University of Central Florida

STARS

2024

Adapting Models for Florida's Public Secondary Schools: A Case Study of Collegiate Writing Centers

Erin M. Shorthill
University of Central Florida

Find similar works at: https://stars.library.ucf.edu/etd2023

University of Central Florida Libraries http://library.ucf.edu

ADAPTING MODELS FOR FLORIDA'S PUBLIC SECONDARY SCHOOLS:

A CASE STUDY OF COLLEGIATE WRITING CENTERS

by

ERYN SHORTHILL
B.A., Messiah University, 1999

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Arts
in the Department of Writing and Rhetoric
in the College of Arts and Humanities
at the University of Central Florida
Orlando, Florida

Summer Term
2024

Major Professor: Melody Bowdon

ABSTRACT

While working for four years in a college writing center, often with dual enrolled high school students, I began asking myself why our local high schools do not have writing centers of their own. The effectiveness of writing centers in helping students advance their critical thinking and written communication skills is well documented, and yet students of diverse geographical locations and socio-economic status often arrive at college underprepared for the rigor of academic written discourse. Employing a combination of institutional analysis and constructivist grounded theory, I conducted case studies on three Florida college writing centers, focusing on staffing models, training methods, services offered, and dissemination of information about these services. Drawing on experiential evidence and both qualitative and quantitative studies completed by Ben Rafoth, Jesùs Josè Salazar, and more, I propose adapted and adaptable writing center models for various Florida high school settings, grounding the options in current writing center theory and composition instruction pedagogy, laying the groundwork for further scholarship on the creation of flexible models of supplementary writing development education in Florida's public school system. I conclude with a set of recommendations for key elements schools must address when creating and maintaining a writing center, including designing classroom space, recruiting and training peer tutors, and identifying a theoretical approach to student writing.

To my family:

My father and mother, Wayne and Phee Paradise: you have always been my biggest fans.

My children, Conor and Zoey: you have been understanding through this and have shown me you are proud of me; nothing makes me prouder than you two do.

My husband Chris: the rock on whom my earthly choices are built. The Lord gave me a gift beyond measure when he yoked my life to yours.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER ONE: A PLACE FOR WRITING CENTERS IN THE ACADEMY

Four years' experience as a professional writing learning specialist at Eastern Florida State College made evident to me two things: the value of the one-on-one consultation for the development of academic writing skills, critical reading, and student confidence; and how underprepared many Florida public school students are for this hard work. Particularly, they are often not prepared for the level of critical thinking involved in academic writing. Having also taught high school in two private schools in two other parts of the United States, I can attest that this phenomenon is not unique to Florida. In 2017, the New York Times article "Why Kids Can't Write" reported, "Three-quarters of both 12th and 8th graders lack proficiency in writing … 40 percent of those who took the ACT writing exam in the high school class of 2016 lacked the reading and writing skills necessary for successfully completing a college-level English composition class" (Goldstein). These conclusions were drawn from the most recent National Assessment of Educational Progress report in 2017, whose past reports demonstrate that concern about writing ability has been growing for decades. New to the landscape, however, are the complications of increasingly regular remote learning brought on by the COVID-19 pandemic and the widespread accessibility of Large Language Models applications, which may enable students to bypass the critical thinking stages of the learning process. Among the tools available to the education system, writing centers staffed by teachers, students, and/or professionals offer a unique opportunity for helping students with

immediate skill deficiencies while simultaneously cultivating the intellectual habits which will serve them well in their adult pursuits. Education leaders, including administrators, policy makers, superintendents, principals, and teachers, should collaborate in establishing writing centers in Florida's public secondary schools.

This opening chapter will explore some of the scholarship around how writing centers operate and why they work. First, I will briefly discuss when and why writing centers began, followed by a look at the ways writing centers are staffed. I will then demonstrate that writing centers occupy a specific place in a college or university, not only helping students in need of writing skill development, but also promoting a culture of thinking and collaboration on campus. Lastly, I will discuss why writing centers in secondary schools are so needed. Following this chapter, I will walk through my methods and theoretical perspectives, the research I conducted, and conclude by tying my research analysis to specific actions which Florida schools could take for cultivating writing centers for its public school students, individually and collectively.

A relatively new concept in the history of education, writing centers crept onto the academic landscape in the early 1900s as a way of addressing the needs of the emerging student populations who were not as prepared for the rigor of college work. In fact, as scholars such as Susan Waller have laid out, writing centers started growing in the 1930s, but it was the need to prepare the first generation of GI Bill veterans and the children of immigrants alike in later decades, added to the confusion of how to serve underprepared students, that caused the spread of the writing center approach. As William A. Yahner and William Murdick, professors and writing center administrators at the California

University of Pennsylvania, put it, writing centers were "born out of the clamor and clash and confusion of open admissions, student rights, and the literacy crisis of the 1970s" (13). Over time, centers have evolved into their current variety of forms housed in varying departments and focusing on skills sets and pedagogies aligned with each center's mission (North 434, 436). While in higher education tutoring services of some kind are often required by certifying entities (see for example: Southern Association Sec. 8, Item 2c), writing assistance services are much harder to find in secondary schools, especially public ones. Nonetheless, a combination of realities in the public school system as well as the demonstrated success of writing centers for college students' academic progress suggests that offering writing tutoring on a wide scale would benefit middle and high school students. Many of the concerns with the educational system, from standardized tests degrading critical thinking skills to generative AI taking the place of writing practice for students, could be addressed by introducing a writing center model to public schools.

Over time, writing center directors and staff have worked hard at shedding the perception that a writing center's primary function is remediation. In many ways, that very fight was what prompted Stephen North to publish what has become a central text in writing center development. North opens his 1984 treatise, "The Idea of a Writing Center," with a clear expression of the problem as he sees it: "This is an essay that began out of frustration … The source of my frustration? Ignorance: the members of my profession … do not understand what I do … what does happen, what can happen, in a writing center" (433). He complains that professors, even within the English department,

see the writing center as a place for "those with special problems in composition" (434).

North also points out that he is not alone among writing center directors in his frustration,

pointing out that "One comes away from any large meeting of writing center people laden

with similar horror stories" (435). Perhaps it is because writing center professionals

understand that their model has so much more to offer than teaching basic sentence

formation, punctuation, and citations. With this project, I touch on many of these

offerings and make the argument that high school students also need what writing centers

offer.

Writing centers are proven successful academic support systems in colleges and

universities around the world. In 2021, Jesùs Josè Salazar published a meta-analysis of 82

quantitative studies of collegiate writing center success. His numerical analysis

impressively demonstrates the impact a writing center can have on students and on

campus writing culture. The magic is in the non-evaluative and collaborative relationship

between the tutor and the student writer, fleshing out ideas and filling in skills gaps. Ben

Rafoth, professor at Indiana University of Pennsylvania, et al. believe that this one-to-one

method results in agency for the student. In other words, because the authority of a

classroom is lacking from a writing center environment, the students' sense of ownership

over their writing, their progress, and their ideas grow, prompting students to invest in

their own experiences and success. High school students, who even more keenly feel the

constraints of authority as they are reaching for adulthood, need the opportunity for

maturation in their thinking and writing and for the ownership of their academic journeys

which a writing center offers. Moreover, given the demands and expectations placed on

high school graduates in the college application process, in college courses, and in future professional workplaces, secondary students deserve access to this highly effective model for practicing those skills, which can ease the transition into adult responsibilities for a student or for a young professional.

A Variety of Staffing Models

As the founder of the Purdue Writing Lab, which hosts the popular and widely accessed Purdue OWL, Muriel Harris puts it, "Writing centers tend to differ from one another because they have evolved within different kinds of institutions and different writing programs and therefore serve different needs" (15). These differences include staffing choices. Collegiate writing centers generally employ tutors in combinations of three categories: undergraduate and graduate students, professional staff, and faculty members. Writing center staffing decisions affect the way in which a center evolves and usually come about because of two intrinsically interlinked forces often at odds with one another: political concerns and financial realities. Writing centers cost money and use institutional resources; there is no way around it, just as there is no way around the fact that political forces and values control the flow of resources. In a time of stretched education budgets, those attempting to demonstrate the value of a writing center to an institution's bottom line must cut through layers of bureaucratic red tape trying to quantify the qualitative. One of the key ways to keep the cost of operating a writing center down is to limit paid staff, and developing peer tutors provides an attractive way to

accomplish this. According to Emily Isaacs and Melinda Knight, 79 of the 101 writing centers included in the four-year institutions of their 2014 study employed students as peer tutors, with more than a quarter of those centers utilizing undergraduate students exclusively (49). Clearly, peer tutoring has become the dominant model.

Peer tutor staffing models offer colleges a number of advantages. Harris believes that "writing centers have a tradition of offering a kind of experience for tutors that is not offered elsewhere in the academic setting," a fact that has not escaped the notice of high school writing center administrators and scholars either (21). Writing for the book *The Successful High School Writing Center*, Alexandra Elchinoff and Caroline Kowalski wrap up their chapter, which was largely penned by the high school peer tutors serving in their respective writing centers in Virginia and California, with final thoughts from their tutors: "High school writing centers enable both tutees and tutors to transform themselves as students, as writers, and as people. … The impact of peer tutoring in a high school writing center continues to reverberate in tutors' lives through college and into their careers" (78). Stetson University corroborates the value of tutoring *for the tutor*, claiming on their writing tutor recruitment webpage, "While the pay is unfortunately not lucrative, this position has benefits that other campus jobs do not. In addition to tutoring, tutors have many other opportunities to develop a variety of professional skills (bulking up their resumes and CVs in the process!) such as [w]orking with faculty, [d]elivering workshops, [c]onducting research, [a]ttending and presenting at regional and national conferences" ("Student Employment"). The collaboration between students in an official academic setting benefits them both, peer tutor and student writer alike.

Although scholars debate the exact beginning of writing centers, the use of collaborative peer reviewers dates back, according to former Indiana State University writing center director Peter Carino, to the early 1900s in secondary school classrooms as a sort of lab section of the composition classroom (105). At that time, teachers facilitated students' reading and reviewing their peers' work, and student writers participating in this activity began making gains beyond those of their counterparts in other classes, according to a study done for a master's thesis cited by Carino (105). At least as early as the 1930s, these writing labs began spreading to post-secondary schools, often moved out of the classroom, instead being housed in departmental facilities. Carino refers to the University of Minnesota and the University of Iowa as two labs with different organizational designs, reflecting contrasting purposes. The divergence in attitude regarding the function of a writing center begins to be evident with the perspective of the leaders of the two centers, one of whom positions his center as better than those which offer a remediation model (106). The divergent modes each worked to serve their students, though, and the value of each can only be questioned as a matter of historical critique.

However, a peer tutor model does not work everywhere. At community colleges, students with the appropriate mix of writing competencies and teaching or coaching abilities cannot even be identified until at least a quarter of the way through their tenure at the school, as mastery is demonstrated through produced work and the garnered recommendation from professors. Even at some state schools, such as Eastern Florida State College (EFSC), which is no longer classified as a community college but continues to graduate only a small percentage of four-year degree students annually, the student

population turns over too quickly for a quality peer tutor driven model to be effective ("Student Demographics"). These institutions turn to either a faculty or a professional staffing model, although among the schools in Isaacs and Knight's study, only 10% employ faculty tutors and so few employed professional tutors that the authors did not offer a numerical data point, simply noting that "only a few centers were staffed with professional writing consultants" (49). Of course, their study was limited to 101 of the top four-year degree granting institutions, thus excluding the classification of school most likely to rely on professional staffing models.

Still, it is telling that so few schools who utilize undergraduate peer tutors choose to also include professionals. There are several potential reasons why, including the financial benefits to the college of using students who can be paid at or close to minimum wage and are sometimes paid through their federal work study financial aid packages (see the job descriptions for peer writing tutors at almost any college or university website). Writing center theory, however, offers an alternative reason, which supports the benefits to the student writer as well as the student tutor of this service model, as Elchinoff and Kowalski's tutors stated.

Faculty occasionally make up the third arm of writing center staff in centers today, although historically, it seems their presence in the writing center was more common. Susan Waller corroborates Carino's interpretation of early writing center development, pointing out that most early writing labs were staffed by faculty because they were really labs, outgrowths of classroom instruction. Through this evolution, Waller points out, development of a specific pedagogy began, differentiating itself from the

instruction pedagogical practices of the classroom, but as Isaacs and McKnight's data reveal, not many schools have faculty serving in the writing center as tutors, MIT's model of hiring its own lecturers aside.

A Place in the Academy

Regardless of the staffing model, however, a writing center's place within the larger organizational structure of an educational institution can demonstrate the value placed on the outcomes a writing center produces for students. Academic departments and student services are the most common places for writing centers to reside organizationally, but a new model is emerging: the learning commons. In institutions as diverse as Yale, Tallahassee Community College, and the University of Alabama (UA), multiple academic support services fall under a learning commons umbrella. UA's learning commons website offers eight different services to students, including writing and math tutoring, success coaching, workshops, and mentors for specific classes ("What We Do"). Adam Koehler of Manhattan College, writing as a guest for the University of Wisconsin-Madison's Writing Center blog, discusses his experience at Manhattan College, when a new administration folded his writing center into the newly developing learning commons, called the Center for Academic Success. Although resistant at first, Koehler was able to negotiate the hiring of a dedicated director role for the writing center, and he praises how she maintained the center's independence within the learning commons model while still being able to collaborate with other student services.

Koehler's blog post expresses his satisfaction with the outcomes and offers

encouragement for those going through similar structural moves.

At EFSC, however, the shift to a learning commons model was not as smooth.

When I was hired in June, 2019, the Melbourne Writing Center was overseen by a faculty

coordinator from the English department, with the writing center on the Cocoa campus

overseen by its own faculty coordinator. The administration made several changes that

diminished the status of the writing centers. They eliminated the faculty coordinators,

merged the Writing Centers and Academic Success Centers (ASC) under one director,

then removed that director, placing the ASC under a new Student Success Services

director who oversaw multiple departments. This was demoralizing for the writing tutors,

who are outnumbered about 3-to-1 by STEM tutors. Perhaps the placement on the ladder

of the institution is not what reveals the value placed on its collaborative contributions,

but rather it is the manner in which these moves are carried out.

Regardless, collaboration is at the heart of what makes a writing center a writing

center, even as they develop differently. Not just an approach to working with students,

collaboration has evolved into a pedagogy, one that drives the purpose of writing centers.

Among the traditions that she proudly declares bind writing centers together, Harris

credits the introduction of collaborative learning in the academy to the genesis of writing

centers. In contrast to the general perception of classroom learning, Harris claims,

"We've added to the traditional instruction this new dimension of students leading each

other to greater understanding and enhanced skills… The students [peer tutors] work with

are given encouragement and an opportunity to shake off their passive classroom stance

and assume some responsibility for getting involved with their own learning" (21). Not only does it set writing centers apart from classroom experiences, collaboration supports the building of student agency, which Rafoth and others value so highly.

Further, existing writing centers developed this tradition of collaboration through the rich sharing of knowledge and information between early adopters of writing centers. Harris commented in a panel discussion about the origins of the International Writing Center Association (IWCA), of which she was an organizing member, that the "effort was a communal one of some dedicated people, and the spirit in which we formed that community helped define the goals, pedagogy, and theory that define us today: supportive, collaborative, sharing, student-centered, people-centered" (qtd. in Kincaid 2). Today, writing centers continue to not only collaborate with each other through the IWCA and other organizations and publications, such as *The Writing Lab Newsletter, Praxis,* and the IWCA's flagship publication *The Writing Center Journal*, but writing centers also promote collaboration within a college or university, working with faculty in English and Writing departments, of course, and also in Writing Across the Curriculum (WAC) efforts. Writing centers are uniquely positioned to complement the efforts of WAC programs, which sometimes exist outside a college's writing program administrator's purview (see Corbett and LaFrance for a discussion of the history and implications of WAC and WC collaboration). A perusal of university websites reveals that most writing centers stress that tutors will help students with "all writing assignments across the curriculum," as Tallahassee Community College puts it ("Writing and English Skills").

This kind of collaboration exemplifies the collaborative pedagogy inherent in writing center culture.

When training tutors to effectively engage with student writing, a spectrum of possible approaches is available. This decision directly relates to the pedagogical shift from remediation (lower order concerns such as punctuation or mechanics) to a more holistic approach to the essay (higher order concerns such as organization and synthesis of sources), a perspective evident in a current approach to writing center pedagogy called minimalism. How a tutor enters the student writer's process and product affects the work done in the session. Many writing center websites take pains to have statements similar to this one from EFSC: "While we offer guidance on grammar, organization, and clarity, we don't write or revise your paper on your behalf" ("Writing Centers"). This statement, while not using pedagogical terms like minimalism, nonetheless takes a stand. It suggests, however, that the opposite end of the spectrum from minimalism is proofreading and editing, services that do not qualify as education and are not usually offered in an academic setting like a writing center. There are exceptions of course, and I will revisit these approaches in chapter 5.

An alternative approach to minimalism, direct instruction – tutoring interactions that allow for a more hands-on approach to the students' writing – was employed often in the EFSC Writing Center while I was employed there. Scholarly opinions differ about the role of directive tutoring. Irene Clark conducted a study aimed at challenging the notion of non-directive tutoring and concluded that

Directiveness in writing center tutoring cannot be constructed in absolute terms, that students and tutors differ in their perceptions of what occurs during a conference, and that students differ among themselves in their perception of directiveness. Students are more likely to perceive directiveness in consultants than consultants perceive in themselves, and poor writers are more likely to view consultants as directive than are good students. (46)

Although where a center places itself on this continuum usually has to do with the student population with which it is dealing and the type of tutor it employs, writing center pedagogy focuses on fulfilling North's stated purpose in his definitive article for writing centers: "Our job is to produce better writers, not better writing," a sentence that has become something of a mantra or a slogan for writing centers everywhere, regardless of where any individual tutoring session falls on the spectrum (438). Again, chapter 5 discusses these pedagogical issues more deeply.

Many of these effects and benefits of a robust writing center culture are short-term in nature. Even though tutors strive to focus on the student more than the writing, often the student sitting in front of us has immediate concerns about a specific piece of assigned writing and is not thinking long term. The Rutger's University tutor handbook instructs tutors to "urge [students] to focus on their overall progress and skills they are developing over the course of the semester … Even if a student is in danger of failing the course late in the term, we should still focus on the long term. After all, if the student cannot pass this term, he or she gets another semester to reach greater potential as a

writer" ("The Task" 9). Much like the mission given to writing centers by North, as stated above, tutors need to keep the long view in mind on behalf of the student.

When the disparate elements come together to form a complete picture, academic culture is affirmed, built, and sometimes changed, impacting the hard numbers of passing grades, retention, and graduation rates. Writing centers have the potential to affect more than just the student who sits down with a writing tutor. Two decades ago, Molly Wingate, a writing center director at Colorado College, challenged writing center administrators to not only "think about how their writing centers enhance and advance a culture of academic seriousness [, but] … to prove it, too" (8). She issued a call for writing centers to prove that they do more, that they go further, that, simply put, they "help to create a climate where struggling students succeed and successful students excel. . . Writing centers are terribly important places on campuses because … at their best, they model elements of what academic culture could be" (7-8). Students become embedded in the student culture of a campus through the writing center, giving the writing center a solid place in the academy.

Clearly the one-to-one approach to education, whether among peers or between a professional and a student, sets a writing center apart from a classroom, but the writing center's place in the academy positions it for so much more, if only it can be allowed to meet its full potential. Skill building workshops for students, assignment creation assistance for faculty, poetry slams, longer-term mentoring for undergraduate students, drop-in drafting labs, formatting workshops, and more are regularly offered at writing centers across the academy (see Brown University, Duke University, UW Madison, or

almost any of the writing center websites referenced in this project for examples of

contributions to academic culture). All of these variations and offerings among and

between writing centers determine the center's place in the academy.

Of much the same importance as which department houses the writing center is

where on campus a writing center is physically housed. As part of their study of writing

center websites, Issacs and Knight identified where writing centers are located on the

campuses and were pleased to dispel the persisting visual of writing centers being

shunted away in basement with rickety tables, uncomfortable chairs, and bare bulbs

hanging from the ceiling (11). Most of the writing centers in their study were housed in

libraries or academic buildings. Where a writing center is located on the campus reflects

so much of how a writing center is valued and supported on a campus.

