



PROJECT MUSE®

Center Will Hold

Michael Pemberton

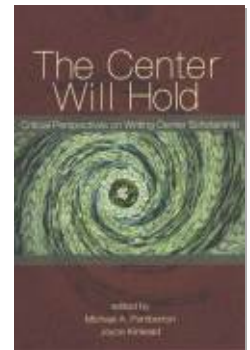
Published by Utah State University Press

Pemberton, Michael.

Center Will Hold.

Logan: Utah State University Press, 2003.

Project MUSE., <https://muse.jhu.edu/>.



➔ For additional information about this book

<https://muse.jhu.edu/book/9308>

APPENDIX

Muriel Harris's Publications, 1977-2002

1. BOOKS AUTHORED

Prentice Hall Reference Guide to Grammar and Usage. (Fifth Edition) Upper Saddle River, New Jersey: Prentice Hall, in press.

Prentice Hall Reference Guide to Grammar and Usage. (Fourth Edition) Upper Saddle River, New Jersey: Prentice Hall, 2000.

The Writer's FAQs: A Pocket Handbook. Upper Saddle River, New Jersey: Prentice Hall, 2000.

Prentice Hall Reference Guide to Grammar and Usage. (Third Edition) Upper Saddle River, New Jersey: Prentice Hall, 1997.

Prentice Hall Reference Guide to Grammar and Usage. (Second Edition) Englewood Cliffs, New Jersey: Prentice Hall, 1994.

Prentice Hall Reference Guide to Grammar and Usage. Englewood Cliffs, New Jersey: Prentice Hall, 1991.

Practicing Grammar and Usage. Englewood Cliffs, New Jersey: Prentice Hall, 1991.

Teaching One-to-One: The Writing Conference. Urbana, Illinois: National Council of Teachers of English, 1986.

Making Paragraphs Work (With Thomas Gaston). New York: Holt, Rinehart, and Winston, 1985.

Practice for a Purpose. Boston: Houghton Mifflin, 1984.

2. BOOKS EDITED

The Writing Lab Directory. West Lafayette, Indiana: Purdue University Department of English, 1984.

Proceedings of the Writing Centers Association Fifth Annual Conference. West Lafayette, Indiana: Purdue University, 1983.

Tutoring Writing: A Sourcebook for Writing Labs. Glenview, Illinois: Scott, Foresman and Company, 1982.

3. JOURNAL FOUNDED AND EDITED

Writing Lab Newsletter (founded in 1977; editor 1977 to present)

4. BOOK CHAPTERS

"Writing Center Administration: Making Local, Institutional Knowledge in our Writing Centers." In *Writing Center Research: Extending the Conversation*. Ed. Paula Gillespie, Alice Gillam, Lady Falls Brown, and Byron Stay. Mahwah, NJ: Lawrence Erlbaum, 2002.

