

**Title:** Complicating Monoliths: Graduate Student Perspectives on Linguistic Diversity

**Abstract:**

In this presentation, representatives from the University of Georgia Writing Center reflect on ongoing research into graduate student writing practices. With support from the Christine Cozzens Research Grant Initiative, Emma and Christina have conducted focus groups and interviews to capture graduate student attitudes and beliefs about their writing processes and the status of linguistic diversity on campus. Initial findings suggest that while it may be tempting for writing centers to address graduate and/or multilingual students as populations with definable sets of support needs, there is profound writerly diversity present in even the most monolithic of demographic categories.

**Proposal:**

In this presentation, a writing center consultant and doctoral candidate in anthropology and public health (Christina Lee) and a writing center assistant director and doctoral candidate in English (Emma Catherine Perry) offer an in-progress reflection on their research into graduate student linguistic diversity and literacy strategies. With support from a 2021 Christine Cozzens Research Grant, furnished by SWCA, Christina and Emma have conducted a series of focus groups and interviews with graduate students working across the curriculum at the University of Georgia (UGA). In conversation with students from an array of disciplines--from computer science to theater performance--Christina and Emma are exploring student attitudes toward linguistic diversity both in terms of the individual writing practices of the study participants and in terms of their impressions of linguistic justice on UGA's campus. While the impressions that Christina and Emma will share during this presentation represent merely preliminary findings, the implications for writing center work are discernible.

Recent scholarship has emphasized the need for more targeted support for graduate student writers (Lawrence and Zawacki 2018) and has called for updates to approaches for working with multilingual writers (Bruce and Raforth 2016). Christina and Emma's project intervenes in this important work with a reminder: the categories of graduate student and multilingual writer are not always sufficient for addressing the needs of individual students who seek support through the writing center. Drawing on the conversations conducted through their IRB-approved research, Christina and Emma will share insightful and occasionally contradictory perspectives on linguistic diversity and writing experiences from graduate students at UGA. These perspectives invite writing center practitioners to see the individual writers within overarching categories and to use that knowledge to prioritize a flexible and student-centered approach to writing center services. Such an approach would acknowledge the impossibility of a one-size-fits-more-than-one model of one-with-one consultation, writing groups, and workshops.

Works Cited:

Bruce, Shanti, and Bennett A. Rafoth. Tutoring Second Language Writers. Utah State University Press, 2016.

Lawrence, Susan, and Terry Myers Zawacki. Re/Writing the Center : Approaches to Supporting Graduate Students in the Writing Center. Utah State University Press, 2018.