

The writing centre as a locus for WiD, WAC and whole-institution writing provision

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Chapter Ten: 'The Writing Centre as a Locus for WiD, WAC and Whole-Institution Writing Provision'

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Introduction

Writing development for all students is a concept that is taking root across the higher education sector in the UK.¹ Although scholars and support staff have worked with student writing in the UK context since the early 1990s,² the movement to teach and research Academic Writing has gained momentum as higher education has moved into the twenty-first century. More than ever before, educational stakeholders are realising that university students benefit from explicit teaching in writing.³ A key way in which writing scholars are moving debate forward on the topic of student writing is by outlining comprehensive 'whole-institution' strategies whose goal is to build university cultures of writing that support students along a 'continuum of writing development' (Ganobcsik-Williams, 2004, pp. 37-39;⁴ Ganobcsik-Williams, 2009). One whole-institution approach that is proving to be successful in the UK is the writing centre.

This chapter introduces the idea of writing centres in UK higher education and argues that university writing centres are an ideal location from which to build—along with other types of writing support—Writing in the Disciplines (WiD) and Writing Across the Curriculum (WAC) initiatives and programmes. While WiD focuses on the study and teaching of 'disciplinary-related writing' (Bazerman et al., 2005, pp. 9-10), WAC refers to 'efforts to improve students' learning and writing (or learning through writing) in all university courses and departments' (Russell et al., 2009, p. 395). The chapter proposes that the writing centre can function as a locus for writing development within universities and discusses ways in which WiD and WAC can be initiated and carried out through writing centres.

Specifically, the chapter examines how WiD and WAC collaborations stemming from writing centres can both engage with and enable an array of writing development opportunities for academics and students. To inspire informed discussion on the place of writing centres within universities and the potential benefits of developing initiatives such as WiD and WAC 'from the centre' (Skillen, 2006, p. 140), the chapter analyses the model of the Centre for Academic Writing (CAW) at Coventry University. By examining the role of the writing centre, the chapter marks out a framework for an expanded definition of writing centre work in universities and seeks to promote further discussion of this model.

'A sense of possibility' for writing development in UK higher education

A sense of possibility exists for writing development in UK higher education. In Autumn 2000 I conducted a national survey, the purpose of which was to ask staff across a range of disciplines and institutions a series of questions about their perceptions of students' literacy, their expectations of student writing, and their views on the explicit teaching of writing at the tertiary level.⁵ To explore the perimeters of the field at the time, the survey posed questions on teaching discipline-specific writing, on generic ways of teaching of writing, and on writing tutoring and writing centres. Respondents overwhelmingly agreed that undergraduate students must mature in their ability to write over the course of their degree study, and, when asked if they felt it is necessary to teach writing to university students, ninety per cent of respondents said 'yes' (Ganobcsik-Williams, 2004, pp. 12-13, 28). Staff responding to the survey also indicated that they saw a number of potential ways to develop student writing: through one-to-one tutorials offered by a university writing centre (93 per cent), through optional professional development sessions offered to staff on the teaching of writing (92 per cent), through optional courses taught by a writing specialist on subject-specific writing genres (91 per cent), and through optional centrally-taught writing courses for students from all disciplines (88 per cent) (Ganobcsik-Williams, 2004, p. 28).

These early responses to the idea of support for all students engaging in writing at university provided me, as a writing developer, with a sense of optimism. The answers of some respondents to the survey were tempered, however, by the expectation that funding would be a major obstacle to realising any such provision. In other words, in terms of resource allocation, the idea of teaching students to write did not yet 'play a major role in how UK universities conceive[d] of their mission as providers of education' (Bergstrom, 2004, p. 10).

For many of us who have worked in the area of writing development since this survey was conducted, much teaching and research effort has gone into convincing university managers that student (and staff) writing development is necessary and that it has real, long-term benefits for students, staff, and institutions. There are a variety of schemes, initiatives and approaches that have been put in place in the UK over this time, ranging from an individualised tutoring scheme of Royal Literary Fund Writing Fellows administrated from outside the academy to a devolved model of Academic Skills Tutors at the University of Huddersfield, to an increasingly well-embedded WiD programme at Queen Mary, University of London to a 'Writing by Appointment' and associated student writing support programmes at the University of Dundee, to dedicated writing centres at Coventry University, London Metropolitan University, St. Mary's University College Belfast, Liverpool Hope University, and the University of Gloucestershire.⁶ In these diverse and locally-contextualised ways, the sense of possibility for writing development is being realised.

