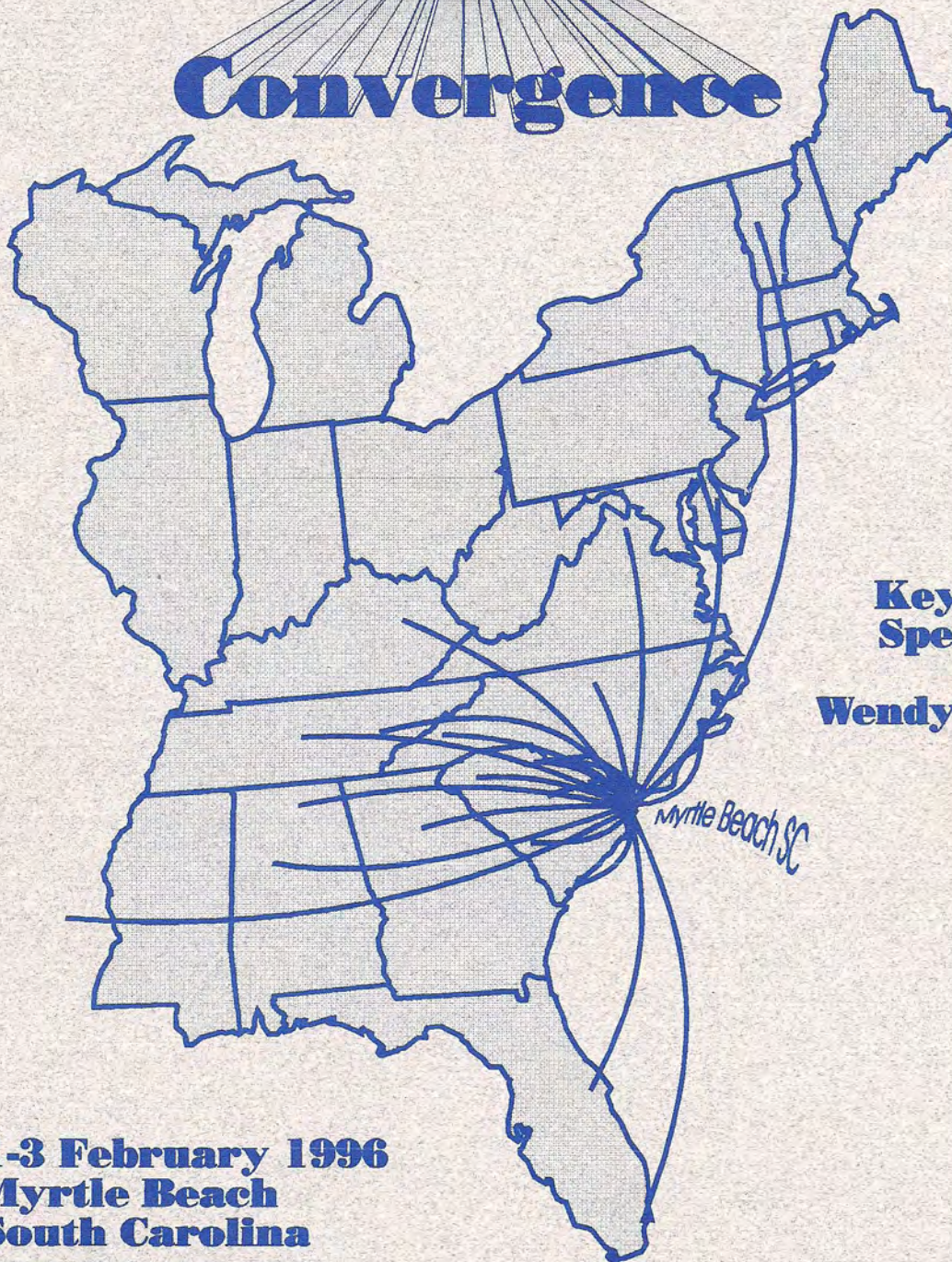


**Southeastern Writing Center Association
and
South Carolina Writing Center Association
present**



Convergence



**Keynote
Speaker
Wendy Bishop**

**1-3 February 1996
Myrtle Beach
South Carolina**

Conference Directors:

Phillip Gardner,
Francis Marion University,
Florence, SC

Susan Meyers
Coastal Carolina University
Conway, SC

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Agnes Scott College
Decatur, GA 30030

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Martin, TN 38238

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Wilmington, NC 28403-3297

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At Large Member: Phillip Gardner,
Francis Marion University
Florence, SC 29501

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Spartanburg

CONVERGENCE

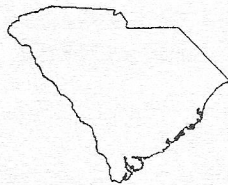
SWCA/SCWCA CONFERENCE

Beach Cove Resort

February 1-3, 1996, in Myrtle Beach, SC

KEYNOTE SPEAKER: WENDY BISHOP

SPECIAL FEATURES:



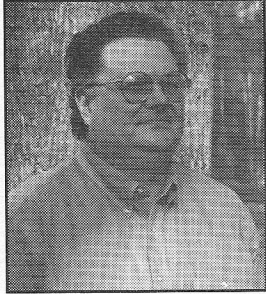
Thursday evening: South Carolina Host Sessions



Friday Luncheon and Keynote Address:

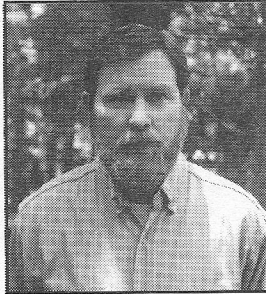
Wendy Bishop Poet, fiction writer, scholar, and teacher, Wendy Bishop personifies the conference theme. Her poems and stories appear in the nation's most respected literary venues, her texts on teaching creative writing in the finest colleges and universities, her essays and articles in leading academic journals. Dr. Bishop currently serves as co-vice president of Associated Writing Programs.

