

Appendix C. Curriculum Dossiers from Submitting Institutions

Curriculum Dossier – Institution 3	
Artifact(s) Submitted: “Writing Center Fundamentals: Theory and Practice,” Syllabus, 2016-2017	PD Format: semester-length course
Internship/Practicum: 50 hours tutoring for ITTPC certification	PD Duration: 32 hours (16 meetings, 2 hours each)
Course Goals: “Upon successful completion of the program, tutors will be able to: <ol style="list-style-type: none">1. Understand and articulate the Writing Center’s mission and purpose in the University2. Understand and address the writing concerns of all client populations3. Implement best tutoring practices in response to varying rhetorical situations4. Initiate the development of their own personal tutoring philosophies5. Attain certification at levels I & II of the International Tutor Training Program Certification” ”	

<p>Projects/Assessments:</p> <ul style="list-style-type: none"> ➤ Class presentation ➤ Essay conversion ➤ Observation logs ➤ Reflection essay ➤ Cultural essay ➤ Tutor advice letter 	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Readings ➤ Yourself as client ➤ Mock tutorials ➤ Training sessions ➤ Observation logs ➤ First session reflection ➤ Exercises on recognizing and avoiding plagiarism ➤ Citation/documentation conversion ➤ Cultural awareness & sensitivity essay (perception of writing as an act of culture) ➤ New tutor advice letter ➤ Class presentations ➤ Shadowed tutoring ➤ Guest speakers (Intensive English Program, Disability Support, Counseling)
<p>Topics/Themes (based on CRLA requirements):</p> <ul style="list-style-type: none"> ➤ Intro to tutoring/policies ➤ Writing process ➤ Tutoring process ➤ Session protocols ➤ Tutor roles ➤ Listening/communication ➤ Goal setting ➤ Role modeling ➤ Questioning ➤ Using resources ➤ Problem-solving techniques ➤ Documentation systems ➤ Ethics ➤ Record keeping ➤ Appropriation ➤ Academic integrity ➤ Cultural awareness ➤ English as an additional language (EAL) ➤ Cognitive disabilities ➤ Unsuccessful tutorials ➤ Creating tutor philosophy ➤ Non-traditional students ➤ Adult learners 	
<p>Texts:</p>	
<p>Agostinelli, Corinne, et al. "Tutoring in Emotionally Charged Sessions." <i>A Tutor's Guide: Helping Writers One to One</i>, edited by Ben Rafoth. Boynton, 2005, pp. 34-40.</p>	

Bouman, Kurt. "Raising Questions about Plagiarism." <i>ESL Writers: A Guide for Writing Center Tutors</i> , edited by Ben Rafoth and Shanti Bruce, 2nd ed. Boynton, 2009, pp. 161-175.
Brooks, Jeff. "Minimalist Tutoring: Making the Student Do All the Work." <i>The Allyn and Bacon Guide to Writing Center Theory and Practice</i> . Edited by Robert W. Barnett and Jacob S. Blumner, Pearson, 2001, pp. 219-224.
Brothe, Crystal. <i>UNC Writing Center Handbook</i> , 2015.
Bruce, Shanti, and Ben Rafoth. <i>ESL Writers: A Guide for Writing Center Tutors</i> , 2 nd ed., Boynton/Cook, 2009.
Ellis, Carol. "Developing Genre Discourse: Graduate Student Writing." <i>A Tutor's Guide: Helping Writers One to One</i> , edited by Ben Rafoth. Boynton, 2005, pp. 121-128.
Fischer, Katherine M. and Muriel Harris. "Fill 'er Up, Pass the Band Aids, Center the Margin, and Praise the Lord: Mixing Metaphors in the Writing Lab." <i>The Politics of Writing Centers</i> , edited by Jane Nelson and Kathy Evertz, Boynton, 2001, pp. 23-36.
Gillespie, Paula and Neal Lerner. <i>The Allyn and Bacon Guide to Peer Tutoring</i> . 2nd ed., Pearson, 2004.
Harris, Muriel. "Talking in the Middle: Why Writers Need Writing Tutors." <i>College English</i> , vol. 57, no. 1, 1995, pp. 27- 42.
Harris, Muriel. "The Roles a Tutor Plays: Effective Tutoring Techniques." <i>English Journal</i> , vol. 69, no. 9, 1980, pp. 62- 65.
Hartwell, Patrick. "Grammar, Grammars, and the Teaching of Grammar." <i>Teaching Composition</i> . 3rd ed., edited by T. R. Johnson, Bedford, 2008, pp. 437-465.

