

## **Baltimore Writing Center Project 2021-2022**

Prep Plan for March 12

**Part 1:** [Reading/Watching/Listening Prep](#)

**Part 2:** [Prep Activity A](#)

**Part 3:** [Prep Activity B](#)

**Reading/Watching/Listening Prep:**

Return to these texts to consider them in more depth ...

- Pedagogue (podcast) (2021) [Episode 60: Alexandria Lockett](#)
- Lockett (2019) [Why I call it the academic ghetto: A critical examination of race, place, and writing centers](#)

## Prep Activity A:

**Step 1:** Choose a [category below](#) that interests you based on what you've read, thought about, and talked and/or written about in the BWCP. To choose, click [the hyperlinked text](#) of the category you want to explore further. Please use [this Google Doc](#) to record your name next to your chosen category.

**Step 2:** Browse the readings, listenings, and watching listed within your chosen category. Read a few more closely and then prepare a *5 minute guided conversation* for the whole group in our Project. You'll guide the conversation with us for the entire 5 minutes during our March 12 session. Everyone in your audience will take notes and offer questions, feedback, and encouragement as you consider developing your work into a short presentation for the upcoming conference (assuming our submission is accepted). Consider these things for completing this step:

- You can focus on aspects of the reading that highlight your interests, especially those that you plan to create knowledge about in your critical narrative or counterstory and the final text for future consultants.
- You don't need to read *all* the texts listed in your chosen category. Just choose what you want. You can choose only one text to engage us with *or*, if you prefer, more than one text. Of course, remember to explain connections between this new reading and the reading and preparation work you've already done in the Project.
- You might want to criss-cross categories. If you do, go for it! Just keep your focus within a doable scope and within a predominant, single category.
- Lastly, you can use any kind of pedagogical tools to engage us: questions for us related to the text(s), games, visuals/multimodal art/graphics illustrations, pictures, storytelling from your own experience, poetry, analysis/critique of the text(s), etc. Just make sure to answer these questions:
  - What's this/these text(s) about? (e.g., topic/issue(s) addressed)
  - Why should we care about what they say and suggest for/about writing center practice and work beyond the writing center? (e.g., what's the purpose of the text and who are the audiences?)
  - How does this text complement or contradict perspectives/arguments of other BWCP texts and/or your own understanding of the topic/issue(s) addressed by the text?

### Categories to choose from ...

- [Dis/ability, accessibility, and wellness dimensions of center work](#)
- [LGBTQAI+ communities and the center](#)
- [Decolonialism, Indigenous sovereignty, and immigration in the writing center](#)
- [Race, space, and place: writing center and beyond](#)

- **Crisis and change in the center and beyond**
- **Language, languaging, languagers, and power in the writing center**
- **Professionalism, disciplines, and mentorship in the center and beyond**

### **Dis/ability, accessibility, and wellness dimensions of center work**

- Cedillo (2018) [What does it mean to move?: Race, disability, and critical embodiment pedagogy](#)
- Clements et al (2021) [When support systems need support: Constructing paths to consultant wellness during COVID-19](#) [Video essay]
- Driscoll & Wells (2020) [Tutoring the whole person: Supporting emotional development in writers and tutors](#)
- Powell & Hixson-Bowles (2018) [Too confident or not confident enough?: A quantitative snapshot of writing tutors' writing and tutoring self-efficacies](#)
- Jiang and Casabone (2021) [Menstruating Tutors' Perceptions of Having Free Menstrual Product Access in a Writing Center](#)
- Segrest & Coy (2021) [Conversation shaper: How students' experiences with writing impact their perceptions of writing centers](#)
- superstition [review] an online literary magazine (2020) ['Being seen is not enough.' an Interview with Alice Wong](#) (short interview)
- Wong (2018) [Episode 17: Disability visibility project podcast: Invisible disabilities](#) (32 min.)
- Elston (2015) [Psychological Disability and the Director's Chair: Interrogating the Relationship Between Positionality and Pedagogy](#)
- [Invisibility Disability Project](#) (n.d.)
- Babcock (2015) [Disabilities in the writing center](#)
- Anglesey & McBride (2019) [Caring for students with disabilities: \(Re\)defining welcome as a culture of listening](#)
- Rinaldi (2015) [Disability in the writing center: A new approach \(that's not so new\)](#)
- DeBruin (2020) [Editing is easy; tutoring is Hard: Helping writers with learning disabilities](#)

