Editor’s Note
Julia Bleakney

In this latest issue, each contribution focuses on new ways of re-seeing or reframing our writing center work: Anderson and Molloy reframe the idea that writers having different tech choices can increase, not inhibit, their access to tutoring sessions; Blackmon offers a model for tutors to help writers reframe lack of writing motivation; Monty’s book review shows how Georganne Nordstrom invites researchers to re-see collaboration; and Bryan learned to re-see and rejuvenate her tired tutoring practice.

When the Covid-19 pandemic forced many writing centers to go online, many opted to use one online platform to ease the already chaotic transition. But at Centenary University and William Paterson University, consultants and clients could choose which online platform to use for their tutoring sessions, as Erin M. Andersen and Sean Molloy describe. Results of their survey show that writers were comfortable having tech choices and did not face barriers or delays in accessing tutoring.

When they are required to visit the writing center, writers can sometimes lack motivation, and tutors might be unsure what to do. Enter Elizabeth Busekrus Blackmon’s “Writing MAP,” a heuristic Blackmon has utilized and tested at her community college since 2015. Blackmon’s Writing MAP provides questions to help tutors determine a writer’s underlying motivations and then to understand their feelings of writing competency. These questions, Blackmon found, help with rapport-building and lead to productive sessions.

In his review of Georganne Nordstrom’s A Writing Center Practitioner’s Inquiry into Collaboration: Pedagogy, Practice, and Research (2021), Randall Monty describes how Nordstrom’s model of collaborative inquiry navigates the contradictory position writing centers inhabit within institutions of higher education that privilege individuality. Nordstrom complicates a familiar definition of collab-
oration, Monty explains, by rooting her understanding of it in Na-
tive Hawaiian scholarship, poetry, and proverbs of community and
communal work. Nordstrom’s book offers advice for how to con-
duct writing center studies that are “democratic and socially just.”

Finally, as tutors, we sometimes see the same type of writing as-
ignment repeatedly and tutoring can easily become rote, failing to
take the time with a writer who may be doing this type of writing
assignment for the first time. In her Tutors’ Column, Victoria Bryan
shares a story of how taking on a new project—preparing Insta-
gram posts to advertise the writing center—unexpectedly helped
her remember the struggles writers face when working on some-
thing new and reminded her to create space for students to prac-
tice writing.

A FEW ANNOUNCEMENTS FROM
THE CW CAB BLOG EDITORS!

Season 3 of the Slow Agency podcast is here! On this podcast,
we try to slow down, listen, and dialog. This season we focus
our conversations on books and/or edited collections related to
writing center praxis. We recorded with Noreen Lape, Joe
Essid and Brian McTague, and Susan Lawrence and Terry Myers
Zawacki in Fall 2021. Our topics range from multilingual writing
centers, to writing centers at the center of change, to ap-
proaches to supporting graduate students in the writing center.
For listening on your mobile device, we invite you to subscribe
to Slow Agency on Anchor, Apple Podcast, Spotify, and Google
Podcasts.

Our second post in the "Dear CW CAB" series is live! In this new
series, Stacia Moroski-Rigney provides answers and updates to
perennially asked questions related to writing center opera-
tions and practice. We invite you to respond with your com-
ments on these posts at https://www.wlnjournal.org/blog/
2022/04/dear-cwocab-april-2022/ or to email the blog editors
at writinglabnewsletterblog@gmail.com with your pesky or
heavy questions related to your own writing center work and
Stacia will crowdsource answers from the scholarship and the
community.

Finally, we invite you to subscribe to our newsletter at https://
www.wlnjournal.org/blog/subscribe-to-blog-newsletter/. The
Spring 2022 newsletter will be released at the end of May.