Librarians and writing center consultants share a common goal—helping students complete their research papers. However, there is little communication or collaboration between the library and the writing center at many institutions. Consider the advantages of having a writing center housed in the library. Obviously, the convenience of “one-stop-shopping” for help with research and writing appeals to both faculty and students, but even more importantly, the proximity of these services facilitates collaboration between writing consultants and librarians to improve their services. An example of this collaboration can be found at Florida Gulf Coast University (FGCU), one of the fastest-growing universities in the country. FGCU has recently added a 100,000-square foot extension to the current 60,000-square foot library, and the University’s Writing Center is now housed in the library building. Because of our positions as a Humanities Librarian and the Writing Center Director at FGCU, we collaborated to observe each other’s service desks at the library and at the writing center. These observations led to increased awareness of the types of assistance provided by the respective areas. Several meetings and discussions were then held regarding when to refer patrons to the reference desk or to the writing center and how services provided in each area could be enhanced through collaboration. (Cooke & Bledsoe 2008)

Reference

Cooke, R., & Bledsoe, C. (2008). Writing Centers and Libraries: One-Stop Shopping for

Better Term Papers. *Reference Librarian*, 49(2), 119–127.

Especially in the composition classroom and the writing center, the why of reading cannot help but have something to do with institutionally viable writing. It has already been made instrumental (like our own, academic reading) before it has begun. This necessity is at odds with the leisured learning that is *scholé*, the leisure of identity that allows for a privileged negotiation of uncertainty. In my own case, the operation of privilege that structured my reading habit(u)s involved not having to think about reading experiencing myself as simply a thinker—because I had learned in a thousand spoken and unspoken ways that this was what I was. By the time college rolls around, though, it is a bit late to start instilling in students anything quite so automatic as a “thinker identity” (and an extensive literature documents both the difficulty of this and its problematic character as a goal). It is my contention that we can and should create places—in classrooms and writing centers alike—where students can negotiate the various forms of necessity constraining their reading. Through such negotiation, students who do not already do so can begin to read in a more privileged fashion, using a fuller sense of academic place to carve out more space for uncertainty. At the same time, I am urging that we have a strong moral imperative to enact the same negotiations ourselves, developing ever-fuller attunement with the way our own values—the negotiation of uncertainty, for instance—develop and find expression within ideologically charged, privileged discourses. (Allen 114)

Work Cited

Allen, Ira James. “Reprivileging Reading.” *Pedagogy* 12.1 (2012): 97–120. *Academic Search*

*Complete.* Web. 7 Nov. 2016.

**In-Class Exercise #14: Prompt and Activity**

**English 1130.004 and 1130.008 – Academic Writing**

**Tues. and Thurs. / Douglas College / David N. Wright**

**Due: March 16th Class**

**Task:** in groups of 2, try to piece together a paragraph about the role of learning centers in college student learning by integrating quotations from the two paragraph-length examples below. Make sure you integrate using tag lines, the present tense, and proper punctuation / citation style.

**Process:** Try to build your paragraph following the development we have often discussed in class:

* Context for discussion to follow in the segment (in this case, something about what learning centers are and their importance as a service to college students (discipline?)
* Blend your key terms with those of the quotation
* Set up the quotation by introducing contexts in which to understand them—set out the conversation
* Key in on the quotations—pick only the forceful parts of the quote selection—7 – 10 words per quote
* Engage with quote, set up with tag lines, show how quote reinforces your idea, your angle, offers a diversion, gives reader some perspective
* Engage with next quote and move out to your own take on the subject
* Reinforce the context for discussion that began the segment
* Go back over things, align the key terms, the discussion, check for formatting issues
* Go back over and add words, sentences as needed for clarity
* Go back over and read what you’ve written. What’s missing? What’s left unsaid? What doesn’t flow properly?
* Fix the issues with coherence
* Go back over and think about where you might go from here—write out new key terms, emerging ideas, areas for further development