

Bromley, Pamela, Kara Northway, and Eliana Schonberg. "Student Perceptions of Intellectual Engagement in the Writing Center: Cognitive Challenge, Tutor Involvement, and Productive Sessions." *Writing Lab Newsletter* 39.7-8 (2015): 1-6.

Bromley, Northway, and Schonberg offer a study of student engagement that highlights the centrality of writing center work to the mission of the university. Their study, which surveys both private and public institutions, finds that writing center sessions provide students crucial opportunities for intellectual engagement in the forms of cognitive challenge and peer collaboration. Far from finding that students consider the writing center only as a product-oriented service, the authors have determined that "[s]tudents valued the experience of being cognitively challenged and collaborating well with their tutor, someone who was excited by their ideas and by them, both as writers and as people in the midst of a learning process" (5). Bromley, Northway, and Schonberg thus offer strong evidence supporting the idea of the writing center as an important site of knowledge-making on our campuses.

Blain Vorhies, Heather. "Building Professional Scholars: The Writing Center at the Graduate Level." *Writing Lab Newsletter* 39.5-6 (2015): 6-9. Print.

Blain Vorhies addresses the need for graduate writing support that would encompass offerings by writing centers and academic departments alike. Noting that most graduate schools either do not see the need for graduate writing support or cannot find a way to successfully meet a need that clearly exists, Blain Vorhies details initiatives undertaken by the University of Maryland's Graduate School Writing Center. By treating students as professionals, hiring tutors with disciplinary expertise, and adapting traditional consulting models to address the sentence-level concerns of language learner clients in particular, writing centers can, with adequate resources, tailor their services to the specific needs of graduate clients.

Mission Statement

The Writing Lab Newsletter, a peer-reviewed publication with five issues per academic year, provides a forum for exchanging narrative- and research-based studies of writing centers in high schools, colleges, and universities. Articles illustrate how writing centers operate at the intersection of theory and practice, at once shaped by and producing innovative methods and scholarship. Authors reporting on research also describe programmatic models that can be adapted to other contexts. *WLN*, to be known as *WLN: A Journal of Writing Center Scholarship* to mark its 40th year of publication, aims to inform newcomers to the field as well as extend the thinking of those who are more knowledgeable and experienced.