Furthermore, as one UK writing specialist demonstrates when describing an undergraduate writing fellow mentoring scheme that he and his colleagues are trialling from within a university writing centre, optimism about developing writing provision in UK universities continues to prevail:

[This scheme] may not be the only approach to expanding disciplinary writing instruction in British universities, but I am convinced that [it] ought to be an important

part of our curricular and pedagogical innovation. Indeed, [it] offer[s] so many benefits to students that it becomes tempting to see the ‘problem’ of student writing as an opportunity to make improvements in an educational system that has resisted real pedagogical change for too long. (O’Neill, 2008, p. 10)

This chapter, which will focus on the writing centre as a hub for organising and carrying out an array of writing development work, understands this sense of possibility to be an essential enabling factor for building comprehensive writing provision in higher education.

The influence of US and European theories and models of writing development

For many writing teachers and scholars in the UK, the sense of potential for tertiary writing development has been heightened by an awareness of the existence of US Composition and Rhetoric pedagogy and scholarship. Not only is the long-standing history of US Composition pedagogy well-documented, but other US models of student writing support such as WAC, WiD, and writing ‘centers’ are becoming increasingly known to UK and European writing teachers and scholars. The knowledge that Rhetoric and Composition exists as a research and teaching field in its own right, with masters and doctoral degree programmes as well as academic posts, has inspired confidence in many UK writing developers that they are not working alone and that pursuing the impetus to set up student writing provision and to engage in the study and teaching of scholarly writing is recognised as a legitimate specialisation in other higher education cultures.

As well as finding inspiration, UK writing developers have found in US writing scholarship fruitful points of comparison. In 1999, two writing teacher-scholars working at Richmond, the American International University in London, observed:

[We] examine [. . .] the development of literacy practices in the United States, how they were shaped by cultural and historical forces, how they reflect the role of the university in American society, and how that changed over time. Why should that be of any interest to colleagues in the United Kingdom [. . .]? This is a moment when new debates are being engendered on the role of academic literacy in the university curriculum in the UK—a moment of possible invention or change. [. . .] This overview is offered not as a template, but as a means of widening the debate. (Davidson and Tomic, 1999, pp. 161-162)

That emerging systems of writing development in UK institutions can be informed by US writing theories and practices without necessarily replicating them has also been pointed out by US writing scholar Joan Mullin. Because the UK is not hampered by traditions of writing support in the ways that US higher education is, Mullin argues, there is more potential to set up new types of writing initiatives and programmes in UK higher education than in the US context (Mullin, 2006).⁷

European writing scholarship has also been important to UK-based writing developers. Starting as early as 1988, European writing researchers and teachers founded organisations including SIG-Writing, a Special Interest Group of the European Association for Research in Learning and Instruction (EARLI), the European Writing Centers Association (EWCA), and the European Association for the Teaching of Academic Writing (EATAW) in order to bring together scholarly communities focusing on the study of writing.⁸ The knowledge that European colleagues have begun to identify the writing of students and other scholars within the university community as an area meriting explicit teaching and research has further affirmed many UK writing developers' belief in a shared interest and purpose across national and international higher education contexts.

The Writing Center/Centre

One US concept of writing provision that is being taken up across Europe and in UK higher education is the writing center.⁹ Writing centres and writing labs have played a role in American higher education since the 1930s, and, since the 1970s, have been established in most colleges and universities across the United States (Murphy and Law, 1995, p. xi; North, 1984). Historically, US writing centers have focused on offering students one-to-one tutorials on the writing they do for their university courses, although writing center pedagogy has responded to different institutional aims and educational agendas throughout the decades (Bouquet, 1999).