The Push for Secondary Schools

Writing centers can be many things, but they can never be all things to all

students, and the choices of administrations drive what they will be. While a post-doc

instructor at the University of Chicago, Blake Smith investigated his institution's writing

center practices as part of his search to understand why his second-year history students

were such poor writers. While he spreads his critiques around beyond the effectiveness,

or lack thereof, of the writing center's methods, he also concludes that writing centers are

trying to do too much which has little to do with writing. Washington State Senator Brad

Hawkins published an editorial on November 24, 2023, also critiquing expansionist

tendencies in the public school system in Washington. He argues that "Statewide school leaders and some legislators have succeeded in strategically and systematically redefining 'education' to include everything," further pointing out that not only is this approach to education much more expensive, "it diminishes academics as the top priority for schools" (Hawkins). In Confucius' words, "The man who chases two rabbits catches neither." In other words, do one thing well or do many things poorly.

Smith and Hawkins seem to share this in common: if policy makers and pedagogical leaders of schools believe that the schools' foci must be on the whole student, where does basic academic education fit in? Smith feels that the writing center in its current form at his institution is just another "bureaucratic technolog[y] offered by an ever-growing administration" to which he can refer his students "in a gesture that can be read as benevolent or punitive, and which, most importantly, clears them out of [his] office" (43). Hawkins would likely agree with Smith's cynical evaluation that these holistic services separate students from their teachers, whether this is the intent of administration/politicians or not.

A glance through any newspaper or online news site reveals the general dissatisfaction with public schools in America, with everyone from politicians such as Senator Hawkins to school administrators, from teachers to parents, and even students themselves, lamenting graduation rates, declining reading and math skills, and the too-often toxic student culture in many of the schools themselves. Schools often tout their graduation and college acceptance rates as a measure of success, but as Hawkins points out, "This metric is no longer as helpful as it once was because as the state lowers

16

academics as a priority (by making it just one of many school priorities), students may now be graduating from our K-12 system without the skills they truly need for their colleges or careers" (A14). Of course, he is writing from his privileged position as a State Senate committee member on education and offers this anecdotal opinion without evidence, but his point is generally shared and understood to be correct. Sadly, if graduation rates cannot be trusted to measure a school's success, that leaves test scores.

Currently, the most common measure of the success or failure of a school is the aggregate standardized test scores of its students. After 150 years of growth in the development and use of standardized testing, the implementation of No Child Left Behind introduced annual testing not only as a method of evaluating a student, but also as a mechanism for judging the success of a school (National Education Association). As a result, teachers continue to be cornered into "teaching to the test." Because timed short essay writing is a component of many standardized tests and because those who mandate these tests seem to assume that students engage critical thinking skills as well as writing skills in the execution of these essays, a serious roadblock is set up on the pathway to educational achievement. George Hillocks, former professor at the University of Chicago, criticizes standardized testing in much of his writing, and in the article "How State Assessments Lead to Vacuous Thinking and Writing," Hillocks analyzes several examples of what passes for an exemplary essay on a standardized test. He heavily criticizes not just what is counted as a good essay but also the prompts that produce the essays. Asked for a reasoned and supported argumentative essay but given little or no background information and few sources from which to pull, students are left to assume

"that statements of their own feelings and opinions suffice as cogent arguments," that their opinion is the highest logical authority required (Hillocks 20). This can only lead to immature thinking and writing, but teachers have limited facetime with their students and no doubt feel the pressure for their student to score well by working within the system.

This is exactly what writing centers can combat. Because a student sits down with a tutor, whose attention they should have in full, vacuous ideas, as Hillocks calls them, will (hopefully) be identified, challenged, defended, and strengthened, as all ideas should be. Salazar demonstrates with his meta-analysis that through this sort of challenge and development, the on-on-one tutoring a student receives from a writing center boosts their grades and, more importantly, their learning outcomes. The missing piece, according to Hillock's conclusions about how writing is being taught, is the development of critical thinking skills.

Conflating writing with thinking, and likewise conflating teaching writing with teaching critical thinking, often causes the application of thinking to writing activities to go unexplored and untaught by educators. Lucy Karanja, a writing instructor at Fanshawe College, references and builds on research by Yancey and Condon, among others, in her article "Teaching Critical Thinking in a College-Level Writing Course: A Critical Reflection." She points out that "although writing and critical thinking are related and might even overlap, the connection between writing and critical thinking is not automatic. Writing teachers are faced with the incongruity of well-written but poorly reasoned essays, and less well-written essays that demonstrate critical thinking" (230). Karanja concludes, based on research and a critical examination of her own teaching experiences,

that "while writing is an important vehicle for critical thinking," the writing process is merely an aid to the thinking process, and teachers should not assume that by focusing on writing, students are simultaneously gaining ground in the development of their thinking skills. Smith seems to agree, hypothesizing that "no one … had ever suggested to [his students] that sentences are where we think" (43). This relationship between writing and thinking skills, already made weaker by false assumptions about their automatic cooperative nature, is further threatened by the introduction of Large Language Model (LLM) artificial intelligence and the easily accessible application, such as OpenAI's ChatGPT, to students' academic journeys. For teenagers, however, the pitfalls of the use of AI might be too easy to fall into, not only potentially resulting in accusations of plagiarism or other forms of academic misconduct, but also retarding the development of the critical thinking skills writing teachers often assume are being gained through the teaching and learning of writing skills.

One-on-one tutoring, however, may mitigate the need for constant vigilance against the shortcuts provided by LLMs. Susan Elaine Eaton, a professor at the University of Calgary, Canada, overviews many of the methods teachers have been using to detect cheating, particularly since the start of the COVID-19 pandemic; she concludes that these tools are insufficient for eliminating cheating and that a human is still required to make the system work. She encourages "focusing on student learning, rather than preventing cheating [because] technology does not replace humanity" (5). Because the definition of a writing center inherently answers this call, her perspective plays right into the theory that writing centers in high schools would protect academic integrity and

defend against intellectual laziness by also meeting the Rafoth and colleagues' call for agency in student writing.

Overall, research clearly demonstrates not only the relationship between student success and access to co-curricular, one-on-one writing assistance outside of the classroom, but also the need for this model in secondary schools. Writing centers in middle and high schools can be a shield for students, protecting them against so many of the foes they face in their academic life, from inadequate thinking to temptations to cheat, all while boosting grades and increasing chances for future success in college, career, and life. As Rafoth and his coauthors believe, this model not only works but is needed in a high school setting. They conclude that "the high school writing center is a place where the needs of students, teachers, and schools intersect, and through the power of the one-to-one, those needs can be met in ways unimagined" (Rafoth et al. 17). As such, we must encourage our school administrators and local and state politicians to universally offer this important supplement to classroom instruction.

CHAPTER TWO: METHODS AND METHODOLOGIES

To help me understand which theoretical perspectives and practical elements of collegiate writing centers might work in a high school setting, I designed a mixed-methods research study with three distinct methodologies, each executed in a specific sequence. In this chapter, I outline each of the methodologies, discuss how they work together, and provide an overview of my data gathering and analysis process. In the following two chapters, I analyze the results of these studies, leading to a final chapter presenting my conclusions about writing centers in high schools. Although my methodologies are primarily qualitative, my natural gravitation towards quantitative data will become evident in the presentation of my findings.

Steps of Inquiry and Analysis

Armed with my research questions, I created a preliminary set of codes and began coding the documents I had gathered from the UCF Canvas course for ENC5933. By categorizing the codes around the research questions, I was also able to draw connections between UCF, EFSC, and Miami Dade College (MDC). Glaser's original method involved using gerunds in the creation of codes in the initial phases to "detect process and stick to the data" (Charmaz 120). Following this advice, my first nine codes reflected action taken (gerund) in relationship to a reason (object).

Beginning with my prepared codes, I dove into the process, reading the artifacts, coding as I went, and digesting the bigger picture. I used the software program Atlas.ti to organize and code my data. Eman I. M. Alazaanin of the King Khalid University in Abba, Saudi Arabia, describes this step as Initial Individual Coding. At first, I coded everything. It was almost comical to look at my first fully coded document, "UCF University Writing Center Job Responsibilities & Expectations," a two-page outlay of the job functions and professional expectations of all University Writing Center (UWC) tutors. The codes were so dense that it was difficult to determine with a glance which parts of the document were coded with what. Unfortunately, I did not think to take a screen shot of this phenomenon until after I completed my second coding step, as discussed below.

After completing this first pass on "Responsibilities and Expectations," I adjusted my code list by combining some codes and eliminating others and moved on to the rest of the documents from ENC5933, focusing on those codes which began appearing more frequently, such as collaborating with student and approaching student writing. This is consistent with constructivist grounded theory methodology, as Alazaanin explains it: "Focused coding therefore generates analytic categories, which act as abstract umbrella concepts encompassing multiple initial codes" (1369). As I sifted through the codes and the quotations to which they were attached, I created five categories for the codes, grouping them thematically according to my research questions, although in later stages, I would narrow this down to two in my first case study. I then completed the coding process with the remainder of the artifacts, adding new codes as necessary and revisiting previous artifacts to incorporate these codes. Because I was trying to understand not only

what these documents say, but what they do, as Lindsay Prior chided Glaser and Strauss

for not stressing, not only did I create my codes using gerunds, emphasizing the action of

the document, rather than passive existence, I also used four of Charmaz's five suggested

considerations for document analysis: "1) what its originators intended to accomplish; …

3) what and whom the document affects; 4) how various audiences interpret it; and 5)

how, when, and to what extent these audiences use the documents" (46). Of course, the

answers varied greatly between my two case studies, as the audience for the UWC

documents generally includes an ever-evolving rotation of peer tutors, although these

specific versions were meant for the Spring 2024 term's student enrollment in the

ENC5933 seminar. The writing center websites, on the other hand, have a more public

audience, thus answering the questions differently.

The third step, theoretical sampling, is where the theory formation really begins to

happen. The purpose of this step is to recognize emerging themes and categories of data

and continue sampling data until saturation is met (Charmaz 192). Often, this involves

researching an idea that has surfaced through the initial and focused data gathering and

coding steps, an idea so compelling that it demands the researcher track it down. An

example of how this works will be evident in chapter 5, when I suggest drafting labs, an

element of the UWC offerings which stuck in my head and needed to be fleshed out and

incorporated into my high school writing center design as a key idea for high schools.

The Atlas.ti program also offers analysis tools, and I used several, including co-

occurrence tables, to see where codes consistently overlapped within in the same

quotations; code document analysis tables, which show how many of the code or code group were used by documents or document groups; and word clouds.

To sum up, Charmaz identifies three rounds of sampling and coding, designed to lead the researcher to emerging theories that are grounded in data while acknowledging the background of the researcher and the circumstances under which the study takes place (13). Charmaz writes that "Grounded theory coding is the process of defining what data are about" (Charmaz 111). The first round, which comes after some – but not all – data has been collected, sticks closely to the data itself, naming the data and setting the groundwork for the continued collection of data samples and thematic coding development; the second phase, focused coding. During this phase, I began applying those codes that were making frequent appearances to larger sections of data, sentence, and even paragraphs that encompassed the concepts indicated by the actions of the gerund word choices. It is through this process that what I was looking at and looking for became apparent, which leads to the final phase of theoretical sampling, the culmination of my ideas as they combine.

Case Studies

In 2014, Emily Isaacs and Melinda Knight published "A Bird's Eye View of Writing Centers: Institutional Infrastructure, Scope and Programmatic Issues, Reported Practices," a study on the status of writing centers in the academy. They used a unique methodology, which I replicated on a much smaller scale. Rather than sending out

surveys, as they point out is usually done for writing center research, they chose to rely

on websites for their data, arguing that this methodology is "not dependent on response

rate" (39, 49). They argue that while surveys produce valuable insights into the

operations of writing centers from those most active in the field, namely writing center

directors, who a) are aware of survey requests via listservs and other mediums, and b)

have the luxury of the time to answer the call, the biggest weakness of survey-based

research on the state of writing centers is that "response rates may therefore say as much

about those who participate as they do about actual trends" (39). Because they wanted a

more complete and objective view, they chose to analyze the ways in which writing

centers present themselves through publicly available digital artifacts: websites.

     I, too, am interested in how writing centers presents themselves, as my ultimate

aims include convincing school boards, department of education officials, and even

Florida state legislators that writing centers can have the same successful impact in public

high schools, maybe even greater considering the larger student population. Even though

my case studies focus on a much smaller scope than that of Isaacs and Knight, I used the

same categories of data that they did in their "Bird's Eye" study to extract data from my

artifacts for both the UCF study and the smaller, public-facing study.

     In their book *Educational Research*, John W. Creswell and Timothy C.

Guetterman offer two ways of defining the case study, as either an object of study itself or

as a "procedure of inquiry … an in-depth exploration of a bounded system" (477). They

lean towards the second definition as more accurate, and, agreeing with them, I chose to

conduct a single instrument case study as a methodology of exploration and data

sampling with UCF's University Writing Center as my first subject. I bounded the study by time and medium, limiting the artifacts to those used in ENC5276 Theory and Practice of Tutoring Writing and ENC5933 Seminar for Peer Writing Consultants, the follow-up course required of all writing tutors who continue to work in the UWC after completion of the theory and training course. I accessed these documents and media files in their Canvas course, observing them in their natural habitat, in other words, in their arrangement as presented to students. I hoped to discern the theoretical underpinning that guide the training and the practical strategies used daily in the UWC. As Isaacs and Knight wrote, "The value and need for guiding, research-informed theoretical frameworks for the individualized instruction and other pedagogical activities is obvious … A big question we must ask, therefore, is whether or not writing centers evidence influence from the field's developed theories for writing instruction" (52). As such, I approached these artifacts with the following questions in mind:

- What measures does the UWC take to continue alignment of tutor training with stated values?

- How do the staffing model and training materials demonstrate mission and value alignment?

- What key elements from the organizational structure, hiring practices, training programs, and tutoring philosophies of the UWC could be adapted to design effective writing center models for Florida public high schools?

These research questions guided my analysis, especially the third question, which is also the motivation for my entire project.

To broaden my understanding of collegiate writing centers, I then designed a multiple instrument case study involving two more colleges in Florida, which mostly grant two-year degrees. Both colleges enroll high school students in dual enrollment programs, and all four offer writing tutoring services. Moreover, as mostly-two-year degree granting schools, they collectively represent a different category of post-secondary institution than UCF, which is an R1 institution and the second largest post-secondary school in the United States ("Largest Colleges"). I believed that their models of writing centers might differ from the UWC. These differences, if they existed, might provide alternative and additional considerations as I began to piece together recommendations for high schools. I created a table to track their numbers and then accessed publicly available artifacts for coding and analyzing. While coding, I considered these questions, similar in content but different in scope from the UCF case study:

- What organizational structures does each institution offer?

- What are the differences between how student and nonstudent writing tutors are recruited and trained in each center?

- How does each institution internally measure its success?

- What key elements from the organizational structure, hiring practices, training programs, and tutoring philosophies of these two institutions' writing centers could be adapted to design effective writing center models for Florida public high schools?

After such a robust experience with data sampling for the UWC, I admit I was often frustrated finding information to support analysis with only public-facing artifacts to examine, but I learned quite a bit about research in general from this process.

Institutional Analysis and Constructivist Grounded Theory

As discussed in chapter 1, writing centers do not exist in a vacuum, and as their purposes, priorities, and structures are directly influenced by the academic and administrative ladder above them, I employed institutional analysis as a lens for looking at the big picture while gathering the details for my case studies. Of great influence on my theoretical approach, James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffery T. Grabill, and Libby Miles, professors of English at different universities, in their 2000 *College Composition and Communication* article "Institutional Critique: A Rhetorical Methodology for Change," offer this nugget of inspiration: "Somewhere between the macro-level national critiques and the micro-level practices on individual campuses is space for an action plan informed by critique yet responsive to local conditions" (616). A plan for writing centers in any context, but perhaps especially in high schools, which are local institutions, requires sensitivity to local conditions while still being informed by theory, for as Isaacs and Knight contend, "Without the benefit of theory, writing consultants become handmaids to faculty and other academics whose understanding of writing instruction may well be entirely experiential and uninformed by research and

theory" (52). Flexibility grounded in theory is necessary for any adaptation of model from one programmatic context to another.

We all know the power of rhetoric to affect change. Aristotle claims early in his treatise, *Rhetoric*, that "rhetorical study, in its strict sense, is concerned with the modes of persuasion" (6). Porter et al. suggest that it was in English composition classrooms that the move towards critical theory and social justice turns came to fruition (616-17). Students in writing courses have the potential to become the drivers of social change. This is not a new realization. A scan of article titles in prominent journals in our discipline, such as *College Composition and Communication* and *College English*, reveals the growing activism in the Rhetoric and Composition field over the past three or four decades, and writing instructors often encourage their students to use the power of words persuasively. Writing centers, because they are accessible to students across all academic pursuits for the entirety of their time at a postsecondary institution, are uniquely positioned to continue to be catalysts for persuasive activity outside of the composition classroom.

Institutional analysis, though, is about more than just persuasive training and activity in the classroom. Mostly, Porter et al. apply their methodologies to institutional structure, to how scholars approach the very institution of the academy and those within it. Porter et al. claim that "though institutions are certainly powerful, they are not monoliths; they are theoretically constructed human designs … and so are changeable" (611). They call for the application of "institutional critique as a methodology. . . that will lead to change and restructuring of institutions" (613). Moreover, they believe that

"critique needs an action plan." With this project, I aim to lay the foundation for meeting the challenge of lagging writing skills with high school writing centers. Using institutional analysis as a methodology centers the practical goals of my vision, pouring theory as a foundation upon which the metaphorical walls of high school writing centers can be built. In fact, the entire question of what a writing center is could be subjected to institutional critique with the aim of reform, but that would be beyond the scope of this project.

Institutional analysis is linear and structured, requiring careful building of arguments based on evident facts and norms, which reveal connections between systems and structures and places where improvements can be made. Grounded theory, on the other hand, has a different purpose. A methodology that evolved out of sociological research, grounded theory came on the scene in the turbulent 1960s as an amalgamation of two prominent schools' research approaches: the focus on empirical case studies advocating human agency of the University of Chicago, where Anselm L. Strauss studied, and the dominance of quantitative research at Columbia University, where Barney G. Glaser was trained. Together, they formed grounded theory methodologies while doing research in hospitals, "refocus[ing] qualitative inquiry on methods of analysis," as presented in *The Discovery of Grounded Theory: Strategies for Qualitative Research*, published in 1967 (Charmaz 5). They "advocated developing theories from research grounded in qualitative data rather than deducing testable hypothesis from existing theories" (emphasis original). This approach to research appeals to me. I know what I want to the data to reveal to me, but I must be mindful of the data itself and that

where it leads might take me down an unanticipated road. Analyzing coded data through grounded theory checks my biases. As I will discuss in the next two chapters, my experiences created expectations that I was surprised to find to be unsupported.

Kathy Charmaz, well known for adding the construction to constructivist grounded theory, describes (any form of) grounded theory, as "systemic, yet flexible, guidelines for collecting and analyzing qualitative data to construct theories from the data themselves" (1) and then distinguishes her form as "adopt[ing] the inductive, emergent, and open-ended approach of Glaser and Strauss's original statement" (12), "treat[ing] research as a construction but acknowled[ing] that it occurs under specific conditions – of which we may not be aware and which may not be of our choosing" (13). I chose Charmaz's version of grounded theory because I, too, believe that an understanding of reality is constructed by those observing and describing what they see and experience, generally creating empirical evidence rather than facts. My perspective as an educator, both as a teacher and even more so as a writing tutor, potentially clouds my observations and conclusions, but staying grounded in my data helps alleviate the dangers for bias. Moreover, I will be dealing with extant documents, which I did not create or influence. Combined, I feel these measures help me judge clearly the socially-constructed realities in writing centers for their potential in a high school setting.

Institutional analysis, a rigid methodology involving looking at text with a systematic eye, and grounded theory, a process with flexible parameters, have not been combined very often. However, the European Student Union conducted a large-scale institutional analysis of fifteen universities in European countries, applying grounded

theory in the last quarter of their study, which involves interviews with students. These researchers state that they chose grounded theory because it "investigates meanings and concepts as used by social actors in their real settings" (Saarela and Gavra 4). Essentially, institutional analysis involves examining the organizational structures, mission statements, values, theoretical perspectives, and other relevant information presented by each writing center. Much like the European Student Union study, I believe that grounded theory application to data gathered from UCF and the other public Florida colleges in my study through an institutional analysis methodology reveals connections between a writing center's structure and pedagogical approaches and the writing competence and confidence of its institutions' student population, the existence of which has been demonstrated by Salazar's meta-analysis of quantitative studies of writing center success.

