attention on the hiring and training process for tutors and Conversation Partners to help structure the center as a whole.

Assess: This article was interesting to me because it made me realize how beneficial writing centers can be not only to International students, but also to students that attend the Universities, the tutors, and administrators. It pointed out different ways that Writing Centers can be

improved, and how those improvements can be helpful to International Students. Reading this article helped me gain more knowledge on Writing Centers and International students and the struggles they face.

Reflect: I believe this article will be one of many scholarly articles I will research in order to write my final paper on the Writing Center Project. It provided a lot of good information that correlates with the information I need to answer the questions I am being asked. I was able to notice that Writing Centers can be beneficial to everyone. It provided examples on how to improve writing centers by incorporating Conversation Partners Programs which can be beneficial to the writing center staff, the University students, and the International students. I realize many people do not understand how essential Writing Centers can be and this article gave me stronger a belief on how to improve and make Writing Centers better for everyone.

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September 23rd 2014

Database: scholar.google, books.google

Search terms: Writing Centers, Purpose of Writing Centers, Electronic Conferences, Writing Center Structures

Murphy, Christina. Law, Joe. "Landmark Essays: On Writing Centers." Hermagoras Press., 1995., Routledge., 2012. Web. 19 Sept. 2014. <<http://books.google.com/books?hl=en&lr=&id=hZiMAQAAQBAJ&oi=fnd&pg=PA135&dq=Really+Useful+Knowledge:+A+Cultural+Studies+Agenda+for+Writing+Centers.&ots=Fuv7qKXL7y&sig=0HJrwyJth6jw2Qlwuwsn8wohiEc#v=onepage&q&f=false>>

Summary: This article talks about all the positive aspects of writing centers. The author states how important writing centers are to help improve the writing of scholars. Then further more explains the structure and how these writing centers can expand your knowledge. Marilyn M. Cooper states, "I see writing centers as essential places where students can go to continue the conversations about ideas begun in class and in electronic conferences, and to find people they can complain to, to work out solutions to problems they face in their writing (135)" If students continue the conversation it will help formulate ideas, which they can then continue explaining in their own papers.

Assess: This article interested me because it showed me the power of writing centers and how they can be a useful, important, tool for anyone who wants to succeed in writing. They share a lot of information that is similar to what I have learned in other articles, but it does a good job in further more explaining the strengths in writing centers. Marilyn M. Cooper shares valuable relevant material about the topic but also a different view about writing centers and their purpose.

Reflect: This article made me see all the positive effects writing centers can have. Cooper stated many valuable facts and information about writing centers which I believe would be useful for my paper. It will help me extremely not only because it is valid but because I have sources which

I can back up and make a strong position. To have a writing center would be a major advantage and tool whom nobody should pass up.

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20 September 2014

Search Engine: Google Scholar

Search Terms: Writing Centers

North, Stephen M. The Idea of a Writing Center. Vol. 46. N.p.: National Council of Teachers of English, Sept 1984. 433. 5 vols. Web. 20 Sept. 2014. <<http://www.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 side of the argument because it's proving that the writing center is a waste of time and not being used properly. 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 opinion because it's supporting that I don't believe writing centers are making a beneficial impact. If the students and administrators

are unaware and don't care to be associated with the writing center, it is useless.

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20 September 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>.

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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20 September 2014

Search Engine: JSTOR
Search Terms: Writing Centers

North, Stephen. College English: The Idea of a WritingCenter. Vol. 46, No 5. Sept. 1984 pg. 433-446. Published by National Council of Teachers of English. Article DOI: 10.2307/377047. www.jstor.org.library.macomb.edu

Summary: The idea of college writing centers has been a misinterpreted concept by many from administrators, students, the public and even professors at colleges and universities. This Professor of English clarifies the needs and the results that a participating center should utilize. In essence the goal of writing centers is not to help students produce better papers but instead to tutor, mold and guide students to be better writers. In the end, better papers will be the outcome but the driving force behind progress is to help students to better organize their thoughts and communicate those thoughts effectively by providing a positive, socially interactive place to do that. He recognizes the need for grammar and mechanics, but addresses the misconception of a writing center as a drop it off, fix it shop.

