



TRAUMA and TRANSFORMATION

WRITING CENTERS in an ERA of CHANGE
SWCA 2021 CONFERENCE



Conference Program

February 11-13,
via Zoom

The annual conference of



SWCA

Southeastern Writing Center Association



TRAUMA and TRANSFORMATION

WRITING CENTERS in an ERA of CHANGE
SWCA 2021 CONFERENCE

**Southeastern Writing Center Association
2021 Annual Conference
February 11-13, via Zoom**

CONFERENCE QUICKLINKS

Conference Website

<https://southeasternwritingcenter.wildapricot.org/conference>

Clickable Conference Schedule (login required)

<https://southeasternwritingcenter.wildapricot.org/Clickable-Schedule>

Grad Program Open House, Friday, 11:45am-12:45pm

<https://nova.zoom.us/j/97018910226?pwd=SkFBetlMROdxDB5U0x3N3RyNlhwdz09>

(this event is open to all who wish to learn about grad programs in rhet/comp)

Need Help?

Email us at swcaconference@gmail.com or visit the Compass Room in Zoom
(<https://us02web.zoom.us/j/86436861625?pwd=ZEM2aHAYK2NPuldvWVZHOVE2MVBfUT09>

the Compass Room is our help desk/lounge during conference hours)

All Links to the Main Conference Zoom Rooms where sessions are being held can be accessed by logging into the SWCA and visiting the “Clickable Conference Schedule”



WELCOME FROM THE **SWCA** PRESIDENT

Dear Colleagues,

On behalf of the SWCA Board, we're excited to welcome you to the 2021 SWCA (virtual) conference! This has been a difficult year for many of us and we are thankful to have the opportunity to (safely) come together, learn from one another, network, and grow our writing center community. This year's conference features participants from the SWCA region and beyond, including international presenters, and involves over 100 synchronous and pre-recorded individual presentations, panels, workshops, roundtables, Q&As, Ignite talks, and posters.

This year's conference theme, "Trauma and Transformation," recognizes that the COVID-19 pandemic, racial injustice, social unrest, natural disasters, and significant changes in the structure and leadership of higher education have greatly accelerated the pace of change, prompting all of us in the writing center field to reconsider many aspects of our writing center work. Many sessions, including our featured keynote panel, reflect on and interrogate this theme, as participants explore what it means for our WCs to be inclusive and accessible; address systemic racism; promote staff mental, emotional, and physical wellness; and adapt their centers in response to the pandemic.

I want to thank everyone who has been involved in planning and making this conference possible. SWCA board members volunteer their time to be part of the organization, and their work on this conference, and all year within the SWCA states and regional networks, is invaluable. Thank you to our presenters and to all of you attending the conference. We appreciate you spending the next few days Zoom-ing with us.

Sincerely,

Janine Morris
SWCA President, 2020-2022



PROGRAM CONTENTS

Conference Schedule-at-a-Glance	1
How to Access Conference Zoom Sessions.....	2
Keynote Panel.....	3
Conference Map.....	4

Acknowledgments

2020-2021 SWCA Board	5
SWCA Grant and Award Winners.....	6
SWCA Conference Planning Committee.....	7
2021 Conference Sponsors	8
Information for Presenters	9
A Guide to Session Types	10

Conference Schedule/Session Descriptions

Thursday

Opening Remarks & Awards Recognition (11:30am - 12:00pm).....	11
Keynote Panel (12:00 pm - 1:15 pm).....	11
Session A (1:30 - 2:30 pm)	11
Session B (2:45 pm - 3:45 pm).....	13
Session C (4:00 pm - 5:00 pm).....	15
Session D (5:15 pm - 6:15 pm).....	16
SWCA Game Night (8:00 pm)	17

Friday

Session E (8:00 am - 9:00 am)	19
Session F (9:15 am - 10:15 am).....	21
Session G (10:30 am - 11:30 am).....	23
Session H (1:00 pm - 2:00 pm).....	24
Session I (2:15 pm - 3:15 pm).....	26
SWCA State and Network Meetings (3:30 pm - 4:30 pm)	28

Saturday

Session J (8:00 am - 9:00 am).....	29
Session K (9:15 am - 10:15 am).....	30
Session L (10:30 am - 11:30 am)	32
Session M (11:45 am - 12:45 pm).....	35

2021-2022 SWCA Board.....	37
2022 Conference Save-the-Date	38

SWCA 2021 CONFERENCE SCHEDULE-AT-A-GLANCE

THURSDAY, FEBRUARY 11, 2021

11:30 am - 12:00 pm	Conference Opening Remarks/Awards Recognition
12:00 pm - 1:15 pm	Featured Keynote Panel
1:30 - 2:30 pm	Session A
2:45 pm - 3:45 pm	Session B
4:00 pm - 5:00 pm	Session C
5:15 pm - 6:15 pm	Session D
8:00 pm	SWCA Game Night - Hosted by NSU's M.A. in CRDM Program

FRIDAY, FEBRUARY 12, 2021

8:00 am - 9:00 am	Session E
9:15 am - 10:15 am	Session F
10:30 am - 11:30 am	Session G
11:45 am - 12:45 pm	Graduate Program Open House (EKU, FSU, NSU, UCF)
1:00 pm - 2:00 pm	Session H
2:15 pm - 3:15 pm	Session I
3:30 pm - 4:30 pm	SWCA State and Network Meetings

SATURDAY, FEBRUARY 13, 2021

8:00 am - 9:00 am	Session J
9:15 am - 10:15 am	Session K
10:30 am - 11:30 am	Session L
11:45 am - 12:45 pm	Session M



Join us for these special conference events!
Keynote Panel • Certification Q&A
Game Night • Editor's Roundtable
Graduate Program Open House

NEED HELP DURING CONFERENCE HOURS?

Email swcaconference@gmail.com or join the Compass Room via Zoom, which will serve as our help desk/lounge for conference participants.

HOW TO ACCESS CONFERENCE ZOOM SESSIONS

Here are some things to know about accessing conference sessions in Zoom:

- All sessions will take place in Zoom. **You do not need to have a personal Zoom account to attend Zoom sessions.** If you follow a session link, it should install the app for you if not already installed. If you have used Zoom in the past, but not recently, you should download and install the current version to ensure you can access the latest functionality. If you do want to create a free Zoom account, go to <https://zoom.us/>.
- **Conference sessions have been put into rooms with recurring links.** In other words, every time you attend a session in the Shark room, you will be entering the same Zoom room. If you attend two sessions in a row in the same room, you can simply stay in the same Zoom session.
- **Conference zoom sessions will not be recorded,** to maintain the privacy of conference participants. The one exception to this is that the keynote panel will be recorded for the purpose of producing a transcript afterwards.
- **If you ever are in need of help during conference hours,** you can always email swcaconference@gmail.com, or drop into the Compass Room (our help desk/lounge, a Zoom room where someone will be during all normal conference hours, starting 10 minutes before the first session of the day).
- **All links for Zoom sessions will be available on the “Clickable Conference Schedule”** on the SWCA website, but to access this Clickable Conference Schedule, conference participants will have to login to the SWCA site. (This is being done to help shield the Zoom links to conference sessions from public view.) The SWCA site login button is a small red or blue button (depending on whether you are on mobile or not) in the upper right corner of the page in the menu bar. Centers that have signed up for a discount group registration will be emailed a username/password that can be used by anyone at their center to login to the site.
- **Content connected to the Pre-Recorded/Live Q&A sessions is available online now.** (You will need to be logged in to the SWCA site to view the page.) Check it out and stop by one of the live sessions to talk with the creators.
- While most session links are not public knowledge, you are free to **share the link to the Graduate Program Open House on Friday, Feb 12, from 11:45am-12:45pm** with anyone. This session is open to anyone interested in talking to one of these schools about their MA or PhD programs: Nova Southeastern University, Florida, State University, Eastern Kentucky University, and the University of Central Florida. You can share the link to this session freely with all students in your departments, for instance.
- Our **conference rooms are named after the mascots of our four main conference sponsors** (Sharks = Nova Southeastern University, Colonels = Eastern Kentucky University, Renegades = Florida State University, and Pegasi = University of Central Florida). We appreciate their support.
- On our Clickable Conference Calendar, **every session will have an “Add to calendar” button** that allows you to easily send the details of any session you don't want to miss to your personal online calendar. (If using an online calendar like Google or Office/Outlook, you might want to log in to that service before clicking the link for that calendar from the «Add to calendar» dropdown.)

SWCA 2021 KEYNOTE PANEL

In lieu of the traditional keynote address, the 2021 SWCA virtual conference is featuring this keynote panel dedicated to elevating the voices, experiences, and practices of undergraduate and graduate tutors who identify as Black/African American. This panel will be moderated by Dr. Talisha Hatiwanger Morrison, who has worked with the panelists above to develop a list of questions that will frame their roundtable discussion, which will amplify voices often silenced yet most impacted by structural racism.

PANEL BIOS

Talisha Hatiwanger Morrison (she/her) is Director of the OU Writing Center and the Expository Writing Program at the University of Oklahoma, where she is also an Assistant Professor of Writing. Dr. Hatiwanger Morrison's work applies Black feminist and antiracist approaches to writing center and writing program administration, emphasizing the voices of Black women student consultants and other peer consultants to help shape writing center practice. Dr. Hatiwanger Morrison currently serves on the Framing Committee for the 2021 National Conference on Peer Tutoring in Writing (NCPTW). Her work has appeared in journals such as *Praxis: A Writing Center Journal* and *The Peer Review* and in the edited collection, *Out in the Center* (Denny et al.).



Chanara Andrews-Bickers is a graduate of Spelman College (B.A. English, 2019) with a concentration in Black Cultural Studies, and now a second-year doctoral student in the English Department at the University of Georgia. In the Writing Center, she serves as a consultant and Special Projects Coordinator. Chanara is interested in 20th- and 21st-century African Diasporic Literature and Culture, and has earned a graduate certificate in the Institute for African American Studies. Her research engages how Black writers use self-scrutiny and self-exploration in order to develop individual or collective ethics.



Adara Cox is a first-year graduate student in the Composition, Rhetoric, and Digital Media program at Nova Southeastern University. She attended Francis Marion University and earned her Bachelor's in English Liberal Arts with a minor in Education. Currently, she is researching how educators can incorporate progressive advocacy into their pedagogy by encouraging students to use their authentic voice to join discourse to spread more awareness on issues that they deem important of discussing such as social justice initiatives. After graduating from her Master's program, she intends to further her research in a PhD program that will lead her to a career as a scholar activist, Composition, and African American Literature professorship.



Genevieve Onyiuke-Kennedy (she/her) is a Georgia Tech alumna who graduated in Spring 2020. She worked at Georgia Tech's CommLab as the Lead Peer Consultant, and received the Undergraduate Peer Tutor of the Year award from the 2020 SWCA Conference. She is currently using her skills gained from her writing center experiences to organize civic engagement efforts in Atlanta.



Micah Williams is a junior-year Undergraduate Tutor at the UAB Writing Center. At UAB, he majors in English and Philosophy with a minor in African American Studies and plans to earn a Ph.D. in English Literature after graduation. Currently, his research analyzes Black criminality, State violence, and social protest in the Black Literary Tradition. His future research interests include how Black masculinity is observed by Black women authors as well as the significance of PoC representation in children's literature.