- “Writing Centers, the Internet, Listservs, OWLs, and MOOs.” (Contribution to book by Pamela B. Childers). *Secondary School Writing Centers in the 21st Century*. Boynton/Cook. Forthcoming.
- “‘What Would You Like to Work on Today?’: The Writing Center as a Site for Teacher Training.” *Preparing College Teachers of Writing: Histories, Theories, Programs, and Practices*. Eds. Betty Pytlík and Sarah Liggett. Oxford UP, 2002. 194–207.
- “Fill ’er Up, Pass the Band-Aids, Center the Margin, and Praise the Lord: Mixing Metaphors in the Writing Lab.” (with Katherine M. Fischer) *The Politics of Writing Centers*. Ed. Jane Nelson and Kathy Evertz. Portsmouth, NH: Heinemann, 2001. 23–36.
- “Talk to Me: Engaging Reluctant Writers.” *A Tutor’s Guide: Helping Writers One-to-One*. Ed. Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2000. 24–34.
- “Making Up Tomorrow’s Agenda and Shopping Lists Today: Preparing for Future Technologies in Writing Centers.” *Taking Flight with OWLS: Research into Technology Use in Writing Centers*. Ed. James Inman and Donna Sewell. Mahwah, NJ: Lawrence Erlbaum Associates, 2000. 193–202.
- “Whenever I hear. . . [#97]” *Comp Tales*. Eds. Richard H. Haswell and Min-Zhan Lu. New York: Longman, 2000. 120–121.
- “Diverse Research Methodologies at Work for Diverse Audiences: Shaping the Writing Center to the Institution.” *The Writing Program Administrator as Researcher*. Ed. Shirley K. Rose and Irwin Weiser. Portsmouth, NH: Boynton/Cook Heinemann, 1999. 1–17.
- “Selecting and Training Undergraduate and Graduate Staffs in a Writing Lab.” *Administrative Problem Solving for Writing Programs and Writing Centers*. Ed. Linda Myer Breslin. Urbana, IL: National Council of Teachers of English, 1999. 14–29.
- “A Writing Center without a WAC Program: The De facto WAC Center/Writing Center.” *The Interdisciplinary Partnership: Writing Centers and Writing Across the Curriculum Programs*. Ed. Jacob Blumner and Robert Barnett. Westport, CT: Greenwood, 1999. 89–103.
- “A Discussion on Collaborative Design Methods for Collaborative Online Spaces.” (Co-author: Stuart Blythe, with Suzanne Pollert and Amy Stellmach). *Weaving Knowledge Together: Writing Centers and Collaboration*. Ed. Carol Haviland and Thia Wolf. Emmitsburg, MD: NWCA Press, 1998. 81–105.
- “Writing Center Theory.” *Theorizing Composition: A Critical Sourcebook of Theory and Scholarship in Contemporary Composition Studies*. Ed. Mary Lynch Kennedy. Westport, CT: Greenwood Press, 1998. 364–371.
- “Managing Services in the Writing Center: Scheduling, Record-Keeping, Forms.” *The Writing Center Resource Manual*. Ed. Bobbie Silk. Emmitsburg, MD: NWCA Press, 1998. III. 2. 1–9.
- “A Multi-function OWL (Online Writing Lab): Using Computers to Expand the Role of Writing Centers in Communication across the Curriculum.” *Electronic*

- Communication Across the Curriculum*. Ed. Donna Reiss, Art Young, and Dickie Selfe. Urbana, IL: NCTE, 1998. 3–16.
- “When Writers Write About Writing.” *Teaching Writing Creatively*. Ed. David Starkey. Portsmouth, NH: Boynton/Cook, 1998. 58–70.
- “Cultural Conflicts in the Writing Center: Expectations and Assumptions of ESL Students.” *Writing in Multicultural Settings*. Ed. Carol Severino, Juan C. Guerra, and Johnella E. Butler. New York: MLA, 1997. 220–233.
- “Presenting Writing Center Scholarship: Issues in Educating Review and Search Committees.” *Academic Advancement in Composition Studies: Scholarship, Publication, Promotion, Tenure*. Ed. Richard Gebhardt and Barbara Gebhardt. Mahwah, NJ: Lawrence Erlbaum, 1997. 87–102.
- “Working with Individual Differences in the Writing Tutorial.” *Most Excellent Differences: Essays on Using Type Theory in the English Classroom*. Ed. Thomas Thompson. Gainesville: CAPT, 1996. 90–100.
- “Individualized Instruction in Writing Centers: Attending to Writers’ Cross-Cultural Differences.” *Intersections: Theory-Practice in the Writing Center*. Ed. Joan Mullin and Ray Wallace. Urbana, IL: NCTE, 1994. 96–110.
- “A Multi-service Writing Lab in a Multiversity: The Purdue University Writing Lab.” *Writing Centers in Context*. Ed. Jeanette Harris and Joyce Kinkead. Urbana, IL: NCTE, 1993. 1–27.
- “Don’t Believe Everything You’re Taught—Matching Writing Processes and Personal Preferences.” *The Subject is Writing*. Ed. Wendy Bishop. Upper Montclair, NJ: Boynton/Cook, 1993. 189–201.
- “The Writing Center and Tutoring in the WAC Program.” *Writing Across the Curriculum: A Guide to Developing Programs*. Ed. Susan McLeod and Margot Soven. Newbury Park, CA: Sage, 1992. 154–174.
- “Teacher/Student Talk: The Collaborative Conference.” *Perspectives on Talk and Learning*. Ed. Susan Hynds and Donald Rubin. Urbana, Illinois: National Council of Teachers of English, 1990. 149–161.
- “A Writing Profile: How I Write.” *Writers on Writing*, Vol II. Ed. Tom Waldrep. New York: Random House, 1988. 101–109.
- “Diagnosing Writing Process Problems: A Pedagogical Application of Speaking-Aloud Protocol Analyses.” *When a Writer Can’t Write: Research in Writer’s Block and Other Writing Process Problems*. Ed. Mike Rose. New York: Guildford Press, 1985. 166–181.
- “Process and Product: Dominant Models for Writing Centers.” “Improving Writing Skills.” Ed. Thom Hawkins and Phyllis Brooks. *New Directions for College Learning Assistance*. San Francisco: Jossey-Bass, 1981. 3. 1–8.
- “Review of Current Research.” *The Composing Process*, Working Papers, No. 1. Ed. David Ewing. Center for Interdisciplinary Studies in Composition. West Lafayette, Indiana: Purdue University School of Humanities, Social Studies, and Education, 1980. 1–18.