By systematically analyzing the artifacts, I hoped to gain insights into how each writing center positions itself within its institutional context as well as its broader role within the academic community. Once I collected the data, I coded the artifacts, identifying patterns, themes, and theoretical perspectives that emerged from the data. By coding the documents and webpages systematically, I traced intra-commonalities within each writing center (e.g., recurring themes, values, rhetorical strategies) and inter-commonalities across the four writing centers (e.g., shared approaches, differences in emphasis). In a nutshell, I used an institutional analysis lens to collect and organize the data and constructivist grounded theory to find and organize the insight. By triangulating these two approaches within the boundaries of case studies, I developed a nuanced understanding of how writing centers in Florida colleges present themselves to the public,

articulate their mission and values, offer their services to students, and conceptualize their role within the academic community.

Case studies and constructivist grounded theory have also successfully been used together by Alazaanin, who conducted a study of ESL teacher practices in Palestine in the late 1990s. Alazaanin used various methods, including semi-structured interviews and simulated recall interviews of the teachers, non-participant observations in the classroom, and document analysis of course descriptions and student writing tests (1365-1367). Although his sampling methods varied from mine, his study was of value to me as he carefully explained his choices, many of which resonated with my purposes. The end goal for both of our studies was to understand why something works. Ultimately, Alazaanin's article persuaded me to follow through with my plan.

Limitations

Like any project, my study contains some limitations, and I have identified five that need to be briefly spelled out. The first four can be categorized as range, and the final limitation is clearly about bias. I will start with the issues related to range.

Limited Scope

My scope includes only schools in Florida, and while this was a strategic choice, it does limit the generalizability of my study. While this provides valuable insights into the context of writing centers in Florida, it limits the application of my findings to writing

centers in other regions or states. The intended purpose of my project makes this limitation necessary, but it still should be acknowledged.

Incomplete Understanding

I adapted a previous study for the analysis of writing centers in my multiple case study, and the "Bird's Eye" study itself had some limitations. The choice to only look at publicly available websites for the second case study leaves gaps in understanding about how writing center professionals see their service and understand their purpose. There are a myriad of aspects of writing center operations and structures that are not fully captured by my data collection methods. Undoubtably, this leads to gaps in my analysis or some conclusions that might be deemed unfair or incomplete by those responsible for the production of the artifacts.

Absence of Comparative Analysis

I made another deliberate choice early in my project design to not explicitly evaluate the models in comparison to each other, although some connections are drawn and some comparisons made, mostly for context. I tried to avoid making value judgements about each of them, wanting to study the way they approach their craft from the perspective of a student writer or as a peer tutor, not as a writing center professional or activist. While this allowed me to see the documents through a cleaner lens, the lack of comparison limits the depth of analysis.

Lack of Inclusion of Secondary School Writing Centers

Limiting my study to collegiate writing centers was a deliberate choice, despite the existence of successful writing centers in secondary schools around the country. In this case, however, it was mostly a matter of logistics: studying writing centers utilized by minors, especially in states other than Florida, requires a level of Institutional Review Board approval that was beyond the scope of a master's degree thesis project or the scheduling possibilities of a summer term. With the help of my committee chair, I determined that limiting my case studies to collegiate writing centers in Florida lays the foundation for future scholarship towards accomplishing my goals.

Personal Bias

As previously revealed, I was trained as a professional writing consultant at the Eastern Florida State College Melbourne Writing Center. Moreover, I was a first-person witness to the changes that were brought by the COVID-19 pandemic and a new college-wide leadership structure. Additionally, although I had originally planned to conduct a second single instrument case study on EFSC's writing tutoring services, my research request was denied by their Office of Institutional Effectiveness. Despite the application of constructivist grounded theory to mitigate the effect, these experiences, including my four years at a job I loved, color my view of how writing centers might best operate, both internally and within their respective institutions. I believe that my analysis remains untainted, but my experiences cannot be discounted, which is another reason for the use of constructivist grounded theory, as discussed earlier in this chapter.

CHAPTER THREE: A CASE STUDY OF THE UNIVERSITY WRITING CENTER AT THE UNIVERSITY OF CENTRAL FLORIDA

As discussed previously, I chose to do this project to learn more about what is working in Florida colleges and to inform my evaluations about what might work in a high school setting. Elisabeth Buck at the University of Massachusetts Dartmouth stresses the importance of tutor training: "Tutor education represents one of the most immediate expressions of the writing center's legitimacy: if it can be publicized that tutors undergo a rigorous praxis and theory-oriented process enroute to becoming well-versed professionals, such training speaks to the extent to which the writing center itself operates as a highly professionalized space." With the goal of achieving this kind of legitimacy for high school writing centers, I began my quest with a case study of UCF's University Writing Center (UWC), and to better understand their operation, I was granted access to the Canvas course shells for both course ENC4275/5276: Theory and Practice of Tutoring Writing, the theory and training course for prospective writing tutors at UCF, and ENC5933: Seminar for Peer Writing Consultants, the ongoing seminar course for peer tutors who continue their employment in the UWC. Additionally, I was added to a more general Canvas shell for both classes called the University Writing Center Resource Hub. As discussed in chapter 2, I coded the documents from the Canvas courses according to my research questions. Of primary interest were the recruitment and training methods of peer tutors and how the resulting approaches to student writing reflect the

published values and mission of the UWC. This chapter will outline the operation of the UWC, lay the foundation for the building of a theoretical framework for high school writing centers, and begin to pick out elements for inclusion in their development.

The University Writing Center's History and Theoretical Approach

UCF's UWC is an obvious choice for a case study. Geographical proximity is, of course, a factor, but more than this, the UWC has a documented history of growth and adaptability. Rooted in scholarship and steeped in theory, UWC's directors have prioritized the training of peer tutors, gaining legitimacy, as Beck defines it, by cultivating a culture that benefits the center's student writers as much as the peer tutors themselves. Their current mission statement, revised from the previous statement used for ten years by former director Mark Hall, was developed cooperatively over the course of the academic year 2020-2021 by peer tutors and current UWC director Deborah Weaver, clearly expresses this:

> Our Mission
>
> The Writing Center is guided by six valued principles—respect, compassion, diversity, adaptability, collaboration, and learning—with the purpose of:
>
> - providing members of the UCF community free individual and group peer consultations at any stage of the writing process.
> - serving as a campus resource for the ongoing cross-disciplinary learning about writing through events and workshops.

- promoting the growth of peer tutors with a rich teaching and learning
experience and ongoing professional development in writing center
research, theory, and practice to encourage them as leaders, scholars, and
teachers. ("University Writing Center")

This mission statement constitutes the expectations the UWC community has for itself
and its interactions with each other and with student writers.

The values in the mission statement are embedded and central to the tutor training
as well as the institutional assessment of UWC, which is different from the assessment
Hall used. The previous assessment evaluated the effectiveness of tutor practices in
sessions. By shifting the UWC assessment away from tutor practices to an assessment
plan that concentrated on how values resonate through those practices, Weaver and
Matthew Bryan, the Assistant Director, determined were able to compare how writers and
tutors saw those values reflected in sessions. This distinction is an important one, because
in order for those values to be represented in the mission statement, the institutional
assessment needed to affirm that those values occurred in sessions. Weaver and Bryan
determined that establishing values and principles, as a community, was necessary to
better understand the goals of the center and that identifying values and principles would
help the writing center community better understand and meet the goals of the UWC.
They worked with peer tutors in the development of the values which inform the above
mission statement. It is important to note that both Hall and Weaver worked
collaboratively with their peer tutors to establish goals and priorities for the center.

These are the descriptions for which a writing center should strive. Moreover, these accolades are not earned by accident, but with deliberate intent. As Mark Hall, UWC director from 2011 to 2020, related in an interview for UCF's College of Arts and Humanities Newsletter, "We have a two-fold mission here at the Writing Center … One is to provide writing support to students from first-year to graduate-level across the disciplines, and the other is to give student-tutors a rich teaching and learning experience" ("UCF Writing Center Director"). This robust approach to a peer tutor staffing model is the one on which many existing high school writing centers in other states are based. Every high school writing center written about in *The Successful High School Writing Center* uses peer tutors, and as Andrew Jeter, founder and coordinator of the Literacy Center at Niles West High School in Skokie, Illinois, points out in his authored chapter, "We knew we would have to use peer tutors to secure student buy-in, which was critical for students to see that the place really did belong to them" (40). Having first read *The Successful High School Writing Center* a few years before enrolling in a graduate program at UCF, I entered this project with the understanding that peer tutoring would likely be the model I would put forward for my recommendations, partly accounting for my selection of the UWC, which provides an example of a successful peer tutoring model as a research subject.

The peer tutoring staff consists of an evolving group of graduate and undergraduate students, who are trained together and work side-by-side as equals. A student must apply to be in the course and, if their application is selected, sit for an interview before being granted acceptance to the course ("How to Become a Tutor").

There are other pre-requisites for entry into the undergraduate course, including

successfully completing ENC1101 and ENC1102 and maintaining a 3.0 GPA in all

undergraduate course work. "Positions in the UWC are competitive," and completion of

ENC4275 does not guarantee continued employment ("Syllabus"). These measures are

efficient and proactive; meant, no doubt, to guard the integrity of the UWC and quality of

the educational experience for peer tutors and student writers equally.

Data Sampling and Initial Coding

ENC4275/5276: Theory and Practice of Tutoring Writing

The three Canvas shells from which I drew my samples are ENC4275/5276,

ENC5933, and the UWC Hub. ENC4275, for undergraduates, and ENC5276, for students

serving in the UWC as graduate assistants, co-exist in the same Canvas shell ("How to

Become a Tutor"). In May 2024, I was retroactively added to all three Canvas shells for

the Fall 2023 and Spring 2024 sections as an observer. I downloaded or printed to PDF as

many of the files, pages, and documents as I could and uploaded them to Atlas.ti for

coding.

The audience for these documents consists of the students enrolled in the course,

so I was able to interact with these texts from a student's perspective in the texts' original

and natural digital environment. I garnered four documents with suitable information,

including the syllabus, which is publicly available and has already been cited in this

section. I decided against using the course assignments housed in the Canvas shell

because, although I was viewing the documents from a student's point of view, there are

certain nuances to assignments in a face-to-face course that can only come through active

classroom attendance. I placed the four chosen files into a document group named for the

course so I could run analysis on the group, separate from other documents. Table 1

shows the titles of the documents in the group ENC4275/5276, the number of quotations

extracted, the number of codes assigned, and how they broke into the two categories of

codes. Overall, there was a total of 31 quotations extracted from the group

ENC4275/5276, with 36 non-unique codes and 22 unique codes applied to the quotations.

The quotations consist of the verbiage I felt was relevant to my research questions, but in

the initial coding step, I over-coded, as is normal in constructivist grounded theory,

eventually winnowing down a little to these quotations and codes, helping me form a

theoretical framework to design theories about the UWC's effectiveness and the

portability of the model to high schools. By exporting the quotations to Excel and writing

formulas to count the unique and non-unique codes, I could see what their distribution

across documents within each course and across courses had to say about the design of

the training program as a whole and its connection to the UWC's mission and values.

Table 1: Code Density for ENC4275/5276

Documents in ENC4275/5276	No. of Quotes	No. of Unique Codes	No. of Non-Unique Codes Per Group
Class_Tutoring Theory and Practice	13	6	Pedagogy: 17 Mission & Values: 1
Mentors and Co-Tutoring	1	1	Pedagogy: 0 Mission & Values: 1
Syllabus for ENC4275_CMB-23Fall 00188	14	14	Pedagogy: 7 Mission & Values: 7
The Rhetorical Situation-2	3	1	Pedagogy: 3 Mission & Values: 0
UWC Values and Practices Fa22	19	9	Pedagogy: 16 Mission & Values: 6

I played around with the theoretical groupings, ultimately ending up with only two groups for this case study, down from my original five: Pedagogy (representing approaches to tutoring and to tutor training) and Mission and Values (for direct and implicit statements showing how the moves made by tutors and center leaders represent and promote values). See Appendix A for the complete list of codes and description by group. Because I used the same codebook, although with codes grouped differently, for this case study as for the multiple instrument case study on two smaller colleges' writing center websites, not all the codes will be used in each document group, let alone for each document. The density table suggested that the pedagogy of tutoring is the main thrust of the tutor training materials in this introductory course. This makes sense and is consistent with my experience as a professional writing tutor. Clearly, because it correlates to the

center's values and goals, the theory behind an approach to student writing is a priority in the design of tutor training at UWC, which is not surprising. As I began to construct my theories about the UWC, this was a significant consideration, and I will discuss this further in the next section.

Lastly, I created word clouds, an internal look at common themes within the document group and paving the way for comparing the themes of the three documents groups to see if any other trends became apparent. Figure 1 shows the most frequently used words in all documents in ENC4275/5276. I eliminated all variations of proper nouns, including months and tutors' names, as well as articles, prepositions, numerals, and a few other grammatical words that did not add anything to the meaning conveyed by the word cloud. In this cloud, of course, writing, class, student, and tutoring
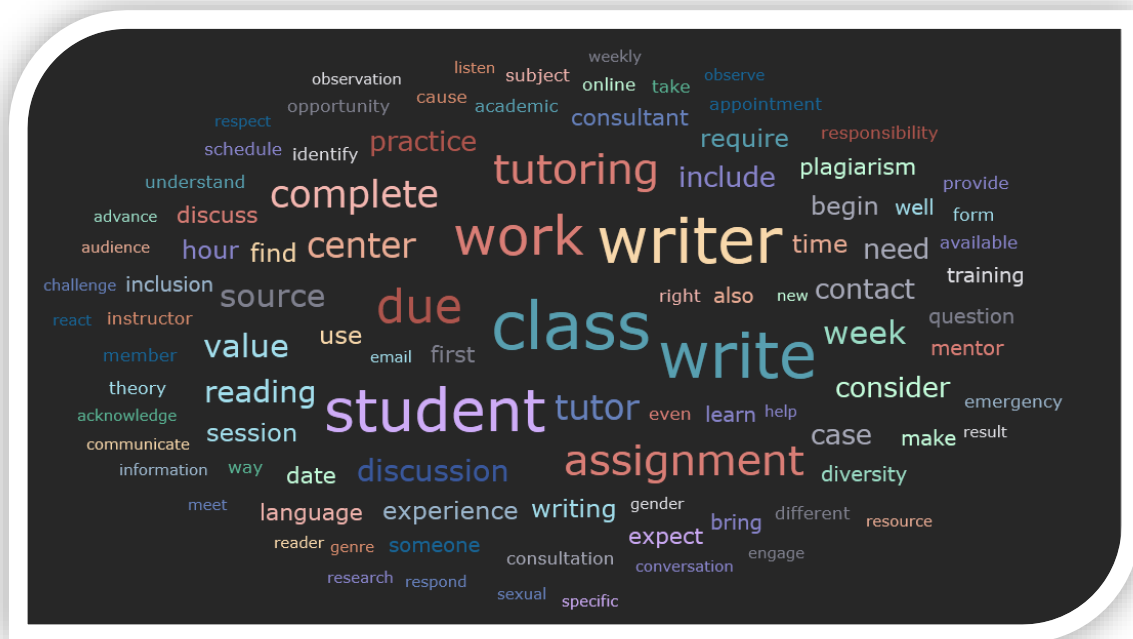
Figure 1: Word Cloud for ENC4275/5276 Document Group

dominate, but other words in a larger font which jump out at me include discussion,

reading, and practice. Discussion is an important part of tutoring, of course, because

tutoring is a conversational and collaborative activity, and the prominence of discussion

seems key to moving a tutoring program forward.

ENC5933: Seminar for Writing Consultants

If offered continued employment in the UWC upon completion of

ENC4275/5276, students enroll in ENC5933: Seminar for Writing Consultants each

semester that they work at the UWC. The purpose of this seminar is to continue the

grounding in writing center and composition theory begun in ENC4275/5276, but

experienced tutors gain additional tasks, including participation in various committees

and mentoring incoming and newer peer tutors, as outlined in the ENC5933 course

document "Seminar Description and Expectations."

When looking at the distribution of codes by document, I noticed a shift in the

density of code groups between documents in ENC4275/5276 and ENC5399. Table 2

Table 2: Code Density for ENC5933

Documents in ENC5399	No. of Quotes	No. of Unique Codes	No. of Non-Unique Codes Per Group
UWC Seminar Calendar_Spring 2024	1	3	Pedagogy: 0 Mission & Values: 3
CAPS Writing Center Presentation	3	3	Pedagogy: 6 Mission & Values: 0
Grammar Tips for Tutoring	1	1	Pedagogy: 1 Mission & Values: 0
Self Care_ How our Values and Practices Translate to Work We Do	19	9	Pedagogy: 13 Mission & Values: 11
Seminar Description and Expectations	2	1	Pedagogy: 0 Mission & Values: 2
Seminar Slides_Spring 2024	2	2	Pedagogy: 2 Mission & Values: 0
UWC Presentation 24-25.pptx	7	3	Pedagogy: 5 Mission & Values: 4
UWC Values & Practices, Final Fa22	19	9	Pedagogy: 19 Mission & Values: 7
Video_Case_Discussion_Assignment	2	1	Pedagogy: 0 Mission & Values: 2

shows the code density for ENC5399, which I compared with Table 1. While the focus

for the entry-level course is on the theory behind the pedagogy of collaborative

approaches to student writing, the follow-up seminar, while still emphasizing pedagogy,

focuses more evenly on practical applications for the theories as they support the mission

and values of the UWC. This is an important point of theory. If the UWC is a successful

operation with satisfied peer tutors and student writers, an assumption I can only make based on its longevity, as that particular kind of data sampling fell outside the scope of this project, this balanced approach in the follow-up to a more pedagogical grounding seems an effective strategy to move forward in high school writing Center design.

Figure 2: Word Cloud for ENC5399 Group

Figure 2 shows that the word cloud for the seminar course also shows an emphasis on discussions in this continuing training. New words, such as group, video, and seminar, are not surprising given the nature of the work in the course. Words that jump out at me include 'boundaries,' something that must always be set when working with students, and 'session,' both of which suggest that the focus of the seminar is more on soft skills and intricacies of actually working with a student writer.

46

UWC Resource Hub

When organizing my documents into groups, I discovered that there are four documents shared between ENC5933 and the UWC Resource Hub. I chose to leave them in the ENC5933 group because they seemed to mostly be aimed at the returning tutor audience. This brought the number of Resource Hub documents to thirteen. Within these files, I coded 85 quotations with 108 non-unique codes and 33 unique codes, by far the largest data sample group.

As a central repository, the Resource Hub provides refresher training materials and more advanced concepts for tutors after ENC4275/5276. Interestingly – but unsurprisingly – the most used code in this document group is Professionalizing: Behavior at fourteen quotations followed closely by Professionalizing: Skills at thirteen quotations. To round out the top three, Professionalizing: Tasks was used nine times. When grouped together, these three codes, which comprise the entirety of the Professionalizing code group, equal a full third of all codes used in this document group. Figure 3 shows the codes that were used more than twice.

The density of certain codes from the Mission and Values group, the more theoretical of the two code groups, suggests that this resource repository focuses on exposure to and support of the UWC values, but the split between total code groups is almost even, with Mission and Values represented by only three more of the total non-unique codes than the Pedagogy group. This even split is even with the top three codes used are from the Mission and Values group, which suggests that despite the emphasis

Most Used Codes in UWC Resource Hub Document Group

Bar chart. Y-axis labeled "NO. OF TIMES USED" ranging from 0 to 16. X-axis labeled "CODES".

Code	No. of Times Used
Professionalizing: Behavior	14
Professionalizing: Skills	13
Professionalizing: Tasks	9
Approaching student writing: Student agency	8
Collaborating with student	7
Teaching skills	7
Approaching student writing: General	6
Approaching student writing: Empathy & Kindness	5
Offering specific services	5
Working Hours	4
Demonstrating WC theory	3
Stating pre-reqs: For peer tutors	3

Figure 3: Codes Used in UWC Resource Hub Documents

on how training for and working in a writing center offers professional development opportunities to peer tutors, the pedagogical approaches to the craft of tutoring are a primary focus. The word cloud supports this, as well, with nothing startling or new emerging, although the weight of various words is different than in the other two clouds. Again, the UWC demonstrates that its purpose for training is grounding its tutors in theory while simultaneously preparing them with the more practical aspects of working with student writing.

