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