

response groups; experience collaborative learning and role-play tutorial sessions. Only after they have worked with their own writing do they practice diagnosing student writing and developing approaches to problems in student writing. Finally, tutors lead whole-class discussions on assigned readings which gives them practice in working with groups.

These workshop activities provide experience and demonstrate models to use in tutoring writing. A worthy side benefit is that they help tutors become more comfortable with their own writing.

#### **4. Classroom Observations**

Each tutor is assigned to visit a writing class to observe a conference-based method in teaching writing. They write a brief description of their experience to read to the group. As a follow-up activity, tutors are also encouraged to observe each other in the Writing Center.

#### **5. Workshops with English Department Coordinators of Writing Programs**

The tutors meet with the coordinators of the following writing programs: Introductory Writing, Freshman English II, English as a Second Language (ESL), and Technical Writing. These workshops orient the tutoring staff to the various writing programs from which most of our tutees come. By better understanding the requirements of each program, the tutors are better prepared to help students from each course more effectively.

#### **Conclusions**

Just as lectures, readings, and discussions do not teach students to write—only writing will do this—similarly, these techniques do not teach people how to tutor. Only through writing and tutoring can someone come to understand the process of both and thus become an effective writing tutor. In the words of the familiar saying: I hear and I forget; I see and I remember; I do and I understand. The training program described here is designed to have tutors “do” more than they “hear” or “see.”

This training program has been more successful than any other I have tried. One look

around the Writing Center points to some of its successes. For example, there is a lot more writer talk and sharing of writing going on in the Writing Center now. Tutors often bring their own papers into the Center to work on. (Any combination of the following may be found: graduate student with undergraduate, director with tutor, peer tutor with T.A., and so on). Not too long ago two tutors asked me if they could come with me to a conference on teaching and tutoring writing; they told me that they recognized the names of some of the principal speakers from their readings and wanted to learn more from these people. Another tutor is currently writing an article on tutoring which she plans to submit for publication. My observations of the tutors at work and of the sharing and trust in the Writing Center as well as feedback from tutors who are interested in pursuing this field all suggest to me that this program works to a very large degree.

Maureen Daly Goggin  
Northeastern University  
Boston, MA

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## **CALL FOR PROPOSALS**

Fifth Annual Conference on Peer Tutoring in  
Writing  
“Tutoring Writers Throughout the Disciplines”

October 28-30, 1988  
Skidmore College  
Saratoga Springs, NY

The Conference on Peer Tutoring in Writing is a national gathering where peer tutors, professional tutors, and faculty share their insights and concerns about tutoring writing. We welcome the following kinds of proposals:

**Workshops:** A small group of presenters share their research and/or experiences and involve the conference participants in activities and discussions. 75 minutes.

**Round Table Discussions:** A small group of speakers (from different schools or different

programs within the same school) share their experiences and then open the discussion. 75 minutes.

**Paper Presentations:** One speaker— a peer tutor or faculty member— presents the findings of her/his research and/or experience. *Maximum* 20 minutes.

We especially encourage proposals from undergraduate tutors to lead and to speak in workshops and discussions, and we prefer sessions that will actively involve the conference participants. Proposals on all aspects of tutoring writing will be considered, but we are especially interested in proposals related to the conference theme, tutoring to help writers understand and fulfill the expectations for their writing in various disciplinary contexts, such as biology, psychology, literature, art history, and business, as well as in cross-disciplinary courses or composition courses.

Proposals of 250 words must be postmarked no later than June 18, 1988 and sent to the Conference Chair: Evan Rivers, English Department, Skidmore College, Saratoga Springs, NY 12866, (518-584-5000 ext. 2728)

## WRITING CENTER'S INFORMATION EXCHANGE AT CCCC

If you want to participate, please bring 50-100 copies of any writing center handout, brochure, or other materials to the Writing Centers Special Interest Session meeting at the Conference on College Composition and Communication in St. Louis, in March. A materials table will be set up in the back of the room to accommodate whatever you bring for the exchange. Julie Neff, University of Puget Sound, is in charge of the table. Questions? Call Julie at (206) 756-3413.

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### WRITING LAB NEWSLETTER

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