Figure 4: Word Cloud for the Resource Hub Group

Aggregated Case Study Data

I looked at the documents for the entire cycle of training of peer tutors in two different ways. Using tools provided by Atlas.ti, I gathered the codes together by code group and then again by document group in what is called a code document analysis table and compared them to each other. I anticipated that ENC4275/5276 might focus more heavily on how we tutor, preparing students to work with the writing of other students across disciplines, while the follow-up course, ENC5399, would reinforce those skills while grounding peer tutors more deeply in the theory of these pedagogical concerns. This turned out to be basically true, as ENC4275/5276 garnered thirteen more Pedagogy codes than Mission and Values, and ENC5933 continued to tilt the scale in that direction,

receiving ten more Pedagogy codes than Mission and Values. Only the Resource Hub used more Mission and Values codes than Pedagogy, and the smallest gap in the chart between code groups is found there. Figure 4 demonstrates that the UWC's approach balances theory and practice evenly.
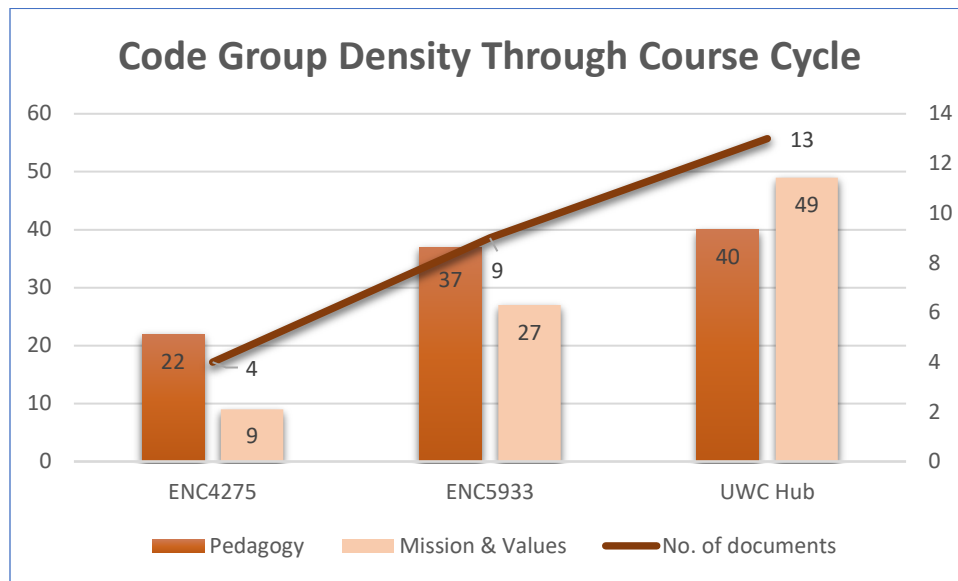

Figure 5: UWC Code Group Distribution Across Document Groups

The last bit of aggregated data I gathered during my pre-theory building analysis was a co-occurrence chart across the project data. I wondered which codes tended to be used together, particularly if they crossed categorical lines. Surprisingly, the answer was not many. Fourteen pairs of codes were used together for two different quotations. Three of those pairings were codes from different code groups; one was used together for four different quotations. Table 3 shows the pairings that matched codes from different code groups in the same quotation. This kind of co-occurrence further confirmed a balance of theory and practicality in spread throughout the tutor training materials.

Table 3: Highest Code Co-Occurrences

Code Group	Pair 1	Quota-tions	Pair 2	Quotations	Pair 3	Quota-tions
Pedagogy	Demonstrating WC theory	2	Offering specific services	2	Teaching skills	4
Mission & Values	Continuing development	2	Declaring mission and values	2	Professionalizing: Skill	4

Toward a Theoretical Framework for High School Writing Centers

How all this data lines up with my research questions sets the stage for the culmination of this project: moving these ideas into a high school setting. The first three of my research questions center around how the tutors at the UWC are recruited and trained. Clearly, the training materials to which I had access provide a robust answer, detailing the order in which concepts are introduced and which approaches to student writing are valued at the UWC. For example, the code Approaching Student Writing: Direct Instruction was only used four times across the case study, suggesting that peer tutors are not trained to "teach" student writers, and further confirmed by the single use of the code Approaching Student Writing: Do Nots, which was used for the quote "Avoids 'fixing' the paper" in the document "UWC Consultant Job Responsibilities 2023," found in the document group UWC Resource Hub. Through the process of initial and focused coding, including memo writing, I slowly began to develop a clearer picture of the priorities of the UWC. That the UWC actively applies its values to the training of

peer tutors and to their practices is clear, setting a solid example to which high school writing centers can strive.

While developing a theoretical framework from this case study, I considered my aims of critiquing higher education's use of writing center models for the purpose of instituting writing centers in high schools. A successful writing center relies on a framework of collaborative and inclusive pedagogy. This framework must be grounded in learning theory and writing center culture, ensuring that practices are informed by established theories and the unique environment of the writing center. Collaborative practices support this foundation, guiding interactions to be both responsible and cooperative. Together, these elements provide practical strategies for approaching student writing, enabling tutors to effectively support student writers in a non-evaluative and empowering manner. Applying this framework going forward helps me clarify my aims, while still being open to adjustment and revision as the situation warrants.

The fourth of my research questions, what key elements from the UWC could be adapted to design effective writing center models for Florida public high schools?, began to be answered through this case study. I found several elements of the UWC's operation that would be appropriate for a high school setting, including the design of tutor training, an evolving cycle of younger and newer tutors being mentored by older and more experienced tutors, and emphasizing that working in the UWC benefits the tutor as much or more as it benefits the student writers who utilize its services. I believe that this should be a major part of the purpose of high school writing centers: providing professional growth opportunities for high school students. Although benefits to the peer tutor should

be a factor, the quality of the service to the student writer provided should be of great importance, too, and the UWC model offers some pathways for this; borrowing from the UWC will be in evidence in chapter 5.

CHAPTER FOUR: A CASE STUDY OF WRITING TUTORING SERVICES AT TWO FLORIDA COLLEGES

Current writing center theory advocates for the model of peer tutor training used at UCF: as far back as the 1970s and 80s, courses for credit have been offered for training students as staff writing centers (Bannister-Wills). The research speaks for itself, and UCF demonstrates the benefits of exposure to theory through literature during a rigorous training program. However, enrolling students in a credit-bearing course for training as peer tutors is not practical everywhere, such as community colleges, where students who are qualified soon graduate. Although even in a high school setting, this training approach has its attractions, the scheduling and curriculum challenges of high school present obstacles, such as state- and county-mandated course progression and bell schedules, and so I turn my attention to an alternative writing center model involving professional tutors at smaller, local colleges. Of course, hiring professional tutors, such as the two colleges in this case study do, for public schools may not be financially feasible. Nonetheless, I felt that the inclusion of this model benefitted my overall analysis. Serving more dual-enrolled high school students than UCF does, tutors at community and state colleges are accustomed to working with student writing skills closer to a high school writing level, and regionalized state college programs will have developed models and services potentially appropriate to high school writers.

The two colleges I chose for my multiple instrument case study are Eastern Florida State College and Miami Dade College. Both are mostly two-year degree

granting institutions with a high percentage of part-time students, according to the Carnegie Classifications of Institutions of Higher Learning. Table 1 shows the description of each school by classification and enrollment, among other statistics. The purpose of the multiple interest case study is not comparing these two colleges to each other nor comparing them to UCF, but rather to aggregate the details of their various approaches to inform a high school model. Throughout this chapter, I use the term writing center, even though the schools often do not describe their services as such. As discussed below, MDC, for example, refers to its writing assistance services by several names, including labs and lounges. This chapter will be split into four sections: changes in my methodologies, a separate discussion of each of the colleges, and a discussion of how they work within my developing theoretical framework.

Table 4: The Two Schools in the Case Study

School (Campuses)	City*	Size*	Degrees*	Residential*	Enrollment* (Fall 2020)	No. of DES (2022-2023)
Eastern Florida State College (4)	Melbourne FL	Medium	Mixed Baccalaureate/ Associate's	Primarily Non-Residential	13,937	3686
Miami Dade College (8)	Miami FL	Large	Associate's Dominant	Primarily Non-Residential	46,523	5998
* Data from the Carnegie Classification of Institutions of Higher Education				DES: dual-enrolled students		

Methodological Differences in the Multiple Instrument Case Study

My methodology for this case study evolved a little differently than for the single instrument case study of the UWC. Specifically, I can identify three areas that differ: scope, focus, and data collection. Even with these differences, I chose to keep the codebook the same, only reconfiguring the code groups to reflect a different purpose. See Appendix A to compare both codebooks. By reusing the codebook, I hoped to move my theoretical framework forward.

I bounded the scope of this case study by limiting my data sampling to the webpages produced and published by the colleges. Similarly to how I viewed the UWC course materials as peer tutors do, I accessed and viewed webpage data as though I was a prospective or enrolled student. In most cases, additional access to information exists behind authentication login sites which I cannot access without student credentials, and although this is a limitation of my study, I decided not to pursue access by contacting the schools themselves because such information would be outside of the design of the study. Additionally, based on my experiences as a writing tutor and as an EFSC parent, the information contained behind the authentication wall would not significantly enhance my analysis.

My focus also shifted for this study from the methods and content of tutor training to the services offered and how students access them. I continued investigating who staffs the writing center and how hiring and supervision are structured, but with public-facing data, I expected the nuances of training materials to be largely absent. This did not turn

out to be entirely true, as I will discuss below. Because the focus is different, so, too, is the data sampling method. Starting on each college's main website, I searched for writing center information, converting webpages to pdfs and uploading them to Atlas.ti for coding. In some cases, the webpages were designed with drop-down menus, and rather than saving the page multiple times, I coded the title in Atlas.ti based on information in the dropdown on the webpage. Overall, the decision to conduct a second case study with changes in focus and scope rounded out my data analysis, informing how I move toward recommendations for high school writing center models.

My original research plan was to do a second single instrument case study similar to that conducted with UCF, but my request for research was denied by the Office of Institutional Effectiveness at EFSC. I was also not permitted to use the data out of which I had created regular reports for administration during my time in the writing center. I adjusted my research plan, taking a page from Isaacs and Knight, as I have previously discussed, then replicated my new EFSC plan for Miami Dade College, a larger two-year school whose student population is not only nearly double Brevard County's public high schools' enrollment but also demographically different than EFSC's ("Highlights and Facts"; "Course Enrollment"; "Students At"). Based on my personal experience at EFSC, I suspect that my analysis at both schools might have rendered different results had I been granted access to institutional data, and I wonder if my conclusions would have been different, particularly if I had conducted a third single instrument case study for Miami Dade College.

For this chapter, I will look at each college separately, presenting my findings within the context of the second and third of three rounds of data sampling and coding. The initial coding phase, consisting of coding the data sampled in the beginning of research – or in my case, the documents I found through simple searches of the colleges' websites – will take a backseat in my discussion to the subsequent round of focused coding, in large part because I created no new codes from the UCF study. Focused coding for UCF had forced me to adjust the codes I had created, combining those that overlapped and breaking down into further detail those whose application had been too broad, while still maintaining them as a group, such as the three Professionalizing codes. It is at this point in this multi-instrument case study that I began re-categorizing codes thematically, similarly to as discussed briefly in the UCF case study. At the conclusion of this second pass of coding, I went back to their websites, often branching into web searches as well, collecting more samples of data, looking specifically for samples that would fit within my collection of relevant code categories. This constitutes theoretical sampling, although, largely due to the constraints of the thesis genre, I do not take it as far as Charmaz would suggest needs to be done. Charmaz states that theoretical sampling "means seeking and collecting pertinent data to elaborate and refine categories in your emerging theory (192). I filled in the gaps in the answers to my questions with additional sampling and coding. I do not believe that I reached data saturation, gathering data and creating theories until having exhausted the data sampling process, and I am sure that there is still more out there to find with these two schools, and likely UCF's UWC as well, especially if I were

to employ additional qualitative research methods, such as interviews and observation

(Charmaz 215). This is something I hope to pursue in research after I complete my M.A.

Eastern Florida State College

Background

I begin with Eastern Florida State College (EFSC) because it is the writing center

with which I have personal experience. As mentioned in chapter 1, I worked in EFSC's

Melbourne Writing Center for four years, first on a part-time basis and then as one of two

full-time writing consultants. My time at EFSC spanned the changes brought by COVID-

19 and the adjustment period afterwards. By way of further disclosure, as of the time of

this project, my daughter is a dual-enrolled student at EFSC, and my son will be a

freshman there in August. Currently serving as an adjunct instructor, I recommend that

my students use their services. Despite these personal connections to the EFSC Writing

Center, I approach this analysis with the emotional separation provided by combining

institutional analysis and grounded theory.

EFSC operates four campuses, spread from the northern part to the southern part

of Brevard County. Beginning in 1960 as Brevard Community College, the status and

accompanying name change came in 2013 when the first baccalaureate programs were

offered. Beyond this, there is no historical record of the writing center in any publicly

available document webpage which I could find, although there is evidence of the

existence of the Learning Lab, what would eventually become the STEM tutoring

Academic Success Centers as early as the late 1990s, as found in the document "Brevard Community College Institutional Accountability Progress Report 1999 – 2000" in the Documents Archive webpage of the EFSC site.

Focused Sampling and Coding

As discussed in previous chapters, the three rounds of data sampling and coding begin with initial coding, the rapid and frequent application of codes, preferably in the form of gerund phrases, to show the researcher what the data says about itself. Focused coding is the process of applying codes based on categories that are forming, all while gathering additional data samples. The last phase, theoretical sampling, constitutes the search for additional data that fits into the emerging theories – or challenges it.

I began my analysis by coding the data samples gathered from the EFSC website. Figure 7 shows the breakdown of the data and codes. When moving from initial coding to focused coding and theoretical sampling, focusing on my two new research questions about services offered and staffing structures, I considered the data through the lens of what might work well in a high school setting. It was not as easy or as streamlined as I thought it would be. I will start by describing the services that are offered. I should note that EFSC does not make a distinction between the services offered on one campus or another but presents them together as one program. The only places I saw campus distinctions were under hours and locations tabs and for certain workshops that are offered only at specific centers.
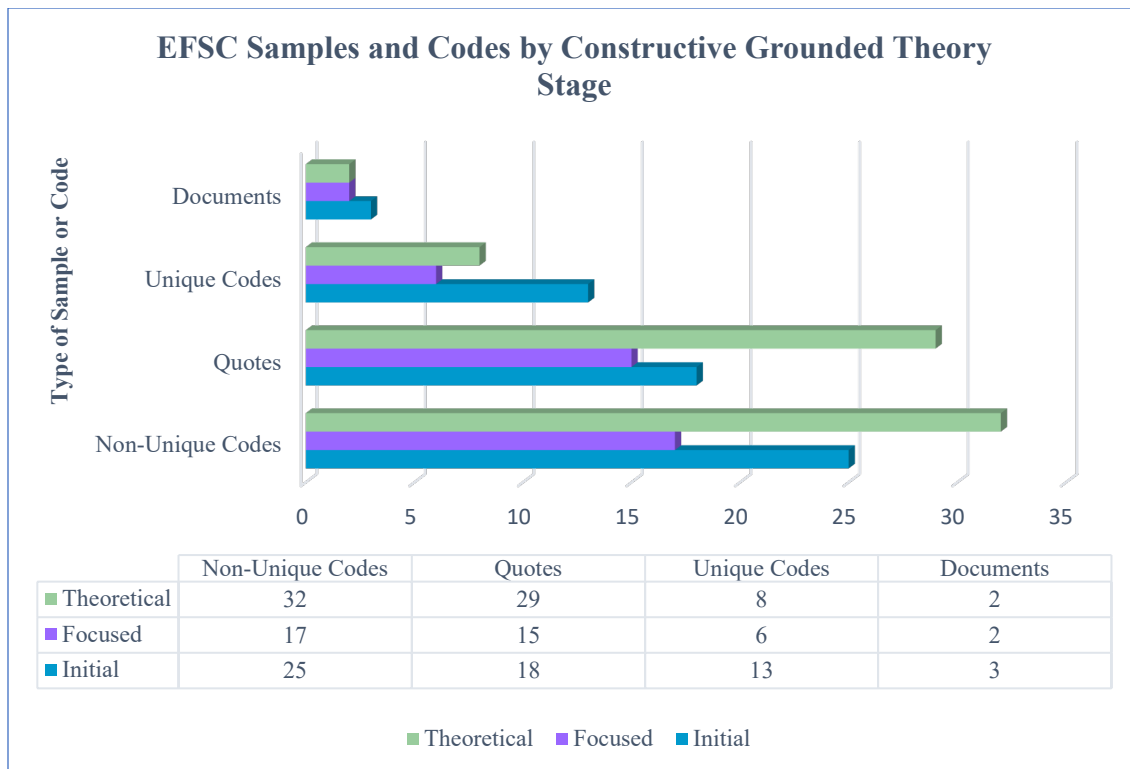
EFSC Samples and Codes by Constructive Grounded Theory Stage

	Non-Unique Codes	Quotes	Unique Codes	Documents
■ Theoretical	32	29	8	2
■ Focused	17	15	6	2
■ Initial	25	18	13	3

■ Theoretical ■ Focused ■ Initial

Figure 6: Breakdown of EFSC Data

On the EFSC Writing Center's landing page, a list of the services offered can be found, from tutoring to physical resources. The word count of the quotation below from the writing centers' landing page accounts for almost one quarter of the content on the entire page, clearly focusing the message on deliverables.

> Our services include: 1. Tutoring: Schedule individual or small group tutoring sessions either in person or online to refine your writing skills. 2. Workshops: Participate in sessions covering various academic writing topics. 3. Resources: Utilize computers equipped with Microsoft Word, and reference materials, such as citation style guides and grammar handbooks — plus access our 24/7 online

resources including presentations, video playlist, the Brainfuse: Writing Lab, and

more. ("Writing Centers")

The video playlist refers to the YouTube channel the Writing Center created, with videos

demonstrating APA/MLA formatting and reference creation, discussing how to write a

thesis statement, and providing tips for writing about literature, among other things. The

Brainfuse platform allows students to asynchronously submit an essay through an online

tutoring platform, where either a Brainfuse tutor or an EFSC tutor will provide feedback.

An article published in the student newsletter, *The Splash of the Titans*, authored by

writing tutor Amy Covel, lists services and tools that students may not have been aware

are available at the writing centers, including computers, printers, study rooms, white

boards for student use, LibGuide printouts, used books for students to take home, and

puzzles available for study breaks. The list of services is fairly comprehensive and seems

largely focused on services that do not necessitate a large tutoring staff.

When turning my attention to staffing, I hit an unanticipated lack of coding: the

EFSC Writing Centers webpage does not state whether the tutors with whom students

will meet are professionals or peer tutors. On the Academic Success Centers (ASC)

webpage, the tutors are identified as professionals and there is a call for peer tutoring

applicants. An article published by Marci Hanks, the director of the ASC from 2019 –

2021, and Karen Loffler, coordinator of the ASC in Palm Bay, made reference to

establishing a peer tutoring program, which, together with the ASC page's reference to

professional STEM tutors, implies that the existing tutoring staff is professional in nature

("Titan Up!"). Of course, having been a professional tutor at EFSC, I know this to be

true, but the data sampled from the writing center web pages could not confirm this. Nowhere are the tutors listed by name or specialty, and a general web search failed to reveal this information. The employee directory search I conducted to verify the supervisory structure, which has changed since I left in August 2023, showed no structural or cultural difference between the ASC and the writing centers, as the various tutors were all listed as Learning Specialists, rather than math, science, or writing learning specialists, and there are no supervisors or directors of writing centers listed, only assistant directors of the ASC ("Employee Search").

Theoretical Sampling and Preliminary Conclusions

After coding each of the documents, I began to categorize the information, but not through the code groups, as I had with UCF. Rather, I found myself focusing on the two areas of adjusted research questions – what category of tutors staff the center and what services they offer – and recategorized the codes into appropriate groups. Overall, theoretical sampling did not serve me well in this case as there was not much more data to be found regarding the staffing and supervisory structure. During this phase of constructivist grounded theory, however, I accessed an organizational chart for the entire EFSC institution. The writing center is not mentioned directly, a potentially telling point of culture for the college, I thought, but the Academic Success Centers main page includes writing service, claiming that tutors "Can help answer questions about formulas, concepts, processes, paper formatting, structure, and more" ("Academic Success Centers"). This indicates that the writing tutors fall under the Student Success and

Support director, which is ultimately in the Student Affairs section of the organization. A search of the employee directory reveals that there are two assistant directors of the Academic Success Centers, one in Cocoa and one in Melbourne. How many writing tutors are currently on each campus cannot be determined, although one can assume that in this instance, access to the appointment scheduler would reveal that. I wish that I could determine the tutor to student ratio across EFSC enrollment.