“The Overgraded Paper: Another Case of More is Less.” *How to Handle the Paper Load: Classroom Practices in Teaching English, 1979–1980*. Ed. Gene Stanford. Urbana, Illinois: National Council of Teachers of English, 1979. 91–94.

“The Big Five: Individualizing Improvement in Spelling.” *Classroom Practices in Teaching English, 1977–1978: Teaching the Basics—Really!* Ed. Ouida Clapp. Urbana, Illinois: National Council of Teachers of English, 1977. 104–107.

5. PAMPHLETS

Writing Centers. SLATE Starter Sheet. Urbana, Illinois: National Council of Teachers of English, 1988.

6. ENCYCLOPEDIA ENTRIES

“Writing Centers.” *Encyclopedia of English Studies and Language Arts*. Ed. Alan Purves. New York: Scholastic, 1994. 1293–1295.

7. JOURNAL ARTICLES

A. *Refereed Journals*

“Writing Centers: Resources for Students and Instructors.” *Successful Professor* (online journal). In press.

“Centering in on Professional Choices.” *College Composition and Communication* 52:3 (2001): 429–440.

“Preparing to Sit at the Head Table: Maintaining Writing Center Viability in the Twenty-First Century.” *Writing Center Journal* 20.2 (Spring/Summer, 2000): 13–21.

“Response to: ‘Two Comments on ‘Situating Teacher Practice.’” *College English* 59.8 (1997): 956–960.

“Response to: ‘Open Admissions and the Construction of Writing Center History: A Tale of Three Models.’” *Writing Center Journal* 17.2 (Spring 1997): 134–140.

“From the (Writing) Center to the Edge: Moving Writers Along the Internet.” *The Clearing House* 69.1 (1995): 21–23.

“Online Writing Labs (OWLs): A Taxonomy of Options and Issues.” (With Michael Pemberton) *Computers and Composition* 12.2 (1995): 145–159.

“Talking in the Middle: Why Writers Need Writing Tutors.” *College English* 57.1 (1995): 27–42.

- Reprinted in *The Writing Teacher’s Sourcebook*. 4th ed. Eds. Edward P.J. Corbett, Nancy Myers, and Gary Tate. Oxford: Oxford UP, 2000.

- Reprinted in *Teaching in Progress: Theories, Practices, Scenarios*. New York: Longman, 1996. 139–151.

“Tutoring ESL Students: Issues and Options.” (With Tony Silva) *College Composition and Communication* 44.2 (1993): 525–537.

