

## **ABSTRACT**

**DISSERTATION:** Doing the Work of the “Woke”: Writing Center Tutoring and Social Justice

**STUDENT:** Morgan G. Gross

**DEGREE:** Doctor of Philosophy

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The purpose of this study was to examine the divide between theory and practice and contribute to empirical research on social justice in writing centers. A mixed methods approach, involving a survey and a case study, was used to better understand the nature of tutors’ critical consciousness and its contribution to social justice in writing center tutoring. Findings indicate that participants’ critical consciousness, especially as applied to the writing center context, is still developing, and tutors’ tendency toward “niceness” may inhibit them from engaging in difficult conversations about social justice issues with their clients. This information has implications for writing center directors and their approach to tutor education.