Using abductive reasoning, creating theories as to why a particular finding or phenomenon is puzzling to me, as per Charmaz's explained process of constructivist grounded theory, I could conclude that writing services and writing culture are not as vital to the college's mission as STEM programs, which could be arguably justifiable so close to two centers of U.S. Space Force military activity. However, as this question reveals my bias as a writing center scholar and because it is outside the scope of this thesis, I will save such theoretical rabbit holes for a different project (Charmaz 200). Nonetheless, the structural focus on STEM tutoring at the ASC obscures a clear understanding of the place of writing assistance in a public forum such as a website. This gives me pause about potentially capitalizing on existing math and science tutoring at a high school, if it exists, or organizing writing assistance combined with or alongside STEM services, a model growing in use, often called a learning commons, as I discuss in the next chapter. My personal experience tells me that writing tutoring and those which focus on STEM subjects have different cultures that have different needs, such as scheduling structures, expectations of tutors, and even material tools.

The code group Mission and Values was not used very often in the EFSC samples, so I went back and checked the webpages. I could not find a clearly articulated mission statement or set of values. Because writing services at EFSC are closely tied to the ASC, I checked their webpage as well. On neither webpage can an articulated mission statement be found. However, the information that is offered is evenly spread, which I believe to be a sign of consistency in the values, even if they are understated. In the three webpages sampled in the initial coding round, five codes were only used once, and five more were used twice. Only three codes were used three or more times. I believe that this approach of minimalistic coverage of service on the website could be a symptom of the lack of a unifying mission statement, but the lack of saturation of information also streamlines the transference of information and could work well when serving high school students.

Miami Dade College

Background

I chose Miami Dade College (MDC) for my next research subject because it is a larger college with a much different approach to organizing tutoring services. With student enrollment more than three times that of EFSC spread across twice as many campuses and a smaller dual enrolled student population (8-12% as compared to 20-25% at EFSC), I thought I would find a different structure and perhaps a more robust menu of services. Figure 3 shows the statistical breakdown of the data I used in my initial coding and analysis.

MDC operates eight campuses, with over 40 miles between the northernmost and the southernmost campuses ("Transportation Alternatives"). Each campus offers a different array of degrees and certificates, designed to serve the needs of the specific campus' locale ("Campuses"). There was no information available about the history or background of writing tutoring services, but a current advertisement for a part-time writing tutor on the Wolfson campus, home to the Reading and Writing Center, informed me that the Reading and Writing Center, at least, falls under the supervision of the Associate Director for Learning Resources ("Search Jobs"). However, another posting for a part time writing tutor at the Wolfson Campus

MDC Samples and Codes by Constructive Grounded Theory Stage

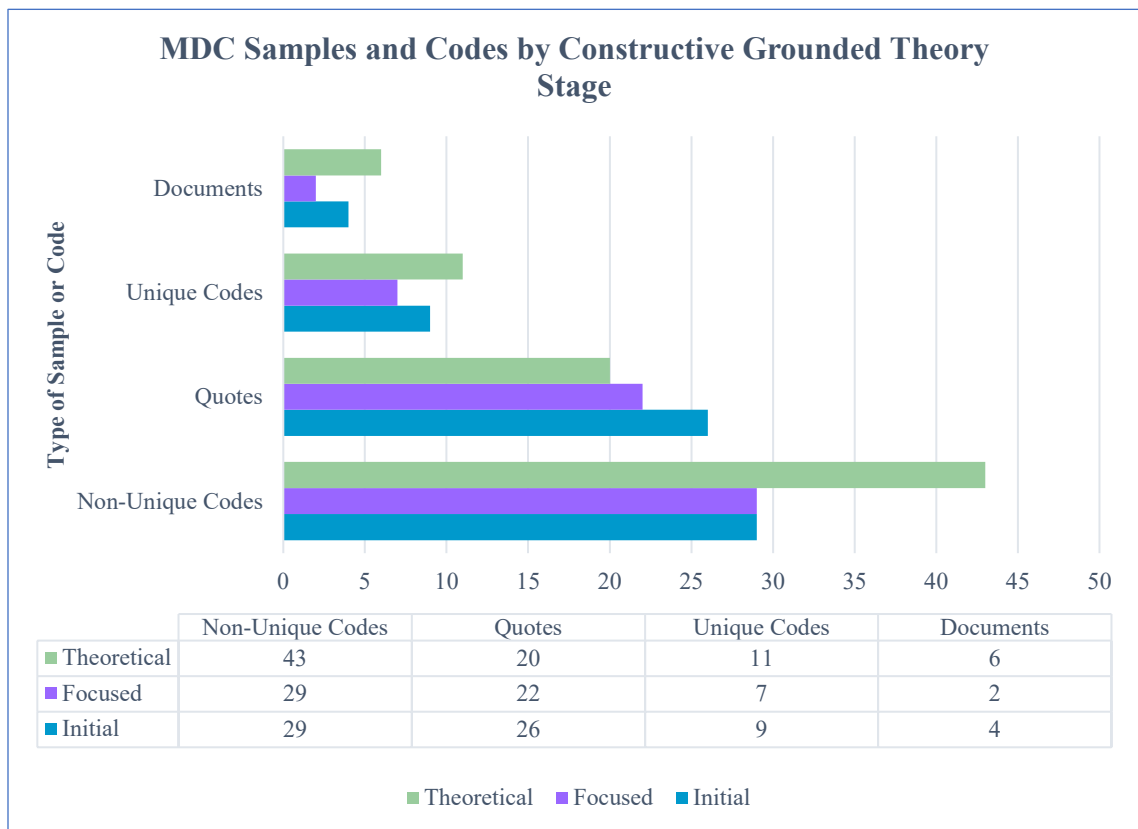|	Non-Unique Codes	Quotes	Unique Codes	Documents
Theoretical	43	20	11	6
Focused	29	22	7	2
Initial	29	26	9	4

Theoretical   Focused   Initial

Figure 7: Breakdown of MDC Data

Writing Center, a separate service from the Reading and Writing Center, listed the department as English and the supervisor as the department chair. Overall, there were six different writing tutoring positions listed, all with different job descriptions and supervisory structures. This indicates that there is no unified vision for writing tutoring across the college, the opposite of EFSC's approach, although it seems that, like EFSC, MDC mostly recruits and hires professionals.

Focused Sampling and Coding

MDC's writing services are difficult to navigate online. The Academic and Student Affairs office maintains a webpage about the Gordon Rule, the Florida statute that lays out certain requirements for academic program, including writing competencies (Florida Department of Education), At the bottom of the lefthand menu on this page, a link labeled "Writing Centers" can be found. Among the eight campuses, eleven links to academic assistance of some kind are offered, most uniquely named. Of these eleven links, five specifically mention writing, one has "English" in the title, and one uses the term "ESL" ("Gordon Rule"). One of the centers is not hyperlinked, nor did a web search yield any information, and four of the hyperlinks lead to Page Not Found messages. Further, a closer look at the links shows that the Gordon Rule page offers inaccurate information. For example, under the North Campus heading is listed a College Prep Department page (the center without a hyperlink, although I did come across it in a different context) and an ESL Resource Center. However, a search of the term "writing center" offers a North Campus Writing Center, but not an ESL Resource Center of a

College Prep Department. Similarly to EFSC's website, the mixed accuracy of information may make it harder than it has to be for students to access writing help.

Nonetheless, coding the available webpages revealed a breadth of services across the campuses. This is where constructivist grounded theory came through for me. When looking at the bird's eye view perspective, there was little about which to theorize, but the examination of codes for each document or by campus tells a different story. MDC seems to hire mostly professional tutors, but in more than one place, the opportunity to apply to be a peer tutor is offered, although the initial interest webform requires the interested party to check a degree box, with options ranging from some associates to a doctorate degree, as well as tutoring subjects, including everything from computers to math to writing ("MDC Tutoring: Welcome"). MDC offers a specific program for students called the Peer Writing Mentor Program, a hybrid of peer tutoring, embedded tutoring, and peer mentoring ("Ildiko Barsony"). The explanation video I watched marketed the program to faculty, but it led me to an area of MDC's website called Tutor Tips, which I will come back to in the next section.

Theoretical Sampling and Preliminary Conclusions

MDC's multiple campuses, each with their own specialties and services, provides a unique perspective into what might work in a high school setting. Unlike EFSC, whose campuses also offer specific programs but have unified student services across campuses, MDC provides a variety of academic support services specific to each campus' mission

and student needs. Table 5 shows the six campuses that offer writing services and the

range of names and student population focus.

Table 5: MDC Writing Services by Campus

Campus	Academic Program Information		Writing Support	Focus of Services
Hialeah	Electronics ESL	Early Childhood Education Computer Technology	Writing and Speech Learning Center	Generalist service
Homestead	*Full Range of Academic Courses*		Writing Support Lab	Generalist service
Kendall	*Full Range of Academic Courses*		1. Writing Lounge 2. College Prep Writing Lab	Generalist service
North	Licensing	Certifications	Writing Center	Basic/develop-mental
Padron	Business ESL	Pre-nursing	Reading and Writing Center	*no information available*
Wolfson	*Full Range of Academic Courses*		1. Reading and Writing Center 2. Writing Center	Generalist services

Tutor Tips consists of several tabbed sections of webpages whose purpose is to

"Formalize training of all tutors in order to provide the best service possible to students"

("Tutor Tips"). Although these pages provide information for all tutors of all subjects,

they are full of clues to MDC's theoretical approach for assisting with student writing.

Mostly, I was coding titles of resources and workshops, and the data samples are not

specific enough to suggest many conclusions. The writing tutor training is offered by a

subscribed service called Tutor Lingo that I could not access. Nonetheless, I uploaded

and coded four applicable documents from MDC's theoretical foci. Figure 9, a concept

cloud generated by Atlas.ti from only these websites and one from Tutor Lingo, a list of

workshops that gave clues to their values and five data samples, shows the prominence of the ideas present in the introduction to the training materials. Some words that jump out include theory, confirming the importance of grounding tutors in writing theory and tutoring theory; and revision, a key part of successful writing at any level and for all academic purposes. Clearly, MDC is focusing on what I agree, based on my experience as both a tutor and as a writer, are important pieces of helping students improve their writing skills, not just their writing assignments.
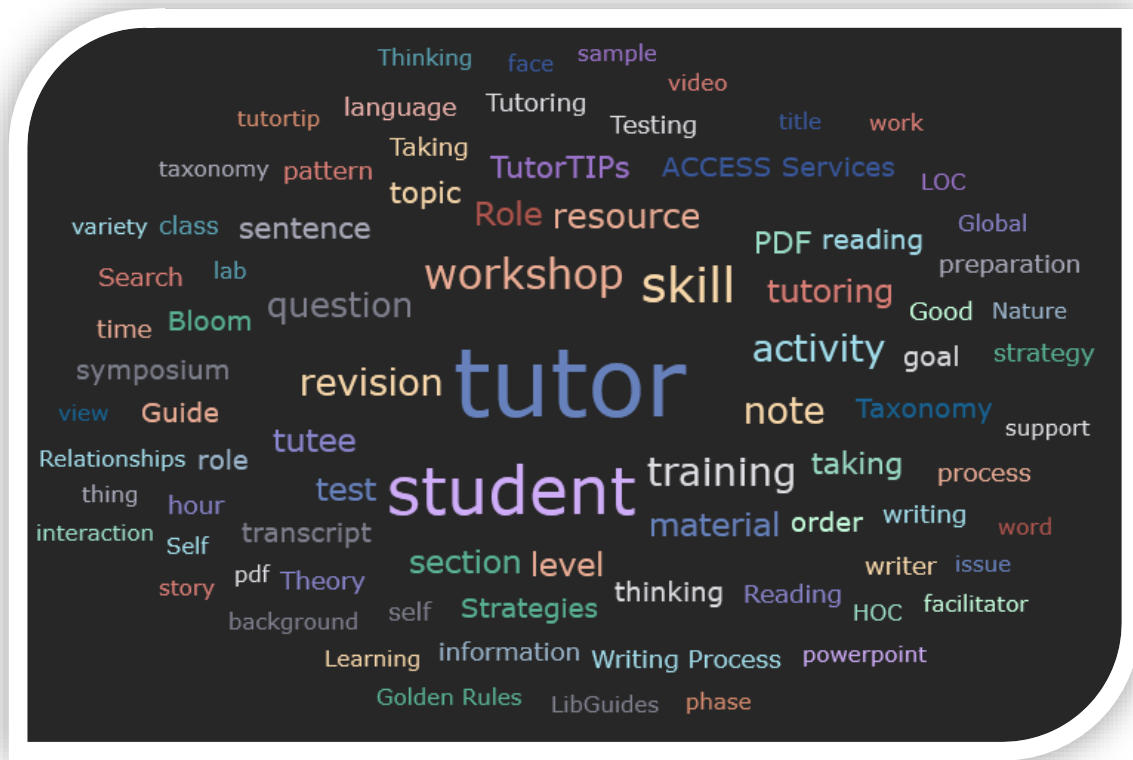

Figure 8: Concept Cloud of MDC Tutor Training Data

Toward a Theoretical Framework for High School Writing Centers

The theoretical sampling helped me adjust my developing theoretical framework of collaborative and inclusive pedagogy, which I began building during the UCF study. I used this theoretical framework to apply my research questions to the data. For example, MDC's tutor training program appears to be robust and thorough and, building on what I learned from UCF about the importance of tutor training to the success of a writing center when working with peer tutors, I can theorize that when employing professional tutors, the training is just as important for maintaining a cohesive culture across writing services. Going beyond this to the research questions that guided this case study, both EFSC and MDC demonstrated the necessity for clearly laying out the services available to students and providing clear instructions on how to access them. Again, these ideas will be discussed in more detail in the next chapter, where I begin to build high school writing center models. Ultimately, I have learned through these case studies and scholarly research that writing centers are fluid places of collaborative education that are often misunderstood by those not directly involved in their daily operation and so need to demonstrate the effects of their established practices, based on theory and adapted for their particular environment, in order to assert themselves into the academic landscape and display the full spectrum of their potential to positively influence the culture of an academic institution and its students.

CHAPTER 5: BRINGING WRITING CENTERS TO FLORIDA

PUBLIC HIGH SCHOOLS

After all the institutional analysis and constructivist grounded theory building, I come back to the driving questions behind this project: what do we as scholars, teachers, school administrators, state policymakers, and parents need to do so that high school students can benefit from writing centers, and what accommodations should be made to adapt writing centers to high school campuses' schedules and cultures? Based on the continued existence of writing centers on college campuses and the advantages that they believe they offer students, there should be little doubt that operating writing centers on a high school campus could benefit students by supplementing classroom instruction across all courses, but no one-size-fits-all model can be designed. As compared to the more fluid flow of a college campus, the typical public high school[1] operates on a shorter and more structured schedule, where students have designated places to be at specific times all day; in other words, students must follow a bell schedule with little opportunity for deviation, even for irregular supplemental instruction. Other challenges faced by potential high school writing center developers include finding appropriate space, identifying a supervisory structure, deciding what kinds of services make sense for the particular student population, recruiting and training peer tutors, attracting student writers, and developing a theoretical approach to student writing. All this must be taken into

---

[1] Alternative models for high schools, some of which allow for more flexibility, do exist, but as most public high school schedules are designed to meet strict state and county criteria, this discussion will be limited to how a high school day is commonly understood to operate.

consideration after writing center advocates manage to get administrators on board and in addition to perhaps the biggest obstacle: securing funding. In this final chapter, I address some of these obstacles as opportunities for both student and school achievement, rooting the options presented in the conclusions drawn from my case studies and archival research.

Publications such as *The Toolkit: Writing Center Resources for Middle and High Schools* and *The Successful High School Writing Center* are full of wonderful stories of motivated and caring teachers who see a need and meet it by developing a writing center from nothing: no budget, no space, little administrative support, and few collaborative colleagues. My aim with this project, however, is not to simply encourage teachers to meet the needs they see from scratch; amazing teachers everywhere are already doing that. Rather, I am laying the foundation for a true educational revolution in Florida: a Department of Education funded opportunity for supplemental writing center programs designed for the improvement of critical thinking skills and for graduating the best thinkers and written communicators in the nation. As in all things political or educational, funding will be a significant mountain to climb, and in order to convince those who control the purse strings that writing centers are a solid investment in the future of Florida's students, the groundwork must be laid. Chapters 1-4 provide data and inspiration for my discussion below of specific considerations for the designing of high school writing centers.

There are a number of important considerations that I am not addressing in this project, including defining the role of the director; keeping records; creating session

notes; attracting student writer clients; serving specific student populations, including second language learners; forming community partnerships; and of course, finding funding. A list of scholarship resources for these matters is found in Appendix C, and I have narrowed my focus for this chapter, addressing the following matters, upon which my case studies touched: approach to student writing, recruiting and training tutors, ways to fit tutoring into a high school bell schedule, where to locate a writing center, and considerations for online tutoring. All these must eventually be articulated in a way that helps the Florida Department of Education and other government officials and school administrators to understand how they work together to pave the way for writing center development at individual schools. This thesis project serves as an important first step towards realizing my ultimate goal.

Approaching Student Writing as a Theoretical Framework

Institutional Values and Mission Statements

Beginning with a theoretical framework seems logical, and, as previously discussed, that starts with a carefully crafted mission statement. Seth Czarnecki, founder and co-director of the writing center at Algonquin Regional High School in Northborough, Massachusetts, acknowledges that writing centers may have different purposes, but he impresses upon potential writing center directors the importance of articulating these purposes at the outset. Like Jeter, Czarnecki suggests that peer tutors have a hand in writing the mission statement, but he also points out the need for "putting

together a draft statement [ahead of time] so that administrators, staff members, and potential sponsors know what [the] center stands for" (28; see also Jeter 41). Although there is not necessarily a right or a wrong way to construct a writing center, deciding on a paradigm at the beginning is just as critical as a willingness to tweak it later. The choices made during development and early stages affect the services the center will and can provide and the modes in which centers will provide them, as well as where and when.

The culture of a writing center flows to and from the mission statement, though each writing center may aim to accomplish different objectives as appropriate to their student population. Although a high school writing center may not strive for the same goals as one at a major university, a few cultural items upon which writing centers are built remain consistent: inclusivity – helping all students with all assignments in all stages of development across all disciplines and courses; collaboration[2] – administrators, educators, tutors, and student writers working together to promote long-term learning; and student agency – empowering students to make deliberate and informed choices about their own writing. This tripod of support is evidenced in the case studies I conducted, particularly that of UCF, and is supported by the scholarship referenced throughout this project. As budding writing center directors vision cast, build their models, and work with administrations, teachers, and even students towards implementation, I believe that these items are the bare minimum which must be addressed.

---

[2] The tutoring theory known as minimalism eschews as a value collaboration that results in tutor-driven changes to a product. I address this in the next section.