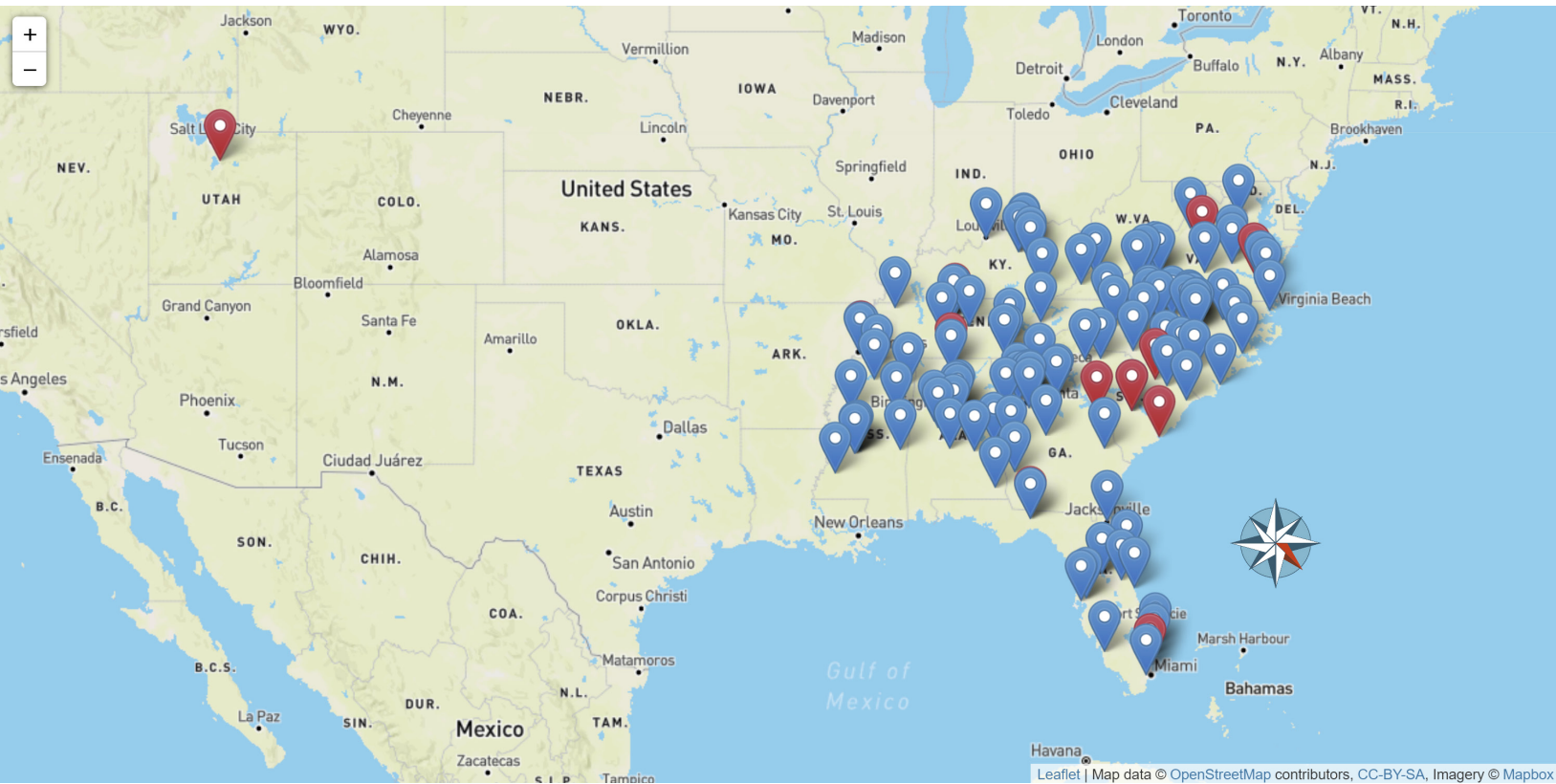


CONFERENCE MAP

Every conference program has a map, right? Typically, it's there to help you navigate an unfamiliar city, or to help you find the best local lunch spots, public transportation, and cultural attractions. This year, however, we're coming together online, with presenters logging in from around the world, from Alabama to Lebanon. So, while we may be sitting in our home or school offices, kitchens, study nooks, or stairwells to meet this year, we hope you remember how this conference is bringing us and our centers together from across the southeastern United States and the world.

If you visit the SWCA website, you can find an interactive map that links to SWCA-affiliated centers, as well as those that have gone through the process of C.A.R.E certification (you can see below that we have certified a center in Utah, for instance, in addition to several centers in the southeastern U.S.). If your center is missing from the map, or its information needs to be updated, let us know.

https://southeasternwritingcenter.wildapricot.org/swca_map



 = **SWCA-Affiliated Writing Center**

 = **C.A.R.E.-Certified Writing Center**

2020-2021 SWCA BOARD

President: Janine Morris (Nova Southeastern University)
Vice President: Brian McTague (Virginia Commonwealth University)
Immediate Past President: Graham Stowe (Canisius College)
Archivist: Rebecca Hallman Martini (University of Georgia)
Treasurer: April Sikorski (Brazosport College)
Incoming Treasurer: Brandy Blake (Georgia Institute of Technology)
Digital Content Developer: Eric Mason (Nova Southeastern University)
Outreach Coordinator: Lingshan Song (Mississippi College)

HBCU Representative: LaKela Atkinson (East Carolina University)
Secondary School Representative: Katherine Evans (Athens Academy)
Community College Representative: Laura Benton (Caldwell Community College & Technical Institute)
Graduate Student Representative: Brittney Bryom (Georgia State University)

Alabama State Representative: Matt Kemp (Auburn University, Montgomery)
Florida State Representative: Billie Jo Dunaway (Daytona State College)
Georgia State Representative: Duane Theobald (University of West Georgia)
Kentucky State Representative: Carrie Cook (Georgetown College)
Mississippi State Representative: Liz Egan (Millsaps College)
North Carolina State Representative: Meagan Mercer-Bourne (Wake Tech Community College)
South Carolina State Representative: Meredith Reynolds (Francis Marion University)
Tennessee State Representative: James Hamby (Middle Tennessee State University)
Virginia State Representative: Jenny Koster (Piedmont Virginia Community College)

Social Media Intern: Monique Cole (Nova Southeastern University)
Social Media Intern: Sabrina Louissaint (Nova Southeastern University)

At-Large Representative: Deidre Anne Evans Garriott (University of South Carolina)
At-Large Representative: Megan Minarich (Vanderbilt University)

SDC Co-Editor: Devon Ralston (Winthrop College)
SDC Co-Editor: Scott Pleasant (Coastal Carolina University)

SWCA CARE Co-Chair: Candis Bond (Augusta University)
SWCA CARE Co-Chair: Joy Bracewell (Georgia College & State University)
SWCA CARE Past-Chair: Rusty Carpenter (Eastern Kentucky University)

2020 Conference Chair: Jaclyn Wells (University of Alabama-Birmingham)
2022 Conference Chair: Clayann Gilliam Panetta (Christian Brothers University)



SWCA
Southeastern Writing Center Association

SWCA GRANT & AWARD WINNERS

Congratulations to the following winners of our 2021 SWCA Grant and Awards:

Christine Cozzens Research Grant & Initiative Program

Spring 2021 Recipient

Emma Catherine Perry & Christina Noelle Lee (University of Georgia)

“Between You and Me: Engaging Graduate Students in Conversations about Academic Writing”

Undergraduate Tutor Award

Eileen Bunch (Transylvania University)

Graduate Tutor Award

H. Bondurant (Duke University)

Monique Cole (Nova Southeastern University)

Professional Tutor Award

Jeff Howard and Kendra Slayton (Georgia Institute of Technology)

SWCA Achievement Award

Kirsten Benson (University of Tennessee, Knoxville)



SOUTHERN DISCOURSE IN THE CENTER A Journal of Multiliteracy and Innovation

Southern Discourse in the Center (SDC) is the official journal of the SWCA. Originally a newsletter, the journal has grown to include an extraordinary number of writing center scholars and professionals whose contributions continue to drive the field of teaching writing, writing center administration, and assessment.

Check out our [online archives](#), and feel free to send us queries, ideas, and proposals for submissions.

Please submit all questions to southerndiscoursejournal@gmail.com.

SWCA CONFERENCE PLANNING COMMITTEE

The 2021 SWCA conference was hosted by the SWCA executive board. As a truly collaborative endeavor, board members have generously volunteered their time and expertise to make this conference possible.

CFP COMMITTEE

Candis Bond (Augusta University)
Joy Bracewell (Georgia College & State University)
Deidre Anne Evans Garriott
(University of South Carolina)
Brian McTague (Virginia Commonwealth University)
Janine Morris (Nova Southeastern University)
Clayann Gilliam Panetta
(Christian Brothers University)
Scott Pleasant (Coastal Carolina University)
Duane Theobald (University of West Georgia)

PROPOSAL REVIEW COMMITTEE

Chair: Duane Theobald (University of West Georgia)
LaKela Atkinson (East Carolina University)
Candis Bond (Augusta University)
Joy Bracewell (Georgia College & State University)
Billie Dunaway (Daytona State College)
Deidre Anne Evans Garriott
(University of South Carolina)
James Hamby (Middle Tennessee State University)
Jenny Koster (Piedmont Virginia Community College)
Scott Pleasant (Coastal Carolina University)
Devon Ralston (Winthrop College)
Meredith Reynolds (Francis Marion University)
Lingshan Song (Mississippi College)

KEYNOTE PANEL COMMITTEE

LaKela Atkinson (East Carolina University)
Deidre Anne Evans Garriott (University of South Carolina)
Duane Theobald (University of West Georgia)

KEYNOTE PANEL REVIEW COMMITTEE

LaKela Atkinson (East Carolina University)
Laura Benton (Caldwell Community College & Technical Institute)
Deidre Anne Evans Garriott (University of South Carolina)
Megan Mercer-Bourne (Wake Tech Community College)
Rebecca Hallman Martini (University of Georgia)
Duane Theobald (University of West Georgia)

WEBSITE/PROGRAM/LOGO DESIGN

Eric Mason (Nova Southeastern University)

SCHEDULE & LOGISTICS

Mario D'Agostino (Nova Southeastern University)
Eric Mason (Nova Southeastern University)
Janine Morris (Nova Southeastern University)
Duane Theobald (University of West Georgia)

REGISTRATION & PARTICIPANT LIAISON

Brandy Blake (Georgia Institute of Technology)
Rebecca Hallman Martini (University of Georgia)
Brian McTague (Virginia Commonwealth University)
Eric Mason (Nova Southeastern University)
Janine Morris (Nova Southeastern University)
April Sikorski (Brazosport College)
Duane Theobald (University of West Georgia)

SOCIAL MEDIA

Monique Cole (Nova Southeastern University)
Sabrina Louissaint (Nova Southeastern University)

Thank you to all of the above as well as those who are volunteering as session moderators during the conference to help manage hosting Zoom sessions.

Thanks also to faculty and graduate students from Nova Southeastern University's Composition, Rhetoric, and Digital Media Master's Program, the NSU Writing and Communication Center, and NSU logistical staff for their assistance throughout the conference.

TRAUMA and TRANSFORMATION



WRITING CENTERS
in an ERA of CHANGE

SWCA 2021
VIRTUAL
CONFERENCE

THANK YOU TO OUR 2021 CONFERENCE SPONSORS

NSU
Florida

NOVA SOUTHEASTERN
UNIVERSITY

Nova Southeastern University



Florida State University



Eastern Kentucky University



University of Alabama at
Birmingham



University of Central Florida

WLN: A JOURNAL OF WRITING CENTER SCHOLARSHIP

THE WRITING CENTER JOURNAL

RHETMAP.ORG

INFORMATION FOR PRESENTERS









Here is some information about your Zoom presentation:

- All sessions will take place in Zoom. The rooms are named, the links will stay the same for that room throughout the conference, and you can use the “add to calendar” button to add your session to your online calendar to get reminders and have the link handy.
- Please arrive 10 minutes early to your session in the designated room to make sure that you are in the right place, and all technology is working.
- There will be a volunteer at the start of each session that can assign one or more people in your group to be hosts of the session, which will provide you control over things such as the whiteboard, screen sharing, breakout rooms, chat, and so on. In some cases, this volunteer may be staying the whole session to help (typical for panels made up of three unrelated individuals). In other cases, the volunteer will appear just to ensure that someone in your group is set as host and that you have no issues.
- Participants should have full access to turning on their audio and video, to chat, and to using reactions such as raising hands. As host, you can always mute people manually as well.
- There is a help desk/lounge called the Compass Room via Zoom that you can drop in at any time during normal conference hours. If, for instance, you’d like to test out host functionality before your session, go there and ask the host to set you as a host of the meeting so you can familiarize yourself with the controls. If you don’t already have one, you can always create a free Zoom account to practice in instead.
- If you provided pre-recorded content, your presentation is accessible online to conference participants. You have also been scheduled in a 30-minute Q&A session where conference participants can come to chat with you about your work.
- If there is any specific functionality you need, or questions you have, please reach out to us swcaconference@gmail.com.



A GUIDE TO SESSION TYPES

If you browse the daily schedule in this program or online, you will find session icons and colors that identify the presentation type.

	Yellow identifies a special event or featured session organized by the SWCA.
	Purple identifies a session proposed and organized by conference participants.
	This icon identifies a special event organized by the SWCA that is scheduled to not conflict with any other conference event.
	This icon identifies a "Panel Presentation" made up of multiple individuals presenting their work.
	This icon identifies a "Roundtable" discussion among various presenters in a more conversational format.
	This icon identifies an interactive "Workshop" designed to allow conference participants to engage with the presentation content during the session.
	This icon identifies a "Live Q&A" Session where you can talk to the creators of "Pre-Recorded Content" that conference attendees can access before the session.
	This icon identifies a session that includes a presenter who is one of this year's SWCA award winners.



