Response to "Talking in the Middle:
Why Writers Need Writing Tutors" by Muriel Harris

1. What is the primary responsibility of a writing center, according to the author of the article, Muriel Harris?

2. How is the tutor different from the teacher or professor?

3. What makes a tutorial setting unique (when compared to other *institutionalized settings* such as classrooms?)

4. What can tutors do that teachers cannot do?

5. Do you think that tutors are like coaches? How might this metaphor be true? Give examples.

6. Harris gives a couple of examples on p. 28 of how one might begin a tutorial session. What questions does she suggest that tutors ask their clients?

7. What is the value, in your opinion, in being able to give real-time feedback to writers, as opposed to the time-delayed feedback that teachers give to their students via their written responses on a paper?

8. Why is "*talk*" essential to the tutoring process? (p. 29)

9. What does Harris suggest that a tutor should *not* do in a tutorial session? (p. 29)

10. What was a common theme among the comments that writers made about their experiences in the Writing Lab (p.30).

11. How can tutors *facilitate* the writing process?

12. What is *exploratory talk*?

13. What do you think about Kenneth Bruffee's assertion that *"knowledge is an artifact created by a community of knowledgeable peers and that learning is a social process, not an individual one."*? How does this relate, then, to the tutoring process?

14. How might you *model* the writing process for student writers? Give some examples? (p.33)

15. Why is *metacognitive awareness* important to those looking to become better writers?

16. Why is it important to consider the affective concerns of a writer? What quality does encouragement promote? (p. 35)

17. What are *discourse communities*? How can a tutor help writers with the language of specific discourse communities?

18. Do you think that tutors can always avoid the power structures inherent in teacher/student relationships?

19. Why is it important to see the students' actual writing assignments, whenever possible?