Assess: This article is key because it is written by an influential Professor of English. He knows the road from beginning writing to experienced effective written communication. He understands what is lacking, needed and ultimately what can be expected from his knowledge and expertise in the subject. He calls out the misconstrued ideas of what many think a writing center should be and he offers a glimpse at the bigger picture of what it is possible of doing.

Reflect: I agree with his broad analysis of a writing center. In order to address the goals of a writing center at Macomb we need to envision the big picture. What is the main goal? Is

everyone on the same page? This article calls out all invested in proposing a writing center to first look what the expectations should be in improving writing at the college level.

Scott Bishop

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English 1190-C1605

22 September 2014

Search engine- Scholar.google

Search terms- writing centers

Welch, Nancy. *From Silence to Noise: The Writing Center as Critical Excile*. N.p.: n.p., 2010.

3-15. Web. 17 Sept. 2014. <http://casebuilder.rhet.ualr.edu/wcrp/publications/wcj/wcj14.1/WCJ14.1_Welch.pdf>.

Summary: The article talks about the one-on-one time the tutors give the kids in the writing center. The writing center is quiet and very joyful. It is meant for learning and tutors assessing what you have wrong with you work. Welch brings up stories about how students were doing so poorly in school before the writing center, then the writing center improved their work. She talks about what the students learn and how it's benefited them.

Assess: This article interest me because I liked reading of how the writing center improved students as they attended it. I like knowing that if the grant is passed I will want the same quality attention at our school that it did at theirs. There are tutors, quiet time, indoors, and good work that comes with the writing center. I like that you can work with other students with the same problem.

Reflect: This arcticle will improve me essay because I can put quotes from welches work in my essay. Her work talks a lot about past experiences and student stories that were successful. In my essay I can relate her work to the work we want to put into our writing center. Finally, this will help me possibly look into a university with a writing center.

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23 September 2014

Summary

This article talks about psychological aspects of a writing center. Between the physical and the virtual. Form over function students see walls other students faculty see many other individuals to them this looks like the space is functional. Now moving to the virtual world walls and tables will be for replacement software.” This is not a strange occurrence, either. In a study done by the Writing Center Research

The institution and so it maintains a marginalized space. Project, well over 50% of all writing center directors were in non-tenure track positions at

Their respective institutions (Nicholas 11). Even within their own disciplines, the Scholarship of writing centers has trouble being recognized. They are seen more often Than not as tutoring services that employ students and contribute little to the academic Standing of the institution. As a result, there is no reason to include the writing center in the institution and so it maintains a marginalized space.” Writing centers are an extension of the University it reflects style of the University. The writing center is complete depended on the English departments. If the English department it will organize and has a similar teaching structure writing center can help if the English department is a chaotic mess a writing center has very little benefits. It's important to create an atmosphere for the writing center and ideology culture this has to be bigger and more prevalent in the physical space which the writing center is in.

Evaluation

This article does have useful information but it Buried read under analogies and 10 pages of bull crap. The article does have a main aim but eight does get off track and is very cloudy in the beginning. I would deem the information gleaned from this article to be undetermined. This article needs multiple rate readings to gleam a limit information outlets I would rate the overall usefulness of the article to be mediocre.

Link to article [http://scholarworks.montana.edu/xmlui/bitstream/handle/1/2644/
EnglerB0513.pdf?sequence=1](http://scholarworks.montana.edu/xmlui/bitstream/handle/1/2644/EnglerB0513.pdf?sequence=1)

Ciara Wichtner
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September 22, 2014

Search Engine: Google

Key Words: college writing centers

Yale University. "Yale College." *Welcome*. Yale University, 2014. Web. 22 Sept. 2014. <<http://writing.yalecollege.yale.edu/>>.

Summary: This is Yale Writing Center and what it is. It has a few separate links that you can get “writing at Yale” “advice for students” “tutoring” “journal initiative” “advice for faculty”. The page I focused on was tutoring. Under the link had Residential college writing tutors, Writing Partners, Humanities and Social science Tutoring, Tutoring for Graduate Students, And FAQ for online scheduler for tutoring. I also focused on internships and jobs under “journal initiative”

Assess: This article I found important because I am choosing to focus on tutors and what they will need for requirements at the writing center and I feel this website shows requirements. This website was also interesting to me because it focused also on humanities and Social Science tutoring which I know we are not focusing on that right now but it might be a interesting point.