Friday Night: Poetry and Drama readings in the lounge

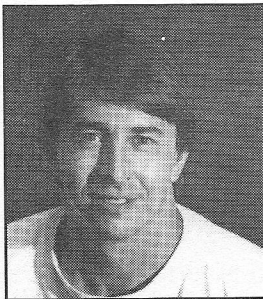


Robert Parham directs the Francis Marion Writers' Conference, now in its tenth year. His poems and short stories have been accepted for publication in HARVARD MAGAZINE, GEORGIA REVIEW, AMERICA, SOUTHERN HUMANITIES REVIEW, SOUTHERN POETRY REVIEW, THE WILLIAM AND MARY REVIEW, NORTHEAST JOURNAL, NEW YORK QUARTERLY, and many other journals.

Originally from Takoma Park, Maryland, he presently chairs the English Department at Francis Marion University.



Ken Autrey teaches writing at Francis Marion University. He was selected for the South Carolina Reader's Circuit in 1992-93 and 1993-94. His poems have appeared in POETRY NORTHWEST, TEXAS REVIEW, SOUTH CAROLINA REVIEW, CHATTAHOOCHEE REVIEW, and other magazines.



Jon Tuttle's plays have been produced in New York, Los Angeles, Chicago, Orlando, Atlanta, and Columbia. THE HAMMERSTONE and TERMINAL CAFE have been published by Dramatists Play Service, and A FISH STORY has been published by Palmetto Play Service. Jon is assistant professor of English and director of the Honors Program at Francis Marion University.

Saturday morning: Academic administrators share their sights and insights about writing centers

And more:

Hospitality suite, and a "Convergence Center," (a site for carrying on the conversation)

Conference Schedule

Thursday, February 1

4:00-7:00 Registration
Settle in Dinner on your own

7:00-7:30 Welcome: Dr. John P. Idoux, Provost, Coastal Carolina Univ. Salons C & D
Opening Address: Christine Helms, SCWCA President

7:30-8:30 Concurrent Host Sessions: Salons A & B

"SCWCA: Our Beginnings and History"
Jeannie Dobson, Greenville Technical College, Greenville

"South Carolina Writing Center Growth"
Jennie Ariail, University of South Carolina, Columbia

"A Look to the Future of Writing Centers"
Tom Waldrep, Medical University of South Carolina, Charleston
Christine Helms, Johnson & Wales University, Charleston

Friday, February 2

7:30 - 9:00 a.m. Continental Breakfast

9:00 - 5:30 Book Exhibits

9:00 - 11:50 Concurrent Sessions

12:00 - 1:30 Luncheon
Keynote Address: Wendy Bishop

1:30 - 4:30 Concurrent Sessions

8:30 - 10:00 p.m. Poetry and Drama Readings:
Robert Parham, Ken Autrey, and Jon Tuttle

Saturday, February 3

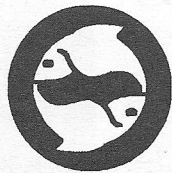
7:30 - 9:00 a.m. Continental Breakfast

9:00 - 9:50 Concurrent Sessions

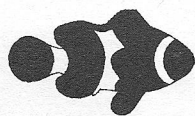
10:00 - 10:50 Academic Administrators' Round Table

11:00 - 12:00 Southeastern Regional Meeting & South Carolina State Meeting

Session Symbols used in this program indicate subject matter:



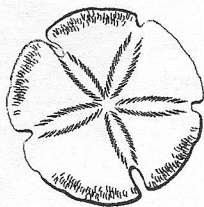
Tutors and Tutoring



English as a Second Language



Technology



Administration and WAC



Workshop/Interactive



Research/Theory



Friday

9:00

Jeannie Dobson, Chair

Salon A

"Convergence: Creative Writing in the Composition Classroom"



Mike Jackson
Clemson University

The very nature of a composition course requires students to compare, defend, and/or explain a position on a topic presented by either the student or teacher. What happens when the student doesn't have a stand? Creative writing can achieve this goal by giving students distance from the anxiety of having to have an opinion, and by granting them this distance they will find that they have more to say than they thought.

CONTACT PERSON

Mike Jackson
Clemson University
P.O. Box 6616
Clemson, SC 29632-6616
(803) 858-4683

"From Tutor to TA: Transferring Pedagogy from the Writing Center to the Composition Classroom"

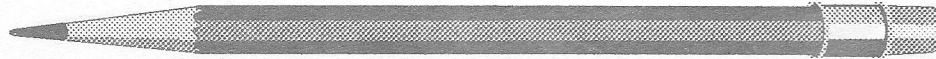


Christina Van Dyke
Clemson University

Examines the relationship between individual conferencing and collective teaching, illustrates how tutoring skills can be made applicable in composition classrooms.

CONTACT PERSON:

Christina Van Dyke
Department of English
Clemson University
Clemson, SC 29634-1503
(803) 656-1345



Friday

9:00

Christine Cozzens & Agnes Scott, co-chairs

Salon E

"Converging Personality Type and Tutoring: Using the Myers-Briggs Personality Inventory (MBTI) to Enhance Communication"

Angela W. Williams
The Citadel



Presents an overview of Myers-Briggs Type Indicator and its uses in education, particularly in writing centers. Targeting writing consultants and administrators, the presentation shows how understanding personality type can enhance communication on many levels.

CONTACT PERSON:

Angela W. Williams, Director
The Citadel Writing Center
Charleston, SC 29409
(803) 953-5378

"Converging Populations: Creating Special Writing Center Nights for International and Freshman Composition Students"

Dr. Gail Cummins, Ginny Carney, Scott Bryson
Dr. Elena Levchenko
University of Kentucky



A panel from the University of Kentucky Writing Center explains International Student Night, Improve Your Writing Night, and English 101 and 102 Night, programs in place at the UK Writing Center.