In the UK, the concept of the writing centre differs, perhaps in part because it is an idea that seems full of possibility. As a prospective gathering place for prioritising, teaching and researching academic writing, the writing centre implies a locus whose activities are inherently far-reaching. Furthermore, in UK higher education 'research centres' are highly-valued, and so an 'academic writing centre', or 'centre for academic writing', or 'centre for the study and teaching of academic writing' has, by virtue of its name, a potential to share in that status.¹⁰ Also, in more tangible terms and in contrast to the US situation, other models of tertiary writing provision such as Composition teaching do not exist, so UK writing centres have the opportunity to take on more functions—and to take them on more rapidly—in a university and public sector climate that is eager to see standards of university students' writing performance raised.¹¹

A key example of the expanded definition of the writing centre that the UK context can make possible is the Centre for Academic Writing (CAW) at Coventry University. Established in May 2004, CAW is the first centrally-funded UK university writing centre. From its start, the aim of CAW has been to work with students, academics, and professional services staff in order to foster a holistic cross-university culture of writing. In working directly with undergraduate and postgraduate students by offering face-to-face and online individualised and small-group writing tutorials, paper-based and electronic writing resources, and group workshops on common topics such as 'the writing process', CAW operates within the student-facing ethos of a traditional writing center. CAW's teaching of credit-bearing Academic Writing modules and its facilitation of 'Protected Writing Time' sessions which

provide students with a place to work on their writing assignments are localised variations that are also part of the traditional writing center ethos.¹² As ‘an innovative teaching and research centre’, however, CAW’s mission is not only to enable students to become independent writers’, but ‘to equip academic staff in all disciplines to achieve their full potential as authors and teachers of scholarly writing’.¹³ This staff development remit enables CAW to work with academics and support staff on their own scholarly writing; for example, through individualised consultations, scholarly writing retreats, and dedicated writing events (cite Deane in THE article on writing retreats—Mary will insert). It is this staff development remit that also makes it possible for CAW, as a small department comprised of Academic Writing Lecturers, Academic Writing Tutors, and an Administrative and Learning Technology team, to provide consultancy to academic and support staff across the university on how to teach writing and improve students’ learning through writing (WAC) and on how to develop and teach discipline-specific writing genres and conventions (WiD).

The writing centre as a base for WiD and WAC

Writing theorists and practitioners working primarily in US colleges and universities have produced a body of scholarship that explores connections between writing centers and WAC.¹⁴ When accessing this scholarship, it is important to note that although WAC and WiD are distinct concepts, US-based ‘scholars who talk about connections between WAC/WiD and writing centers typically employ the umbrella term WAC’ (Corbett and LaFrance, 2009, p. 3). As a movement to encourage the use of writing as a method of learning, WAC fits well within the traditional ‘liberal arts’ or ‘general studies’ curricula of US higher education, with the potential for WiD initiatives to be introduced beyond the first or second year of undergraduate degrees when students begin to specialise in subject disciplines. In contrast, WiD has become the more prominent concept and ‘umbrella’ term in UK writing development, because its focus on teaching and researching disciplinary writing genres aligns well with the early subject specialisation of UK universities and because academics teaching in this system may initially be more prepared to take responsibility for teaching disciplinary writing than for developing students’ academic writing more generally (Ganobcsik-Williams, 2006, p. 52; O’Neill, 2010).

In Barnett and Blumner’s seminal edited collection *Writing Centers and Writing Across the Curriculum Programs: Building Interdisciplinary Partnerships* (1999), Robert Barnett and Lois Rosen link WAC[WiD] with the aim of creating a whole-university culture of writing, by suggesting that a university-wide ‘writing environment’ has the potential to engender ‘recognition that writing is central to students’ intellectual development and to their success in the wider world’ (Barnett and Rosen, 1999, p.1). Such an environment would mean ‘that writing is visible, understood, and accepted as a valuable tool for teaching and learning across the disciplines. A campus-wide writing environment implies ongoing dialogue about writing and its relationship to thinking and learning among faculty as well as students’ (Barnett and Rosen, 1999, p.1).

Barnett and Rosen propose that a viable way to create and sustain university-wide writing environments is through collaboration between writing centers and WAC[WiD] programmes. On the face of it, WAC[WiD] may appear to be incompatible or even at odds with writing center work, in that the remit of most writing center tutors is to work with individual students outside of their disciplinary classrooms while the point of WAC[WiD] is to shift the responsibility of teaching writing to academics across the university in order to offer teaching and practice in writing to all students. However, many prominent US scholars, such as Pamela Childers, agree with Barnett and Rosen that writing centers can serve ably as a hub for WAC[WiD] consultancy, and that writing center staff, 'rather than mostly working with students, [can] become more of a resource, guide, and facilitator for faculty research, discovery, and risk taking with writing, thinking, and learning across the disciplines' (Barnett and Blumner, 1999, p. xii; Childers, 1999). Emphasising the importance of both writing tutoring and the explicit teaching of writing across the curriculum, Mark Waldo contends that WAC[WiD] activities can be situated most logically in a writing center that 'reaches out to faculty through a well-designed consultancy and provides students with a comprehensive tutoring program' (Waldo, 1993, p. 16). Susan McLeod and Elaine Maimon take this point a step further:

Although it is possible to run a WAC [WiD] program without such an entity, *our experience is that to sustain a WAC [WiD] program, a writing center is crucial*. Students need audiences other than their peers in the classroom or their teacher to respond to their writing, and faculty need the assurance that when they assign writing in their classes, there will be a place on campus where knowledgeable tutors can respond to drafts of their students' writing. The most successful writing centers work with faculty in the disciplines, asking for copies of assignments and helping faculty refine them [. . .]. (McLeod and Maimon, 2000, p. 581, italics added)

As testified by McLeod and Maimon, therefore, writing centres not only can enhance the work of writing specialists in collaborating with academics across and in the disciplines, but can be viewed as fundamental to the sustainability of WAC[WiD] initiatives and programmes.

At Coventry University, WiD has been part of the remit of the Centre for Academic Writing since its founding. One of the main duties stated in the CAW Co-ordinator's job description is to 'organise staff development activities to assist academic and academic-related staff in helping students to improve their academic writing' (Coventry University, 2003, p. 1), and in 2006 this responsibility was written into the University's *Learning and Teaching Strategy* as a WiD initiative (Coventry University, 2006, pp. 2, 8, 10). At CAW, Academic Writing lecturers aim to cascade the teaching of writing by collaborating with discipline-based academics to formulate strategies for teaching writing more explicitly in subject modules. WiD at CAW typically begins with an individual or small-group consultation between an Academic Writing Lecturer and one or more colleagues who teach in a subject area or department, and focuses on priorities such as identifying the aims of the module or course being taught by the colleague(s), discussing types of assignments or assessments that will best meet those aims, drafting or revising assignment briefs, and setting or revising assignment marking

criteria. CAW's proviso is that Academic Writing Lecturers are not able to teach writing *for* colleagues but rather that they are available to provide staff development and support for colleagues in the teaching of writing.

During a WiD consultation at CAW, an Academic Writing Lecturer and subject lecturer(s) use a *WiD Consultation Record* sheet to agree and record details under categories including 'degree programme and modules relevant to consultation', 'names of collaborating colleagues', 'stated focus of subject specialist', 'stated focus of CAW lecturer,' and 'project management: action to be taken, by whom and by when' (Centre for Academic Writing, 2009, pp. 2-3). The breadth and duration of the collaboration—for example, whether the planned intervention will take place within one module or be spread across a degree course—are also considered. CAW has found that WiD consultations assist colleagues by guiding them to think about how to assign and teach writing genres purposefully and incrementally in their modules and degree courses. An additional outcome of WiD collaborations is that they have the potential to result in joint research into discipline-specific writing pedagogies and may lead to publication opportunities for disciplinary academics and writing specialists in Academic Writing and disciplinary journals.

The benefits of WiD are exponential, because a WiD collaboration between one writing specialist and a core module leader can result in the revised teaching practice of an entire team of lecturers, thus providing discipline-specific writing instruction to students on a large scale.¹⁵ However, while CAW promotes WiD as a pedagogical approach that effectively disseminates expertise in teaching discipline-specific writing throughout the university, CAW lecturers have also experienced the following limitation: WiD collaborations can be time-consuming, especially if they are ongoing over terms/semesters or even academic years, and it is not possible for writing centre staff to engage in more than a small number of collaborations at one time. Gradually, therefore, CAW staff have also begun to explore what we see as the broader and less discipline-specific scope of WAC pedagogy, with the aim of offering strategies to colleagues who want to motivate their students to write more and to use writing as a tool for learning.

In drawing on WAC principles, CAW facilitates staff development workshops that introduce 'writing to learn' concepts and techniques (Bazerman and Russell, 1994, p. xiv). CAW writing tutors and lecturers also discuss with academics how to focus, as in a writing centre tutorial, on writing as a process of inventing, planning, drafting, and revising. 'In this process of taking drafts to successively higher levels, the student learns to analyze her own writing style', and finds ways of dealing with problems and of building on strengths (Corbett and LaFrance, 2009, p. 5). In this manner, a WAC ethos contributes to the work of the writing centre, and writing centre pedagogies inform WAC classroom teaching practices.