Haynes-Burton, Cynthia. ““Thirty-Something’ Students: Concerning Transitions in the Writing Center.” <i>The St. Martin's Sourcebook for Writing Tutors</i> , edited by Christina Murphy and Steve Sherwood, 2 nd ed., Bedford/St. Martins, 2003, 117-129.
Hewitt, Beth L. <i>The Online Writing Conference: A Guide for Teachers and Tutors</i> . Boynton, 2010.
Leki, Ilona. “Before the Conversation: A Sketch of Some Possible Backgrounds, Experiences, and Attitudes among ESL Students Visiting A Writing Center.” <i>ESL Writers: A Guide for Writing Center Tutors</i> , edited by Ben Rafoth and Shanti Bruce, 2nd ed. Boynton, 2009, pp. 1-17.
Linville, Cynthia. “Editing Line by Line.” <i>ESL Writers: A Guide for Writing Center Tutors</i> , edited by Ben Rafoth and Shanti Bruce, 2nd ed. Boynton, 2009, pp. 116-131.
Munday, Nicole Kraemer. “(Non) Meeting of the Minds: A Study in Frustration.” <i>A Tutor’s Guide: Helping Writers One to One</i> , edited by Ben Rafoth, Boynton, 2005, pp. 17-22.
Murphy, Christina and Steve Sherwood. <i>The St. Martin’s Sourcebook for Writing Tutors</i> . 4th ed., Bedford, 2011.
Murphy, Christina. “Freud in the Writing Center: The Psychoanalytics of Tutoring Well.” <i>The Allyn and Bacon Guide to Writing Center Theory and Practice</i> , edited by Robert W. Barnett and Jacob S. Blumner, Pearson, 2001, pp. 296-301.
Neff, Julie. “Learning Disabilities and the Writing Center.” <i>The Allyn and Bacon Guide to Writing Center Theory and Practice</i> , edited by Robert W. Barnett and Jacob S. Blumner, Pearson, 2001, pp. 376-390.
North, Stephen M. "The Idea of a Writing Center." <i>College English</i> , vol. 46, no. 5, 1984, p. 433.
Robertson, Wayne, dir. <i>Writing Across Borders</i> . Oregon State University, 2005.
Ryan, Leigh, and Lisa Zimmerelli. <i>The Bedford Guide for Writing Tutors</i> . Bedford/St. Martin's, 2016.

Shaughnessy, Mina P. "Introduction." *Errors and Expectations: A Guide for the Teacher of Basic Writing*. Oxford UP, 1979.

Shively Leverenz, Carrie. "Graduate Students in the Writing Center: Confronting the Cult of Expertise." *The Politics of Writing Centers*, edited by Jane Nelson and Kathy Evertz, Boynton, 2001, pp. 50-61.

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Curriculum Dossier – Institution 10

Artifact(s) Submitted: Training modules; meeting itineraries - Fall 2014, Spring 2015, Fall 2015, Spring 2016	PD Format: initial training, additional bi-weekly meetings
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Internship/Practicum: 50 hours tutoring for ITTPC certification	PD Duration: 21-24 hours (12 initial, 9+ hours in bi-weekly meetings)
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Course Goals:

None articulated.

Projects/Assessments:

None articulated.

Activities (initial):

- Readings
- Paper dissections
- Individual sessions with current tutors
- Resume review

Ongoing training activities:

- Issues, comments, questions, concerns (ICQCs)
- Readings & discussion
- Grammar puzzler
- Practice tutoring
- ‘Bite-Sized Writing’ presentation
- Paper dissection

Topics/Themes:

<p>Initial topics/themes:</p> <ul style="list-style-type: none"> ➤ Logistics ➤ Tutoring philosophy ➤ Diverse writers ➤ Technical/professional writing ➤ Presentations <p>Ongoing topics/themes:</p> <ul style="list-style-type: none"> ➤ Introduction ➤ Non-directive/directive tutoring/maintaining ownership ➤ Read-Write-Gold ➤ ELL support ➤ Integrating sources/using sources accurately ➤ Conflict in the writing center ➤ Structure 	<ul style="list-style-type: none"> ➤ Research project ➤ Basics ➤ Inside the tutoring session ➤ Outlining/brainstorming ➤ Revisions big & small/ pieces of a whole ➤ Resume review/cover letters and resumes ➤ Academic voice ➤ Validating professor feedback ➤ Informed consent ➤ Presentation review ➤ Writer based v. reader based writing
<p>Texts:</p>	
<p>Alexis, Cydney. "How I Became an Addict." <i>Another Word from the Writing Center at the University of Wisconsin – Madison</i>. 7 May 2012, https://writing.wisc.edu/blog/how-i-became-an-addict/</p>	
<p>Allen, Nancy J. "Who Owns the Truth in the Writing Lab?." <i>The Writing Center Journal</i>, vol. 6, no. 2, 1986, p. 3.</p>	
<p>Bird, Barbara. "Rethinking Our View of Learning." <i>Writing Lab Newsletter</i>, vol. 36, no. 5/6, Jan/Feb 2012, p. 1.</p>	
<p>Boyd, Kristin and Ann Haibeck. "We Have a Secret: Balancing Directiveness and Nondirectiveness During Peer Tutoring." <i>Writing Lab Newsletter</i>, vol. 35, no. 3/4, 2010, p. 14.</p>	

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Childers, Pamela B. and Jan Straka. "Developing Lifelong Language Skills in a Writing Center." *Writing Lab Newsletter*, vol. 28, no. 10, 2004, p. 5.

Corbett, Steven J. "Tutoring Style, Tutoring Ethics : The Continuing Relevance of the Directive/Nondirective Instructional Debate." *The St. Martin's Sourcebook for Writing Tutors*, 4th ed., edited by Christina Murphy and Steve Sherwood, Bedford/St. Martins, 2011, pp. 148-154.

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Dewoskin, Rachel. "Lost and Found in Translation." *Teachers & Writers*, vol. 41, no. 1, 2009, p. 17.

Dwyer, Mark. "In the Beginning: What to Do When a Student Doesn't Have a Draft". *The Tutoring Handbook*. Writing Center, Sacramento State, 2014.

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Elmore, Kelly. "Gymnastics in the Writing Center: How to Give a Good Spot." <i>Writing Lab Newsletter</i> , vol. 39, no. 7/8, 2015, p. 12.
Flower, Linda S. "Revising Writer-Based Prose." <i>Journal of Basic Writing</i> , vol. 3, no. 3, 1981, pp. 62-74.
Fulwiler, Toby. "Provocative Revision." <i>The Writing Center Journal</i> , vol. 12, no. 2, 1992, p. 190.
Griffin, Kathi, et al. "Becoming Mindful of the Absent Professor: Teacher/Tutor Relationships at a Small College." <i>Writing Lab Newsletter</i> , vol. 30, no. 5, 2006, p. 13.
Habib, Anna. "Cultural Awareness in the Tutoring Room." <i>Writing Lab Newsletter</i> , vol. 31, no. 3, 2006, p. 9.
Hammersley, Dory and Heath Shepard. "Translate-Communicate-Navigate: An Example of the Generalist Tutor." <i>Writing Lab Newsletter</i> , vol. 39, no. 9/10, 2015, p. 18.
Harris, Muriel. "Talking in the Middle: Why Writers Need Writing Tutors." <i>College English</i> , vol. 57, no. 1, 1995, pp. 27- 42.
Howard, Jeffrey. "Pausing for Effect: Silence as a Principle of Learning." <i>Writing Lab Newsletter</i> , vol. 39, no. 3/4, 2014, p. 6.
Howard, Rebecca, et al. "Writing from Sources, Writing from Sentences". <i>Writing and Pedagogy</i> , vol. 2, no. 2, 2010, pp. 177-192.
Jacoby, Jay. "The Use of Force: Medical Ethics and Center Practice." <i>The St. Martin's Sourcebook for Writing Tutors</i> , 2 nd ed., edited by Christina Murphy and Steve Sherwood, Bedford/St. Martins, 2003, pp. 117-129.
Kleinfeld, Elizabeth. "Writing Centers, Ethics, and Excessive Research." <i>Computers and Composition Online</i> . 2011. cconlinejournal.org/ethics_special_issue/Kleinfeld/

Konstant, Shoshona Beth. "Multi-Sensory Tutoring for Multi-Sensory Learners." *Writing Lab Newsletter*, vol. 16, no. 9-10, 1992, pp. 6-8.