Graduate Program Open House, Friday, 11:45am-12:45

 &  &  & 

we need to pay attention to both writing and audio as well as other composing modalities

Drop in and learn what these graduate programs have to offer!

CONFERENCE SCHEDULE - THURSDAY, FEBRUARY 11

Featured Session, Shark Room, Thursday, 11:30am-12:00pm

Opening Remarks and Awards Presentation

Janine Morris, SWCA President

Come join us as we kickoff the conference and recognize award recipients.

Featured Session, Shark Room, Thursday, 12:00-1:15pm

Keynote Panel

Moderator: Talisha Hattiwanger Morrison (University of Oklahoma)

*Panelists: Adara Cox (Nova Southeastern University), Chanara Andrews-Bickers (University of Georgia), Genevieve Ony-
inuke-Kennedy (Georgia Institute of Technology), Micah Williams (University of Alabama-Birmingham)*

In lieu of the traditional keynote address, the 2021 SWCA virtual conference is featuring this keynote panel dedicated to elevating the voices, experiences, and practices of undergraduate and graduate tutors who identify as Black/African American. This panel will be moderated by Dr. Talisha Hattiwanger Morrison, who has worked with the panelists above to develop a list of questions that will frame their roundtable discussion, which will amplify voices often silenced yet most impacted by structural racism.

SESSION A, THURSDAY 1:30-2:30PM

Session A1, Panel Presentation, Shark Room, Thursday, 1:30-2:30pm

Transforming First-year Composition Course-Embedded Consultant Programs to Meet the Demands of Remote Learning and Consulting

Kevin Dvorak (Nova Southeastern University), Nikki Chasteen (Nova Southeastern University), Danielle Pierce (Nova Southeastern University), Russell Carpenter (Eastern Kentucky University), Clint Stivers (Eastern Kentucky University), Chaise Robinson (Eastern Kentucky University), Jonathon Collins (Eastern Kentucky University)

This panel will explore how two SWCA-based writing centers have transformed their first-year composition-focused consultant programs to meet the needs of their students and consultants, who have largely transitioned to remote learning and consulting during the pandemic.

Session A2, Panel Presentation, Renegade Room, Thursday, 1:30-2:30pm

Equity, Access, and Success: Writing Center Support for Neurodivergent Students

Sarah Johnson & Hannah Carter (Silverdale Baptist Academy)

Our private K-12 school has a large percentage of high-need students because of our intentional neurodivergent programming. With the current hybrid learning environment, both instructors and students benefit from additional support from our Writing Center as we seek to demystify the genre of the writing assignment guide and rubric by breaking down the writing process for each project into manageable tasks. This support alleviates some of the potential burden of the writing process from instructors and helps our neurodivergent students be more comfortable with assignment expectations during a time of elevated stress.

Community Connections: Engaging with other Writing Centers

Sydney Hamrick, Lori Jacobson (College of William & Mary)

What can writing centers gain from engaging with the greater writing center community? How can we connect with other centers outside of conferences? Last year, the William & Mary Writing Resources Center created a Community Connections team to engage in conversations with other writing centers through conferences, coffee & conversation chats, school visits, and personal correspondence. Come hear about what our center has gained from this team from Director Lori Jacobson and Student Administrator Sydney Hamrick.

Busy Beavers or Cogs in the Wheel: Toward a Theory of Placemaking for Writing Center Professionals

Candis Bond (Augusta University)

This presentation will serve as a preliminary inquiry into the placemaking strategies of WCPs. Drawing from theories of space and place in cultural and social geography, Heidegger's concept of dwelling/Dasein, and feminist theories of embodiment and rhetorical engagement, I attempt to theorize ways WCPs make a place for themselves at their institutions and within the wider landscape of academe, with an emphasis on narratives of hope WCPs craft through their intentional practices of dwelling and being in the academic world.

Session A3, Roundtable, Pegasus Room, Thursday, 1:30-2:30pm

Introducing the Online Writing Centers Association: A Roundtable Discussion

Sarah Prince (Walden University), Jenelle Dembsey (Northcentral University), Elle Tyson (Old Dominion University), Beth Nastachowski (Walden University), Anna Shapland (Central Michigan University) and Megan Boeshart (Old Dominion University)

This roundtable discussion is for both novice and veteran online writing center professionals who are currently conducting online writing tutoring as part of a partially or fully online writing center (OWC). In our discussion, we will first introduce the Online Writing Centers Association, detailing the ways this association is working to build community and support both long-term and permanent OWC work. Next, attendees will engage with a series of guided questions to discuss their current OWC needs, including technology platforms, scheduling systems, student engagement, tutor/staff training, funding, accessibility, unique institutional/student contexts, and the possibility for future research and best practices.

Session A4, Pre-Recorded/Live Q&A, Colonel Room, Thursday, 1:30-2:00pm

NOTE: This session is a live Q&A that occurs in the first 30 minutes of the 1:30-2:30 time slot.

The Literacy Narrative as a Tool for Reflective Practice

Jeffrey Howard, Hannah Lachmayr, Sophia Tone, Rocio Soto, Emily Nguyen (Georgia Institute of Technology)

Don DeLillo has described writing as “a concentrated form of thinking.” As a result, writing can assist us in our reflective practice by helping to see what we know and then revise what we think. One of the many functions of the writing center should be fostering consultants’ ability to examine and reflect on what they know, whether it be writing center theory or methods or their own observations and experiences with learning, language, and literacy. Composing literacy narratives allows writing center staff to practice reflection and connect their experiences and ideas with the important work of the center.

Building Connections in the Online Era: Developing a Social Media Strategy Based on Inclusion and Technology

Monique Cole, Meredith Sharp, Anthony Laboriel, Michael Lynn, Sabrina Louissaint (Nova Southeastern University)

As a social media team for the NSU WCC, we are representatives of the university and want to make students feel comfortable and aware of our services. “A center’s social media team can begin engaging students—and shaping their perceptions of the center as a professional, student-centered environment even before they visit to work with consultants” (Morris et al., 2019, p. 106). With the effects of transitioning fully online, our presentation focuses on how writing centers can utilize their platforms to build a more supportive and welcoming environment for students through creating inclusive content and utilizing technology.

The Unique Complexities of Privilege: Conversations and Responsibilities within Higher Education

Jamie Montgomery, Savannah Johnson, Jerithza Quinteros Perez (Daytona State College Writing Center)

This presentation is a collaborative approach to diversity and privilege in higher education by people with vary-

ing diversity, privileges, and experiences. Privilege must be addressed in order to create a community of understanding and empowerment. We hope to encourage solutions towards promoting diversity which will leave you with definitive and positive actions you can take within your own spaces.

SESSION B, THURSDAY, 2:45-3:45PM

Session B1, Panel Presentation, Shark Room, Thursday, 2:45-3:45pm

Transforming STEM-focused Course-Embedded Consultant Programs to Meet the Demands of Remote Learning and Consulting

Kevin Dvorak (Nova Southeastern University), Nikki Chasteen (Nova Southeastern University), Melissa Vaz-Ayes (Nova Southeastern University), Russell Carpenter (Eastern Kentucky University), Clint Stivers (Eastern Kentucky University)

This panel will explore how two SWCA-based writing centers have transformed their STEM-focused course-embedded consultant programs to meet the needs of their students and consultants, who have largely transitioned to remote learning and consulting during the pandemic.

Session B2, Panel Presentation, Renegade Room, Thursday, 2:45-3:45pm

Explorations of Trauma-Informed Writing Centers: Practicing and Fostering Compassion in the Writing Center

Deidre Anne Evans Garriott (she/her), Christina Xan (she/her), and Jake Smith (they/them) (University of South Carolina, Columbia)

The pandemic and online tutoring modalities have renewed attention to compassionate pedagogies. This panel offers strategies for practicing compassion in tutoring, communication, and administration. Two tutors and a WCA will examine the ways they have taken an anti-capitalist, social justice approach to creating daily practices of compassion in their writing center. The panelists will draw from personal experience and social justice, trauma-informed scholarship to explain their practices and their effects in their center. Panelists' goals are to offer examples to empower tutors and administrators to find opportunities to transform trauma into radical compassion.

Session B3, Roundtable, Pegasus Room, Thursday, 2:45-3:45pm

Emotions and Affect in Tutoring Interactions

Elise Dixon (University of North Carolina at Pembroke), Rachel Robinson (Michigan State University), Lauren Brentnell (University of Northern Colorado), Steven J. Corbett (Texas A&M University - Kingsville), Anna Rita Napoleone (University of Massachusetts Amherst), Luke Iantorno (Texas Tech University), Kelly Concannon (Nova Southeastern University), Janine Morris (Nova Southeastern University)

This synchronous roundtable examines the ways that emotions and affect are implicated in tutoring interactions and tutor training. Roundtable participants, who are contributors to a forthcoming edited collection on emotions and affect in writing centers, will discuss crying, feminist listening, imposter syndrome, and discomfort involved in writing center work.

Session B4, Roundtable, Colonel Room, Thursday, 2:45-3:45pm

Staying Sane While Remote-Managing a Writing Center during a Pandemic:
A Roundtable Discussion

Ginger Stelle (Asbury Theological Seminary)

Since the start of the COVID-19 pandemic, many of us have had to adapt to wildly different working conditions and the increased emotional labor that comes with those new conditions. This "Synchronous Coffee Hour Roundtable" is a time to collaborate, brainstorm solutions, share strategies that have or have not worked for us,



FLORIDA STATE UNIVERSITY RHETORIC & COMPOSITION

GRADUATE PROGRAM

M.A. in Rhetoric and Composition

Ph.D. in English with a specialization in Rhetoric and Composition

PROGRAM VALUES



Collaboration

Work with faculty and other graduate students on publications, presentations, and archives.



Diversity

Engage with feminisms, critical race theory, disability studies, and multiple ways of knowing and learning.



Professional Development

Create conference presentations and job materials; participate in speaker series, manuscript writing, and reading groups.



Innovation

Opportunities for new media work with the Digital Studios, Museum of Everyday Writing, and FSU Postcard Archive.

FULLY FUNDED ASSISTANTSHIPS

Administrative Positions

- Reading/Writing Center Assistant Director
- Digital Studio Coordinators
- Computer Writing Classroom Coordinator
- R/C Graduate Program Assistant
- College Composition Program Assistants

RWC-DS Consultant Positions

- Reading/Writing Center
- Digital Studios

Teaching Opportunities

College Composition Program (MA and PhD)

- First-Year Composition
- Sophomore Composition (Required Course)

Editing Writing, and Media Major (PhDs)

- Writing and Editing in Print and Online
- Rhetorical Theory
- Advanced Writing and Editing
- Peer Tutoring in the RWC-DS

Mentor Positions

- College Composition Peer Mentor
- Museum of Everyday Writing Intern Mentor

CONNECT WITH US   

english-rhetcomp@fsu.edu

[Rhetoric & Composition Program](#)

[Reading-Writing Center & Digital Studios](#)

and support and encourage one another through this challenging time. This session will focus on the emotional aspect of managing a writing center during a pandemic - establishing new routines, balancing work and family, setting (and enforcing) healthy boundaries for ourselves and our employees, etc.



Session B5, Roundtable, SWCA Room, Thursday, 2:45-3:45pm

Get it Published: A Conversation with Journal Editors

Scott Pleasant (Coastal Carolina University), Devon Ralston (Winthrop University), Nikki Caswell (Eastern Carolina University), Eliana Schonberg (Duke), Ted Roggenbuck (Bloomsburg University), Karen Johnson (Shippensburg University), Julianne Newmark (University of New Mexico), Eric Mason (Nova Southeastern University)

Drop into this Q&A session to speak with editors from Southern Discourse in the Center, The Peer Review, The Writing Center Journal, WLN: A Journal of Writing Center Scholarship, and Xchanges about any part of the publishing process.

SESSION C, THURSDAY, 4:00-5:00PM



Session C1, Panel Presentation, Shark Room, Thursday, 4:00-5:00pm

Course-Embedded Peer Writing Support in a Time of Crisis

Scott Whiddon, Joanna Rosenberger, Taylor Kielman, Nyah Mattison (Transylvania University)

This presentation documents how a small-liberal arts college employed course-embedded peer tutoring to support first-year students in introductory writing courses. Grounded in writing center/course partnership scholarship and best practices, this program not only helped ease new students into academic writing but also aided in stress-management during the ongoing pandemic.