Approaching Student Writing

To help myself categorize this topic, I created a visual representation of a spectrum of frameworks using Microsoft Word SmartArt and placed a range of just four on it some of the approaches to student writing. Figure 9 demonstrates my ideas, and I added two more layers to the image as I continued to build my theories and recommendations for high school writing centers: the shift between understanding composition (from a teaching perspective, especially) as a *process* as opposed to
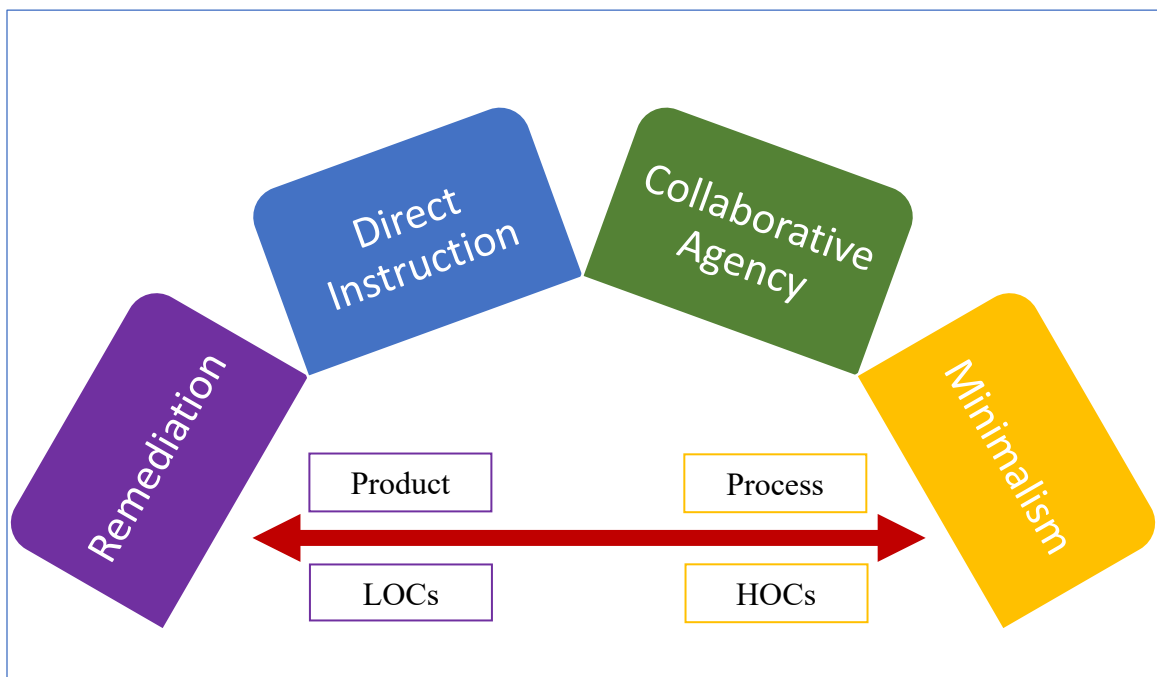

Figure 9: A Spectrum of Approaches

centering the *product* in the understanding of composition and focusing tutoring efforts in either higher order concerns (*HOCs*) or lower order concerns (*LOCs*), as laid out in section *A Place in the Academy* of chapter 1. There are many theories on the best methods for tutoring writing, all supported by evolving scholarship and theory, and a

general sense of them will help writing center professionals ground their center's approach. Again, concepts of right and wrong approaches do not necessarily apply here[3], and educators need to understand and work through the options, deciding where their center will fall between minimalism and remedial practices. This decision will set the foundation for other choices and likely be reflected in any mission and values statements crafted. I believe in the importance of leaving these pedagogical decisions up to directors as a matter between teachers and principals and not having them dictated by the state. However, understanding the options available must come first, and classroom teachers, because they are trained and required to evaluate and grade writing, may find that they are unfamiliar with these one-on-one theories. The spectrum in Figure 9 in no way represents all the options, but my goal is to simply present a visual understanding of the spread of approaches most likely to be found in a high school writing center, and other theories considered by teachers can be placed along the curve. In fact, doing so would be useful exercise for educators and peer tutors alike. Although this started as an organizational exercise for myself during my analysis, ultimately, I also include it for the purpose of presenting to teachers the range of their theoretical options.

Remedial Tutoring

I start my dissection of these approaches on the left with remediation. Writing centers continue to work to shed the perception that their primary function is remedial

---

[3] All writing centers eschew doing the work for the student, so this form of help is not a part of the spectrum and could be considered cheating. See "What We Do," Writing Centers," and "Writing and English Skills" for examples of writing centers disavowing "fixing" student writing.

and that their purpose is bringing lagging writers up to standards deemed acceptable for first year writing programs. It cannot be denied, however, that many students of all levels of writing and critical thinking proficiency come to the writing center hoping for or even expecting help with grammar, punctuation, and other more basic skills. For whatever reason, they have gaps in their understanding of basic academic writing fundamentals, which affect their ability to develop coherent writing assignments to the satisfaction of their teachers across disciplinary courses. Of course, this generalization is just that: a stereotype of a particular kind of student who enters the writing center, and, understandably, many writing center directors resist being pigeonholed into helping only these students and only in a remedial way. However, these students are just as deserving of receiving what they need from a writing center as a budding novelist or future doctor. As a writing tutor at Eastern Florida State College, I often stopped a discussion of content development during a session with a student to offer an ad hoc lesson on prepositional phrases or commas, arming students with skills I had noticed were impeding understanding of other writing concepts or hindering communicating their ideas. High school writing center directors need to decide what methods they will train their tutors to use and, if deciding to follow a more minimalistic theory, how they will prepare peer tutors to help those students who lack a grounding in basic grammar and mechanics.

In addition to other writing centers, Miami Dade College runs a unique form of remedial writing center on its Kendall Campus.

The College Prep Writing Lab, with the assistance of friendly and experienced tutors, allows students to improve their grammar skills as they pertain to their

writing skills, a necessity for the attainment of academic success. At the College

Prep Writing Lab, students follow a prescribed lesson plan and take a computer

test each week as part of the course. At this lab, students have access to

computers, reference books, instructional books, handouts, and professional

tutoring. ("College Prep Department")

Although I do not recommend this kind of requirement for high school writing centers,

not the least because logistics could become cumbersome, the concept is one to keep on

the drawing board as a supplemental option for students designated as struggling with

writing in English classes. It would take a robust and established writing center to be able

to support this kind of program, but it can be included on the road map.

Direct Instruction

Moving to the right on the chart, the next box represents the idea of teaching

specific skills within the context of a one-on-one tutoring session. Although remediation

includes a certain level of direct instruction, there is room for more than just remediation

in the theory of direct instruction. The example above of my quick, mid-session lessons

would fall here. Only a writing center leader can decide if this is appropriate for their

center, but some scholarship defends the role of direct instruction in writing center

pedagogy. Peter Carino walks readers through much of the resistance against a strictly

nondirective tutoring approach, discussing some of the scholars who believe that direct

instruction does have a place in the writing center (Carino "Power" 98-100). Again, the

purpose and values of the center and the school will guide the director in situating their center on the spectrum.

Collaborative Agency

The third entry on the spectrum is what I am calling collaborative agency, encompassing theoretical shifts towards protecting and promoting student agency in the tutor/tutee dynamic, as Rafoth has valued specifically for the high school writing center (see Rafoth et al.). As writing center have moved away from the lab concept of being a remedial space, approaches to tutoring have placed more and more power and authority over the product in the hands of the student writer, with the tutor, especially peer tutors, giving more attention to the process a writer develops as they move towards completion of the product (see Brooks, Carino "Power," and Lundsford). Closer to – but stopping short of – minimalism than to remediation, collaborative agency aims to prompt the student to understanding, partly through quasi-Socratic conversation, while providing information, suggestions, and examples when the tutor feels the student has exhausted their depth of knowledge on a writing skill. This is similar to an established methodology of teaching called dialogic pedagogy, which has been applied to writing center peer tutor training by Kathleen Yancey, Michael Mattison, and more.

In a peer tutoring scenario, however, collaboration is a pedagogy upon which writing centers are built. Andrea Lundsford, respected writing and rhetoric scholar, takes on the concept of collaboration in her 1991 *The Writing Center Journal* article "Collaboration, Control, and the Idea of a Writing Center," where she expresses concern

about the growing over-reliance on a sometimes misunderstood or misapplied concept of collaboration as a pedagogical foundation. Lundsford moved the field forward by suggesting that a writing center "informed by a theory of knowledge as socially constructed, of power and control as constantly negotiated and shared, and of collaboration as its first principle presents quite a challenge" to the status quo of institutional education (9). Others have gone on to explore the ideas of the power balance between peer tutor and student writer, including Carino in his article referred to above, and the field of writing center pedagogy now considers student agency to be of high value, one a writing center director for a high school must consider carefully when evaluating the needs of a diverse student population.

Minimalism

At the far end of the spectrum is the theory of minimalism, espoused by Jeff Brooks of Seattle Pacific University. Brooks promotes a system built on the conjecture that "the moment [educators] consider it [their] duty to improve the paper, [they] automatically relegate [themselves] to role of editor" (129). Many writing center professionals identified with this paradigm when the article was published in 1991, welcoming it as the articulation of long-held concerns ("Whatever Happened To" 4). Nearly every writing center website at which I looked during my archival and case study research execution made a claim about tutors avoiding proofreading, editing, or writing the paper for the student. A notable exception is the College Prep Writing Lab at MDC, which I discuss below. Setting student expectations is foundational to the idea of a

writing center, and Brooks takes that concept to a place where the tutor is "not a …
collaborator," but rather a "mentor, coach, or task master who guides students through the
process of revision" ("The Task" 7). Minimalism focuses on the students' writing
process, not on writing itself. Brooks explains, "While student writings are texts, they are
unlike other texts in one important way: the process is far more important than the
product" (130).

Rutgers University's writing center has embraced minimalism. The tutor
handbook is extensive, including pages of tips for influencing the content and structure of
the paper as little as possible, encouraging tutors helping students by asking questions
and heling students find for themselves how their writing could be improved, breaking
the students' work of revision and proofreading into manageable chunks by giving
specific writing tasks. Rutger's writing center is not shy about espousing Brooks'
approach. The handbook includes a reprint of Brooks' foundational essay "Minimalist
Tutoring: Making the Student Do All the Work," as quoted above, and contains twenty-
three pages of descriptions of writing tasks on which tutors could ask their students to
work during sessions. At Rutgers, although drop-in services are available, regular use of
the writing center involves weekly sessions which last for 80 minutes for most of the
term, an impractical framework within the constraints of a high school schedule, as well
as the naturally abbreviated attention span of a teenager ("FAQ"). The time allowed for
sessions contributes to the decision a writing center director must make when considering
minimalism as a theoretical approach to student writing.

Two more binary theories of writing instruction are represented by Figure 9: teaching writing as a process or as a product and prioritizing higher order concerns or lower order concerns. These ranges loosely correspond to the remediation/minimalism spectrum of approaches to student writing. An educator's position on these topics also affects the writing center's services and how much of the spectrum the center can and will cover. I will not go any more deeply into these two topics, but directors need to be consciously aware of these considerations and weigh their other logistical choices against them. See the list of resources in Appendix C for more reading on product versus process and lower order versus higher order concerns. As trends move towards a more inclusive pedagogy for writing centers, incorporating the entire spectrum of services demands additional resources, particularly those of staffing and of time, and so I recommend starting narrowly. The more services a center offers, the more staff is required for offering those services, including more time to train the staff for specific services. Hopefully, the writing center will be successful in its early stages, and there will be time for growth in the future.

Practical Considerations for High School Writing Centers

Recruiting and Training Peer Tutors

Across school clubs and teams, examples of student leadership positions can be found. From debate club to athletic teams, student groups typically have a faculty sponsor and at least one student leader ("Boca Raton;" "Starting Your Club"). Many student-led

organizations have leadership roles similar to ones needed for a writing center, often involving an application and interview process as well as extra training. For example, at Satellite High School in Satellite Beach, Florida, marching band leadership positions are highly competitive. The director of bands, Joseph Leites, created a process that could serve as a model for developing student leadership in a writing center, including the initial recruitment of tutors and leaders, but especially for the continued development of a student leadership structure. With Leites' permission, I have included a part of the leadership packet in the appendices, where he laid out each of the roles' duties, implying the strengths a student seeking the role might possess. For example, both the band captain and the section leaders are responsible for encouraging a mentoring relationship between upper classmen and freshmen, in addition to musical mastery. The UWC also fosters mentorship in its program, and it could be a critical piece of keeping a writing center student-centered. In my opinion, offering leadership development will aid recruitment of tutors, provide professionalizing opportunities for students desiring more responsibility, and help teachers keep their finger on the pulse of the student body.

Beyond developing a leadership structure, though, finding peer tutors involves making both objective and subjective assessments. Of course, writing well and having the disposition to coach and teach are qualifications that must obviously be at the top of the list, but there are other ways to seek and attract potential peer tutors, and issues such as school demographics and the needs of the student writer clients must be addressed in the planning stages of the writing center. Each school will need to develop their own criteria for student tutors based on the specifics of their student population and their institutional

goals, but there are certain standards that those who have traversed this path recommend. Shawna Schneiderman, founder of The Scribe writing center at Renaissance High School in Meridian, Idaho, outlines two main approaches: open and selective. Open recruitment is just what it sounds like; there are few if any prerequisite qualifications for participation in the application process, and "if a student wants to learn to be a tutor, they are encouraged to apply" (94). An advantage of open recruitment is the possibility of being able to fully staff from the beginning. Selective recruitment, on the other hand, sets forth the qualifications of applicants before they can join the process. Schneiderman relates that she uses a combination of the two approaches in her writing center, as "Any student can be a tutor in [the writing] center, but they must complete an application and interview process" (95). She also collects names of potential tutors from fellow teachers and sends them letters of invitation to apply, which, she claims, can help overcome students' doubt in their own capabilities. The recruitment process at Satellite High School is an example of this kind of blended recruitment; anyone can join the band program, anyone in the band program can apply for a leadership position, and all applicants are put through a thorough vetting process. These choices reflect the values of the band program writing center, just as the mission and values of a writing center will influence its recruitment process.

Setting up training presents a different set of challenges. The options are many, but a sketch of what is expected must be completed before recruiting begins so that tutors know what they are signing up for. Much like marching band camp, a one-week training course for new tutors could be required a week or two before school starts. Vivian Blair,

the writing center director at Episcopal Collegiate School in Little Rock, Arkansas, points out that "Tutor training is ongoing … requiring director and tutors to revise and adapt," creating a cycle of tutoring and mentorship (119). Implicit in this cycle is a schedule of regular meetings during the school year for both new and experienced tutors, sharpening their skills and giving them a chance to air concerns, ask questions, and receive both encouragement and correction as a group. The success of the tutor training program at UCF demonstrates the benefit of regular meetings between tutors and directors, even if a for-credit course is not part of the cycle, as it is at UCF.

Scheduling

When during the school day and week to offer tutoring presents additional challenges. I collected the bell schedules of five randomly selected high schools throughout Florida, and except for those using a block schedule, high schools typically offer seven class periods per day. Students classified as freshmen, sophomores, and juniors are required to be on campus for all seven of those periods, with exceptions made for students classified as hybrid, meaning they also take classes through Florida Virtual School or are taking courses at a local college through a dual enrollment program, as both of my children have done. For a typical high school student, the opportunity to take seven credits of courses for four years means that 28 credits are possible, with only 24 credits necessary for graduation. Mathematically, block schedules actually provide more periods during the course of an academic year, potentially providing greater opportunity for students to serve and to utilize writing services. This creates scheduling challenges for

teachers and administrators starting a writing center. If students are required to be in class every period of the day, when will they visit the writing center? It also provides opportunities, however, for students to have dedicated periods of the day when computer lab, media center, and writing center visits may be coordinated.

Often, students who are unable to enroll in desired courses at their high school fill one or more of their seven periods at the school's computer lab, taking Florida Virtual School or online dual enrollment courses. As mentioned above, this presents some interesting opportunities for schools willing to think outside the box a little bit. Looking forward to the discussion of space, if it is possible to set up the writing center next to or near a computer lab, students in the lab could be granted permission to use the writing center for their writing assignment in any course. Peer tutors can also be scheduled for computer lab/writing center time, serving in the writing center in place of their computer lab time as appropriate. Of course, before and after school are also potential operating hours for a writing center. When it comes to scheduling peer tutors and opportunities for students to access the centers, creativity and flexibility are obviously called for.

Finding Space

When designing a writing center, among the obstacles is finding space. As discussed briefly in chapter 3, the visibility of a writing center reflects the importance placed by administration on the development of writing skills. Convenience and accessibility are perhaps more important considerations than visibility, however, when deciding where to set up a writing center on any campus. Ideally, of course, the writing

center will be located near to the teacher with the most responsibility for supervising it, but that does not necessarily mean that it needs to be in an English classroom, which is less than ideal anyway, or even in the English Language Arts wing of the school. Jenny Goranson, formerly the director of a high school writing center in Virginia, points out that many times, writing centers are assigned space rather than selecting ideal locations, and her writing center, operating out of her classroom, moved three times during her eight-year tenure as director (54). Czarnecki confirms that many writing centers start in libraries or classrooms but may have the opportunity to move out of those spaces as the center grows in peer tutors and student writers as well as reputation and output (29). I believe that a space near or in a high school library or media center offers both visibility and flexibility, depending on the square footage afforded and the presence or absence of walls. Regardless of the space's affordances or limitations, the director and peer tutors can work together to create a space where they feel their student writers will feel comfortable and encouraged. I will not make specific suggestions on how space should be used because the options are entirely dependent on room layout and the style and moveability of the furniture and computing equipment. I will, however, point out the obvious: tables and chairs for tutoring, resources such as textbooks and take-home resource printouts, and writing implements are necessary. Space available will factor into the complexity of services offered, and securing space before deciding on numbers of peer tutors and even center operating hours seems wise.

Virtual and Online Tutoring Services

A writing center's contribution to school culture is hard to quantify, but ideally, promoting critical thinking skills and collaboration between intersecting populations of a high school brings positive changes to a school's social environment, not just its academic standing. Online tutoring brings a different dimension to this cultural interaction. Essentially there are two modes of online tutoring, synchronous and asynchronous. Synchronous tutoring, virtual but happening in real time, can be offered either by the tutors working in the writing center using a platform such as Zoom, Google Meet, or Microsoft Teams, or through a third-party tutoring service, such as IXL Learning and Varsity Tutors. Both EFSC and MDC offer Brainfuse to their students for virtual tutoring, expanding when students can access live writing assistance to a full 24 hours. It is my belief, however, that these services, although valid and helpful from an academic success standpoint, do not constitute a good high school writing center replacement, failing in the creation of community and in advancing culture on campus. In my opinion, they should not be a consideration for a school looking to start a writing center. Whether or not to have peer tutors engaged in synchronous, virtual tutoring is a matter of multiple logistical and even legal issues, involving student safety concerns. These questions should be fully explored with school administrators before implementation.

I similarly believe that high schools should avoid asynchronous tutoring: giving feedback on writing without the student present. Such a big part of the benefit to both the peer tutor and the student writer is the collaboration, the trustful relationship building conversations. I believe that asynchronous tutoring services undermine a key purpose of

establishing a writing center: fostering the relationship between a tutor and a writer. This relationship can uniquely enhance a student writer's confidence and, particularly in a high school setting, positively influence the social dynamics among student groups.

Developing a Drafting Lab

The only specific concept for writing center development I will discuss in this project and encourage high schools to adopt is one found at the UWC: the Drop-in Drafting Lab. I would love to see high school spaces and schedules adapted to accommodate this kind of an offering; moreover, I believe the concept presents both a gateway to writing center implementation in a high school and an opportunity for expansion of services for already thriving writing centers with flexibility. An internal document in the Canvas course UWC Resource Hub provides an overview for tutors covering the drafting lab. In a room adjacent to the University Writing Center, students can come through the door, ask questions, and then just write. The space is simply available for collaborating, thinking, and writing. It is an informal space where students have access to a tutor but are not provided with the same level of assistance as offered during a formal session. For example, one-on-one assistance from a tutor during this time is limited to thirty minutes, and session notes are not provided by the tutor. In fact, the general expectation is that students may ask questions but will not work closely with a tutor much at all, perhaps just asking a grammar question or floating an idea by a tutor

and heading back out. Perhaps the student brainstorms with a tutor for ten minutes before sitting down to write independently for a while.

If student staffing is limited and space is only available sometimes, a drafting lab could be an excellent place for a teacher to begin developing a writing center culture in their school. The flexibility of the model creates ideal conditions for exposing both potential peer tutors and student writer clients to the benefits of a writing center. A drafting lab can fit into any time and space available; the lab could be available before and/or after school or during lunch periods. The UWC Drafting Lab FAQ document in the Canvas course lists three important purposes for the drafting lab, and all of them apply to high schools, just a little differently than they do for a collegiate writing center. The first two purposes relate to providing students with a place for accessing brief assistance and then for practicing skills, emphasizing the *doing* aspects of writing.

The third value, however, is that the drafting lab exposes student writers to the idea of collaborative, non-evaluative writing assistance. In grade school, a writing assignment is typically submitted and given back to the student with a grade, maybe also with feedback. Because writing centers are non-evaluative, the idea of getting help with an assignment in a way that is not looked upon as cheating can be a foreign and even scary idea. Additionally, adolescent student writers may not be naturally equipped to understand that the more Socratic-style help they are receiving really is helpful, as Margaret Tipper learned from directing a writing center at an all-boys high school. She reports that

Our consultants now do supervised writing time in conferences. For example,

rather than letting the client walk away with the advice to "smooth out the

transitions," the client will actually spend time in the conference room or at a

computer, writing transitions for his paper and running them by the consultant.