**LGBTQAI+ communities and the center**

- Cimpian & Herrington (Eds.) (2017) [Special Issue of Educational Researcher Examines LGBTQ Issues in Education](#) (NOTE: choose *one* piece in the edition or offer an overview across pieces, highlighting connections/relationships among them)
- Anonymous (2021) Queering the writing center: [Part one](#) and [part two](#)
- Herrmann (2017) [Brave/r spaces Vs. safe spaces for LGBTQ+ in the writing center: Theory and practice at the University of Kansas](#)
- Denny (2010) [Queering the writing center](#)
- Anonymous (2018) [Queering the air: Increasing LGBTQ+ inclusivity in the writing center](#)
- Pfeiffer (2020) [Queer theory in the writing center](#)
- G (2020) [IWCA Presentation – Making transitions: Gender identity and the writing center](#)

**Decolonialism, Indigenous sovereignty, and immigration in the center**

- García (2017) [Unmaking gringo centers](#) [Access through your school's JSTOR]
- Tuck & Yang (2012) [Decolonialism is not a metaphor](#)
- Flores (2017) [Saying we are nation of immigrants doesn't make it true](#)
- Flores (2018) [Four narratives to avoid when talking about immigrants](#)
- [#standingrocksyllabus](#) (n.d.)
- Bawarshi & Pelkowsky (1999) [Postcolonialism and the idea of a writing center](#)

### Race, space, and place: Writing center and beyond

- Camarillo (2019) [Dismantling neutrality: Cultivating antiracist writing center ecologies](#)
- Thier, et al (2021) [Productive disruptions: The struggle towards equity in writing center work](#)
- Habet (2017) [Antiracist Writing Pedagogy: Racialized Places of Labor and Listening](#)
- Blake (2021) [White supremacy. with a tan](#)
- Camarillo (2019) [Burn the House Down: Deconstructing the Writing Center as Cozy Home](#)
- Wilkerson (2020) *Caste: The origins of our discontent* (ONLY pp. 25-32 and 361-364)  
[See PDFs attached to an email]
- Jackson (2019) [What's missing from white fragility? Robin DiAngelo's idea changed how white progressives talk about themselves—and little else](#)
- Racial Equity Tools (2020) [System of white supremacy and white privilege](#)
- Nolan (2022) [It's time for white people to have tough conversations with their white friends and relatives](#)
- Okun (2021) [White supremacy culture](#)
- Wood (2020) [Episode 28: Frankie Condon](#) [Pedagogue podcast]
- Rough Translation [podcast] [May We Have This Dance?](#)
- Yassmin Abdel-Magied (2017) [I tried to fight racism by being a "model minority" — and then it backfired](#)
- Brown (2021) [Black butterfly project](#)
- Walker & Pavlik (2021) [Conversation shaper: Writing, incarceration, and healing in the writing center](#)

**Crisis and change in the center and beyond**

- Mayo, Dixon, & Camarillo (2021) [Navigating and adapting writing centers through a pandemic: Justifying our work in new contexts](#)
- Racial Equity Tools (2021) [Accountability](#)
- American Federation of Teachers (2018) [Creating sanctuary for students fearful of deportation](#)
- Melaku & Beeman (2020) [Academia isn't a safe haven for conversations about race and racism](#)
- Eastern Carolina University Writing Center (2022) [Consultants advocating for linguistic justice](#)
- CCCC (2020) [This ain't another statement! This is a DEMAND for Black linguistic justice!](#)
- Banville, Dibrell, & Gonzalez (Eds.) [The Peer Review \(4.2\): Researching and Restoring Justice](#) (NOTE: choose *one* piece in the edition or offer an overview across pieces, highlighting connections/relationships among them)
- Madden & Eodice (2016) [Praxis \(14.1\) Access and equity in graduate writing support](#) (NOTE: choose *one* piece in the edition or offer an overview across pieces, highlighting connections/relationships among them)
- Gramlich (2019) [Talking through: The detriment of avoidant discourse in WC allyship](#)