CONTACT PERSON:

Dr. Gail Cummins, Director
Writing Center
University of Kentucky
1215 Patterson Office Tower
Lexington, KY 40506-0027

Friday

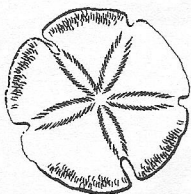
9:00

Katharine Purcell, Chair

Salon F

"Reporting Writing Center Sessions to Faculty: Pedagogical and Ethical Considerations"

Glenda Conway
University of Montevallo





Among writing center directors, strong differences exist on the issue of sending reports of student visits to their teachers. Drawing from responses to a question posted on the writing center discussion list, along with other relevant literature, this presentation analyzes the rationale behind decisions for and against sending reports of student tutoring sessions to faculty.

CONTACT PERSON:

Glenda Conway
Department of English
University of Montevallo
Station 6420
Montevallo, AL 35115
(205) 665-6425

"The Road to Hell is Paved with Good Intentions: The Effects of Mandatory Visits on Student and Tutor Attitudes"



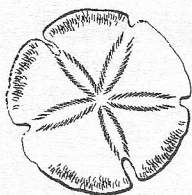
Robert Stutts and Barbara Bell
Francis Marion University

Responds to Gary Olson's article, "The Problem of Attitudes in Writing Center Relationships," and calls into question the pedagogical value of class-wide required writing center visits as part of the writing process.

CONTACT PERSON:

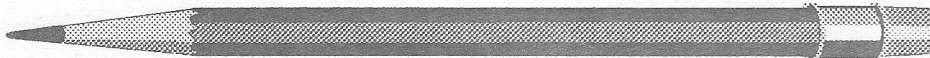
Barbara Bell
Francis Marion University
Florence, SC 29501
(803) 661-1370

Friday 9:00 & 10:00 Kirsten Benson, Chair Salon G



***"Converging the Past with the Future
Looking Back: SEWCA After 15 Years
Looking Ahead: SEWCA in the 21st Century"***

Dr. Tilly Eggers Warnock, University of Arizona
Dr. Gary Olson, Univ. of South Florida
Loretta Cobb, Montevallo University
Dr. Karen Spear, Fort Lewis College
Dr. Peggy Jolly, Univ. of Alabama at Birmingham
Tom Waldrep, Medical University of South Carolina



Examines where writing centers were 15 or 20 years ago, why organizations like this one came into being, where the future of writing centers is leading us.

CONTACT PERSON:

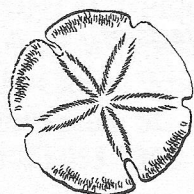
Tom Waldrep
The Writing Center
The Medical University of South Carolina
Charleston, SC 29401

Friday

10:00

Angela Williams, Chair

Salon A



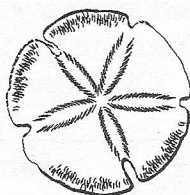
"Continuous Quality Management in the Writing Center"

Diann P. Back
Central Piedmont Community College

Continuous Quality Management (CQM) is an idea borrowed from the business sector of American society. This concept can be successfully applied to improve the management of the college writing center. Continuous Quality Management is achievable in the setting of a college writing lab. It requires communication, commitment and training.

CONTACT PERSON:

Diann P. Back, Director
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235-5009
(704) 342-6474



"What's a Peer Tutor to Do? Clearing Our Own Writing Center Paths"

Dr. T.Y. Papay, Matt Schmidt, Susan Bailey,
Rollins College
Dr. B.R. Young, University of Alabama at Huntsville

Explores conflicts between the pleasures of diverse obligations and seemingly endless expectations of officials who continue assigning new tasks to writing centers.

CONTACT PERSON:

Dr. T.Y. Papay
Rollins College
Writing Center
Box 2655
Winter Park, FL 32789
(407) 646-2191



Friday 10:00 Glenda Conway, Chair Salon E

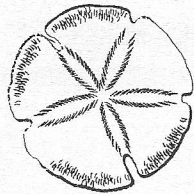
"Writing Assessment: Are the Numbers Stacked Against Us?"



Ann Gordon-Scearce
Francis Marion University

As administrative assessment measures turn increasingly to quantitative models, the smaller writing centers are being challenged to demonstrate their effectiveness in unflattering and often inaccurate terms. If qualitative assessment of effectiveness continues to be the best measure of growth, change, and "success," how can that idea be shared, supported, and adopted not only in the center, but across the campus?

CONTACT PERSON:
Ann Gordon-Scearce
Francis Marion University
Florence, SC 29501
(803) 661-1518



*"Writing Centers, Retention, and the Institution:
A Fortuitous Nexus"*

Linda Posiwilko
Belmont University

Reviews current research linking writing centers and retention.

CONTACT PERSON:
Linda Posiwilko
Department of Literature and Language
Belmont University
1900 Belmont Blvd.
Nashville, TN 37212

Friday 10:00 Christine Helmes, Chair Salon F

*"Responding to Student Writing During Tutorial Sessions: Applications
of Critical Theory"*



Patrick Bizzaro
Resa Crane-Rodger
Bari Vinson
Allison Baldi
East Carolina University



Applies critical theory methods to student the responses to poems. Demonstrates the usefulness of these methods as ways of commenting in response to student writing during tutorial sessions. Shows how critical theories might be adapted for use by tutors. Emphasizes theory, practice, and application.

CONTACT PERSON:

Patrick Bizzaro
East Carolina University
Greenville, NC 27858

Friday 11:00 Resa Crane-Rodger, Chair Salon A

"The Academic Achievement Portfolio"



John C. Ropp, III
The Citadel

After a brief skit and overview of the Academic Achievement Portfolio, the audience will address the portfolio and related issues in small groups. The presenters will role play.