Linville, Cynthia. "Editing Line by Line." *ESL Writers: A Guide for Writing Center Tutors*, edited by Ben Rafoth and Shanti Bruce, 2nd ed. Boynton, 2009, pp. 116-131.

Murphy, Christina and Steve Sherwood. *The St. Martin's Sourcebook for Writing Tutors*. 4th ed., Bedford, 2011.

Myers, Sharon A. "Reassessing the 'Proofreading Trap': ESL Tutoring and Writing Instruction." *The Writing Center Journal*, vol. 24, no. 1, 2003, p. 51.

Nolt, Kim R. "Can I Say That ?." *Writing Lab Newsletter*, vol. 35, no. 7/8, 2011, p. 14.

Peters, Jay. "Ethical Missteps, Conflicting Worldviews, Power and Silence." *Writing Lab Newsletter*, vol. 25, no. 6, 2001, p. 7.

Planinz, Brittan. "Encouraging Incubation in the Writing Process of Students." *The Tutoring Handbook*. Writing Center, Sacramento State, 2014.
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Rafoth, Ben. "Responding Online." *ESL Writers: A Guide for Writing Center Tutors*, edited by Ben Rafoth and Shanti Bruce, 2nd ed. Boynton, 2009, pp. 149-160.

Reilly, Liz. "How to Have Ideas." *The Writing Center at PCCC*. Passaic County Community College, 06 Oct. 2014. pcccwriting.blogspot.com/2014/10/how-to-have-ideas-by-liz-reilly.html.

Reilly, Liz. "Talking Words vs Writing Words." *The Writing Center at PCCC*. Passaic County Community College, 11 Dec. 2015. pcccwriting.blogspot.com/2014/12/talking-words-vs-writing-words.html.

Silverman, William John. "There Is No Write Way to Right: Navigating the Boundaries of Cultural Writing Practices." *Writing Lab Newsletter*, vol. 31, no. 2, 2006, p. 5.

Stahl, Robert J. "Using "Think-Time" and "Wait-Time" Skillfully in the Classroom." *ERIC Clearinghouse for Social Studies/Social Science Education*. ERIC Digest. 1 May 1994.

"Summary of Ways of Responding." <https://www.usi.edu/media/2962444/summary-of-ways-of-responding.pdf>. 28 January, 2018

Uttinger, Kathleen. "No Draft? No Problem!". *The Tutoring Handbook*. Writing Center, Sacramento State, 2014.
www.csus.edu/writingcenter/documents/writingcenter/tutoring_book_spring_2014.pdf.

Woolbright, Meg. "The Politics of Tutoring: Feminism within the Patriarchy." *The Writing Center Journal*, vol. 12, no. 1, 1992, p. 16.

Curriculum Dossier – Institution 18

Artifact(s) Submitted: “Center for Writing – New Consultant Seminar for Graduate Students and Professionals,” syllabus, Fall 2016	PD Format: 6 week seminar
Internship/Practicum: None articulated.	PD Duration: 9 hours (6 meetings, 90 minutes each)
Course Goals: “This seminar has five goals: 1. To prepare all new graduate and professional consultants to work with writers through Student Writing Support 2. To introduce all new graduate and professional consultants to just some of the perennial question and challenges facing everyone who works in a writing center, with particular attention to systems of privilege and oppression; 3. To function as a community in which all new graduate and professional writing consultants can collaboratively develop knowledge, collegially share stories, and critically (re)examine values and practices – their own and those of Student Writing Support 4. To provide all participants with the opportunity to develop intentionality in their writing center pedagogy and philosophy 5. To encourage all participants to expand their roles within the Center – not only at the consulting table, but also in conversation and action with Center colleagues.”	
Projects/Assessments: ➤ Formal observation ➤ Dissertation analysis ➤ Weekly discussion posts ➤ Focused blog	Activities: ➤ Reading & discussion (one theory, multiple blogs) ➤ Weekly informal responses (100-150 words) ➤ Focused blog (500-750 words, purpose is expanding the conversation) ➤ Dissertation analysis ➤ Formal observation ➤ Statement of belief

Topics/Themes:

- Consulting one-to-one within an institution
- Consulting across/within/against linguistic borders
- Politics of grammar and choice
- Disciplinarity and dissertation
- Comfort and freedom – for whom?
- Intentionality
- TBD – depending on participants' goals & interests

Texts:

Delpit, Lisa D. "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children." *Harvard Educational Review*, vol. 58, no. 3, 1988, pp. 280-298.

