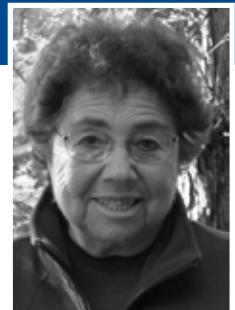


From the Editor

Muriel Harris



This *WLN* issue focuses on four groups in writing centers: tutors, grad students, speakers of English with differing levels of proficiency, and classroom tutors. Susan Dinitz' article starts the conversation by focusing on critically important threshold concepts in writing and the misperceptions tutors may harbor if they don't fully grasp these concepts—misperceptions that can lead to ineffective tutoring. Noting that threshold concepts are very difficult to teach, Dinitz shares with us writing projects she assigns to help new tutors experience and enact some of these concepts. Next, Chuck Radke's article describes the formation of a graduate writing center at a time before there was extensive scholarship on graduate writing centers to guide them. Radke offers a compelling rationale for why a graduate writing center needs "a room of its own" where the graduate writers are the experts and the consultants are their personal trainers.

In addition to graduate students, another group seeking writing center tutorials are those whose English proficiency varies: non-native speakers of English, Generation 1.5, and native speakers of English. These three groups, the subjects of a study that Grant Eckstein reports on, have differing goals that should influence the agenda of the tutorial. Eckstein's survey offers answers that can help tutors respond to those different goals. One more group—tutors in the classroom—is the subject of Rachel Stroup's Tutors' Column. As Stroup points out, tutoring in the classroom is not the same as writing center tutoring in several ways. Unlike tutors in writing centers, classroom tutors are there to help the instructor further classroom goals, and their tutoring is necessarily more directive.

In the back pages of this issue you'll find a lengthy Conference Calendar, one that is impressively global, with 16 conferences to choose from in the U.S., Canada, Latin America, China, Japan, and the UAE. If we've overlooked a writing center conference or if you're now in the process of organizing one, please let us know so that we can help publicize it on our social media and list it on our Conference Calendar.