CONTACT PERSON:

John C. Ropp, III
The Citadel
Writing Center
Charleston, SC 29409



"Butterflies and Buzzards: Finding a Comfortable Center in the Collaborative Process"

Rick Mulkey, Celia Wise, Peer Tutoring Staff
Converse College

Presents several models of interaction between consultant and writer that demonstrate different degrees of detachment and involvement.

CONTACT PERSON:

Rick Mulkey, Director
Writing Center
Converse College

580 E. Main Street
Spartanburg, SC 29302
(803) 596-9613



Friday

11:00

Carl Arseneault, Chair

Salon E

"Collaboration: A Tool for Multiple Audience Accommodation"



Michael Carver
North Carolina State University

Examines the complexity of addressing multiple audiences in corporate writing.

CONTACT PERSON:

Michael Carver
North Carolina State University
Raleigh, NC 27607
(919) 786-2053 (w)
(919) 481-4472 (h)

"Out of the Writing Center and into the Workplace: Acquiring Transferable Skills, Methods, and Philosophies"

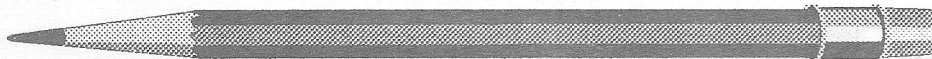


Pete Praetorius
Clemson University

By showing that what is learned in writing centers is transferable to the workplace, a case can be made for broadening the role of writing centers. Session gives future professional writers and content experts practice in the way many of their future collaborative interactions with writing will take place.

CONTACT PERSON:

Pete Praetorius
Clemson University
English Department
Strode 108
Clemson, SC 29634
(803) 654-0830



Friday

11:00

John Sutton, Chair

Salon F

"Computer-Mediated Tutorials: What are the Possibilities?"



David R. Dedo
Samford University

Covers the salient features of both the traditional face-to-face and computer mediated variations for tutorials (i.e., types of asynchronous and synchronous communication).

CONTACT PERSON:

David R. Dedo, Director
Writing Center
Samford University
800 Lakeshore Drive
Birmingham, AL 35229-2260

"Daedalus and Icarus: Computerized Staff Development in the Writing Center"



Collet B. Dilworth, Steven Harding, Robert Owens
ECU English Department Faculty
East Carolina University

Collet Dilworth reviews staff development efforts for the first-year composition program and will discuss principles of staff development for computer enhanced curriculum and instruction. Steve Harding explains how the writing center's Faculty Learning Facility works and will review with participants the facility's materials. Bob Owens explains other writing center resources for enhancing curriculum and instruction, including e-mail and the internet.

CONTACT PERSON:

Collet B. Dilworth, Director, Writing Center
East Carolina University
Greenville, NC 27858



Friday

11:00

Patrick Bizzaro, Chair

Salon G

"The Interpreting Community: Tutors and Tutorials"



"Assessment of How Students' Difficulties in Reading Affect Their Writing"

"Directing Traffic in the Interpreting Communities"

"Small Group Strategies in Teaching Fragile Writers: Conducting a Program of Study Workshop"

Susan Cribb, Tracy Humphrey, Patricia P. Caviness
East Carolina University

Provides a brief overview of the connection between reading and writing, gives results of personal interviews with students in our tutorials, and describes the holistic evaluation procedures we use in the writing center.

Speculates that these responses to selected prompts demonstrate that reader-response and the interpretive community cannot be taken for granted with first-year composition students.

Looks at the theories of composition pedagogy to suggest strategies to successfully teach in these tutorials, and it provides an exposition of what a program of study is theoretically and actually.

CONTACT PERSON:

Susan Cribb
Department of English
East Carolina University
Greenville, NC 27858

Friday

1:30

Ghussan Green, Chair

Salon A



"Structuring Writing Center Space to Encourage Student-Generated Meaning"

Carol McFrederick, Daniela Stinger, Kristen Cato
Miami-Dade Community College

Shares the experience of creating a Brainstorming Space which encourages students to seek meaning from within themselves and guides them through patterns of relativistic thinking.



CONTACT PERSON:

Carol McFrederick
Miami-Dade Community College
Kendall Campus
11011 S.W. 104th Street
Miami, FL 33176

Friday 1:30 Tom Waldrep, Chair Salon E

"Composition Theory and Departmental Service: Ethical Conflict in the Writing Center"

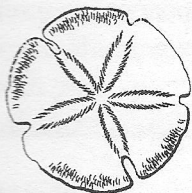


Tom Gasque Smith
University of South Carolina

Explores relevant research in institutional politics to show how the writing center and its staff can be "forced" to violate their own philosophy. The second part of the presentation involves a broader discussion of ethical relationships about which WC staff ought be concerned.

CONTACT PERSON:

Tom Gasque Smith
English Department
University of South Carolina
Columbia, SC 29208
(803) 777-2078



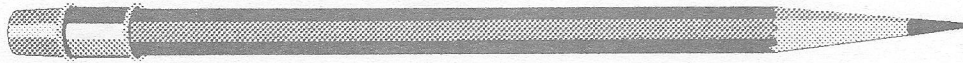
"Writing Centers as Allies"

Jennie Ariail
University of South Carolina

Focuses on the writing center as ally, emphasizing the supportive role the writing center can play in relationships between writing consultants and instructors.

CONTACT PERSON:

Jennie Ariail
Acting Director of the Writing Center
University of South Carolina
Columbia, SC 29208

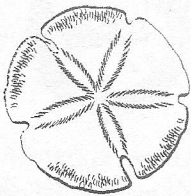


Friday

1:30

Robert Stutts, Chair

Salon F



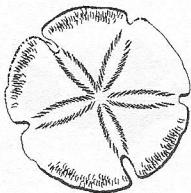
"Collaboration Brings Success: Combining the Efforts of the Writing Center and the Freshman Writing Program"

Joanna D. Innes, Dale K. Brown
Newberry College

Shows how a writing center and a freshman writing program can work together. Demonstrates (1) how to provide support to faculty and (2) how to administer to student needs.