Session C2, Workshop, Renegade Room, Thursday, 4:00-5:00pm

Developing a Social Media Campaign Workshop: Bringing a Heightened Sense of Consistency and Engagement to your Center's Social Media

Monique Cole & Sabrina Louissaint, Nova Southeastern University

Social media, according to Kim (2016), can “foster two-way relationships in an unscripted environment,” that can “truly ignite their social communities.” Facilitators will begin this interactive workshop by describing their experience of developing the SWCA 2020 social media campaign. They will then lead participants through activities aimed at developing a consistent branding, integrating a cohesive social media strategy, and building community. Additionally, they will introduce attendees to different resources they can use when creating social media content for their center. Interested members and students can also learn about the SWCA social media internship.



Session C3, Roundtable, Pegasus Room, Thursday, 4:00-5:00pm

Emotions and Affect in Writing Center Administration: A Roundtable on the Emotional Dimensions of Administrative Work

Janine Morris & Kelly Concannon (Nova Southeastern University), Erica Cirillo-McCarthy (Middle Tennessee State University), Kelin Hull (Indiana University-Purdue University Indianapolis), Elizabeth Leahy (University of Tennessee-Chattanooga), Genie Giaimo (Middlebury College), Marilee Brooks-Gilles (Indiana University-Purdue University Indianapolis), Kristi Costello (Old Dominion University), Tabatha Simpson-Farrow (Arkansas State University)

This synchronous roundtable examines the ways that emotions and affect appear in writing center administration. Roundtable participants are contributors to a forthcoming edited collection focusing on emotions and affect in writing center work and will be speaking to their experiences with emotions and affect as administrators across a number of contexts.

Session C4, Pre-Recorded/Live Q&A, Colonel Room, Thursday, 4:00-5:00pm

NOTE: This 1-hour session is broken into two 30-minute Q&A sessions with authors of pre-recorded content.

First Half of Session: 4:00-4:30pm**Negotiating Online Writing Center Visits: From Unfocused to Focused Visits**

Mohamed Yaacoub (Florida International University)

In this presentation, and as a new writing instructor, I share my own story of changing my first year composition course in the middle of the semester to an online modality because of the COVID-19 Pandemic. I will also share the sources I relied on for support. Finally, I will share how the self-learning strategy helped me during this pandemic. By sharing my own anecdote, I am empowering myself and inspiring others.

Peer Tutoring in the Age of COVID-19

Naya Quintana (Florida International University)

As we are all aware, the current COVID-19 pandemic has severely altered life as we once knew it. In our presentation, we will be focusing on COVID-19's impacts on peer tutoring in the writing center. We will be examining the challenges writing centers have faced across the country, including: marketing, tutee turnout, and converting from physical settings to fully online platforms. Additionally, we will also analyze the mental and emotional consequences of the pandemic on tutors in the writing center.

Freeing Freewriting for Online Sessions: Re-examining One of Our Foundational Practices

Kaylee Klosson (Augusta University)

Pre-pandemic, many writing consultants were trained to conduct primarily in-person consultations. While traumatic, the COVID-era provides writing centers a chance to revise existing practices so they meet the needs of online students. One tool that can be reworked for online consulting is freewriting. This presentation reviews the literature on freewriting and analyzes synchronous online chat transcripts in order to show ways freewriting can be transformed into an effective tool for online consulting while still promoting a collaborative environment.

Second Half of Session: 4:30-5:00pm**Virtual Graduate Writing Group Programs: Evolvment, Retention, and Best Practices**

Adrian R. Salgado (Florida International University)

This presentation will focus on the evolution of one graduate writing group program. The transition of these various writing group program phases will be discussed, in addition to providing best practices when implementing these programs at writing centers. The discussion will also include background on the formation of these programs. By tracking the progress of these writing group programs, writing centers will gain an understanding of how they can allow graduate students the freedom to engage in an environment where they are motivated to write and generate goals, which are relevant to the number of years for completion in their graduate programs.

Transforming Connectivity: A GTA Assistant Director's Perspective

Allie Sockwell Johnston (University of Tennessee)

This presentation features a graduate student's experience of serving as their writing center's Assistant Director and navigating ways to provide connection through an otherwise isolating time for many tutors and students. This presentation will walk through the highs and lows of the shift to develop more connections, from weekly meetings with undergraduate tutors, partnerships with on-campus organizations, and a heavy dose of transparency.

Responding to the Moment: Collaborative Research on Writing Instruction and Support During the Pandemic

Leah Bowshier (University of Arizona)

In January of 2020, the UArizona Writing Center partnered with other writing-focused campus groups to plan a university-wide instructor survey. The shift to completely online instruction in March led our team to add questions directly addressing how the pandemic has impacted writing instruction and what writing support resources are needed. Over 390 responses provide instructor reflections on drastically different experiences with their spring and early summer courses and programmatic information regarding support resources pertinent to our WC. Session attendees will hear about initial survey data and what it looks like to conduct a collaborative research project during the pandemic.

SESSION D, THURSDAY, 5:15-6:15PM

Session D1, Panel Presentation, Shark Room, Thursday, 5:15-6:15pm

Expand-emic: How we Grew our Consultation Services During a Global Pandemic

Bevin Choban, Stephanie Davis-Kahl, Deborah Halperin, Anna Scanlon (Illinois Wesleyan University)

This panel will take participants through some of the methods we used to expand our students' tutoring and consultation options during COVID-19, with a focus on how we've grown our program and offerings. In particular, we'll offer tips about online workshops, streamlining campus tutoring and consultation services, and recognizing the needs of our students to help them achieve success in the age of a global pandemic where human interaction is otherwise limited.

Session D2, Roundtable, Renegade Room, Thursday, 5:15-6:15pm

Maintaining an Ethical Compass Amid the Pandemic Pivot

Karen Head (Georgia Institute of Technology) & Russell Carpenter (Eastern Kentucky University)

While there will no doubt be many useful presentations at this year's conference about the practical issues of pivoting writing center work online, this roundtable will explore the ethical concerns about asking staff to return to campus while the risk of infection remains strong. The presenters have both been part of university-wide task forces charged with considering "academic restart" and developing institutional resources during the pandemic, and they will guide the discussion and offer strategies for communicating center needs in ways that also protect center staff while continuing to provide clients with the assistance they need.

Session D3, Panel Presentation, Pegasus Room, Thursday, 5:15-6:15pm

Reflections and (Re)Visions: Our Past and Our Future in Names and Narratives

Chelsea Murdock, Eric Hamilton (Clemson University)

This presentation will tell the story of the Clemson Writing Center/Lab as it sought its history, made transitions, and currently reimagines itself, launching new initiatives at a moment of transformational kairos. Audience members will be given questions to consider when engaging with their reflection and imaginings in their own contexts.

Writing Centers, Enclaves, and Creating Spaces of Change within Universities

Bronwyn Williams (University of Louisville)

Writing centers are often institutionally vulnerable organizations with values and approaches that may run counter to those of the larger college or university. I use the concept of "enclaves of different practice" to discuss how writing centers can draw on their pedagogical and participatory values and practices to work as spaces of institutional change in universities. I will offer examples of using enclaves of different practice as a theory and disposition to help frame and reflect on the decisions we make with the intent of fostering a different vision and a different institutional presence.

Heterotopic Spaces: The Writing Center and the Protest Library

Amber Manning (Duke University)

This paper attempts to read the academic writing center as a heterotopic space, one that resists and reflects the university and the broader society. I examine the ways in which collaborative writing efforts—particularly in the present virtual mode—can unsettle hierarchies, expectations, and even writing conventions. Then, the paper will move on to consider the effect of placing the writing center in Michel Foucault’s theoretical category; it will contemplate how the writing center’s relationship to academia could shift if it we read it along other resistant spaces, like the protest library.



Session D4, Roundtable, Colonel Room, Thursday, 5:15-6:15pm

The Social Aspect: A Unique Value of Tutoring in Quarantine

Alexandra Johnson & Sydney Hamrick (College of William & Mary)

People need various levels of social interaction, including close relationships as well as casual social ties. As quarantine and online education continue to limit opportunities for casual social interactions, writing centers can fill this need. This roundtable discussion addresses the value of these social interactions, as well as the necessity for making these relationships available to all students, both tutors and tutees. Attendees will have an opportunity to share their own personal experiences, as well as learn about strategies for equitable interaction and how to promote the social component of their center.



Session D5, Roundtable, SWCA Room, Thursday, 5:15-6:15pm

SWCA Conference Hosting Q&A

Brian McTague (Virginia Commonwealth University), Janine Morris, Eric Mason (Nova Southeastern University)

Interested in hosting an SWCA conference? Drop in to ask questions and get information from current SWCA board members about hosting a future SWCA conference. Come talk to individuals who have co-hosted virtual and/or in-person SWCA conferences and can explain the process, resources, and expectations for host institutions.



Featured Session, SWCA Game Night, Thursday, 8:00pm

SWCA Game Night, online via Discord, Thursday, 8:00pm

Hosted by Nova Southeastern University (Davie, Florida), and their M.A. in Composition, Rhetoric, and Digital Media program

All are welcome to join us for a night of casual games and socializing on the online platform Discord. [Join our server](#) and see instructions on the SWCA website for further information.

SWCA Game Night - Thursday, 8pm via Discord

DCMA + U + Discord = 😊

Hosted by Nova Southeastern University

**A STATE-OF-THE
ART FACILITY**

**A WORLD-CLASS
FACILITY**

**A VIBRANT
URBAN CULTURE**



EARN YOUR M.A. AT UAB!

uab.edu/english
Director, Dr. Rebecca Bach
rbach@uab.edu

CONFERENCE SCHEDULE - FRIDAY, FEBRUARY 12

SESSION E, FRIDAY, 8:00-9:00AM

Session E1, Workshop, Shark Room, Friday, 8:00-9:00am

Writing—and Talk About Writing—as a Way through Trauma in Beirut, and Beyond

Todd Hunter Campbell and Tamara Sleiman (American University of Beirut)

With transgenerational trauma hovering over a collapsed economy and crushed national spirit, Lebanon—post-Beirut port blast and mid-pandemic—is in crisis. In this interactive workshop, we will share ways our Writing Center at the American University of Beirut has responded to the collective need to move through trauma new and old by turning talk about writing, and writing itself, toward healing. We will also guide participants through one of those—our online writing session on “Loss,” grounded in David Kessler’s (Finding Meaning: The Sixth Stage Of Grief) suggestions for working with grief, and Natalie Goldberg’s foundational tenets for writing practice.

**Session E2, Panel Presentation, Renegade Room, Friday, 8:00-9:00am****Writers Without Borders***Rebecca Melaku (Duke University)*

A translingual approach to writing center pedagogy can transform the realm of academic writing to make it more inclusive of non-native English speakers. In this sense, translingualism is defined as operating between different languages to negotiate meaning. With this approach, L2 learners can confidently navigate the complexities of academic language in the context of an ever-evolving cultural landscape. Translingualism in the writing process is ultimately more than just breaking free of the monolingualistic writing culture in academia; it's about helping writers believe in the novelty of their experiences and the validity of their perspectives. For this reason, I will propose a framework for implementing translingualism in writing consultations and in the classroom and discuss the compelling merits of such an approach in light of today's increasingly globalized world.

Unspoken Tutoring: Exploring Nonverbal Communication Strategies for Online Tutoring*Elizabeth Marie Gonzalez (Florida International University)*

Nonverbal communication is a vital component of a tutoring session. Through the unspoken communication techniques such as eye contact, smiling, and gestures, tutors are able to have a successful session with their tutee. This research paper focuses on the transition and adaptation of nonverbal communication.

Leveraging an Adaptive Leadership Framework in Writing Centers During Times of Crisis and Change*Keri Carter (Middle Tennessee State University)*

Over the past year, writing center leaders have had to embolden our tutors to confront tough problems and learn new tutoring methods. While the pandemic may be one of the biggest challenges we have faced, it won't be our last. This presentation, therefore, will focus on Heifetz's (1994) seminal work on adaptive leadership. First, I will define adaptive leadership and challenges. Next, I will describe six necessary adaptive leader behaviors and discuss examples of writing center leadership during the pandemic. Finally, I will share strengths of adaptive leadership and explain how it can be applied to future challenges.

