



PROJECT MUSE®

On Location

Candace Spigelman, Laurie Grobman

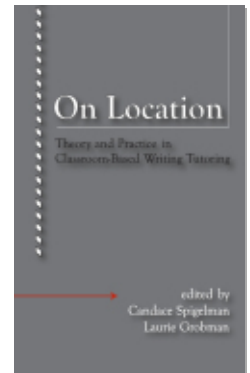
Published by Utah State University Press

Spigelman, Candace & Grobman, Laurie.

On Location: Theory and Practice in Classroom-Based Writing Tutoring.

Logan: Utah State University Press, 2005.

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



➔ For additional information about this book

<https://muse.jhu.edu/book/9287>

CONTENTS

Preface *ix*

Acknowledgments *xi*

Introduction: On Location in Classroom-Based Writing
Tutoring *1*

Candace Spigelman and Laurie Grobman

PART ONE: CREATING NEW ALLIANCES AND CONNECTIONS THROUGH CLASSROOM-BASED WRITING TUTORING

- 1 Diplomatic Relations: Peer Tutors in the Writing Classroom *17*
Teagan Decker
- 2 General Readers and Classroom Tutors across the
Curriculum *31*
Mary Soliday
- 3 Building Bridges to Academic Discourse: The Peer Group Leader
in Basic Writing Peer Response Groups *44*
Laurie Grobman
- 4 Writing and Reading Community Learning: Collaborative Learning
among Writing Center Consultants, Students, and Teachers *60*
Jim Ottery, Jean Petrolle, Derek John Boczkowski, and Steve Mogge
- 5 Tutors' Voices—Building Trust and Community in Peer Writing
Group Classrooms *72*
Casey You

PART TWO: RECONCILING PEDAGOGICAL COMPLICATIONS IN CLASSROOM-BASED WRITING TUTORING

- 6 The Idea of a Writing Center Meets the Reality of Classroom-Based
Tutoring *87*
Barbara Little Liu and Holly Mandes
- 7 Bringing The Noise: Peer Power and Authority, On
Location *101*
Steven J. Corbett
- 8 A Cautionary Tale about “Tutoring” Peer Response Groups *112*
Melissa Nicolas

- 9 Tutors' Voices—Active Revision in a Peer Group: The Role of the Peer Group Leader 126
Kelly Giger

**PART THREE: ADDRESSING ISSUES OF AUTHORITY AND
ROLE DEFINITION IN CLASSROOM-BASED WRITING
TUTORING**

- 10 Contextualizing Issues of Power and Promise: Classroom-based Tutoring in Writing across the Curriculum 139
Marti Singer, Robin Breault, and Jennifer Wing
- 11 Classroom-Based Tutoring and the “Problem” of Tutor Identity: Highlighting the Shift from Writing Center to Classroom-Based Tutoring 157
David Martins and Thia Wolf
- 12 “I’ve Got No Strings on Me”: Avoiding Marionette Theater with Peer Consultants in the Classroom 174
Susan Hrach Georgecink
- 13 Reconstructing Authority: Negotiating Power in Democratic Learning Sites 185
Candace Spigelman
- 14 Tutors' Voices—Institutional Change and the University of Wisconsin–Madison Writing Fellows Program 205
Jennifer Corroy
- Conclusion:** Hybrid Matters: The Promise of Tutoring On Location 219
Laurie Grobman and Candace Spigelman

Notes 233

References 245

Contributors 256

Index 259