CONTACT PERSON:

Joanna D. Innes
Dale K. Brown
Department of English
Newberry College
Newberry, SC 29108
(803) 321-5189



"The Writing Center Goes to Class"

Christine S. Cozzens
Agnes Scott College

For a variety of reasons--such as our inevitably limited resources, the constant struggle for identity, politics, the institutional marginalization of our staff and mission--we often ignore one of the writing center's most exciting and potentially influential means of achieving its goals: suggesting, developing, modeling, and supporting innovative classroom pedagogy.

CONTACT PERSON:

Christine Cozzens
Agnes Scott College
Decatur, GA 30030
(404) 638-6221

Friday

1:30

Mary Dickson, Chair

Salon G



"Helping the ESL Writer in Today's Writing Centers: Computer Software and Tutoring"

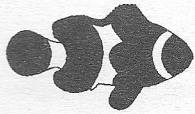
Jenna Wright
University of Tennessee at Martin



Discusses reasons for including computer software as a part of some tutoring sessions for ESL writers, criteria for selecting which type of software is best in particular sessions, and presents a review of some software which may be used to meet the needs of this population of writers.

CONTACT PERSON:

Jenna Wright, Co-coordinator Writing Center
University of Tennessee at Martin
Martin, TN 38238



*"Training Tutors to Work with a Multi-Cultural Population in the
Community College Writing Center"*

Dr. Amal Mahmoud
Ms. Carol N. Ischinger
Northern Virginia Community College

Includes issues of writing patterns in different culture groups, problems with composition format, transition words, grammatical structures and word choice. Problems in communication and writer/tutor responsibility will also be addressed.

CONTACT PERSON:

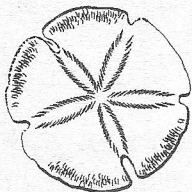
Ms. Carol Ischinger, Coordinator
Northern Virginia Community College
Annandale Campus
Annandale, VA
(703) 323-3341

Friday

2:30

Dawn Redford, Chair

Salon A



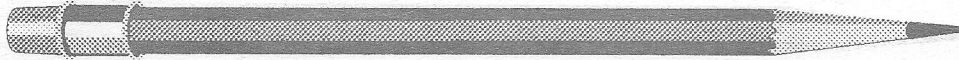
*"Tentative Tutoring, Tentative Teaching: Implementing WAC Without the
Wackiness"*

Angela Insenga
Clemson University

This essay focuses on the problems teachers, tutors and students face when implementing WAC and offers viable solutions for successfully using writing to learn.

CONTACT PERSON:

Angela Insenga
English Department
Clemson University
P.O. Box 341503
Clemson, SC 29634-1503 (803) 656-2655



"Writing Styles Across the Curriculum"

John Sutton, Francis Marion University
Fran Holman Johnson, Louisiana Tech University

Aimed at writing center tutors, this session shows how to deal more effectively with writing styles across the curriculum--business writing, technical writing, and writing for education and the humanities. Demonstrates how, in spite of many superficial differences, all styles converge in the important qualities of "good writing" in general, i.e., logic, organization, coherence, clarity.

CONTACT PERSON:

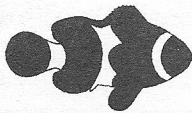
John Sutton
Francis Marion University
Florence, SC 29501
(803) 661-1505

Friday

2:30

Barbara Bell, Chair

Salon E



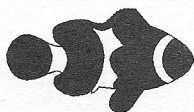
***"The International Student and the Writing Lab:
Perspectives from Consultants and a Lab Director"***

Dr. Bonnie Devet, Jason Chan, Joshua Farrar,
Mary-Jane Ogawa, Susan Burr
College of Charleston

Reports on a survey which asked consultants "What problems have you encountered when working with international students and which problems were the most 'menacing'?" From this survey, consultants discuss their concerns, such as "are we helping international students too much?"

CONTACT PERSON:

Bonnie Devet, Director
Department of English and Communication
College of Charleston
66 George Street
Charleston, SC 29424-0001
(803) 953-5664



"Making Sense of the Meaning: ESL and the Writing Center" (Workshop)

Katharine Purcell
Francis Marion University



Explores the benefits of one-on-one brainstorming with ESL students and will also list helpful ESL sources for writing centers.

CONTACT PERSON:

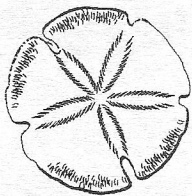
Katharine Purcell
Francis Marion University
Florence, SC 29501
(803) 661-1496

Friday

2:30

Kris Walker, Chair

Salon F



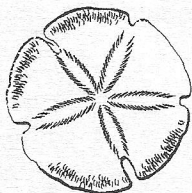
***"Writing Centers as Sites of Change OR
An Essaying We Will Go"***

Alys Culhane
University of Wisconsin-Milwaukee

What connections are we making between our writing selves and our students' writing selves? What further connections might we make between our practices and the types of writing which is required by the institutions which we work for? And, what is it that writing center assistants learn about themselves as writers and teachers?

CONTACT PERSON:

Alys Culhane
127 Gordon Drive
Central, South Carolina 29630
E-Mail, Alys@csd.uwm.edu.



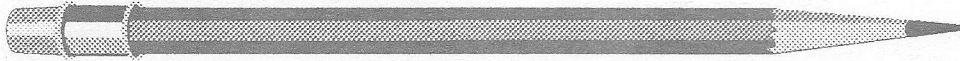
"Border Wars and Faculty Tutors"

Karl Fornes
University of South Carolina, Aiken

Examines how consulting can affect the role of instructor of composition in relation to the writing center's role within the institutional structure as well as the dynamics of the writing center conference itself.