**Language, languaging, languagers, and power in the writing center**

- Latta (2019) [Can't fix anyone: Confronting our historical love affair with deficit thinking](#)  
[Starts on page 17]
- Cedillo & Bratta (2019) [Relating our experiences: The practice of positionality stories in student-centered pedagogy](#)
- McCusker and Cohen (2012) [Tower of babble: Nonnative speakers navigate the world of 'good' and 'bad' English](#)
- Kranek & Carvajal Rigerdor (2021) [It's crowded in here: "Present Others" in advanced graduate writers' sessions](#)
- Denny & Towle (2017) [Braving the waters of class: Performance, intersectionality, and the policing of working class identity in everyday writing centers](#)
- Richards (2018) ["Maybe he's the Green Lantern": Low socioeconomic status in the university writing center](#)
- Mackiewicz & Thompson (2015) [Motivational scaffolding, politeness, and writing center tutoring](#)
- CCCC (2021) [Statement on white language supremacy](#)
- Inoue (2021) [Habits of white language \(HOWL\)](#)
- Fleck (2015) [Englishes, racism, & me: A love story](#)
- Baker-Bell & Kynard (2022) [Black language syllabus](#)
- Colton (2020) [Who \(according to students\) uses the writing center?: Acknowledging impressions and misimpressions of writing center services and user demographics](#)
- Williams, A. D. (2019). ["I can't do cartwheels, so I write": Students' writing affect](#)

**Professionalism, disciplines, and graduate mentorship in the center and beyond**

- CCCC (2019) [Statement of Professional Guidance for Mentoring Graduate Students](#)
- Madden (2020) [Valuing lived experiences \[of graduate student writers\] and community mentorship](#) [Scroll down to “TOC and Sample Chapter to download PDF]
- Interprofessional Education Collaborative (2016) [Core competencies for interprofessional collaborative practice](#)
- World Health Organization (2010) [Framework for action on interprofessional education & collaborative practice](#)
- Canfield et al. (2020) [Science communication demands a critical approach that centers inclusion, equity, and intersectionality](#)
- Canfield & Menezes (2020) [The State of inclusive science communication: A landscape study](#)

## Prep Activity B

**Step 1:** For this prep activity, think further about the work you've done on your WP site, conversations you've had in sessions, especially with Dr. Brooks, Dr. Alvarez, and Dr. Lockett. Consider the themes that have started emerging as important to you in terms of writing center work and the intersections of this work with your own life, school work, and professional training.

Use this activity to start organizing your thoughts for the conference presentation, your counterstory or critical narrative, and the text you will write to future consultants. Think of this activity as brainstorming and organizing—not as something that has to be polished, finished, or otherwise “perfected.”

Click on the [linked hypertext below](#) corresponding to the category you find most interesting. Feel free to explore multiple categories. When you settle on one that most interests you, start considering the questions listed as part of the category. List some texts, scholars/authors, and other materials, including notes from our sessions and your own coursework in your degree program, that might help you answer these questions.

Again, your job is NOT to answer the questions yet. Your work here is to just start looking back through all that you've experienced in the Project and beyond to choose some materials that might help you to answer the questions— and, potentially, to pose new questions in response.

Of course, these categories are NOT EVER fixed. You can imagine new categories and rearrange questions. You are not restricted to just the categories listed for you below. These are just some possibilities that Elaine, David, and James pulled together from what we've read in your WP blogs and heard you saying in sessions. Feel free to branch away and find your own categories and questions, if you prefer.

Also, start thinking about what forms you might answer the questions *through*. Do you want your work to be poetic? Narrative? Expository? Analytical? Multimodal? Different combinations of these forms? Other forms like Twitter threads, Instagram stories, etc.? Other forms? Look back at the forms you've been seeing in our materials and consider the forms you feel will most effectively express what you have to say in terms of the questions within this category.

Again, what will you do for this step?

1. Look back through all your Project materials that you've developed and read/watched/listened to since October.
2. Explore categories and questions, possibly creating your own.
3. In your WP site, list the texts, authors/scholars, and other materials that might help you answer these questions.
4. In your WP site, list possible forms that you might compose in as you answer the questions.

**Categories to choose from ...**

- **Disciplinary knowledge-making**
- **Storytelling as knowledge-making and truth**
- **The consultant**
- **Consulting as translation and story(telling)**
- **Place and “coming from”**
- **Making knowledge with clients**
- **Habits of white language**
- **Joy**
- **Writing center and consultant purpose**
- **The white imagination, perception, and writing centers**
- **Language/languageing**