**Session E3, Panel Presentation, Pegasus Room, Friday, 8:00-9:00am****Minding the Gap: How Students of Racial Minorities Perceive the Writing Center***Bethany Stanley (Augusta University)*

This presentation will focus on the planning stages of an empirical study on why students who are racial minorities at primarily white institutions (PWIs) do or do not use the writing centers. Although this will be a pilot study at Augusta University, this study has implications for the wider writing center community. Conducting research in this area is vital to the field because it will provide a framework for better representation for racial minority groups. Using the works of writing center scholars, my study recognizes this gap that exists in the literature on the topics of space, welcome, and writing center history.

Lessons Learned: Continuing Intersectional Accessibility in the Writing Center*Alexandra Johnson & Rebecca Wagner (College of William & Mary)*

Technological adaptations motivated by COVID-19 have altered the way writing centers operate. In the post-pandemic period, what can we learn from COVID-19 about promoting accessibility and making our centers more inclusive? In this presentation, we will explore how services developed during the pandemic might continue to benefit students by removing potential barriers to access exacerbated by race, socioeconomic status, disability, and proximity to campus resources. Attendees will learn how to apply lessons learned from the pandemic in order to promote intersectional accessibility in their centers.

Transforming Writing Centers: Continual Dialogue on Diversity Training

Adara Cox (Nova Southeastern University)

Focusing on diversity training in writing centers, research from Maria Ozias and Beth Godbee's article "Organizing for Anti-racism in Writing Centers" encourages healthy dialogue among leadership, staff, and tutors using Saul Alinsky's 'dialectic approach' as the first step in organizing diversity training to better serve minority students. Dialogue provides leadership and staff an opportunity to hear tutors share both their personal connection to diversity and experiences tutoring minority students. The continual discussion will lead writing centers to organize mandatory diversity training that benefits writing center teams and students served.



Session E4, Panel Presentation, Colonel Room, Friday, 8:00-9:00am

Feminist Mentoring as Response and Capacity Building

Aaron Beasley (Union University) & Jennifer Smith Daniel (Queens University of Charlotte)

In this presentation, a former mentor/mentee pairing from IWCA's Mentor Match Program explores how vital an established mentoring relationship is for writing center professionals (WCP). Using Cheryl Glenn's theory of feminist mentoring, and pivoting from McBride and Rentscher's recent review of mentoring practices in the writing center context, our presentation aims to highlight feminist mentoring as a sustainable model for WCPs to seek out and commit to that creates capacity building to flex in extraordinary times.

Diversity Through Student Leadership Positions

James Hamby (Middle Tennessee State University)

Creating numerous leadership positions with different goals allows for a wider diversity within writing center leadership. Positions may include mentoring, leading staff meetings, editing publications, leading workshops, and community-building. Multiple positions such as these will create opportunities for a greater number of tutors and will subvert the monopoly of power that administrators often have over tutors.



Session E5, Panel Presentation, SWCA Room, Friday, 8:00-9:00am

Woulda, Coulda, Shoulda: Director and Consultant Reflections on the Pivot to Online Tutoring

Nicole Emmelhainz, Alex Nyikos, Lauren Reece, Peter Behrend (Christopher Newport University)

Before the pandemic, the small liberal arts college our Writing Center is embedded in didn't offer online classes. Consequently, our Writing Center didn't offer any online appointments. But in March 2020, our institution made a quick transition to online learning. The Writing Center followed suit. This move completely transformed the Writing Center as our students knew it. This panel presentation will include discussion by the Writing Center Director and consultants about how both the Center's daily operation changed, as well as how the training course was redesigned to accommodate the new learning needs of the staff.

SESSION F, FRIDAY, 9:15-10:15AM



Session F1, Roundtable, Shark Room, Friday, 9:15-10:15am

"What Do You Do When Someone Brings Their Kid?": A Roundtable on Supporting Student Parents in the Writing Center

Jaclyn Wells, Dena Pruett, Elizabeth Skinner, Catherine Yu Tiamco (University of Alabama-Birmingham)

This roundtable continues a vigorous WCenter discussion about children in writing center consultations. The moderators, all parents of small children, will raise three major questions for attendees: What should be done when a student brings a child to the physical or virtual writing center, how should the director and tutors handle the situation should the child become disruptive, and should writing centers have in place specific policies about children? The conversation will be grounded in deep empathy for student parents, particularly during the pandemic, but will also acknowledge realities like liability concerns and unpaid tutor labor.

**Session F2, Workshop, Renegade Room, Friday, 9:15-10:15am****Training the Writing Center Consultant: Feedback for the ELL Writer***Robert Griffin, Karen Head, Caitlyn Kelly, Kendra Slayton (Georgia Institute of Technology)*

This workshop will provide a training module for writing center directors and consultants-in-training who work with ELLs in their campus support units. The specific focus of the session will be to analyze feedback provided by consultants for their non-native English speaking clients, present questionnaires to help both reflect on their preferred feedback and promote greater alignment between the expectations of consultants and clients.

**Session F3, Panel Presentation, Pegasus Room, Friday, 9:15-10:15am****Writing Center Internships During COVID-19: Transforming Our Campus Role***Chet Breaux (Athens State University)*

Internships have a history in English departments, professional writing programs, and writing centers, and scholars in each of these fields have provided accounts of the effectiveness of these programs. An area that has yet to be addressed in this thread of scholarship is offering internships slots in these programs to students outside of English. This gap in scholarship is more urgent with the onset of the Coronavirus pandemic as many organizations halt internship programs due to increased safety and work from home protocols. In this presentation, I outline a successful internship program piloted in The Athens State University Writing Center that was run as a collaborative effort with the university's art program.

Discursive Practices in Recurring Asynchronous Consultations: Implications for Peer Tutoring*Olalekan T Adepoju (University of Louisville)*

The transition of writing centers to online tutoring in 2020 for synchronous and asynchronous consultations has been extolled as a notable step in response to the constraint of the global pandemic. While some studies have critiqued asynchronous tutoring for its inability to promote conversation or realize the writing center lore, others have observed the low-hanging fruit in rethinking asynchronous tutoring as a conversational space for effectively valuing and supporting writers. This proposal seeks to expound the discursive strategies that tutors can utilize during recurring asynchronous consultations to engender mutually-adjusted and context-driven interactions meaningful to writers' development.

Fake News and Questionable Sources: Information Literacy Instruction in the Writing Center*Lori Jacobson (College of William & Mary)*

Because writing center tutors regularly engage with students one-on-one around evidence-based writing, they are uniquely positioned to reinforce the information literacy instruction provided by librarians. Such enhancement of an institution's information literacy goals seems particularly pertinent amid growing concerns about the proliferation of fake news and mis/disinformation that can mislead novice researchers. This presentation focuses on practical information to improve tutor training about information literacy. Participants will learn concepts about human cognition that explain why novice researchers use problematic sources and will discover a range of strategies tutors can use to incorporate information literacy into their one-on-one instruction.

**Session F4, Roundtable, Colonel Room, Friday, 9:15-10:15am****Teaching Peer Tutoring Classes for a Newly Remote Writing Center and Digital Studio***Kamila Albert and Amory Orchard (Florida State University)*

This roundtable discussion considers how transitions to remote learning have influenced credit-bearing writing center studies courses. Facilitators will approach the topic through their experiences teaching an undergraduate

peer tutoring course. Before the move to remote learning, the peer tutoring course had always taken place in face-to-face formats with a practicum in their university's Reading-Writing Center and Digital Studios (RWC-DS). The discussion will be framed through learning objectives and outcomes. Then, participants will be invited to share their course structures and practical applications. The roundtable's goal will be to share ideas and reflect on our learning experiences during these transitional times.

SESSION G, FRIDAY, 10:30-11:30AM

Session G1, Panel Presentation, Shark Room, Friday, 10:30-11:30am



Power Relationships between Faculty and WC Consultants in the Faculty's Classes

Bonnie Devet (College of Charleston (S.C.))

Consultants are trained workers assisting clients with their writings. However, what happens in the consultants' own classes when their professors learn the consultants work in a center? Responses from an IRB-approved survey shows consultants must negotiate power dynamics in the classroom. To analyze this relationship, I examined the survey responses through the lens of J. R. French and Bertram Raven's five sources of power (legitimate, expert, referent, reward, coercion) to reveal consultants' comfort levels when faculty learn they are consultants and what strategies tutors use when negotiating power relationships. This presentation helps directors train consultants on what to expect in classes.

Hidden Remediation in Writing Centers: Can it Promote Transfer?

Elizabeth Eisner (Augusta University)

This presentation will focus on the planning stages of an empirical study exploring writers' and consultants' perceptions of updated remedial instruction during sessions. The study specifically examines how remedial instruction and students' perceptions either promote or inhibit transfer. By engaging with the writing center community, I hope to contribute to others' research in this area, as well as contributing to the development of training programs for consultants, while also gaining invaluable feedback that can refine my existing study design before I move into the data collection and analysis phases of my research.

Researching Disciplinary Diversity in a Time of Change

Alison O'Keefe (Augusta University)

It is common for students and faculty in STEMM disciplines to conceive of writing as separate from their discipline. This is the case at Augusta University, whose STEMM students use the writing center, but generally for non-STEMM assignments. To determine why, I will send a survey to our STEMM majors in order to gauge their perceptions of our writing center. This study will be localized, but it can invite other institutions to also investigate to what extent their STEMM students perceive the writing center as helpful for writing from their discipline.



Session G2, Workshop, Renegade Room, Friday, 10:30-11:30am

Lean on Me: An Unexpected Partnership Between Nursing Faculty and Writing Tutoring

Kelly Hernandez and Takenya McDonald (Miami Dade College)

During these trying times, we are realizing that we are more connected than ever. An example of this close connection is the partnership between the Learning Resources-Writing Tutoring team and the School of Nursing at a large community college system. This session will explore the actions taken by writing tutoring services and the nursing faculty to cultivate a rich partnership whereby writing has embedded itself as a standard mainstay within nursing courses. This presentation will provide participants with strategies on how academic departments can engage with writing tutoring services to create a strong support for both faculty and students.

**Session G3, Roundtable, Colonel Room, Friday, 10:30-11:30am**

Supporting Graduate Writers Across the Disciplines

Veronica Diaz, Clarisse El Khouri, Imani Gibbs, Megan Provenzale, Troy Thisler, Janine Morris, Kevin Dvorak (Nova Southeastern University)

This synchronous roundtable will feature current and former graduate consultants from clinical psychology, speech-language pathology, and composition/rhetoric to discuss their experiences working with graduate student writers from across the disciplines.

**Session G4, Panel Presentation, Pegasus Room, Friday, 10:30-11:30am**

Technological Interventions: Our Responsibility in Institutional Decision-Making

Karen Head, Kendra Slayton, Jeffrey Howard, Alok Amatya (Georgia Institute of Technology)

Unsurprisingly, many responses to the COVID-19 pandemic resulted in faculty and administrators looking for efficient ways to deal with new pedagogical challenges. As scholars and teachers of academic writing, we have a responsibility to question the affordances presented by automated writing evaluation platforms. This panel will discuss the research about Grammarly and other online writing assessment tools (for both native and non-native English speakers), and offer strategies for discussing the implementation of this (and other automated writing assessment tools) with senior administrators who will need our disciplinary expertise to make informed decisions.

**SPECIAL EVENT, GRADUATE PROGRAM OPEN HOUSE, FRIDAY, 11:45AM-12:45PM****Special Event, Public Zoom Room, Friday, 11:45am-12:45pm**

Graduate Program Open House

Representatives from regional universities with strong programs in rhetoric and composition.

Come learn more about the graduate programs (M.A. or Ph.D.) at the following:

- **Eastern Kentucky University** (M.A. in English with specialization in Rhetoric and Composition)
- **Florida State University** (M.A. in Rhetoric and Composition and a Ph.D. in English with a specialization in Rhetoric and Composition)
- **Nova Southeastern University** (M.A. in Composition, Rhetoric, and Digital Media)
- **University of Central Florida** (Texts & Technology PhD with a specialization in Rhetoric and Composition, and an M.A. in Rhetoric and Composition)

SESSION H, FRIDAY, 1:00-2:00PM**Session H1, Panel Presentation, Shark Room, Friday, 1:00-2:00pm**

Transformative Care: Proactive Equity in Undergraduate Writing Centers

Dr. Colleen Eils (chair); Elisabeta Aversa, Jacob Dlużak, Vivian Tsai (United States Military Academy at West Point)

Now is not the time for re-entrenching the status quo. Rather, as West Point cadets Jacob Dlużak, Vivian Tsai, and Elisabeta Aversa argue, the pressures of our present moment—a global pandemic, systemic racism, social unrest—are instead urgent calls for rethinking the role of the writing center as a space of civic duty and social justice. These transformations have always been necessary, but our current—multiple—crises make urgent these calls for transformative care in the writing center.