- Reprinted in *Background Readings for Instructors Using the Bedford Guide*, Ed. T. R. Johnson. Boston: Bedford Books of St. Martin's, 1999.
 - Reprinted in *Teaching with the Bedford Guide for College Writers*. Ed. X.J. Kennedy, Dorothy Kennedy, and Sylvia A. Halladay. Vol.2: Background Readings. Ed. Shirley Morahan. Boston: Bedford Books of St. Martin's, 1996.
 - Reprinted in Robert J. Connors and Cheryl Glenn. *The St. Martin's Guide to Teaching Writing*, 3rd ed. Boston: St. Martin's, 1995.
- "Collaboration Is Not Collaboration Is Not Collaboration: Writing Center Tutorials vs. Peer Response Groups." *College Composition and Communication* 43 (1992): 369–383.
- Reprinted in *The Allyn & Bacon Guide to Writing Center Theory and Practice*. Eds. Robert Barnett and Jacob Blumner. Boston: Allyn & Bacon, 2000.
- "Solutions and Trade-Offs in Writing Center Administration." *Writing Center Journal* 12.1 (1991): 63–79.
- "What's Up and What's In: Trends and Traditions in Writing Centers." *Writing Center Journal* 11.1 (1990): 15–25.
- "Explaining Grammatical Concepts." (With Katherine Rowan) *Journal of Basic Writing* 8.2 (1989): 21–41.
- Reprinted in *Sourcebook for Writing Teachers*. New York: Allyn & Bacon, 1996.
- "Composing Behaviors of One-and Multi-draft Writers." *College English* 51 (1989): 174–191.
- To be reprinted in Glen Blalock. *Background Readings*. 6th ed. Boston: St. Martin's, forthcoming.
 - To be reprinted in *Concepts in Composition: Theory and Practice in the Teaching of Writing*, Ed. Irene Clark. Mahwah, NJ: Lawrence Erlbaum. 2002.
 - Reprinted in *The Subject of Writing is Writing*. Ed. Lisa McClure. Chicago: NTC, 1999.
 - Translated into Norwegian and selected for inclusion in *Skriveteori*. Ed. Eva Bjorkvold and Sylvi Penne. Oslo: J. W. Cappelens. 1998.
 - Reprinted in Glen Blalock. *Background Readings for Instructors Using the Bedford Handbook 5th Edition*. Boston: Bedford, 1997.
 - Reprinted in Glenn Blalock. *Background Readings*. 2nd ed. Boston: St. Martin's, 1994.
- "Peer Tutoring: How Tutors Learn." *Teaching English in the Two-Year College* 15.1 (1988): 28–33.
- "Ins and Outs of Conferencing." *Writing Instructor* 6.2 (1987): 87–96.
- "Training Teachers for the Writing Lab: A Multi-dimensional Perspective." (With Ronald Adams, Robert Child, and Kathleen Henriott) *Writing Center Journal* 7.2 (1987): 3–19.
- "Simultaneous and Successive Cognitive Processing and Writing Skills: Relationships Between Proficiencies." (With Mary Wachs) *Written Communication* 3.4 (1986): 449–470.

- “Simultaneous and Successive Processing in University Students: Their Contribution to Academic Performance.” (With Mary Wachs) *Journal of Psychoeducational Assessment* 4(1986): 103–112.
- “Visualization and Spelling Competence.” *Journal of Remedial and Developmental Education* 9.2 (1985): 2–5.
- “Theory and Reality: The Ideal Writing Center(s).” *Writing Center Journal* 5.2 (1985): 4–9.
- “Writing Labs: Why Bother?” *The English Quarterly* 16.2 (1983): 6–13.
- “Modeling: A Process Method of Teaching.” *College English* 45 (1983): 74–84.
- “A Grab-Bag of Diagnostic Techniques.” *Teaching English in the Two-Year College* 9 (1983): 111–115.
- “Supplementary Writing Instruction for Engineering Students.” *Engineering Education* 73 (1983): 311–313.
- “Strategies, Options, Flexibility, and the Composing Process.” *The English Quarterly* 15 (1982): 51–61.
- “An Introduction to the Basics of Writing Labs.” *Journal of Teaching Writing* 1.1 (1982): 109–113.
- “Growing Pains: The Coming of Age of Writing Centers.” *The Writing Center Journal* 2.1. (1982): 1–8.
- “The View from the Writing Lab: Another Way to Evaluate a Composition Program.” *WPA: Writing Program Administration Journal* 5 (1981): 13–19.
- “Mending the Fragmented Free Modifier.” *College Composition and Communication* 32 (1981): 175–182.
- Reprinted in *Rhetoric and Composition: A Sourcebook for Teachers of Writing*. Ed. Richard Graves. New ed. Upper Montclair, New Jersey: Boynton-Cook, 1984. 245–251.
- “Beyond Freshman Composition: Other Uses of the Writing Lab.” (With Kathleen Blake Yancey) *The Writing Center Journal* 1.1. (1980): 43–49.
- “The Roles a Tutor Plays: Effective Tutoring Techniques.” *English Journal* 69 (1980): 62–65.
- “Audience Feedback in the Pre-Writing Stage.” *English in the Two-Year College* 12.2 (1980): 7–8.
- “(Muriel Harris Responds).” *College English* 41 (1979): 342–345.
- Reprinted in *Tutoring Writing: A Sourcebook for Writing Labs*. Ed. Muriel Harris. Glenview, Illinois: Scott, Foresman, and Co., 1982. 62–65.
- “Contradictory Perceptions of Rules of Writing.” *College Composition and Communication* 30 (1979): 218–220.
- “Individualized Diagnosis: Searching for Causes, Not Symptoms of Writing Deficiencies.” *College English* 40 (1978): 318–323.
- Reprinted in *Tutoring Writing: A Sourcebook for Writing Labs*. Ed. Muriel Harris. Glenview, Illinois: Scott, Foresman, and Co., 1982. 53–59.
- “Evaluation: The Process for Revision.” *Journal of Basic Writing* 1.4 (1978) 82–90.
- Reprinted in *Critical Issues in Writing*. Ed. Annette Allen and Richard Donovan. New York: NETWORKS, 1980: 30–34.

