

Editor's Note

Muriel Harris

The authors in this issue sought answers to a variety of questions about student agendas, scholarship, graduate writing support, and tutors' preferred tutoring strategies:

1. When students indicate what they want to discuss in a tutorial, to what degree are those matters covered in the session?
2. Is the number of citations in an article indicative of its scholarly importance?
3. How should graduate writing support be considered the same as or different from undergraduate writing support?
4. To what degree should tutors trust their instincts instead of employing recommended tutoring strategies?



The authors' articles may provide answers that are enlightening or may raise new questions in your mind that will lead you to write your own article.

When Hidenori Miyake, Takeshi Kawamoto, Haruo Kaneko, and Riko Umeki compared students' requests for what they wanted to talk about with tutors to the actual topics of the tutorials as reported by tutors, the authors sorted through the responses and offer their findings. They also learned that native speakers and non-native speakers have different tutorial agendas.

What factors determine the scholarly quality and importance of an article? Jessica Weber started seeking answers by turning to the practice of counting citations, assuming that more citations indicates more substantive scholarship. But as she thought through the subject and came to a different conclusion, she describes her intellectual journey and the conclusions she arrived at.

In his review of *Re/Writing the Center*, a collection of essays about graduate writing pedagogies, Craig Medvecky praises the book for looking into the complex question of whether there should

be separate writing centers for graduate student writers. As he summarizes the book's contents, he discusses both the need for such centers and the practical and theoretical bases for them. Galen Hall's Tutors' Column in this issue focuses on a question tutors are likely to ask themselves, i.e., do I tutor using only the techniques explained in training and in the literature, or can I rely on my instincts to select the right approach?

If your regional writing center is planning a virtual or in-person conference, please let me know so that I can include it along with the other conferences listed on p. 29.

CALLING ALL TUTORS!

The *WLN* blog, *Connecting Writing Centers across Borders*, invites creative, academic, or hybrid pieces for their Tutor Voices page! Consider submitting a blog piece (1000 words) that takes a specific angle on an issue within writing center praxis and/or a 30-second video or photo with brief description about what's keeping you resilient during these challenging times. For more detailed guidelines, visit our submission guidelines page: www.wlnjournal.org/blog/submission-guidelines/. If you're not yet subscribed to the blog or our newsletter, we'd love you to join us. To do so, visit: www.wlnjournal.org/blog/subscribe-to-blog-newsletter/. Questions? Email us at writinglabnewsletterblog@gmail.com.

GET INVOLVED WITH WLN

Interested in serving as a reviewer? Contact Karen Gabrielle Johnson (KGJohnson@ship.edu), Ted Roggenbuck (troggenb@bloomu.edu), Lee Ann Glowzinski (lglowzinski@wheeling.edu), and Julia Bleakney (jbleakney@elon.edu).

Interested in contributing news, announcements, or accounts of work in your writing center to the Blog (photos welcomed)? Contact the Blog Editors (writinglabnewsletterblog@gmail.com).

Interested in guest editing a special issue on a topic of your choice? Contact Muriel Harris (harrism@purdue.edu).

Interested in writing an article or Tutors' Column to submit to *WLN*? Check the guidelines on the website: (wlnjournal.org/submit.php).