CONTACT PERSON:

Karl Fornes
The USCA Writing Center
The University of South Carolina, Aiken
171 University Parkway
Aiken, SC 29801

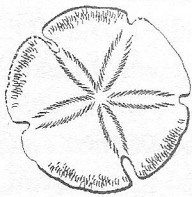


Friday

2:30

Jenna Wright, Chair

Salon G



"Chords and Discords: Satisfying the Cacophony of Demands on the Writing Center"

Twila Yates Papay, Page Sands, Michelle Wess
Facilitators: Gregory Mullins, Christian Foster
Rollins College

Explores alternative methods of responding to conflicting individual, faculty, and student needs. Participants will discuss and review materials relating to each of the following: Writing Center tours, model consultations, class invention sessions; training in word processing and writer's helper; writers' studios; varied support for freshman composition, freshman seminars, upper-level WAC courses; training and interaction with faculty and tutors; alternative personnel ("Faculty peers", community volunteers); Support for thesis, graduate school, and scholarship applications; special opportunities for peer tutors.

CONTACT PERSON:

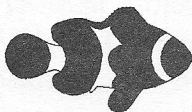
Twila Yates Papay
Writing Program Director
Rollins College
Winter Park, FL 32789

Friday

3:30

Michael Strickland, Chair

Salon A



*"The Expanding Writing Center and the ESL Option:
A Convergence of Benefits"*

Dr. Henry L. Wilson
Bradley University

Summarizes the benefits and opportunities presented to writing center directors at small colleges for building on the need for ESL instruction.

CONTACT PERSON:

Dr. Henry L. Wilson
English Department
Bradley University
Peoria, IL 61625



"A Community of Writers: Tutor Training at Guilford College"



Michael Strickland, Karen Rowan, Dana Powell, Joshua Brethauer
Guilford College

Panel discussion includes issues of evolving writing center theory, the spirit of empowerment, and turning theory into practice.

CONTACT PERSON:

Michael Strickland
English Department
Guilford College
Greensboro, NC 27410
(910) 316-2215

Friday

3:30

Ann Gordon-Scarce, Chair

Salon E



"Talking with Mina"

Paula Weinback, Heather Vaughn, Heather Di Lorenzo,
Steve Braye
Elon College

Discusses how error relates to advanced composition students (and teaching), to thinking about composition theory, and to work in the writing center.

CONTACT PERSON:

Steve Braye, Director
Elon College
Writing Center
2312 Campus Box
Elon, NC 27244



"The Writing Center: Emotions in the Eye of the Storm"

Lea Davis, Alan Jefferson, Chris Lake, Mia Molina, Sarah Palmer, Michelle
Pickett
University of Montevallo

Combining personal anecdotes and brief skits with a review of relevant literature, staff members



of the Harbert Writing Center at the University of Montevallo in Montevallo, Alabama lead a session on the emotional elements of our daily work.

CONTACT PERSON:

Glenda Conway
Department of English
Station 6420
University of Montevallo
Montevallo, Alabama 35115
(205) 665-6425

Friday 3:30 Virginia Dumont, Chair Salon F



"Women in the Writing Center: (Re)Inventing and (Re)Searching Our Lives"

Brenda Douglas, Jefferson Community College
Camille Newton, University of Louisville
Betty Garrison Shiffman, Midway College

Explores how the writing center on a community college campus encourages non-authoritarian, non-judgmental exchange of ideas. Examines (re)inventing and (re)searching our identities as women in academe. Encourages others to see similar possibilities for writing centers as sites of converging identities.

CONTACT PERSON:

Betty Garrison Shiffman
Assistant Professor of English
Midway College
Midway, KY 30347



"Why Can't We Just Get Along?" Race, Gender, and Ethnicity in The Writing Center"

Jill Lanier, Fair McCallister, Erica Monts, Gabriel Mufuka, Shawn Padgette,
Sallie Shealy, Jennifer Williams
Lander University

What impact does race, gender and ethnic background have in our work with fellow writers? Presentation includes handouts, seminar-type interaction and discussion.

CONTACT PERSON:

Erica Monts
Lander University CPO Box 6142
Writing Center Greenwood, SC 29649

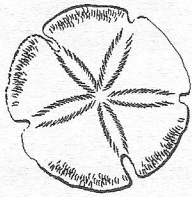


Friday

3:30

Tom MacLennan, Chair

Salon G

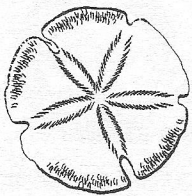
*"The Writing Center-WAC Partnership: Challenges and Opportunities"*

James Kirkland, Faydra Womble, Dale Williamson
East Carolina University

Reviews challenges commonly faced by writing centers in their efforts to achieve the aims of WAC programs and discusses The Writing Center-WAC partnership at ECU. Includes information gathered from ECU faculty about writing assignments, instructional approaches, and assessment methods. Discipline-specific tutoring strategies and materials included.

CONTACT PERSON:

James Kirkland, Director
Writing Center
East Carolina University
Greenville, NC 27858

*"Collaborative Teaching and Collaborative Learning in a Satellite Writing Center"*

Elisabeth M. Alford
University of South Carolina

Describes the role of a satellite writing center and its multidisciplinary staff in teaching writing within the Department of Electrical and Computer Engineering at the University of South Carolina. Libby Alford, senior writing consultant, will describe the creation of the satellite program from theories informing writing response groups, rhetorical analysis, and writing in the workplace. She will also describe the relationship between collaborative writing in industry and the collaborative approaches incorporated into the ECE Writing Center Satellite program.