**Session H2, Panel Presentation, Renegade Room, Friday, 1:00-2:00pm**

Questioning the Medium: The Effects of Online Tutoring on Tutor Motivation at Stetson University

Alexis Waller (Stetson University)

The impact of COVID-19 on education this past year can be felt at every level. Stetson University's own writing center has faced the challenge of fully transitioning online to adapt to the safety precautions prescribed to the campus. The tutor's response to these changes is imperative to understanding how such outside stressors and their effects can shape the overall perception of their role. This case study aims to analyze how the transition to online tutoring has influenced the motivational attitudes and behaviors of tutors as they strive to offer support to students during a time of crisis.

Passing or Trespassing?: Asynchronous Tutoring, Consultant Practices, and Center Ethos

Cassandra Book & Kendyl Harmeling (University of Louisville)

This presentation shares results from research that questioned the impact of a center's shift from primarily face-to-face appointments to asynchronous appointments. After reaching preliminary conclusions from quantitative data, the researchers discovered that data from a separate qualitative study challenged their initial narrative. This presentation will share both our qualitative and quantitative results and raise questions about the effects of asynchronous appointments on consultants, practices, and ethos.

"Which Can Say More, Than This Rich Praise": The Effect of Rhetorical Praise on Students' Motivation for Writing

Jennifer Phillips-Denny & Daniel Stefanelli (Texas Woman's University)

While providing praise for students' writing has transformative potential for emerging writers, the effective use of praise in the writing center is largely unexamined in extant research. This presentation interrogates how and why we use praise in writing consultations and how it can be leveraged to bolster students' sense of self-efficacy and build healthy writing practices.



Session H3, Workshop, Pegasus Room, Friday, 1:00-2:00pm

Supporting the Mental Health of Writing Center Staff: Flourishing in Difficult Times

Tara Heimberger, Amelia Longo, Natalie Mau, Shereka Poole (Georgia College and State University Writing Center)

It is more critical now than ever to cultivate a workplace environment that prioritizes the mental health of its employees. During the fall semester of 2020, the Georgia College and State University Writing Center established a biweekly workshop based on the principles of Martin E.P. Seligman's book *Flourish*. For this workshop, we will share the basic mission of *Flourishing* and its implementation, invite attendees to participate in condensed versions of *Flourishing* activities, and ask them to reflect on supportive resources for mental health that could be adapted to their own context.



Session H4, Panel Presentation, Colonel Room, Friday, 1:00-2:00pm

Embracing the Pod-demic: A Discussion of Podcast Production in Writing Centers in the Time of COVID-19

Eric Mason, Michael Lynn, Adara Cox, and Emma Masur (Nova Southeastern University), Devon Ralston (Winthrop University), Trey Hall and Joseph Pickert (Virginia Commonwealth University)

This roundtable discussion brings together staff from multiple centers to discuss the challenges and charms of producing podcasts to support the work of writing centers. Topics will cover a range of concerns and choices, from technologies of production and distribution, to institutional support, strategies for invention, ethical composing, and more. Come with your questions and experiences about the role of writing centers as producers of audio content.

**Session H5, Roundtable, SWCA Room, Friday, 1:00-2:00pm**

SWCA C.A.R.E Certification Program Information Session

Candis Bond (Augusta University) & Joy Bracemwell (Georgia College)

Drop in to learn about how the SWCA C.A.R.E. Center Certification Program can benefit your center.

SESSION I, FRIDAY, 2:15-3:15PM**Session I1, Panel Presentation, Shark Room, Friday, 2:15pm-3:15pm**

Keeping an Eye on Writing Consultant Learning and Growth during Extraordinary Times

John Bradley, Beth Estes, Tina Qin, Jan Kim (Vanderbilt University)

This panel will explore one program's pandemic-driven transformations through the lens of impact on writing consultant learning and growth. With an eye toward future directions for our program and the field, it will draw together insights from several sources: a mid-year feedback survey on our first, fully-online August training program in light of the unique challenges and circumstances that followed, a qualitative analysis of post-session staff reflections gathered in subsequent fall semesters, and the perspective of two current student writing consultants sharing how their practices and self-perception changed during a semester in which COVID-19 reshaped their work and studies.

**Session I2, Workshop, Renegade Room, Friday, 2:15pm-3:15pm**

Directing the Everyday Pandemic Writing Center

Jasmine Kar Tang and Katie Levin (University of Minnesota Twin Cities)

This highly participatory workshop explores the question, "As the pandemic continues, are we being as equitable, humane, and compassionate as we hope to be in our administrative practices as directors?" Given that writing center directors may work in isolation at our respective institutions, and especially given the stress of the pandemic, it can be hard for lone directors to know whether our decisions and policies are aligning with our commitments. Accordingly, this workshop gives our community a chance for what we're calling "gut checks": moments where we can brainstorm and workshop our administrative practices with colleagues who already understand the unique dimensions of being a writing center director.

**Session I3, Panel Presentation, Pegasus Room, Friday, 2:15pm-3:15pm**

Between You and Me: Engaging Graduate Students in Conversations about Academic Writing

Emma Catherine Perry, Christina Lee (University of Georgia)

Two graduate student consultants share their experience delivering online workshops for graduate student writers. These workshops open spaces where graduate students can receive vital writing instruction (so often unavailable to students at this academic stage) while engaging in confidant conversations about the White supremacy latent in the institutional expectation of standard academic English. The presenters use the notion of "in-between" to guide and shape their discussion of these workshops, illuminating a strategy for providing specialized services to graduate students while contributing to a campus culture of inclusivity and linguistic diversity.



Allyship, Inclusion, and the Writing Center: Making a Brave Space for All Students

Lisa Van Zwoll (Florida State College at Jacksonville)

The Writing Center is a place for all students, and, for many, it serves as the sole low-stress interaction with a professional whose sole goal is to help, not to judge. In a world where identity plays a significant role in academic performance, making the Writing Lab a brave space where students are able to express themselves is more important than ever. Finding the balance to be an ally to all students from diverse backgrounds and belief systems

is a challenge even greater than the comma splice. In this session we'll explore the role of allyship in the Writing Center.

Session 14, Pre-Recorded/Live Q&A, Colonel Room, Friday, 2:15pm-2:45pm

NOTE: This session is a live Q&A that occurs in the first 30 minutes of the 2:15-3:15 time slot.

View pre-recorded content for this session (requires login).

Writing Centers as Mediators: Navigating the Demands of American Standard English While Encouraging Dialectic Variety

Kelsey Keith, Brooke Massey, Victoria Luangrath (Middle Tennessee State University)

Universities celebrate student diversity, and diverse students bring widely varying linguistic backgrounds. Yet, college students encounter expectations of American Standard English that enforce the myth of a singularly valid way of speaking. The question remains as to how writing centers mediate students' dialects while addressing the standardized expectations of many professors. In this presentation, we will discuss the Conference on College Composition and Communication's resolution addressed in "Students' Rights to Their Own Language." Then we will examine how these ideals have been implemented since its adoption in 1974 before conjecturing how best to implement and develop the original resolution's declarations.

Mindful Writing for a Healthier You

Sabrina Nacci, Rachel Culling, Rachel Beal, Melinda McKew (Augusta University Writing Center)

This presentation is based on intersections of mindfulness theory and writing. Participants will become familiar with literature on mindful writing and how it can be used in tutor training or consultations, and they will also get to experience activities that are easily implemented into everyday writing routines.

Counterparts: Creative Writing in Academia

Charis Pineda, Xuan Jiang, and Nicholas Cabezas (Florida International University)

Presenters will discuss the various overlapping perceptions of tutors, students, and faculty on creative writing within Florida International University, where all walks of life intersect. This is perhaps most prominently displayed in creative writing, which finds itself thriving within and beyond writing center walls, presents attributes that remain hidden in its academic counterpart, and has its distinct approaches. This presentation would help build a platform to carry multiple voices and elucidate the three parties' perceptions, to juxtapose the value of creative writing with academic writing. The take-aways from this presentation can extend to employing creative writing for psychological well-being.

The Writing Center: Using Entertainment in Tutor Trainings

Brett Hurst, Elizabeth Skinner, Ashley Tippit, and Rebecca Foushee (UAB)

This presentation will present a training video that merges educational components with entertainment for tutors inspired by *The Office*. Within our training episode, we will cover elements such as how to handle specific situations, building rapport through Zoom, and also navigating Zoom and the obstacles that come with tutoring online while maintaining the student-tutor dynamic. Our training video series is for tutors, but is geared for new and upcoming tutors who are completely new to tutoring online.

Transforming the Role of Writing Centers: Building Community through our Book Club

Alisha Steigervald, Benny White (Portland State University)

Over the last few months, our Portland community was hit by a trifecta: the pandemic, wildfires, political oppression. Seeing how this was affecting our peers, the response of the writing center of Portland State Univer-

sity's Honors College was to create a book club. Students voted to read Friday Black, a book which highlights racial injustice in the U.S. By rethinking the role writing centers play in the university through creating a book club, we sought to create a space where students can think critically and engage with one another as we struggle to find community within isolation and quarantine.



Session 15, Roundtable, SWCA Room, Friday, 2:15pm-3:15pm

Writing Centers in Crisis: Responding to Threats Calls for Cuts and Closures with Data

Rebecca Hallman Martini (University of Georgia), Duane Theobald, University of West Georgia, Jenny Koster (Piedmont Virginia Community College), Scott Pleasant (Coastal Carolina University), Joy Bracewell (Georgia College), Candis Bond (Augusta University), Clayann Gilliam Panetta (Christian Brothers University), Megan Minarich (Vanderbilt University)

In response to budget cuts due to COVID-19, some writing centers are especially vulnerable and may be asked to provide quick data to prove their worth and necessity. During this interactive roundtable, we will: (1) share experiences and resources for providing upper administrators with justifications, including data, for the continued on-campus writing center presence; (2) facilitate a Q&A or special interest break out sessions; (3) begin collecting data from participants and writing centers in the region post-COVID.

FEATURED SESSION, FRIDAY, 3:30-4:30PM

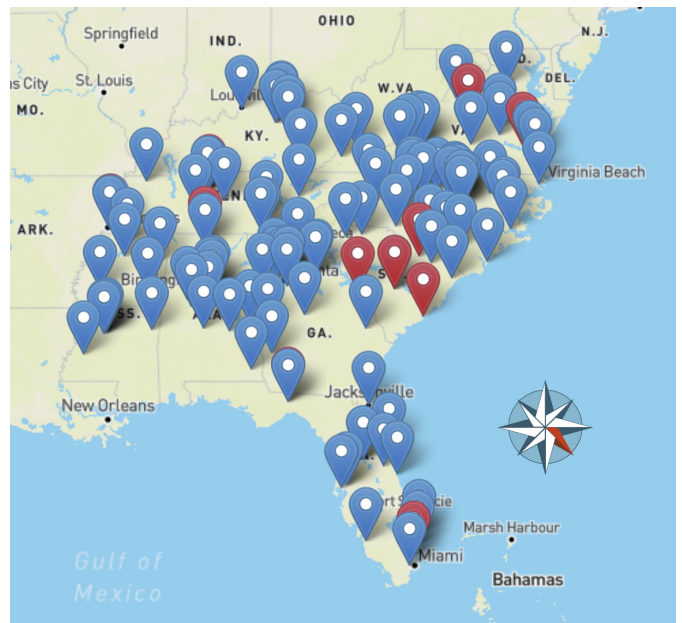


Featured Session, SWCA Room, Friday, 3:30-4:30pm

SWCA State/Regional Networking Meetings

SWCA State representatives and members from North Carolina, South Carolina, Virginia, Florida, Georgia, Tennessee, Alabama, Mississippi, and Kentucky, and regional representatives representing community colleges, HBCUs, k-12, and graduate students.

Come join us to network and learn about the events and opportunities happening in your state and region!



CONFERENCE SCHEDULE - SATURDAY, FEBRUARY 13

SESSION J, SATURDAY, 8:00-9:00AM



Session J1, Panel Presentation, Shark Room, Saturday, 8:00-9:00am

“I need help with my grammar”: The Benefits of Sentence-Level Support in the Writing Center

Tara Malloy (College of William & Mary)

While there is still some debate about the amount of global versus sentence-level tutoring that should be found in our writing centers, most centers and literature recognize the benefit of sentence-level tutoring for ESL students. However, this neglects the numerous native-English speaking students who do not have a strong grasp on grammar or sentence structure, often for reasons uncontrollable by the student. With the concern of accessibility in mind, this presentation will examine the benefits and drawbacks of sentence level tutoring as well as the actual request for and receiving of such aid.