**Disciplinary knowledge-making:** How do your disciplines talk about truth and knowledge? How do your discipline(s) produce/make knowledge? How are these ways of making opposed to other cultural and disciplinary ways of making and valuing knowledge? What have you learned in the Project that conflicts with your discipline(s) ways of making knowledge or thinking about writing and languaging? How do these specific ways of thinking and making knowledge come to bear on your WC practice, your thinking about writing and clients, and language politics? And come to bear on your understanding of yourself as a student and consultant?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**Storytelling as knowledge-making and truth:** (How) does storytelling work in your discipline(s) as a form of knowledge-making? What ways have you've learned—in the Project or beyond it—to make stories and metaphors? How have these practices and ways of thinking emerged in your WC work with clients or your thinking about writing and languaging (e.g., whether or not or how or if your own (auto)biographical knowledge of yourself, family, language practices, neighborhood, family, etc. can be admitted as knowledge and truth in your disciplinary spaces vs. writing center work)?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**The consultant:** Why you? Why are you a writing center consultant? What makes you capable of this work? How have your own literacies and background served this work? How have you had to deviate from your disciplinary training to do this work? At what moment did you feel WC work was possible for you—like really possible? What changes in your own work as a student or in another job or field or clinical placement accompanied your realization (if any)?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**Consulting as translation and story(telling):** How are you learning and experiencing translating theories of writing center practice—and or of writing in general and/or of language and languaging through storytelling? What metaphors are you imagining to help explain your experience?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**Place and “coming from”:** How does the question “Where are you from?” factor into your experiences as a writing center consultant, a student, and/or a professional-in-training? Why? What theories have you explored in the Project or beyond that help you make sense of this question and—very importantly—how you want/choose to answer it?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**Making knowledge with clients:** What artifacts have you made as a consultant and student that represent your experience with clients, writing, and languaging? With this Project? With theory? (E.g., “moves” you make as a tutor in a session; ways you write client report forms; the language you use to talk about linguistic justice with a client; the way you think about and talk about standardized grammar; etc.) How do you see or anticipate seeing these artifacts or “moves” impacting your work as a student and future professional?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**Habits of white language:** What's your relationship to white language supremacy produced by the habits of white language? To the inherent violence of these habits, especially against BIPOC clients? What ways can/do you make knowledge about writing and make knowledge about how to do writing with clients in consultations? How do you build trust? What ways do you overcome your own feelings of inadequacy and fear of not knowing enough to do this work?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**Joy:** What are the affective/emotional/psychological dimensions of your work as a consultant? How do you get clients storytelling about what they do as writers and especially what they do well as writers and human beings? How do you show transparency in your sessions about your struggles with consulting, with the habits of white language, with trust building with clients? What “moves” do you/can you make to restore the joy of talking about writing and languaging, about the value of this messy, uncertain work (not just getting words on the page, but also the talk and debate and challenges involved negotiating and considering social contexts and justice and equity, etc.)?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**Writing center and consultant purpose:** What's a writing center for? What are narratives we create for ourselves and for others? Who has access? Who does not? What dis/abilities are rendered invisible by the decor, ideologies, and politics of a writing center? Why are you even in a writing center in the first place? Why have you stayed after all this hard work in the Project? What internal and external conflicts have emerged for you as you've read and talked about being in a writing center and playing a role in its narrative(s)? Where are you located in your own writing center's narrative(s)?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**The white imagination, perception, and writing centers:** How do you think writing centers—as circulators of white language supremacy and the concurrent violent organizing of BIPOC bodies through structures for “improvement” (Lockett, 2019)—believe BIPOC students view and understand these centers? How do you think you, as a consultant, look or appear to clients—now that you’ve read Black rhetorical theories by folks like bell hooks and now that you’ve started to articulate your position and ways of identifying with a writing center? How do you think you, as a consultant, appear in the imaginations of BIPOC clients (and potential clients) who might not see you the way you think they see you and the writing center?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?

**Language/languageing:** In what ways do you, yourself, language? What literacies and languaging practices do you bring to the consultations you have with clients? What's valuable about your own language repertoire of practices—in terms of communicating with clients and working with them toward practical understanding of writing in the academy? In what ways do your experiences with literacies of all kinds—not just reading and writing—reflect what you believe about clients' language learning and making? How do you view vernacular language use? What strategies and practices—what “moves”—can/do you make with clients to be transparent about your biases regarding language(ing) and race and other ways of identification? How do you confront your own literacies and histories behind/guiding those literacies? What do you have to say about the ways class, status, gender, and power shape your literacies? How can you/we language with clients so that we stop the violence of white language supremacy? What practical, in-the-moment moves can we make? How? When? How can/might you transfer these strategies and practices into your work as a student and future professional?

Theories/scholarship/scholars:

Forms: To answer the questions, will you write poetry, narrative, analytical prose, etc?