Now clients are leaving with more concrete "help," even though they have made

the revisions themselves. (37)

This gateway into the writing center via students dropping in just to ask a quick question – or even to get out of an activity in another class by requesting a pass to the drafting lab – brings students in the door and helps them get over their fear or reluctance, regardless of its cause. If the drafting lab is part of a larger writing center, and even if it stands alone, this factor can be transformational for both the student and the writing center.

If possible, a more traditional writing center with appointment-based, one-on-one peer tutoring is probably preferable in terms of affecting student outcomes and campus culture, but that is a decision each teacher/director must make for themselves, based on the support and resources available. If once a writing center is staffed and operational – especially if its value is noticed by school and county administrators – then a drafting lab can be developed as an ancillary service. No matter how or when a drafting lab is introduced to the academic environment, I believe that this is a model all schools could adapt and make work.

Conclusion

In 2006, Quitadamo and Kurtz released the results of a study on the effects of using writing instruction as a way of promoting critical thinking skills in the sciences. Their introduction includes some motivational observations that could be offered to policymakers and school administrators while:

> Although they are not always transparent to many college students, the academic and personal benefits of critical thinking are well established … By focusing on instructional efforts that develop critical thinking skills, it may be possible to increase student performance while satisfying national stakeholder calls for educational improvement and increased ability to solve problems as engaged and productive citizens. (141)

Their point is that educators at all levels should focus on teaching writing skills to students of science to train their minds to "reason, solve problems, and apply knowledge," an expectation of college students, according to the U.S. Department of Education's Goals for Education, released in 1990 (141). Writing centers fit perfectly into this framework, engaging students in conversation about their writing choices and promoting the critical thinking process by examining one's own writing.

It takes more than just the existence of a writing center to affect the writing and thinking culture of a school, of course. Classroom instruction, cross-curricular writing foci, and teacher training grounded in student critical thinking outcomes all have a role to play, and, of course, other campus environmental realities can affect learning of all kinds.

Nonetheless, introducing a writing center to the academic structure of a high school can start a school and its students down a road to confidence and achievement well beyond the walls of the writing center or the high school. This is particularly true for lower-achieving schools, where students may not receive academic support or encouragement at home.

Currently, there is a significant gap in quantitative and statistical research regarding the impact of writing centers in high schools. Most conversations on these topics are either anecdotal in nature or focused on qualitative outcomes, such as student testimonials and observational data. While valuable, these do not convincingly provide the robust, measurable evidence needed to persuade policymakers and educational leaders to try this path. To build a compelling case for the establishment and funding of high school writing centers, we need rigorous studies that quantify the benefits, such as improvements in standardized test scores, graduation rates, post-high school career pathways, and college enrollment figures. I hesitate to suggest these kinds of data collection methods because I believe that the results of critical thinking and writing training are difficult to pin down numerically and are largely value-laden, with the values of the researcher defining what counts as success. Nonetheless, politicians and bean counters must have their justifications and talking points grounded in data. Future research should explore longitudinal studies that track students who have used writing centers throughout their high school careers and into their post-secondary education and careers. Additionally, comparative studies of schools with and without writing centers could provide critical insights into their effectiveness. This data could highlight the direct

correlation between writing center involvement and academic success, making a powerful argument for their widespread adoption. I intend to integrate these kinds of studies into my doctoral work.

To make a strong pitch to the Florida Department of Education, it is essential to present evidence that not only shows the academic benefits of writing centers but also their role in fostering critical thinking, problem-solving, and independent learning skills. Funding writing centers is not just an investment in writing instruction; it is an investment in creating well-rounded, critical, and engaged citizens. In essence, it is an investment in the very definition of education. I call on educators, administrators, and policymakers to recognize the transformative potential of writing centers for secondary education. By supporting further research and funding the development of high school writing centers, especially in lower-income communities, Florida can expand opportunities for its students, giving them access to the development they need for greater success in careers, higher education, and beyond.

APPENDIX A CODEBOOKS

UWC Codebook

Code Group	Code
Mission & Values	Collaborating with peers
Mission & Values	Continuing development
Mission & Values	Declaring mission and values
Mission & Values	Explaining logistics
Mission & Values	Marketing: Immediate student benefits
Mission & Values	Marketing: Long-term student benefits
Mission & Values	Marketing: Success of center
Mission & Values	Marketing: WC Exposure
Mission & Values	Organizing structure
Mission & Values	Professionalizing: Behavior
Mission & Values	Professionalizing: Skills
Mission & Values	Professionalizing: Tasks
Mission & Values	Stating pre-reqs: For peer tutors
Mission & Values	Working Hours
Pedagogy	Approaching student writing: Direct instruction
Pedagogy	Approaching student writing: Do nots
Pedagogy	Approaching student writing: Empathy & Kindness
Pedagogy	Approaching student writing: General
Pedagogy	Approaching student writing: Inclusivity & Connection
Pedagogy	Approaching student writing: Individualization
Pedagogy	Approaching student writing: Student agency
Pedagogy	Approaching student writing: Student motivation
Pedagogy	Collaborating with student
Pedagogy	Demonstrating WC theory
Pedagogy	Guiding towards alternative resources
Pedagogy	Maintaining WC culture

Pedagogy	Offering specific services
Pedagogy	Providing feedback
Pedagogy	Referencing theoretical approaches
Pedagogy	Setting student expectations
Pedagogy	Stating pre-reqs: For student writers
Pedagogy	Teaching skills
None	Good for HSWCs

EFSC AND MDC Codebook

Code Group	Code
Administration	Explaining logistics
Administration	Marketing: Success of center
Administration	Organizing structure
Administration	Staffing & scheduling
Mission & Values	Approaching student writing: Empathy & Kindness
Mission & Values	Approaching student writing: Inclusivity & Connection
Mission & Values	Collaborating with peers
Mission & Values	Declaring mission and values
Mission & Values	Differentiating modes: Asynchronous
Mission & Values	Differentiating modes: F2F
Mission & Values	Differentiating modes: Outsourced
Mission & Values	Differentiating modes: Virtual
Mission & Values	Maintaining WC culture
Mission & Values	Marketing: Immediate student benefits
Mission & Values	Marketing: Long-term student benefits
Mission & Values	Marketing: WC Exposure
Mission & Values	Professionalizing: Skills
Pedagogy	Approaching student writing: Direct instruction
Pedagogy	Approaching student writing: Do nots
Pedagogy	Approaching student writing: General
Pedagogy	Approaching student writing: Individualization
Pedagogy	Approaching student writing: Student agency
Pedagogy	Approaching student writing: Student motivation
Pedagogy	Collaborating with student
Pedagogy	Demonstrating WC theory
Pedagogy	Guiding towards additional resources

Pedagogy	Providing feedback
Pedagogy	Referencing theoretical approaches
Pedagogy	Setting student expectations
Pedagogy	Teaching skills
Practical Information	Offering Specific Services
Practical Information	Stating pre-reqs: For student writers
Staffing	Professionalizing: Behavior
Staffing	Professionalizing: Tasks
Staffing	Stating pre-reqs
Staffing	Stating pre-reqs: For peer tutors
Staffing	Tutor training & development
None	Good for HSWCs

APPENDIX B PART OF THE SATELLITE HIGH SCHOOL

MARCHING BAND LEADERSHIP PACKET

Satellite Instrumental Music Foundation Inc.
P.O. Box 372218
Satellite Beach, FL 32937
A Letter from the Director to:
Students, Parents, Family and Friends,

It is with pleasure and excitement that I welcome you to the Satellite High School 2024 Marching Scorps Leadership process. Within the Satellite High School walls resides a robust and thrilling set of experiences for all musicians, and it is my honor to serve as the Director of Bands and guide those students who choose to pursue a music education through band toward the things they find interesting in the world. The Satellite High School Band program consists of the Satellite High School Marching Scorps, the embodiment of the school's spirit; the Wind Ensemble, Symphonic Band, and combined Wind Ensemble on the concert stage; and the Jazz Bands. Each ensemble is curated in such a way to guarantee the musical growth of every person in the room, student and teacher alike.

Band is and always has been challenging and exciting, emotionally and physically demanding; a culture in and of itself. It exists because of the commitment shared between the students, staff, parents, and anyone affiliated with the program. Because of this, I am a firm believer in a collaborative atmosphere that fosters and nurtures growth for everyone. Not everyone chooses to be a musician for the rest of their life, and as such I prefer that the time they choose to spend as one should be rewarding in all aspects – as a student, musician, and emerging human being.

I feel it is important to always thank the Satellite High School Administration for their continued support of the Satellite Instrumental Music Foundation and all our activities. Thank you so much for choosing to be a part of the Satellite Instrumental Music Foundation. I look forward to seeing YOU this school year!
Let's start the show!

Mr. Leites

Leadership Application

Name:

Year (rising sophomore, junior, etc.):

Instrument:

Leadership Position(s) Desired:
Please highlight or circle your desired position.
Drum Major
Band Captain
Band Sergeant
Band Quartermaster
Brass Lieutenant
Woodwind Lieutenant
Percussion Lieutenant
Scorpionette Lieutenant
Woodwind Section Leader
Brass Section Leader
Percussion Section Leader
Equipment Crew Member
Uniform Crew Member

Open Response Interview Questions:
Please type responses to the following questions on the same document as the Statement of Purpose and bring with you to your leadership interview. Be prepared to elaborate on your answers.

1. Why do you want to be a student leader in the Satellite High School Marching Scorps?
2. What is one change you would make about the Marching Scorps to improve its overall program success?
3. How can we improve membership and recruitment in the Marching Scorps?
4. What is one example in which you demonstrated leadership in your personal life?
5. How do you handle conflict resolution between your peers?
6. What is something you hope to improve on as a leader yourself?

*Please attach your Statement of Purpose essay and Interview Question responses to this document.

APPENDIX C ANNOTATED BIBLIOGRAPHY FOR HIGH SCHOOL

WRITING CENTER THEORY

The following serves as a primer on a few key writing center theory concepts for high school teachers. It is not meant to be an exhaustive look at any particular issue, but rather, an introduction to the practices and theories of tutoring. The first two listings are books offering a variety of tools and perspectives on starting and maintaining a secondary school writing center; the remaining are articles separated by topic and including short annotations.

Books for High School Writing Center Directors

Fels, Dawn, and Jennifer Wells, eds. *The Successful High School Writing Center.*
Teachers College, Columbia University, 2011.

Hahn, Stacey, and Renee Brown, eds. *The Toolkit: Writing Center Resources for Middle and High Schools,* revised edition. SSWCA Press, 2023.

Assessment

Fels, Dawn. "What State Auditors Taught Me About Writing Center Evaluation." *The Successful High School Writing Center,* edited by Dawn Fels and Jennifer Wells, Teachers College, Columbia University, 2011, pp. 114-129.

> Fels discusses the various ways in which writing centers, especially centers in secondary schools, can be evaluated for success. She argues that not all successes are immediately measurable. Fels points out that separating a writing center's evaluation of success from test score data must be a priority for any administrator or teacher hoping to keep alive

their center in the face of data-driven school budgets. She offers

alternative questions to 'How does the writing center help raise test

scores?'

Jones, Casey. "The Relationship Between Writing Centers and Improvement in Writing

Ability: An Assessment of the Literature." *Education*, vol. 122, no. 1, Sept. 2001,

pp. 3–21. *Gale in Context,*

link.gale.com/apps/doc/A80856249/BIC?u=orla57816&sid=summon&xid=98e33

34f.

Jones reviews previous attempts to quantify the results of writing centers

through various methods of evaluation, concluding that the emphasis of

the social construction of knowledge upon which writing centers are based

undermines the very efforts needed to demonstrate their success.

Nonetheless, Jones' article provides a robust look at previous methods of

evaluation of the connection between a writing center's presence and the

growth of writing abilities at an institution.

Critical Thinking

Balester, Valerie. "Tutoring Against Othering: Reading and Writing Critically." *Tutoring*

Second Language Writers, Shanti Brue and Ben Rafoth, eds., Utah State

University Press, 2016, pp. 195-212. doi:10.7330/9781607324140.c012.

Balester points out that while critical thinking is a valued practice in

education, the phrase can mean different things to different cultures. She

warns against tutoring practices that disregard the differences between

western and alternative understandings of what constitutes critical thinking

to the intellectual detriment of a student steeped in other traditions.

Acknowledging that, for the most part, such students desire to master U.S.

educational conventions and are often seeking help from a writing tutor

for that reason, Balester nonetheless cautions against devaluing any

individual student's thinking process and conclusions, instead encouraging

a collaborative approach that broadens rhetorical approaches to learning

and thinking.

Karanja, L. (2021). "Teaching Critical Thinking in a College Level Writing Course: A

Critical Reflection." *International Online Journal of Education and Teaching*,

vol. 8, no. 1, 2021, pp. 229-249. *Education Source,*

search.ebscohost.com/login.aspx?direct=true&AuthType

=cookie,shib&db=eue&AN=148090047&authtype=shib&site=ehost-

live&scope=site &custid=current&groupid=main&authtype=shib.

Karanja researches the connection between learning writing skills and

developing critical thinking skills for students, criticizing the conflation of

one with the other and arguing that teaching writing does not necessarily

mean that students are also learning how to think critically about anything.

She concludes that although the intent of cross-curricular writing teaching

is indeed to promote critical thinking skills, in the end, assessments of

assignments are made based on information retrieval and summary alone.

Karanja offers five areas for educators to reexamine, including feedback

from instructors and peers and assignment design and assessment.

Getting Started

Giles, Elizabeth. "The How, What, and Why of Tutor-Run, Director-Supported Secondary

School Writing Centers." *The Journal of Peer Tutoring in Secondary Schools*, vol.

1, no. 2, Fall 2021, pp. 5-21.

drive.google.com/file/d/1oZQfYzJGX1oNrVNKRew3l1Dh-

aqLnbbS/view?usp=sharing.

Based on her own experience as a college writing peer tutor and as a

secondary school English teacher, Elizabeth Giles argues that high school

writing centers should not only be staffed by students but also almost

entirely run by students, with the faculty director taking a supporting role.

Giles interviewed three high school writing center directors with

successful, student-run programs and began designing a writing center at

her school in Texas, which had not been implemented at the time of

publication.

Professionalization of Peer Tutors

Earles, Tom, and Leigh Ryan. "Teaching, Learning, and Practicing Professionalism in the

Writing Center." *How We Teach Writing Tutors*, edited by Karen Gabrielle

Johnson and Ted Roggenbuck, digitally edited by Crystal Conzo, 2019,

wac.colostate.edu/docs/wln/dec1/EarlesRyan.html.

> Earles and Ryan run a large university writing center, one that employs
> undergraduate and graduate peer tutors and receptionists, as well as
> community volunteers. Each group is trained differently than the other,
> with only the undergraduate students taking a required theory and practice
> course. According to their research, among the number one complaints
> employers have about hiring recent college graduates is that they lack the
> soft skills associated with a professional demeanor. Earles and Ryan
> deliberately address this gap in training by involving their peer tutors in
> the identification of professional standards for all those working in the
> writing center. They believe working in the writing center develops skills
> employers in all fields are looking for in their employees.

Vandenberg, Peter. "Lessons of Inscription: Tutor Training and the 'Professional

Conversation.'" *Writing Center Journal*, vol. 19, no. 2, Jan. 1999.

doi.org/10.7771/2832-9414.1416.

> Vandenberg questions the very conversation about professionalizing tutors
> through training. He argues that by training students to tutor according to
> any particular pedagogical ideal, we are trapping them in the very layers
> of institutional structure that the field of writing center scholarship tries to
> dismantle. He insists that tutors are best served in their pursuit to be
> professional by engaging them in the scholarly conversations happening in

the field as part of their training. He laments that many schools are unable to offer credit-bearing training for their tutors, without which peer tutors could relegated into mere jobs with performance requirements, stressing that peer tutors are students under our care as teachers.

Second Language Learners

Cox, Michelle. "Identity Construction, Second Language Writers, and the Writing Center." *Tutoring Second Language Writers*, Shanti Bruce and Ben Rafoth, eds., Utah State University Press, 2016, pp. 53-77. doi:10.7330/9781607324140.c003.

> Cox laments that among the many identities an individual has, only the designation of non-native English speaker seems to be the one that matters in a writing center. Recognizing that tutors are in a position to help students succeed as students in an English-speaking institution, she encourages writing centers to reach beyond simple writing skill development and help students see the value in their "written accents" and learn to make deliberate choices based on each assignment's audience and context. Cox stresses that the ability to do so starts with how a tutor approaches the writing of an L2 student.

Min, Young-Kyung. "When 'Editing' Becomes 'Educating' in ESL Tutoring Sessions."

        Praxis: A Writing Center Journal, vol. 13, no. 2, 2016, www.praxisuwc.com/min-

        132.

                Min acknowledges that a policy of avoidance of editing in the writing

                center is grounded in good intentions but argues that it is ineffective for L2

                (non-native English speakers) who visit the writing center needing

                sentence-level help in addition to, or often even more than, assistance with

                higher-order concerns such as organization of ideas and thesis support.

                She offers strategies for tutors in a writing center context to balance the

                needs of such a student with the demands of an educational context

                invested in student agency and empowerment.

Technology

Eaton, Sarah Elaine. "The Academic Integrity Technological Arms Race and Its Impact

        on Learning, Teaching, and Assessment." *Canadian Journal of Learning and*

        Technology, vol. 48, no. 2, 2022. doi:10.21432/cjlt28388.

                Eaton argues that there is no one solution to detect or deal with violations

                of academic integrity standards. She briefly reviews two controversial

                digital tools currently in use for protecting against plagiarizing and other

                forms of cheating and then discusses Generative Pre-Trained Transformer,

                the GPT in Chat-GPT. Eaton argues that the tools available to instructors

                are insufficient by themselves and because they still require human

interpretation and intervention, they cannot be relied on by teachers to detect and determine if a student has cheated. Eaton highlights the need for the kinds of adjustments which only humans can make to protect education.

Perkins, Mike. "Academic Integrity Considerations of AI Large Language Models in the Post-Pandemic Era: ChatGPT and Beyond." *Journal of Teaching and Learning Practice*, vol. 20, no. 2, 223, 2023, pp. 7-24. doi.org/ 10.53761/1.20.02.07.

Perkins' audience is mostly academic policy and other administrative leaders of individual higher education institutions. He provides a fairly thorough breakdown of the kids of A.I. tools available, comparing and contrasting their histories, frameworks, and capabilities. Perkins advises schools immediately develop policies for helping both students and professors understand what uses of these tools does and does not constitute academic integrity violations, even if the actual act of plagiarism is not present. He gives specific examples of ways these tools are used by students and the difficulties in detecting their use. Importantly, Perkins acknowledges the benefit that generative A.I. has to English language learners and warns against the prohibition of use for this population, and by extension, for all students who want to responsibly engage with this technology.

Transfer

Devet, Bonnie. "The Writing Center and Transfer of Learning: A Primer for Directors."

    The Writing Center Journal, vol. 35, no. 1, 2015, pp. 119–51. *JSTOR*,

    www.jstor.org/stable/43673621.

        Devet summarizes the research in transfer of knowledge and learning

        between contexts of the past 100+ years, especially in the field of

        educational psychology. She encourages writing center directors to

        become familiar with the theories behind transfer of knowledge and to

        prepare their student tutors to transfer new skills acquired to future

        situations. Devet views writing centers as providing unique opportunities

        for transferring education and learning for both student writers and for

        tutors.

Nowacek, Rebecca S., et al. "Writing Centers: An Infrastructural Hub for Transfer."

    Writing Knowledge Transfer: Theory, Research, Pedagogy, Columbia University,

    2024, pp. 242-271.

        Nowacek, Lorimer Leonard, and Rounsaville discuss the critical role

        writing centers can play in the transference of knowledge from the context

        in which it is learned to another, arguing that students and tutors alike

        continue to transfer what they learn about writing and the writing process

        long after they have left college.

WAC

Haviland, Carol Peterson. "Writing Centers and Writing-Across-the-Curriculum: An

   Important Connection." *The Writing Center Journal*, vol. 23, no. 2, Jan. 2003, pp.

   . doi.org/10.7771/2832-9414.1514.

> Haviland's article was originally published in 1985 and then republished
>
> in 2003 with commentary on its continued usefulness. She argues that for
>
> writing centers to move past their role as fix-it-shops, they must reach
>
> beyond their own disciplinary walls and into the classrooms of other
>
> disciplines, working with faculty and students alike on the development of
>
> writing projects outside of the English domain. She provides anecdotal
>
> evidence from personal experience to support the betterment of writing
>
> across a campus when educators incorporate writing projects into various
>
> disciplinary course design, and she positions the writing centers as the
>
> focal point of such an expansion.