The CAW model demonstrates how useful, reciprocal connections can be forged between writing centres, WiD, and WAC. This integrated provision for writing development means that the writing centre can be involved in writing development for academic and professional staff as well as for students at all levels, and that writing specialists can work with students and colleagues to create a flourishing, intellectual whole-university culture of writing.

Key Challenges and Strategies

This chapter has outlined a number of benefits that a writing centre can bring to a university or college. In doing so, the chapter has countered two arguments that are often raised against writing centres: that writing centres only provide remedial help to students and that writing centre provision is not scalable. The chapter has shown how WiD and WAC initiatives can broaden the reach and impact of writing centre work and ensure that it addresses the needs of all higher education students along a continuum of writing development.

By focusing on the writing centre as a base for WiD and WAC, the chapter has articulated a model for implementing writing provision in higher education institutions. A major challenge for writing developers in the UK, however, is that at some institutions there may be many hurdles that need to be overcome in order to establish a writing centre. In facing this challenge, writing developers must be prepared to argue for resource allocation and to convince senior managers and other colleagues that a whole-institution writing strategy is worth investing in. Writing developers also need to work within their own local institutional contexts and to build on writing or learning development initiatives that may already exist at their institutions. As the examples of provision cited in the second section of this chapter demonstrate, WiD, WAC and writing tutoring work can come into being and operate in many different ways. What this chapter is suggesting is that it can be extremely beneficial to pull together or join up writing provision within institutions and that writing centres are valuable sites from which to organise, house and promote WiD, WAC, and other types of writing development work.

Conclusion

This chapter has focused on the strategic development of WiD and WAC from within the context of a writing centre, and has argued that university writing centres are an ideal location from which to build systematic WiD and WAC interventions and programmes as well as other writing-related initiatives. Although higher education institutions in the UK and Europe may be well-placed—and currently poised—to develop and implement an expanded definition of the traditional writing center concept, growth and change are also afoot in higher education cultures with longer-established traditions of student writing development. This chapter is intended to serve as a thought-provoking contribution to ongoing scholarship examining and championing the connections between WiD/WAC/writing centres and whole-institution writing provision.

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¹ 'Writing Development' is the term used in UK higher education to describe the work carried out by teachers, tutors and researchers of Academic Writing.

² A convergence of factors led, in the early 1990s, to the beginnings of a movement to develop student writing at university level (Ganobcsik-Williams, 2006, pp. xxi-xxvi). These factors included an unprecedented increase in student numbers that started in the late 1980s and a concomitant diversification of educational and cultural backgrounds in the student population of UK higher education institutions (Scott, 1995, pp. 1-5). Since that time, this diversification has been intensified by the burgeoning agendas of internationalisation and technologically-enhanced learning. Whilst attention to the writing of Non-Native Speakers of English in higher education pre-dated the broader 'writing development' movement, the work of teachers and scholars in supporting and studying the writing of Non-Native Speakers of English informs the pedagogy and research of colleagues working with student writing in the mainstream.

³ In the UK, calls for institutions to take responsibility for teaching and supporting writing have come from both inside and outside of higher education. Educational stakeholders include graduate employers, academics, university managers, government policy-makers and funding bodies. See, for example, Bergstrom (2004), and Ganobcsik-Williams (2006) page xxii. Also see 'Flying Start', a Higher Education Academy-funded project involving four institutions whose aim is to study ways of 'bridging the "separate worlds" of writing and assessment at pre-university and undergraduate level' www.hope.ac.uk/flyingstart; the 'Write Now' Centre for Excellence in Teaching and Learning (CETL) <http://www.writenow.ac.uk/>, which focuses on tertiary writing development and is grant-funded by the Higher Education Funding Council for England; and the COWL Project <http://cuba.coventry.ac.uk/cowl>, funded by a grant from JISC (the Joint Information Systems Committee), whose aim is to develop and disseminate a sustainable, systematic model of online student writing support.

⁴ On comprehensive institutional strategies for writing development, also see Dai Hounsell's keynote address, 'Developing Students' Writing Expertise: Strategic and Institutional Dimensions', given at the 2008 Writing Development in Higher Education (WDHE) conference: <http://www.writenow.ac.uk/wdhe/presentation/Hounsell.pdf> and <http://www.writenow.ac.uk/wdhe/wdhe2008.html>; and Sally Mitchell's keynote address "Now you don't see it; now you do": Writing Made Visible in the University', given at the 2009 European Association for the Teaching of Academic Writing (EATAW) conference <http://wwwm.coventry.ac.uk/eataw2009/Pages/KeynoteSpeakers.aspx>.