CONTACT PERSON:

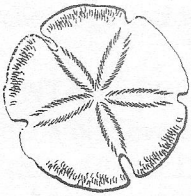
Elisabeth M. Alford
ECE Writing Center Satellite
Department of Electrical and Computer Engineering
University of South Carolina
Columbia, SC 29208



Saturday 9:00

Twila Yates Papay, Chair

Salon A



"Using Primary Trait Assessment to Design Writing Center Satellite Programs"

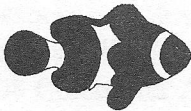
Elisabeth M. Alford
University of South Carolina

Satellite programs can achieve the economies and productivity that come from concentration of resources to meet the needs of an identified and specialized clientele, rather than a more diverse student body. Session includes 1) rhetorical analysis of engineering texts; 2) collaboration between center staff and engineering faculty in writing instruction; 3) assessment of student writing; and 4) planning and conducting writing instruction for small groups meeting in the writing center.

CONTACT PERSON:

Elisabeth M. Alford
ECE Writing Center Satellite
Department of Electrical and Computer Engineering
University of South Carolina
Columbia, SC 29208

"Converging Cultures: Tutoring ESL Students"



Jenny Fleming, Dan Meyers
The Citadel

Illustrates that by giving international students the resources they need to be successful in their academic and social endeavors, we create an environment in which the ingress and egress of ideas is a positive, productive experience for students and teachers of all nationalities.

CONTACT PERSON:

Jenny Fleming, Coordinator/Instructor of English
Writing Center
The Citadel
171 Moultrie Street
Charleston, SC 29409



Saturday

9:00

Beth Rapp-Young, Chair

Salon E

*"Consulting with ESL Students in an Engineering Writing Center:
Issues and Strategies"*



Kris Walker
University of South Carolina

Draws on theories espoused by J. Swales, A. Johns, R. Jordan, T. Santos, and A. Cumming and applies those theories to ESL engineering students and to practical application within the writing center. The main goal of the presentation is to provide information that will help writing center staff who either run satellite writing centers in science departments or find that many ESL science students seek help from English department writing centers.

CONTACT PERSON:

Kris Walker
University of South Carolina
Columbia, SC 29208



"From Easychair to Edge: World Views in Collision"

Gabriella Davis
Winthrop University

Explores culture shock "traditional" students face, how they may grow from this, what tutor training can do to help, and what effects it has had on the lives of writing tutors.

CONTACT PERSON:

Gabriella Davis
Department of English
Winthrop University
Rock Hill, SC 29733
(803) 323-2138

Saturday

9:00

Steve Braye, Chair

Salon F

"Ambushed by Technology: Writing Centers Becoming Computer Labs"



Donna N. Sewell
Valdosta State University



Argues that technology has much to offer writing centers, but technology can also harm them unless integrated effectively. Investigates this technological ambush and suggests ways to allow technology and writing assistance to merge more effectively.

CONTACT PERSON:

Donna N. Sewell
Writing Center Director
Department of English
Valdosta State University
Valdosta, GA 31698
(912) 333-5946

"Tyros and Telecommunications"



Mary H. Dickson
Trinity College of Vermont

Focuses on the problems, pitfalls, and pleasantly surprising successes two absolute novices encounter with telecommunications.

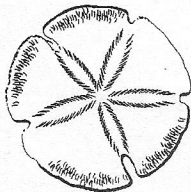
CONTACT PERSON:

Mary H. Dickson
Associate Professor
Trinity College of Vermont
208 Colchester Avenue
Burlington, VT 05401
(802) 658-0337 ext. 335

Saturday 9:00

Jennie Ariail, Chair

Salon G



"WAC: Tutors Converge"

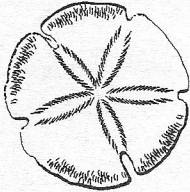
Nick Mastrocinque
Newark, DE

Addresses the idea of writing across the curriculum: What similarities are there in approaches to papers on different academic subjects? How does a university writing center converge with other departments in attempting to assist them? How do tutors "converge"?

CONTACT PERSON:

Nick Mastrocinque

13 Conover West
97 Amstel Avenue
Newark, DE 19711-9744



"A Comparison of University of South Carolina Writing Centers: Tutoring Across the Disciplines"

Deanna E. Ramey
University of South Carolina

Draws on the theories of Bakhtin, Vygotsky, Jerry Mirskin, Mary Abascal-Hildebrand, and Bradley T. Hughes to examine tutoring across disciplines from the perspective of a tutor who has worked in two different contexts at the same university.

CONTACT PERSON:

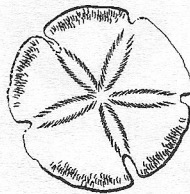
Deanna E. Ramey
ECE Writing Center Satellite
Department of Electrical and Computer Engineering
University of South Carolina
Columbia, SC 29208

Saturday

10:00

Christine Helms, Chair

Salons F&G



"College Administrators Share Their Views"

Panel:

Dr. Barry Gleim, President, Johnson and Wells University.

Dr. Thomas Isekenegebe, Director of the Academic Center and Interdisciplinary Studies, Coastal Carolina University.

Dr. Robert Parham, Chair, Department of English and Mass Communications, Francis Marion University.

Dr. Warren Westcott, Director of Freshman English, Francis Marion University.

Panel will discuss writing centers from different perspectives and answer questions.

WENDY BISHOP

I was born in Japan in 1953, grew up in southern California, and attended college in northern California at the University of California, Davis where I received an M.A. in English/Creative Writing (1976) and an M.A. in English/Teaching English (1979). After teaching a year at Bayero University in Kano, Nigeria, I returned to teach at Northern Arizona University before moving to Tsaile, Arizona. I worked for three years at Navajo Community College in Tsaile as an administrator and English instructor. From 1985 to 1989, I taught writing at the University of Alaska, Fairbanks. I completed a Ph.D. in English/Rhetoric in 1988 at Indiana University of Pennsylvania. Currently, I live in Tallahassee, Florida, with my son and daughter, and teach writing at Florida State University. I have traveled extensively in Mexico, Guatemala, Peru, Europe, North and West Africa, and the southwest United States and often write about those locations and about Alaska.

