

## Letter from the Guest Editor

Ellen C. Carillo



As guest editor of *WLN: A Journal of Writing Center Scholarship*, I couldn't be more excited to introduce this special issue on reading, the first of its kind in a writing center studies journal. Although writing center professionals have undoubtedly found themselves working on reading with students during tutorials, writing center studies has not yet offered many resources for supporting this work. This special issue begins to fill this gap. Hopefully this issue will inspire other writing center publications to address reading—writing's counterpart in the construction of meaning—so that writing center professionals can provide more comprehensive literacy support to students and writing center studies can contribute to conversations about the importance of attending to reading alongside writing.

The pieces published in this special issue all focus on theoretically-informed practical ways of addressing reading in the writing center context. Alice Horning's article explores three strategies that can be used during writing center tutorials to help students critically read source material in order to develop fuller understandings and more careful syntheses of sources in their research-driven writing. Offering a director's perspective as well as a tutor's perspective, Amanda Greenwell's article and Amanda Fontaine-Iskra's column both explore how rhetorical reading guides are used in their writing center at a small liberal arts college. Finally, my own piece encourages writing center tutors to help students develop the habit of reading for purpose, one of the key aspects of reading that separates experienced readers from less experienced readers.

As you read this issue, I invite you to think about how reading is currently addressed in your own centers, how the ideas and strategies shared in these pieces might enhance that work, and what you might contribute to the conversation about the role of reading in writing centers and writing center studies.