Reflect: Overall this website could be used as an example of what we could use for ideas for the writing center at Macomb. It will give us some ideas on what we should base our writing center as.

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21 September 2014

Bibliography

Search Engine: google.com

Search terms: writing center, concept

Harris, Muriel. *Writing Center Concept*. N.p.: The National Council of Teachers of English, 1988. N. pag. Web. 20 Sept. 2014. <<http://writingcenters.org/resources/starting-a-writing-center/writing-center-concept/>>.

Summary: This article is about the writing center and how it is accomplished and the key things that it offers. One of the things it offers is helping and guiding the person throughout the paper. Another strong point the writing center offers is helping the ESL students. ESL means English as a Second Language, the center helps out these students a lot because most of them have difficulty writing papers and essay that requires a lot of sentence structure and sentence development.

Assess: I think the project will help a lot of students when writing papers. For me, I will benefit from the center a lot because I am not really good when it comes to grammar and it is always good to know grammar when writing paper.

Reflect: the article gave really nice points about the writing center. it described what the writing center is, how it will be helpful to students, how it all started and many more information about the project. It is always good to know information about a project that is going to be build in the college to help out the students.

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22 September 2014

Search engine: scholar.google

Search terms: writing centers, peer review, credibility

Jefferson T, Wager E, Davidoff F. Measuring the Quality of Editorial Peer Review. *JAMA*. 2002;287(21):2786-2790. doi:10.1001/jama.287.21.2786. Web. 22 Sep. 2014. <<http://jama.jamanetwork.com/article.aspx?articleid=194971>
<http://jama.jamanetwork.com/data/Journals/JAMA/4834/JOC11816.pdf>>

Summary: This article starts off by talking about the importance of peer review and how it has become in existence for over 200 years. Even though it has received a number of criticisms, peer review has saved many research reports before publication. Before that work is submitted, it goes through the editorial process and gets looked at by experts to determine the quality. If mistakes are found, they can easily get fixed. This article also compared the quality of articles that have been peer reviewed and the articles that have not been overlooked. There is a bigger difference than most people think. The article goes on to give the methods and results of peer reviews.

Assess: I found this article interesting because I feel like many people take peer review for granted. A lot of people don't use this great tool to improve the quality of their work. Every writing piece should be overlooked by another person and edited if there are any mistakes. Measuring the effects of peer review can benefit the work of some writers before it gets published.

Reflect: This article gives examples and evaluations on peer reviews. It has helped many writers that can be a useful thing to use in my paper. The article gives evidence that will help me with my argument on how peer review can benefit writers. People can also overlook the information if they are not sure about the importance of peer review by providing examples.

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22 September 2014

Annotated Bibliography

Search engine: scholar.google

Search terms: "writing center", "planning", "effectiveness"

Williams, Jessica. "Undergraduate second language writers in the writing center." *Journal of Basic Writing* 21.2 (2002): 73-91. Web. 22 September 2014. <<http://wac.colostate.edu/jbw/v21n2/williams.pdf>>

Summary: This article brings to the importance of ESL undergraduate students using writing centers. It goes into depth to explain some problems that ESL students have, and it also includes research relating to the statistics of second language students. It gives tips and ideas for how ESL students and writing center tutors can work together in order to help the ESL student not only learn English, but also how to write in it.

Assess: The thing that struck me the most about this article was that it was based exactly on ESL students. Although I am not an ESL student, I understand the struggles of one because I am Hmong and know many people that do struggle with the language. This article is almost on point with our writing center website because it focuses on ESL students and how we can help them.

Reflect: This article gives great ideas and advice to tutors who will help ESL students. I believe we can use some of these ideas and implement them into our own writing center. This article is also filled with many statistics and sources and would be wonderful to use as a keystone source for writing center ESL students.

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September 18, 2014

Search engine: ebscohost.com through Macomb Community College's database

Search terms: writing centers, writing center failures, success in writing centers, composition, literature

Jones C. THE RELATIONSHIP BETWEEN WRITING CENTERS AND IMPROVEMENT IN WRITING ABILITY: AN ASSESSMENT OF THE LITERATURE. *Education* [serial online]. Fall2001 2001;122(1):3. Available from: Academic Search Premier, Ipswich, MA. Accessed September 23, 2014.