My poems have appeared in many U.S. and Canadian journals, among them *The American Poetry Review*, *The Yale Review*, *Western Humanities Review*, *Massachusetts Review*, *College English*, *Fiddlehead*, and *The Dalhousie Review*. In 1980 a chapbook, *Second Nature*, was published by Tideline Press and in the same year I won the Joseph Henry Jackson Award for a poetry manuscript in progress. Stories have appeared or are forthcoming in *Cream City Review*, *Permafrost*, *Sundog*, *Western Humanities Review* and other journals and nonfiction in *Writing on the Edge* and *Puerto del Sol*. A new poetry chapbook, *Time in the Southwest*, is forthcoming from *Jumping Cholla Press*.

Something Old, Something New, College Writing Teachers and Classroom Change, a research monograph, appeared in 1990 from *Southern Illinois Press*; *Released into Language: Options for Teaching Creative Writing, theory and pedagogy for creative writing teachers*, also in 1990, from the *National Council of Teachers of English*; and *Working Words: The Process of Creative Writing*, an introductory textbook, from *Mayfield Publishing*, 1991. Other books include an edited volume, *The Subject Is Writing: Essays by Teachers and Students*, 1992, *Boynton/Cook Heinemann*, and a co-edited volume (with Hans Ostrom), *Colors of a Different Horse: Rethinking How We Teach Creative Writing*, 1994, *National Council of Teachers of English*.

Current projects include: *Ethnographic Writing Research--Writing It Down, Writing It Up, and Reading It* (*Boynton/Cook Heinemann*); *Genres of Writing: Issues, Arguments, Alternatives* (co-editor with Hans Ostrom, *Boynton/Cook*); *Thirteen Ways of Looking for a Poem: A Sourcebook on Form for Writers and Readers* (*Harper Collins*), *Elements of Alternate Style: Essays on Writing and Revision* (editor, *Boynton/Cook Heinemann*); *Metro: A Guide to Writing Creatively* (co-authored with Hans Ostrom and Katharine Haake, *Harper Collins*); *The WPA and the Culture of English--A Study of University Writing Program Administration* (co-authored with Gay Lynn Crossley); *The Shape of Fact: Essays on Writing and Relationships* (a collection of literary non-fiction essays).

I'm in the third of a three term on the board of directors of *Associated Writing Programs* and currently serve that organization as co-vice president.

Conference at a Glance

Thursday 7:00-8:30	Welcome Salons C & D South Carolina Host Sessions Salons A & B			
	Salon A	Salon E	Salon F	Salon G
Friday 9:00-9:50	Van Dyke "Tutor to TA" Jackson "Creative Writing. . ."	Cummings et al. "Converging Population" Williams "Personality Types and Tutoring"	Conway "Reporting WC Sessions" Bell & Stutts "Road to Hell"	Waldrop et al. "Converging the past with the Future"
10:00-10:50	Back "Continuous Quality Mgmt" Papay et al. "What's a Peer Tutor to Do?"	Gordon-Scarce "Writing Assessment" Posiwilko "WC Retention / Inst."	Bizzaro et al. "Responding to Student Writing"	
11:00-11:50	Mulkie & Wise "Butterflies & Buzzards" Ropp "Achievement Portfolio"	Carver "Tools for Multi Audience" Praetorius "Out of the WC into the Workplace"	Dilworth et al. "Daedalus & Icarus" Dedo "Computer Mediated Tutorials"	Cribb et al. "Interp. Comm." "Directing Traffic." "Small Group Strategies"
12:00-1:15	Luncheon Salons C & D Keynote Speaker: Wendy Bishop			
1:30-2:20	McFrederick et al. "Structuring WC Space" Wilson "Expanding WC and ESL"	Smith "Comp Theory and Dept. Service" Ariail "WC as Ally"	Innes & Brown "Collaboration Brings Success" Cozzens "WC Goes to Class"	Wright "ESL Writer Computer Software" Mahmound & Ischinger "Training Tutors Multiculture"
2:30-3:20	Insenga "Tentative Tutoring" Sutton & Johnson "WAC Writing Styles"	Purcell "Making Sense of Meaning" Devet et al. "Intl. Student Writing Lab"	Calhane "WC Sites of Change" Fornes "Border Wars & Faculty Tutors"	Papay, Young, Smith "Chords and Discords"
3:30-4:20	Strickland et al. "Tutor Training and WC Theory"	Braye et al. "Talking With Mina" Conway et al. "Emotions in the Eye of the Storm"	Shiffman et al. "Women in the WC" Monts et al. "Why Can't We Get Along?"	Alford "Collab. Teaching. . . Satellite Writing Center" Kirkland et al. "WC/WAC Partners"
8:30-10:00	Poetry/Drama Readings in the Lounge: Parham, Autrey, and Tuttle			
Saturday 9:00-9:50	Fleming & Myers "Converging Cultures" Alford "Primary Trait Assessment"	Walker "ESL Students in Engineering" Davis "Worlds in Collision"	Dickson "Tyros and Telecommunications" Sewell "Ambushed by Technology"	Mastrocinque "WAC Tutors Converge" Ramey "Tutoring Across the Disc."
10:00-10:50			Forum: Questions for college Administrators	
11:00-12:00	South Carolina Writing Center Association Meeting		Southeastern Writing Center Association Meeting	

**Special thanks to Dr. John Sutton for Preparing the Program for this conference.