Fitzpatrick, Renata, et al. "Prioritizing What to Work On." *For Writing Consultants: Guidelines for Working with Non-Native Speakers*. College of Education and Human Development, University of Minnesota, 2007, pp. 9-16.

Geller, Anne Ellen, et al. "Everyday Racism." *The Everyday Writing Center: A Community of Practice*. Utah State University Press, 2007, pp. 87-109.

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Gillespie, Paula, and Neal Lerner. *The Longman Guide to Peer Tutoring*. Pearson Longman, 2008.

Ianetta, Melissa, and Lauren Fitzgerald. *The Oxford Guide for Writing Tutors: Practice and Research*. Oxford UP, 2016.

Olson, Bobbi. "Rethinking Our Work with Multilingual Writers: The Ethics and Responsibility of Language Teaching in the Writing Center." *Praxis*, vol. 10, no. 2, 2013. www.praxisuwc.com/olson-102/.

Owen, Johnathan. "12 Mistakes Nearly Everyone Who Writes About Grammar Mistakes Makes." *Arrant Pedantry*. 11 Nov. 2013. www.arrantpedantry.com.

"Professional Knowledge for the Teaching of Writing." National Council of Teachers of English. 28 Feb., 2016. <http://www2.ncte.org/statement/teaching-writing/>

Sherwood, Steve. "Censoring Students, Censoring Ourselves: Constraining Conversations in the Writing Center." *The Writing Center Journal*, vol. 20, no. 1, 1999, p. 51.

Thonney, Teresa. "Teaching the Conventions of Academic Discourse." *Teaching English in the Two-Year College*, vol. 38, no. 4, 2011, pp. 347-362.

Young, Vershawn A. "Should Writers Use They Own English?." *Iowa Journal of Cultural Studies* vol. 12, 2010, pp. 110-117.

Curriculum Dossier – Institution 19

Artifact(s) Submitted: “English 310: Theory and Teaching of Writing,” Syllabus, undated	PD Format: semester length undergraduate/graduate course
Internship/Practicum: 30 hours	PD Duration: 45 hours (15 meetings, 3 hours each)
Course Goals: <ol style="list-style-type: none">1. “Understand the history of and pedagogical approaches to college-level writing instruction2. Understand writing center theory and practice and how they relate to other college writing pedagogies3. Conduct individual writing consultations at the Writing Center4. Identify writing concerns and implement strategies for addressing them5. Reflect on your learning as a writer and on you and others’ practice as writing consultants Students taking the course for four hours:6. Conduct research in composition studies from a humanistic or social-science perspective”	
Projects/Assessments: <ul style="list-style-type: none">➤ Literacy narrative➤ Online reflections➤ Consulting philosophy➤ Micro-level homework➤ Research project (4 credit hours only)	Activities: <ul style="list-style-type: none">➤ literacy narrative➤ online reflections/responses➤ consulting philosophy➤ micro-level homework➤ internship➤ discussion leadership/discussion participation➤ self-assessment of writing/analysis of personal writing➤ observations➤ Writing Center visit➤ Peer review

Topics/Themes:

- Expressivist and positivity pedagogies
- Rhetorical and collaborative pedagogies
- WC Praxis
- Writing the literacy narrative
- Writing processes
- Writing development
- Effective reflection
- Peer review
- Tutoring practices
- Intervention and agency
- Negotiating authority and expectations
- Identity and culture in the writing center
- Working with English language learners
- Information literacy
- Plagiarism
- Crafting a philosophy of consulting
- Writing in the disciplines
- Focus, organization, and development
- Communication strategies
- Sentence structure
- Conciseness
- Grammar
- Punctuation

Texts:

“A Short Guide to Reflective Writing”. *Library Services Academic Skills Centre*, University of Birmingham, May 2014.

<https://intranet.birmingham.ac.uk/as/libraryservices/library/skills/asc/documents/public/Short-Guide-Reflective-Writing.pdf>

Bean, John C., and Maryellen Weimer. "Dealing with Issues of Grammar and Correctness." *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Jossey-Bass, 2011, pp. 66-87.

Brown, Renee, et al. "Taking on Turnitin: Tutors Advocating Change." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 307-324.