Summary: This article shows the various ways of writing centers, and the measures taken to assess their success. There are online writing labs that are able to assess grammar errors, and OWLS have easy accessibility to those who are not able to make it to the writing center. Writing centers are used to give those who use it the tools to create better essays, and they are highly beneficial, although it is hard to measure their success. Although this is true, some writing centers have seen a vast improvement in students who were struggling with writing and composition.

Assess: This article brought up several new topics about writing centers that I have not previously learned about, such as ways to implement programs within writing centers to lead to student success, virtually and physically within a writing center. There is a lot of valuable information in this article, such as studies that have been performed about tutors and their requirements, and the students and their self-confidence.

Reflect: I believe this article is a highly valuable resource to me as it goes in extreme depth about the purpose of writing centers, and the intrinsic value of implementing these institutions. This article proves with solid evidence that writing centers are a valuable resource to students who are struggling with writing and composition. I will be using this article for my paper and reference it

often because it is a solid and complete resource that supports our class and its claims for writing centers.

Wahida Bappy

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23 September 2014

Search Engine: Macomb.edu/Library Resource

Search terms: peer review, credibility, publishing, and discourse community

Link: http://www.press.jhu.edu/journals/progress_in_community_health_partnerships/1.3bordeaux.pdf

Summary: Despite the importance of disseminating the results of community-based participatory research (CBPR), community health partnerships face many challenges in getting their work published. The purpose of this article is to present practical guides for writing about CBPR for those who have little experience in writing for publication or those who want to help their partners write strong manuscripts for peer-reviewed journals. The article includes tips on how to organize each part of a manuscript, suggestions on how partners can collaborate on preparing manuscripts, recommendations on how to convey unique aspects of a partnership's work throughout a manuscript, and an annotated bibliography of well-written CBPR articles. By understanding how to prepare a manuscript about CBPR for a peer-reviewed journal, authors should be more effective in disseminating information that will help other communities to benefit from their partnership's work.

Assess: I paid attention to this article because it has a proper example of peer review and has lots of good tips about preparing manuscript, suggestions about partner collaboration and so many important aspects about publishing a journal. Also this is trust worthy side that I found more reliable to get the information about peer review and how it works.

Reflect: This is a really informative source to write a paper about peer review. I will use this to write my final paper. I have learned so many new terms related to peer review and publishing a journal. It has a proper guideline for writing a community-based participatory research (CBPR) paper, which is now very clear to me. I can always come back and use them as a source of my writing when needed.

Preston E. Garno

Professor Culik

English 1190

09.24.2014

Search: search.google.com

Search Term: "writing center" college example

Kinkead, Joyce A. "Writing: Centers In Context." (n.d.): n. pag. National Council of Teachers of English, Urbana, Illinois. Web. <<http://files.eric.ed.gov/fulltext/ED361707.pdf>>

Summary: This book was written by documenting 12 existing college writing centers that were both founded and maintained successfully, and was aimed at "those who are developing new writing centers with knowledge of what exists - what type of programs are already established and why they evolved as they did. It will provide new ideas for those who are expanding in new directions or evaluating existing programs." It begins by analyzing one of the best (arguably) writing centers in the USA: The Purdue University Writing Lab. It goes through its physical layout and the more academic/intellectual part: the tutoring and administration. After analyzing this library/writing center thoroughly, the book then goes on to discuss 11 other successful writing centers at prestigious universities throughout the States, including The University of Toledo, Lehigh University, and USC, among others. Overall, this book does a great job of analyzing writing centers from their fundamentals down to the more mundane tasks, giving a clear picture of the ideal.

Assess: While this book was written in 1993 and may seem to some as outdated, I believe that the principles and purpose for which a writing center is made will never truly change, and this book will greatly help in assisting this project by giving a broad spectrum of centers to analyze, albeit without the technological aspect so relevant today.

Reflect: The writing centers discussed in this book were very informative. While I didn't read the entire book (far from it), it is very well organized and broken down into many categories

in order to make it quite easy to see how a single writing center or multiple writing centers took on a single aspect in the development of a writing center. For example, (taken from the table of contents) there are sections dedicated to budgets, personnel, records, research, tutors, and all the different types of services offered in a writing center, among many others, which would help in making sure every part of the writing center is addressed in planning and development.