Wallace, Ray. "The Writing Center's Role in the Writing Across the Curriculum Program:

   Theory and Practice." *The Writing Center Journal*, vol. 8, no. 2, Jan. 1988, pp.

   43-48. doi.org/10.7771/2832-9414.1140.

> Wallace describes his institution's journey to a WAC program, which
>
> incorporates writing skill development in all general education courses,
>
> and how the writing center participated in helping students with these new
>
> writing requirements. Tutors were recruited by discipline faculty and
>
> trained by writing center faculty in the fundamentals of academic writing

and writing center theory. These additional peer tutors supplemented an already robust staff of English-based peer tutors. Wallace stresses that WAC efforts supported by writing centers are supplemental to discipline instructions, pressing writing center professionals to embrace the opportunities that cross-curricular writing training provides not only to students, but to educational institutions' cooperative efforts.

Writing as a Process

Murray, Donald. "Teach Writing as a Process Not Product." *The Leaflet,* vil. 71, no. 3, Nov. 1972, pp. 11-14.

Murray's groundbreaking article proposed that writing be looked at by educators as always unfinished, as a work in progress. He suggests teaching writing as a three-step process of pre-writing, writing, and rewriting. He overviews some of the implications of this proposed shift in teaching approach, which include the very important tactic – from a writing center theory perspective – of relegating grammar and mechanics corrections to a lower priority, a theory which has profoundly affected writing center approaches to student writing for decades.

LIST OF REFERENCES

"About MDC." *Miami Dade College*, www.mdc.edu/about/facts.aspx. Accessed 9 June 2024.

"About Our Staff/." *University of Central Florida,* cah.ucf.edu/uwc/our-team/. Accessed 21 May 2024.

"About Us." *University of Central Florida*, uwc.cah.ucf.edu/about-us/. Accessed 19 Apr. 2024.

"Academic Continuity Resources." *Yale University*, poorvucenter.yale.edu/. Accessed 22 Apr. 2024.

"Academic Success Centers." *Eastern Florida State College*, www.easternflorida.edu/academics/academic-support/asc/index.php#. Accessed 24 May 2024.

Alazaanin, Eman I. M. "Combining Case Study Design and Constructivist Grounded Theory to Theorize Language Teacher Cognition." *The Qualitative Report*, vol. 25, no. 5, 25 May 2020, pp. 1361-1376. doi:10.46743/ 2160-3715/2020.4047.

"Appointments." *Massachusetts Institute of Technology*, cmsw.mit.edu/writing-and-communication-center/appointments/. Accessed 23 Apr. 2024.

Aristotle. *Rhetoric.* Translated by W. Rhys Roberts, Updated ed., Digireads.com, 2020.

Bannister-Wills, Linda. "Developing a Peer Tutor Program." *Writing Centers: Theory and Administration*. NCTE, 1984, pp. 132-143.

Blackley, Quinn, et al. "Secondary School Writing Center University Partnership, SSWCA, 2023." *Secondary School Writing Center Association*, YouTube, 9 June 2023. youtu.be/TAY5Pcvndeo?si=2pDnipkbRY0_oSiT.

Blair, Vivian. "Tutor Training." *The Toolkit: Writing Center Resources for Middle and High Schools*, Stacey Hahm and Renee Brown, eds., SSCWA Press, 2023, pp. 117-164.

"Brevard Community College Institutional Accountability Progress Report 1999 – 2000." *EFSC Documents Archive*, www.easternflorida.edu/about/documents/reports/institutional_ accountability_progress_report1999_2000.pdf. Accessed 30 May 2024.

Brooks, Jeff. "Minimalist Tutoring: Making the Student Do All the Work." *The Writing Lab Newsletter*, vol 15, no. 6, Feb 1991, pp. 1-4. wac.colostate.edu/docs/wln/v15/15-6.pdf.

Buck, Elisabeth H. "From CRLA to For-Credit Course: The New Director's Guide to Assessing Tutor Education." *How We Teach Writing Tutors: A WLN Digital Edited Collection*, Karen Gabrielle Johnson and Ted Roggenbuck, editors. 15 Jan. 2019. wac.colostate.edu/docs/wln/dec1/Buck.html.

"Campuses." *Miami Dade College*, www.mdc.edu/about/campuses.aspx. Accessed 2 June 2024.

Carino, Peter. "Early Writing Centers: Toward a History." *The Writing Center Journal*, vol. 15, no. 2 Spring 1995, pp. 103-115. *JSTOR*, www.jstor.org/stable/43441973.

Carino, Peter. "Power and Authority in Peer Tutoring." *Center Will Hold*, edited by Michael A. Pemberton and Joyce Kinkead, University Press of Colorado, 2003, pp. 96–113. *JSTOR*, doi.org/10.2307/j.ctt46nxnq.9. Accessed 20 June 2024.

Charmaz, Kathy. *Constructing Grounded Theory,* 2nd ed. Sage Publications, 2014.

Clark, Irene. "Perspectives on the Directive/Non-Directive Continuum in the Writing Center." *The Writing Center Journal*, vol. 22, no. 1, Fall/Winter 2001, pp. 33-58. *JSTOR,* www.jstor.org/stable/43442135.

"College Prep Department." *Miami Dade College*, www.mdc.edu/kendall/collegeprep/writingworks.asp. Accessed 28 May 2024.

Confucius, and William Edward Soothill. *The Analects*. Dover Publications, 2012.

Corbett, Steven, and Michelle LaFrance. "From Grammatical to Global: The WAC/Writing Center Connection." *Praxis*, vol. 6, no. 2, Spring 2009. www.praxisuwc.com/corbett-lafrance.

"Course Enrollment by District, 2023-2024." *Florida Department of Education*, www.fldoe.org/core/fileparse.php/7584/urlt/DistCourseEn2324S2.xlsx. Accessed 6 June 2024.

Creswell John W., and Timothy C. Guetterman. *Educational Research*. Pearson, 2019.

Czarnecki, Seth. "Planning and Proposing." *The Toolkit: Writing Center Resources for Middle and High Schools*, Stacey Hahm and Renee Brown, eds., SSCWA Press, 2023, pp. 27-52.

Eaton, Sarah Elaine. "The Academic Integrity Technological Arms Race and Its Impact on Learning, Teaching, and Assessment." *Canadian Journal of Learning and Technology*, vol. 48, no. 2, 2022, pp. 1-9. *cjlt.ca*, doi.org/10.21432/cjlt28388.

"EFSC Organizational Chart." *Eastern Florida State College,* www.easternflorida.edu/documents/efsc-organizational-chart.pdf. Accessed 24 May 2024.

Elchinoff, Alexandra, and Caroline Kowalski. "The Tutors Speak: Current and Former Tutors' Reflections." *The Successful High School Writing Center*, Dawn Fels and Jennifer Wells, eds. Teachers College, Columbia University, 2011, pp. 62-78.

"FAQ." *Rutgers Writing Centers*, writingctr.rutgers.edu/faq#how-long-will-tutoring-last. Accessed 20 June 2024.

Florida Department of Education. "Gordon Rule FAQs." info.fldoe.org/docushare/dsweb/Get/Document-3757/gordonrule_att1.pdf. Accessed 7 June 2024.

Florida Department of Education. "Standard Diploma Requirements Academic Advisement: What Students and Parents Need to Know." chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.fldoe.org/core/filepar se.php/7764/urlt/standarddiplomarequirements.pdf. Accessed 15 June 2024.

"Get Help With." *Tallahassee Community College*, www.tcc.fl.edu/academics/academic-divisions/learning-commons/writing-and-english-skills/. Accessed 2 May 2024.

Glenridge Middle School. "Tutoring." *Orange County Public Schools.* glenridgems.ocps.net/academics/tutoring. Accessed 2 Mar. 2024.

Goldstein, Dana. "Why Kids Can't Write." *The New York Times*, 2 Aug. 2024, pp. 8-.

Goransson, Jenny. "Logistical Considerations." *The Toolkit: Writing Center Resources for Middle and High Schools*, Stacey Hahm and Renee Brown, eds., SSCWA Press, 2023, pp. 53-92.

"Gordon Rule." *Miami Dade College*, www.mdc.edu/asa/faculty/writing_centers.asp. Accessed 1 June 2024.

Hall, R. Mark. "Theory In/To Practice: Using Dialogic Reflection to Develop a Writing Center Community of Practice." *The Writing Center Journal*, vo. 82, no. 1, 2011, pp. 82-105. *JSTOR*, www.jstor.org/stable/43442358.

Hanks, Marci, and Karen Loffler. "Titan Up! Improving the Academic Success Centers to Generate Higher Levels of Student Success and Satisfaction*." LRC Virtual*

Conference, Indian River State College, 2020.
irsc.libguides.com/LRCvirtualconference/TitanUp.

Hanson, Stephanie. "Tutor Training Courses." *The Toolkit: Writing Center Resources for Middle and High Schools*, Stacey Hahm and Renee Brown, eds., SSCWA Press, 2023, pp. 165-220.

Harris, Muriel. "What's Up and What's In: Trends and Traditions in the Writing Center." *The Writing Center Journal*, vol. 11, no. 1, Fall/Winter 1990, pp. 15-25. *JSTOR*, www.jstor.org/stable/43442591.

Hasanein, Ahmed M, and Abu Elnasr E Sobaih. "Drivers and Consequences of ChatGPT Use in Higher Education: Key Stakeholder Perspectives." *European Journal of Investigation in Health, Psychology and Education*, vol. 13, no. 11, 9 Nov. 2023, pp. 2599-2614. doi:10.3390/ejihpe13110181.

Hawkins, Brad. "Academics Is Less of a Priority in Our Schools, and It Shows." *The Seattle Times*, sec. Editorial, 24 Nov. 2023, p. A14. www.seattletimes.com/opinion/academics-is-less-of-a-priority-in-our-schools-and-it-shows/.

Hess, Jennie. "The Write Direction: A Peer Tutoring Program Nurtures Middle-School Writing Talent." *Orlando,* 30 Dec. 2015. www.orlandomagazine.com/the-write-direction/.

"Highlights and Facts." *Miami Dade College*, www.mdc.edu/about/facts.aspx. Accessed 6 June 2024.

Hillocks, George. "How State Assessments Lead to Vacuous Thinking and Writing." *Journal of Writing Assessment*, vol. 1, no. 1, 2003, pp. 5-21. escholarship.org/uc/item/33k2v0w5.

"How to Become a Tutor." *University of Central Florida,* cah.ucf.edu/uwc/become-a-consultant/. Accessed 29 May 2024.

Hutchinson, Glenn, and Paula Gillespie. "Mindsets and Partnerships: University and High School Writing Centers." *Another Word,* The Writing Center at the University of Wisconsin-Madison, 7 Sep. 2015. dept.writing.wisc.edu/blog/mindsets-and-partnerships-university-and-high-school-writing-centers/.

"Ildiko Barsony: Peer Writing Mentor Program." *Miami Dade College*, libraryguides.mdc.edu/c.php?g=1362300&p=10061705. Accessed 3 June 2024.

Isaacs, Emily, and Melinda Knight. "A Bird's Eye View of Writing Centers: Institutional Infrastructure, Scope and Programmatic Issues, Reported Practices." *WPA: Writing Program Administration*, vol. 37, no. 2, Spring 2014, pp. 36-67. *Academic OneFile*, doi:10.1353/ncf.0.0001.

Karanja, Lucy. "Teaching Critical Thinking in a College Level Writing Course: A Critical Reflection." *International Online Journal of Education and Teaching*, vol. 8, no. 1, 2021, pp. 229-249. *Education Source*, search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,shib&db=eue&AN=148090047&authtype=shib&site=ehost-live&scope=site&custid=current&groupid=main&authtype=shib.

Kinkaid, Joyce, et al. "The International Writing Centers Association at 30: Community, Advocacy, and Professionalism." *Usu*, Feb. 2015, www.academia.edu/10707748/The_International_Writing_Centers_Association_at_30_C"ommunity_Advocacy_and_Professionalism.

Koehler, Adam. "A Tale of Two Centers: Writing Centers and Learning Commons." *Another Word.* The Writing Center at the University of Wisconsin-Madison, 23 Oct. 2013, dept.writing.wisc.edu/blog/a-tale-of-two-centers-writing-centers-and-learning-commons/.

"Largest Colleges and Universities in the U.S." *Best Colleges,* 2 Jan. 2024. www.bestcolleges.com/research/largest-colleges-universities-in-united-states/.

Lundsford, Andrea. "Collaboration, Control, and the Idea of a Writing Center." *The Writing Center Journal*, vol. 12, no. 1, Fall 1991, pp. 3-10. doi:10.7771/2832-9414.1252

Mattison, Michael. "Someone to Watch Over Me: Reflection and Authority in the Writing Center." *The Writing Center Journal,* vol. 27, no. 1, 2007, pp. 29-51. *JSTOR,* www.jstor.org/stable/43442824.

McInerney, Lucy, and Jenna Morton-Aiken. "Embedded Meditation and Mindfulness: An Intentional Turn in Tutor Training." *Another Word.* The Writing Center at the University of Wisconsin-Madison, 2 April 2024. dept.writing.wisc.edu/blog/embedded-meditation/.

National Education Association. "History of Standardized Testing in the United States: Explore More Than 150 Years of Assessment Student Achievement." 25 June 2020. www.nea.org/professional-excellence/student-engagement/tools-tips/history-standardized-testing-united-states.

North, Stephen M. "The Idea of a Writing Center." *College English,* vol. 46, no. 5, Sept. 1984, pp. 433-446. *JSTOR,* www.jstor.org/stable/377047.

"Parent Information." *Eastern Florida State College*,
    www.easternflorida.edu/admissions/dual-enrollment/resources/parent-
    preview.php. Accessed 30 May 2024.

Porter, James E., et al. "Institutional Critique: A Rhetorical Methodology for Change."
    College Composition and Communication, vol. 54, no. 21, June 2000, pp. 610-42.
    JSOTR, doi:10.2307/358914.

Prior, Lindsay. "Repositioning Documents in Social Research." *Sociology (Oxford)*, vol.
    42, no. 5, 2008, pp. 821–36. *JSTOR Arts and Sciences*,
    doi.org/10.1177/0038038508094564.

Quitadamo, Ian J., and Martha J. Kurtz. "Learning to Improve: Using Writing to Increase
    Critical Thinking Performance in General Education Biology." *CBE—Life
    Sciences Education*, vol. 6, Summer 2007, pp. 140 –154. *PubMed Central,*
    doi.org/10.1187/cbe.06-11-0203.

Rafoth, Ben, Jennifer Well, and Dawn Fels. "The Promise of Change with One-to-One
    Instruction." *The Successful High School Writing Center*. Dawn Fels and Jennifer
    Wells, eds. Teachers College, Columbia University, 2011, pp. 7-18.

Saarela, Henni, and Alina Gavra. *QUEST for Quality for Students: Institutional Analysis,
    Volume 2, Part 2*. Oct. 2013. *ERIC*,
    eric.ed.gov/?q=source%3a%22European+Union%22&ff1=subFocus+Groups&id
    =ED572748.

Salazar, Jesùs Josè. "The Meaningful and Significant Impact of Writing Center Visits on
    College Writing Performance." *The Writing Center Journal*, vol. 39, no. 1-2,
    2021, pp. 55-96. *JSTOR*, www.jstor.org/stable/27172214.

Schneiderman, Shawna, "Tutor Recruitment and Selection." *The Toolkit: Writing Center
    Resources for Middle and High Schools*, Stacey Hahm and Renee Brown, eds.,
    SSCWA Press, 2023, pp. 93-116.

"Search Jobs." *Miami Dade College*,
    recruitment.mdc.edu/psc/MYMDHPRD/RECRUIT/JOBS/c/HRS_HRAM_FL.HR
    S_CG_SEARCH_FL.GBL?Page=HRS_APP_SCHJOB_FL&Action=U. Accessed
    3 June 2024.

"SLCC Writing Centers." *Salt Lake Community College,*
    www.slcc.edu/writingcenters/index.aspx. Accessed 26 Apr. 2024.

Smith, Blake. "Against the Writing Center: Teaching Composition Shouldn't Require so
    Much Jargony Pseudoscience." *The Chronicle of Higher Education*, vol. 69, no.
    10, 2023, pp. 42-43. *Gale Academic OneFile Select*,

link.gale.com/apps/doc/A735404755/EAIM?u=orla57816&sid=bookmark-EAIM&xid=9ada5a0c. Accessed 25 Nov. 2023.

Southern Association of Colleges and Schools Commission on Colleges. *Principles of Accreditation: Foundation for Quality Enhancement*, sacscoc.org/app/uploads/2024/01/2024PrinciplesOfAccreditation.pdf. Accessed 5 Apr. 2024.

"Starting Your Club." *Lake Mary High School*, lakemaryhs.scps.k12.fl.us/students/clubs_organizations. Accessed 19 June 2024.

"Student Demographics." *Eastern Florida State College,* catalog.easternflorida.edu/about-efsc/student-demographics/. Accessed 25 Apr. 2024.

"Student Employment." *Stetson University*, www.stetson.edu/other/writing-center/student-employment.php. Accessed 27 Apr. 2024.

"Students at Brevard County Schools." *U.S. News and World Report*, www.usnews.com/education/k12/florida/districts/brevard-112126#:~:text=The%20student%20body%20at%20the,Hawaiian%20or%20other%20Pacific%20Islander. Accessed 6 June 2024.

"The Task." *Rutgers University Writing Centers*, wp.rutgers.edu/attachments/article/425/The%20Task-%20A%20Guide%20for%20Tutors.pdf.

"The UP Writing Center." *University of Portland*, www.up.edu/learningcommons/tutoring-services/writing-center/index.html. Accessed 24 Apr. 2024.

Tipper, Margaret O. "Real Men Don't Do Writing Centers." *The Writing Center Journal*, vol. 19, no. 2, 1999, pp. 33–40. *JSTOR*, /www.jstor.org/stable/43442835.

"Transportation Alternatives." *Miami Dade College*, www.mdc.edu/sustainability/transportation-alternatives.aspx#:~:text=With%20more%20than%2043%20miles,College's%20embrace%20of%20sustainable%20practices. Accessed 2 June 2024.

"UCF Writing Center Director Mark Hall Wins International Award." *CAH News*, 4 Dec. 2018, news.cah.ucf.edu/news/mark-hall-writing-center/.

"University Writing Center." *University of Central Florida*, cah.ucf.edu/uwc/. Accessed 18 May 2024.

Waller, Susan. "A Brief History of University Writing Centers: Variety and Diversity."
    New Foundations, www.newfoundations.com/History/WritingCtr.html#Historical.
    Accessed 28 Mar. 2024.

Weaver, Deborah. Syllabus. Fall 2023, University of Central Florida,
    cah.ucf.edu/uwc/wp-content/uploads/sites/38/2023/01/Syllabus-for-
    ENC4275_CMB-22Fall-00098.pdf.

"What We Do." *University of Alabama*, success.ua.edu/learning-commons/whatwedo.
    Accessed 25 Apr. 2024.

"Whatever Happened to…Jeff Brooks?" *Writing Center Journal*, vol. 25, no. 2. 2005.
    doi.org/10.7771/2832-9414.1524.

Wingate, Molly. "Writing Centers as Sites of Academic Culture." *The Writing Center
    Journal*, vol. 21, no. 2, Spring/Summer 2001, pp. 7-20. *JSOTR*,
    www.jstor.com/stable/43442121.

"Writing and English Skills." *Tallahassee Community College*,
    www.tcc.fl.edu/academics/academic-divisions/learning-commons/writing-and-
    english-skills/. Accessed 26 Apr. 2024.

"Writing Centers." *Eastern Florida State College*,
    www.easternflorida.edu/academics/academic-support/writing-
    centers/index.php#titusville-campus1-4. Accessed 26 Apr. 2024.

Yahner, William, and William Murdick. "The Evolution of a Writing Center: 1972-1990."
    The Writing Center Journal, vol. 11, no. 2, Spring/Summer, pp. 13-28. *JSTOR*,
    doi.org/10.7771/2832-9414.1227.

Yancey, Kathleen Blake. "Seeing Practice Through Their Eyes: Reflection as Teacher."
    Writing Center Research: Extending the Conversation, edited by Päula Gillespie,
    et al. *Mahwah: Erlbaum*, 2002, pp. 189-202.