Obstacles and Opportunities: Considering the Future of Online Tutoring

Sabrien Abdelrahman (College of William & Mary)

In the wake of the global COVID-19 pandemic, many institutions have shifted to an online working environment, writing centers included. What new challenges are writing tutors and students facing? What are the benefits of synchronous tutoring compared to asynchronous tutoring in an online writing center? How can we turn these obstacles into opportunities for change in writing center practice for the future? This presentation considers the questions of accessibility and the larger institutional shifts to be adopted after the COVID-19 pandemic in an online era as well as ways in which to maximize the benefits of online tutoring.

Building Rapport Without a Face: An Analysis of Consultant Strategies for Synchronous Online Chat Only Consultations

Ian Cyr (Augusta University)

Writing center consultations take place in a variety of places. The different platforms being utilized by writing centers, including synchronous sessions using the chat-only feature, are at an all-time high because of the forced quarantining and pandemic procedures put in place as a result of COVID-19. This presentation will discuss the early stages of a mixed-methods study analyzing the different strategies that consultants use to build rapport through synchronous online chat only consultations.



Session J2, Panel Presentation, Renegade Room, Saturday, 8:00-9:00am

Will the Circle (Center) be Unbroken?: The Tennessee State University Writing Center in an Era of Change

Lori Danley and Rhonda Kavan (Tennessee State University)

On March 17, 2020, tutors were given a few days to pack up books and tutoring resources before the Tennessee State University Writing Center was closed and locked in response to the COVID 19 pandemic. The Writing Center tutors, and students as well, faced the task of rethinking and recentering the center when the Writing Center with its computers, tables and chairs, and coffee maker was not available. Although the changes and challenges of moving to online were unsettling and uncentering, the challenges also provided opportunities to review our writing center's purposes and processes.

Are We Ready to Talk About Gender? (I Think So)

Monica Hatter (*Augusta University*)

This presentation shares the planning stages of an empirical study I will conduct on how writing centers are supporting trans and gender nonconforming people within their spaces. After reviewing the scant literature in our field on gender identity outside of a binary, I explain my study, which will consist of a survey sent to writing center professionals that aims to begin compiling pedagogy and practice to make available to all writing centers on how to best continue/begin this support.

Our Duty to Be Informed

Madison Bobb (*Asbury University*)

It is the duty of a writing consultant to be informed on the cultures around us. In order to effectively help our students with their writing on their identities, writing consultants need to be informed about what has built these identities and why it is so important to them.

Session J3, Panel Presentation, Pegasus Room, Saturday, 8:00-9:00am

Closing the Doors, Expanding the Community: Examining Transformations in Writing Center Mentorship, Outreach, and Access in Response to COVID-19 through an Activity Theory Framework

Matthew Bryan, Kira DeFreitas Gayle, Ryan Hill, Deborah Weaver (*University of Central Florida*)

This panel of writing center tutors and administrators takes up R. Mark Hall's (2020) call for researchers to "employ activity theory as a heuristic for describing a host of activities" happening in, around, and through writing centers. Specifically, we use activity theory as a means of structuring reflections on and assessment of the effectiveness as well as the durability of three writing center transformations designed to replicate or replace the more informal, less structured dimensions of writing center work that often existed at the periphery of our in-person center prior to the COVID-19 pandemic.

Session J4, Workshop, Colonel Room, Saturday, 8:00-9:00am

Maintaining Our Writing Center Identity in a Changing Environment: A Reflective Workshop

Kelle Alden, Klara Nichter, Ethan Tester, Aly Rusciano, Audrey Adams (*The University of Tennessee at Martin*)

In this reflective presentation and workshop, members of the UT Martin Writing Center discuss how COVID-19 caused us to undergo a full cultural and procedural overhaul. As audience members, you will have the opportunity to consider how your mission statement and culture impacted your employee policies both before and during the pandemic. Which practices turned out to be negotiable? What steps did you take to protect your important values? Most importantly, when the pandemic ends, what will you do next?

SESSION K, SATURDAY, 9:15-10:15AM

Session K1, Workshop, Shark Room, Saturday, 9:15-10:15am

When the Writer Isn't There: How to Collaborate in Asynchronous Online Sessions

Margaret Swezey and Jamie Browne (*Duke University*)

Since early 2020, most writing centers have moved their consultations online. In contrast to synchronous sessions, asynchronous consultations are often viewed through a deficit lens and dismissed as inadequate. However, in our experience, asynchronous consultations can reproduce the best practices from synchronous sessions, including creating a relationship with the writer, engaging in dialogue, and teaching writing and revision strategies. This workshop will offer a variety of approaches to these practices as well as allowing ample time for discussion and for participants to consider how to adapt these strategies for their own writing centers.


Session K2, Panel Presentation, Renegade Room, Saturday, 9:15-10:15am

The Mighty Stick Figure Man: How Multimodality Facilitates Affect in the Digital Environment

Isabelle Krieger (Vanderbilt University)

The gradual shift from traditional pen and paper writing to online interfaces has been hastened by the Coronavirus pandemic, bringing with it a new standard for interactions between writing consultants and students. Navigating this space is often difficult, as emotions and reactions are obscured when staring into a screen. When the expectations are a more stilted conversation over a virtual interface, how can writing consultants regain footing in creating an emotionally rich ambiance? One strategy I propose for facilitating interaction between tutor and client is the use of the Zoom whiteboard to facilitate affect and incorporate multimodality in client engagement.

“Am I Being Remotely Helpful?”: Bridging the Gap in Remote Asynchronous Consultations

Kevin Lucas (Augusta University)

Though writing is sometimes a socially distant activity, improving as a writer often requires proximity to one’s readers. Both literally and figuratively, writing centers are thought to create “zones of proximal learning” where the separations that make written communication so difficult are reduced to more manageable proportions. However, during asynchronous remote consultations, writing centers seem to lose their spatial, temporal, and purposive “center”. Feelings of distance and separation lead many consultants to wonder “am I being remotely helpful?”. In this paper, I will provide a vocabulary for discussing the challenges of remote consultations, suggesting that phatic and metalingual speech acts (in Roman Jakobson’s terminology) become difficult for the consultant to perform. Next, I will argue that consultants might be better served emphasizing what they can know at any distance: those elements of writing focused on the addressee, context, and linguistic/generic codes.

To Talk or Not to Talk: An Analysis of Concerns in Asynchronous and Text-Only Sessions

Nash Mede (Middle Tennessee State University)

This paper seeks to discuss how writing center pedagogical practices may need to shift to better enhance asynchronous and text only sessions for both tutors and tutees. Using a combination of scholarship and a survey of tutors, three different possible and popular changes to these sessions were identified: producing video-based client report forms, having tutees introduce comments into their papers before a session, and creating a larger and more simplified database of links for common grammar, structure, and citation problems.


Session K3, Panel Presentation, Pegasus Room, Saturday, 9:15-10:15am

A Frequent Visitor: Shame and Shame Resilience in the Writing Center

Jayden Jones (Aquinas College)

Shame is one of the principal human emotions. When we experience shame, we become caught up in a fictional narrative we tell ourselves about the way we are perceived by others. Learning to challenge and deconstruct this narrative through empathy and self-compassion changes the way we interact with ourselves and with others. This presentation will summarize Dr. Brené Brown’s research on shame and shame resilience as well as the importance of developing a professional development that instructs writing center professionals on how to respond compassionately and appropriately to shame as it manifests in the writing center and in themselves.

Beyond Resilience: Mapping opportunities for Writing Center Transformation in Beirut

Amy A. Zenger (American University of Beirut)

Drawing on university archives, research on resilience and administrative change in rhetoric and composition,

and theories of resilience and recovery from other fields, this presentation imagines a process to guide us in our decision-making as our institution and writing center witness significant trauma and losses. We hope to become aware of pitfalls that are inherent in decisions made to ensure survival under duress, while learning more about innovative options for our program.

The Perceptions of Tutoring Online and Student Comfort

Jessica Wilkinson (Augusta University)

Students are important to writing centers as they are the reason writing centers and other tutoring centers on campuses can continue to provide services. Additionally, the COVID-19 Pandemic has changed how these centers have worked. What makes students want to still come to writing centers when they are tutoring online? What will keep students coming and allow for writing centers to thrive even in the COVID-19 era?

Session K4, Roundtable, Colonel Room, Saturday, 9:15-10:15am

A Steely Presence: Centering Trauma Theory and Care Work in Writing Center Practices

Brittney M. Byrom; Tyrell Collins; Leah Burney; Nicole K. Turner (Georgia State University)

Over the last few years, the Georgia State Writing Studio has centered trauma- and mental health-informed practices in our tutor training and tutoring practices. In facing the COVID-19 pandemic and university-level emergency response, our center saw the utility of this philosophy and approach while simultaneously recognizing the necessity for continued growth. By outlining the methodology behind our approach to tutoring throughout Fall 2020, this panel considers discourses on how trauma, identity, mental health, disability, and oppression are both consciously and unconsciously wrapped in all aspects of writing center work.

SESSION L, SATURDAY, 10:30-11:30AM

Session L1, Panel Presentation, Shark Room, Saturday, 10:30-11:30am

Can You Hear Me Now? Tutor Perceptions of Self-Efficacy During the Transition Online

Elizabeth Dudley, Claire Moore, Laura Cain, Chloe Gilkesson, Adelaide Harris (Agnes Scott College Center for Writing and Speaking)

Online tutoring presents many emerging challenges for the Center for Writing and Speaking. One of these is maintaining and fostering tutor self-efficacy, the belief that tutors can effectively serve students and complete tasks in the new online environment. This presentation will provide an overview of our Fall 2020 research that examined the impacts of online training and tutor-to-tutor support programming on tutor perceptions of self-efficacy. Specifically, we will present areas of success and for growth in tutors' perceptions of self-efficacy from our survey. Finally, we will provide an overview of ongoing changes made to training based on our research.

Session L2, Pre-Recorded/Live Q&A, Renegade Room, Saturday, 10:30-11:30am

NOTE: This 1-hour session is broken into two 30-minute Q&A sessions with authors of pre-recorded content.

First Half of Session: 10:30-11:00am

Acknowledging and Addressing the Observed Decline in Client's Self-Esteem in the Writing Center During the COVID-19 Pandemic

Julia Kocsis (Elon University)

Throughout my experience as an online-only writing center consultant during the COVID-19 pandemic, I have noticed an acute lack of self-esteem in many of my clients. Has the online writing center experience contributed

to client's low self-esteem, or is the nature of the online format simply revealing the pandemic's overall effect on self-esteem? This presentation will review key research on self-esteem, results of a student survey, consultant interviews, and conclude with practical strategies for consultants to implement in their work with students during the pandemic and beyond.

Crisitivity: Finding Transformative Opportunities Amid Multi-Layered Experiences of Traumatic Events

Anita Moutchboyan and Serine Jaafar (Haigazian University)

The purpose of this ignite presentation is to share the HU Writing Center's experiences in coping with the repercussions of the multi-layered traumatic events that Lebanon has witnessed over the past year: a revolution, a major currency crisis, a global pandemic, and a tragic explosion at the port of Beirut. Our understanding of trauma, in this context, mostly revolves around emotional distress experienced due to sudden, overwhelming changes in the larger environment. The presentation centers on the notion of crisitivity: looking at crises as opportunities for transformation, change, and growth. We conclude that the identity and role of a writing center should be fluid and should adapt to changing circumstances in the larger environment it functions in.

Tutoring Resume Writing in Times of Crises and Unemployment

Tamara Sleiman (American University of Beirut)

Tutoring a resume requires constant updates and critical reflection to one's past experiences and positions. With the economic crisis in Lebanon in 2020, institutions laid off their employees who had to immediately rework their resumes to apply to new job opportunities. The tutors at the Writing Center at the American University of Beirut had to be ready to deal with helping writers create more content in their resumes while considering the trauma that they have recently been through and arose while discussing the past experience.