⁵ The six-page questionnaire entitled 'A National Survey of Staff Perspectives on the Teaching of Academic Writing in Higher Education' was posted, in paper format with return envelopes, to a cross-section of 450 staff within all universities and colleges of higher education in England, Wales, Scotland and Northern Ireland. The number of questionnaires returned was 137 (30 per cent), revealing a substantial interest in the topic of student writing (Ganobcsik-Williams, 2004).

⁶ The Royal Literary Fund Fellowship Scheme (<http://www.rlf.org.uk>) has expanded greatly since its launch in Autumn 1999. For the devolved Academic Skills tutoring model at the University of Huddersfield see: http://www2.hud.ac.uk/academic_skills/tutors.php and Hill and Mullen (2007); for the 'Thinking Writing' programme at Queen Mary, University of London see: <http://www.thinkingwriting.qmul.ac.uk/>; for the 'Writing by Appointment', 'Just Write' and 'Write Right' initiatives at the University of Dundee see: <http://www.dundee.ac.uk/aatu/writing.htm>; for the Centre for Academic Writing at Coventry University see: <http://www.coventry.ac.uk/cu/caw>; for the London Metropolitan University Writing Centre see: <http://www.londonmet.ac.uk/depts/dops/writing-centre/writing-centre.cfm>; for the St. Mary's University College Belfast Writing Centre see <http://www.stmarys-belfast.ac.uk/writingcentre/>; for the Liverpool Hope University Writing Centre see: <http://www.hope.ac.uk/writingcentre>; and for the Centre for Academic Writing and Numeracy Skills at the University of Gloucestershire see: <http://resources.glos.ac.uk/departments/lis/lcd/openstudy.cfm>.

⁷For one example of international cross-fertilisation of ideas on teaching writing in higher education, see chapter two of this volume, in which Christiane Donahue explores how '[r]ecent non-US writing approaches have shown how the generic approach' to teaching first-year writing 'can be bypassed' (p.). [fill this in once Donahue's chapter is finalised]

⁸ See <http://www.sig-writing.org/>, <http://ewca.sabanciuniv.edu/eng/>, and <http://www.eataw.eu/>. Also see the *Journal of Writing Research (JOWR)* <http://jowr.org/> and *Zeitschrift Schreiben* <http://www.zeitschrift-schreiben.eu/>, two European journals devoted to the study of writing.

⁹Recognising that writing centers are being set up in a number of countries, the National Writing Centers Association (NWCA), founded in the US in 1983, has changed its name to the International Writing Centers Association (IWCA). See <http://writingcenters.org/>.

¹⁰ I would argue that a subtle difference in meaning exists between the terms 'centre' and 'unit', with 'centre' enjoying a higher status in UK higher education. In contrast, the 'academic writing unit' or 'study skills unit' appears to have more remedial connotations.

¹¹The first documented attempt to set up a writing centre in UK higher education took place at Newcastle Polytechnic (now the University of Northumbria) in 1979 (Hebron, 1984). This writing centre was not sustainable in terms of securing university funding, perhaps because it pre-dated the increased need to teach writing explicitly that was brought about by the 'massification' and 'universalisation' of higher education described in endnote two of this chapter, but also because it perhaps tried to follow too closely the traditional US model upon which it was based (Hebron, 1984, p. 87) and did not attempt to stimulate additional types of systemic writing provision across the university.

¹²For a map of CAW's activities in support of student writing, see: <http://cuba.coventry.ac.uk/cowl/files/2009/05/caw-current-model-v1-23-04-09-final.pdf>.

¹³ CAW's mission statement appears in full at: <http://www.coventry.ac.uk/cu/caw>.

¹⁴ See, for example, the Spring 2009 special edition of *Praxis: A Writing Center Journal*, which is devoted to exploring the relationship between WAC and writing centers (<http://projects.uwc.utexas.edu/praxis/?q=node/268>). Also see, for example, Wallace (1989), Pemberton (1995), Barnett and Blumner (1999), and Mullin (2001).

¹⁵ For example, see details of a WiD collaboration between the writing centre and the Department of Physiotherapy and Dietetics at Coventry University that involved a team of lecturers on a core level one module (Ganobcsik-Williams and Toms, 2005).