

Editor's Note

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The articles in this *WLN* issue invite us to engage in re-thinking some perceptions that involves discarding long-held assumptions (Blake), reaffirming and expanding on results of previous research (Bleakney et al.), understanding the underlying but important implications of a standard practice (Bond), and engaging in helping writers overcome a common problem (Thoms).

Brandy Ball Blake offers us a close look at why she put aside her initial marketing approach for engineering students and redirected her outreach efforts. She sought out alternative alliances, marketed her writing center in a different way, and readjusted how she thought about working with engineering students. Her detailed discussion of interacting with these students should be particularly helpful when tutoring students who are working on STEM writing assignments. Next, Julia Bleakney, Russell Carpenter, Kevin Dvorak, Paula Rosinski, and Scott Whiddon discuss their approach to cross-institutional research, the focus of which was to learn what course-embedded tutors and participating faculty see as the benefits of such programs. While the programs varied from institution to institution, the results affirm the benefits to the tutors and offer insights into how future programs can be improved.

While Candis Bond acknowledges that STEMM (the second “M” includes medicine) citation practice is generally perceived as a “nuts-and-bolts” issue, she digs deeper by taking up the issue of gender equity in such citation practices. As Bond explains, there are rhetorical dimensions to the process of selecting sources. In particular, she stresses the problem of under-representation of women in citation lists and offers strategies for tutors to use in conversations with writers about how they select their sources.

In the Tutors’ Column, when Ash Thoms focuses on writers’ lack of self-confidence, she first explores some causes and then offers active listening as an effective method for helping writers see themselves as writers. Active listening, as Thoms explains, requires reflection, engaged interest, and positive feedback. But even more important in helping the student build self confidence is to uncover why such students view themselves as inept writers.