Tutoring Transformed: Advocacy in Tutoring During the COVID-19 Pandemic

Jennifer Harris (Georgia State University)

Establishing a supportive environment between tutors and tutees encourages a welcoming and inclusive writing center. Tutors' roles in creating and maintaining a positive learning environment are paramount to the center's success. When removing the in-person element of tutoring, students from marginalized communities can lose access to the help writing centers provide. Moving to an online format in the middle of an international pandemic presents writing tutors with the opportunity to become advocates for students. By familiarizing oneself with resources to ensure tutees have access to food, shelter, healthcare, and reliable internet, tutors strengthen the core of writing centers: community.

Second Half of Session: 11:00-11:30am

“Interfacing” the Center: Exploring the Use of Equitable Visual Rhetoric for Multilingual Writers on WCOOnline

Amy Levin Plattner (Kansas State University)

This poster presentation details the results of a usability study of the tutoring appointment hosting webpage, WCOOnline. The study gathered information about how Chinese multilingual and English monolingual users, who may or may not be familiar with WCOOnline, interact with and interpret it. In most cases, writers' first experience with the online writing center is WCOOnline and this study seeks to provide more information about how the platform can influence synchronous and asynchronous communication for linguistically diverse tutors and writers.

Remote Control: Developing Effective Writing Center Training at a Distance

Carlos Rodriguez Rosa, Jordan Guido, Danielle Pierce, Adara Cox, Aolani Robinson, Eric Mason, Kelly Concannon (Nova Southeastern University)

While many writing centers transitioned to fully online consultations in the wake of the pandemic, it was not until later that they had to face the challenges of training new tutors while fully online. This presentation provides access to sample materials developed by NSU Writing and Communication Center staff to train new consultants in a fully online setting, as well as presenter commentary about their design and efficacy, and an examination of challenges faced and approaches taken to address the higher-order concerns of consultation, while also maintaining consultant engagement with training materials and building community among center staff.

Adapting Writing Center Work with Multilingual Learners for the COVID Era

Angela Myers (Elon University)

As writing centers transition to online or hybrid models, the training writing center consultants receive to work with multilingual learners may need to be updated. In this poster presentation, I will compare recommendations for consulting with multilingual learners from research conducted before COVID-19 to testimonials of writing center consultants who have worked with multilingual writers before and after COVID-19 restrictions. From this comparison, I will make recommendations on how to best serve multilingual students in online consulting spaces with specific attention to ensuring consultant training materials cover the key similarities and differences with multilingual clients in-person and online.

Invisible Identity: Working with Low-Income Students

Isabella Fiorito (Wittenberg University)

Are your abilities as a writer determined by your financial status? This presentation explores the topic of socio-economic identity in the writing center: the rising number of working-class and low-income students in college settings and how the writing center must transform and adapt to accommodate this growing demographic. It examines prior research on the subject, addresses its limitations, and suggests where to go from here.

Session L3, Panel Presentation, Pegasus Room, Saturday, 10:30-11:30am

“Where Are You?”: Clients and WCOOnline

Sharon E. Colley, Haley Carter, Christina Spradlin, Sierra Stevens (Middle Georgia State University)

Our study investigates problems that clients have with WCOOnline video conferencing. Taking as a guide an article from the 2018 Spring Southern Discourse in the Center, (“Is This Your First Visit?: User Experience and Writing Centers’ Online Presence”), our study pinpoints major issues by observing and interviewing volunteers unfamiliar with the program. In response, we are creating instructions or guides to minimize stress for clients. We hope to encourage use of video conferencing by making the process as smooth as possible.

Purposefully Serving Students, Wherever They May Be: Utilizing Your Institution’s LMS to Offer Online Writing Support

Duane Theobald (University of West Georgia)

Offering meaningful writing support can be challenging—especially during a pandemic. Like many institutions, the University Writing Center at the University of West Georgia took up the call and began offering online writing support—both asynchronously and synchronously. To better maximize our reach and make services easier for our consultants and students, we utilized our institution’s LMS and created courses through which we could offer our services. While our experiences and outcomes were not perfect, it has led to increased engagement from our campus community and useful post-session survey data for us to utilize as we move ahead in future semesters. Attendees will leave this session with a better understanding of how online writing support can be offered in an LMS setting and best practices for doing so.

 **Session L4, Roundtable, Colonel Room, Saturday, 10:30-11:30am****The Affordances of Synchronous Online Consultation Software:****Reading WCOonline***Pratistha Bhattarai, Aaron Colton, Eun-hae Kim, Amber Manning, Eliana Schonberg, Xuanyu Zhou (Duke University)*

As practitioners of critical digital pedagogy suggest, the technologies involved in education are anything but neutral, carrying their own assumptions about the politics and mechanics of education. Following this principle, participants in this session will examine the pedagogical affordances of WCOonline's synchronous online consultation platform. Specifically, participants will discuss how the platform shapes interactions between consultants and writers, dictates possibilities of collaboration, establishes frameworks of authority, and steers attention to certain high- or low-order concerns. Consultants and administrators who have adopted or are considering adopting WCOonline for synchronous online consultations may find this roundtable particularly useful.

SESSION M, SATURDAY, 11:45AM-12:45PM **Session M1, Roundtable, Shark Room, Saturday, 11:45am-12:45pm****Writing Centers' Roles in ELL Student Retention and Support***Kendra Slayton, Robert Griffin, Hannah Lachmayr, and Stephanie Oliva (Georgia Institute of Technology)*

This roundtable builds from the premise that universities have an ethical responsibility to offer holistic support to English Language Learning international students. This has never been truer than in the COVID-19 era; many students have experienced increased isolation, fewer opportunities to practice English, and even the traumatic effects of xenophobia. WCs are uniquely capable of fostering international student retention, support, and long-term success by offering community-building events—for example, Conversation Hours that provide judgement-free spaces to practice English and ask questions about culture and language. We invite discussion of how WCs can further help universities enhance accountability towards international students.

 **Session M2, Panel Presentation, Renegade Room, Saturday, 11:45am-12:45pm****How Do We Write to Be Heard by the Other Side? Several Lessons from St. Augustine***Nataliya Pratsyoyta (Ukrainian Catholic University)*

This study's focus is on the ways to promote ethical conversations in the writing classroom. It looks at several texts from the Western and East European traditions to see how the authors promote empathy and ethical values. The paper singles out the strategies that can be used in the contemporary writing classroom to achieve the mentioned goal.

Plot Projects: Narrative Writing and Ecomposition Intersections in First-Year Composition*Luke Rodewald (University of Florida)*

Taking literally the ideas of David Greenwood, who observes that “place is profoundly pedagogical”—this paper examines both the theoretical underpinning behind and the successful implementation of a “Plot Project” assignment in a first-year composition course, an activity rooted in the late James Farrell's groundbreaking campus ecology course at St. Olaf College. Through critical exploration of the educational philosophies anchoring such a project as well as modular evidence from student work illustrating its interdisciplinary characteristics, this paper demonstrates the possibility for first-year writing instructors to facilitate meaningful intersections between narrative writing, ecomposition, and community-building.

Scaffolding FYC Students' Success: Implementing Time Management Strategies in a Self-Paced Writing Tutorial Course

Coralyn Nottingham & Melinda Backer (University of Tennessee)

Our writing center offers a self-paced tutorial course for students also enrolled in first-year composition that allows them to work on their FYC coursework and get one-to-one writing help. Past students have articulated time management struggles that affect their ability to pass this and their FYC course. We have designed a pilot course section that incorporates weekly, guided, time management-focused tasks to assist with retention and increase students' self-efficacy, motivation, and confidence. This presentation will describe the pilot section and present results from students' beginning-of-the-semester surveys and reflections.

Session M3, Panel Presentation, Pegasus Room, Saturday, 11:45am-12:45pm

Leadership in Isolation: Successes and Challenges of a Virtual Consultant Leadership Program

Adara Cox, Amber Gulau, Sabrina Louissaint, Bianca Oliveira, Stephanie Shneydman (Nova Southeastern University)

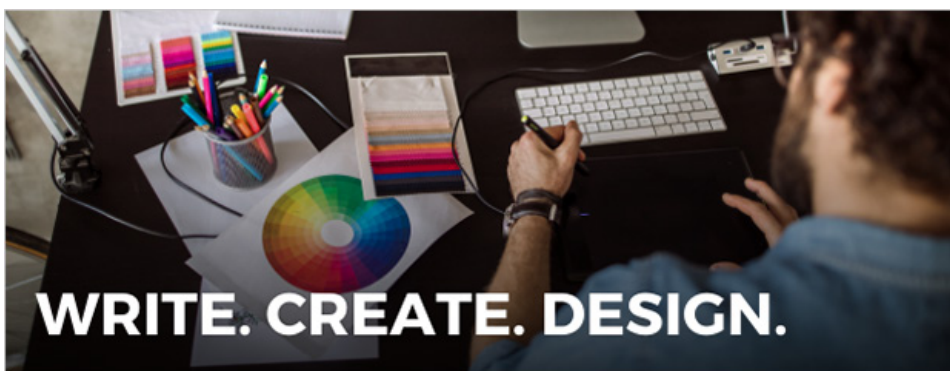
Transitioning online can bring many opportunities for leadership and building community. This panel describes an immersive leadership development program launched in Fall 2020 aimed to empower and encourage consultants to build their leadership experiences and share challenges, lessons, and best practices. This panel provides insight into practices for meaningful mentorship through execution of a pilot program, surrounding leadership development. Program participants will share their experiences as leaders within the center, navigating first time realities of consulting online and building community.

Session M4, Roundtable, Colonel Room, Saturday, 11:45am-12:45pm

Two Types of Community: First Year Consultants & COVID-19

Rebecca Wagner, Tara Malloy (College of William & Mary)

Etienne Wenger and Candace Cooper define two different versions of community: Wenger identifies a “community of practice” where people with a similar interest “learn how to do it better as they interact regularly”, while Cooper considers community as a feeling of togetherness. This roundtable discussion will address the importance of these two communities in a writing center, with emphasis on developing community with and between first-year consultants. We aim to address these concerns through the lens of the COVID-19 pandemic, and ask what we can learn about fostering writing center communities from consultants in their first-year during the COVID-19 pandemic.



**M.A. in Composition,
Rhetoric, and Digital
Media**

To learn more, visit
[hcas.nova.edu/academics/
graduate](https://hcas.nova.edu/academics/graduate)

NSU
Florida

2021-2022 SWCA BOARD

President: Janine Morris (Nova Southeastern University)

Vice President: Brian McTague (Virginia Commonwealth University)

Archivist: Rebecca Hallman Martini (University of Georgia)

Treasurer: Brandy Blake (Georgia Institute of Technology)

Digital Content Developer: Eric Mason (Nova Southeastern University)

Outreach Coordinator: Jenny Koster (Piedmont Virginia Community College)

HBCU Representative: LaKela Atkinson (East Carolina University)

Secondary School Representative: Katherine Evans (Athens Academy)

Community College Representative: Laura Benton (Caldwell Community College & Technical Institute)

Graduate Student Representative: Brittny Bryom (Georgia State University)

Alabama State Representative: Jaclyn Wells (University of Alabama-Birmingham)

Florida State Representative: Billie Jo Dunaway (Daytona State College)

Georgia State Representative: Duane Theobald (University of West Georgia)

Kentucky State Representative: Carrie Cook (Georgetown College)

Mississippi State Representative: Liz Egan (Millsaps College)

North Carolina State Representative: Meagan Mercer-Bourne (Wake Tech Community College)

South Carolina State Representative: Meredith Reynolds (Francis Marion University)

Tennessee State Representative: James Hamby (Middle Tennessee State University)

Virginia State Representative: Lori Jacobson (William & Mary)

At-Large Representative: Deidre Anne Evans Garriott (University of South Carolina)

At-Large Representative: Megan Minarich (Vanderbilt University)

SDC Co-Editor: Devon Ralston (Winthrop College)

SDC Co-Editor: Scott Pleasant (Coastal Carolina University)

SWCA CARE Co-Chair: Candis Bond (Augusta University)

SWCA CARE Co-Chair: Joy Bracewell (Georgia College & State University)

2022 Conference Chair: Clayann Gilliam Panetta (Christian Brothers University)



SWCA
Southeastern Writing Center Association

SAVE THE DATE

*2022 Southeastern
Writing Center Association
Conference*

February 10 - 12, 2022

Memphis, TN

**Conference Chair: Clayann Gilliam Panetta
Christian Brothers University**



SWCA
Southeastern Writing Center Association



**THANK YOU FOR PARTICIPATING
IN THE 2021 SWCA CONFERENCE!**



**TRAUMA and
TRANSFORMATION**
WRITING CENTERS in an ERA of CHANGE
SWCA 2021 CONFERENCE



SWCA
Southeastern Writing Center Association