“Using Persuasion to Plan a Moon Walk.” *Exercise Exchange* 21.2 (1977): 40–45.

•Reprinted in *Writing Exercises from Exercise Exchange*. Ed. Charles R. Duke. Urbana, Illinois: National Council of Teachers of English, 1984. 2: 141–143.

“Making the Writing Lab an Instructor’s Resource Room.” *College Composition and Communication* 28 (1977): 376–378.

“Structuring the Supplementary Writing Lab.” *ERIC Clearinghouse on Reading and Communication Skills*. ERIC ED (1976).

B. Unrefereed Journals

“Hatching an OWL (Online Writing Lab).” *Association of Computers in Writing Newsletter* 9.4 (Winter 1995–1996): 12–14.

“Working One-to-One with Writers: The Necessity of Tutorial Collaboration.” *Alabama English* 2.2 (1990): 13–18.

“A User’s Guide to Writing Centers.” *Composition Chronicle* 1.9 (1989): 4–7.

“An Interdisciplinary Program Linking Computers and Writing Instruction.” (With Madelon Cheek) *Collegiate Microcomputer* 3.3 (1985): 213–218.

“Encouraging Mature, Not Premature Editing.” *Connecticut English Journal* 15.2 (1984): 67–69.

“Computers Across the Curriculum.” (With Madelon Cheek) *Computers and Composition* 1.2 (1984): 3–5.

“Publish—or Perish Intellectually.” *Iowa English Bulletin* 30.2 (1981): 14–15.

“Tutorial vs. Self-Instruction in Purdue’s Writing Lab.” *National Association of Remedial/Developmental Studies in Post Secondary Education* 3.1–2 (1979): 2.

“Structuring the Supplementary Writing Lab.” *Arizona English Bulletin* 19.2 (1977): 26–29.

C. Interview

“Interview with Muriel Harris.” Interviewer: Joan Mullin. *Composition Studies* 23.1 (Spring 1995): 37–53.

8. BOOK REVIEWS

Review: “Situating Teacher Practice: A Review of *Teaching Students to Write*, 2nd ed., by Beth Neman (New York: Oxford UP, 1995); *How English Teachers Get Taught: Methods of Teaching the Methods Class* by Peter Smagorinsky and Melissa Whiting (Urbana: NCTE, 1995); and *Writing Center Perspectives*. Eds. Byron Stay, Christina Murphy, and Eric Hobson (Emmitsburg: NWCA, 1995).” *College English* 59.1 (1997): 83–88.

Review of *The Writing Center: New Directions*. Eds. Ray Wallace and Jeanne Simpson (New York: Garland, 1991). *College Composition and Communication* 43.1 (1992): 98–101.

Review of *Understanding Persuasion*, by Raymond S. Ross and Mark G. Ross (Englewood Cliffs, New Jersey: Prentice-Hall, 1981). *Rhetoric Society Quarterly* 12 (1982): 203–205.

Review of *Improving Student Learning Skills*, by Martha Maxwell (San Francisco: Jossey-Bass, 1979). *Phi Delta Kappan* 61 (1979): 291–292.