<p>Bruffee, Kenneth A. "Peer Tutoring and the 'Conversation of Mankind'." <i>The Oxford Guide for Writing Tutors: Practice and Research</i>, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 325-35.</p>
<p>Bullock, Richard H., et al. "Writing a Literacy Narrative." <i>The Norton Field Guide to Writing: With Readings and Handbook</i>. W.W. Norton, 2016, pp. 21-37.</p>
<p>Carroll, Lee Ann. <i>Rehearsing New Roles: How College Students Develop as Writers</i>. Carbondale: Southern Illinois UP, 2002.</p>
<p>Doucette, Jonathan. "Composing Queers: The Subversive Potential of the Writing Center." <i>The Oxford Guide for Writing Tutors: Practice and Research</i>, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 343-355.</p>
<p>Fallon, Brian. "Why My Best Teachers Are Peer Tutors." <i>The Oxford Guide for Writing Tutors: Practice and Research</i>, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 356-364.</p>
<p>Graff, Gerald, et al. "I Take Your Point: Entering Class Discussions." <i>"They Say / I Say": The Moves That Matter in Academic Writing, with Readings</i>. W.W. Norton, 2017, pp. 163-166.</p>
<p>Houston, Keith. "Maximal Meaning in Minimal Space: A History of Punctuation." <i>Shady Characters</i>. 16 Apr. 2013. www.shadycharacters.co.uk/2013/04/hiatus-article/</p>
<p>Ianetta, Melissa, and Lauren Fitzgerald. <i>The Oxford Guide for Writing Tutors: Practice and Research</i>. Oxford UP, 2016.</p>
<p>Johnson, Ruth, et al. "Finding Harmony in Disharmony: Engineering and English Studies." <i>The Oxford Guide for Writing Tutors: Practice and Research</i>, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 391-403.</p>

Lerner, Neal. "Searching for Robert Moore." <i>The Oxford Guide for Writing Tutors: Practice and Research</i> , edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 405-421.
Lipsky, Sally A. <i>A Training Guide for College Tutors and Peer Educators</i> . Pearson, 2011.
Mackiewicz, Jo and Isabelle Thompson. "Motivational Scaffolding, Politeness, and Writing Center Tutoring." <i>The Oxford Guide for Writing Tutors: Practice and Research</i> , edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 342-348.
Mitchell, Ruth and Mary Taylor. "The Integrating Perspective: An Audience-Response Model for Writing." <i>College English</i> , vol. 41, no. 3, 1979, pp. 247-271.
Mozafari, Cameron. "Creating Third Space: ESL Tutoring as Cultural Mediation." <i>The Oxford Guide for Writing Tutors: Practice and Research</i> , edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 449-463.
Murphy, Christina and Steve Sherwood. <i>The St. Martin's Sourcebook for Writing Tutors</i> . 4th ed., Bedford, 2011.
Nicklay, Jennifer. "Got Guilt? Consultant Guilt in the Writing Center Community." <i>The Oxford Guide for Writing Tutors: Practice and Research</i> , edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 473-482.
Nordquist, Richard. "A Brief History of Punctuation: Where Do the Marks of Punctuation Come From and Who Made Up the Rules?" <i>ThoughtCo</i> . 31 Mar. 2017. www.thoughtco.com/brief-history-of-punctuation-1691735
O'Leary, Claire Elizabeth. "It's Not What You Say, It's How You Say It." <i>The Oxford Guide for Writing Tutors: Practice and Research</i> , edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 483-497.

Rafoth, Ben. "Helping Writers to Write Analytically." *A Tutor's Guide: Helping Writers One to One*, edited by Ben Rafoth, Heinemann, 2005, pp.76-84 .

Reger, Jeff. "Postcolonialism, Acculturation, and the Writing Center." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 498-507.

Ryan, Leigh and Lisa Zimmerelli. "Making Sentence-Level Revisions." *The Bedford Guide for Writing Tutors*. 6th ed., Bedford, 2016, p. 51.

Suhr-Sytsma , Mandy, and Shan-Estelle Brown. "Addressing the Everyday Language of Oppression in the Writing Center." *The Oxford Guide for Writing Tutors: Practice and Research*, edited by Melissa Ianetta and Lauren Fitzgerald, Oxford, UP, 2016, pp. 508-532.

Tate, Gary, et al. *A Guide to Composition Pedagogies*. Oxford UP, 2001.