



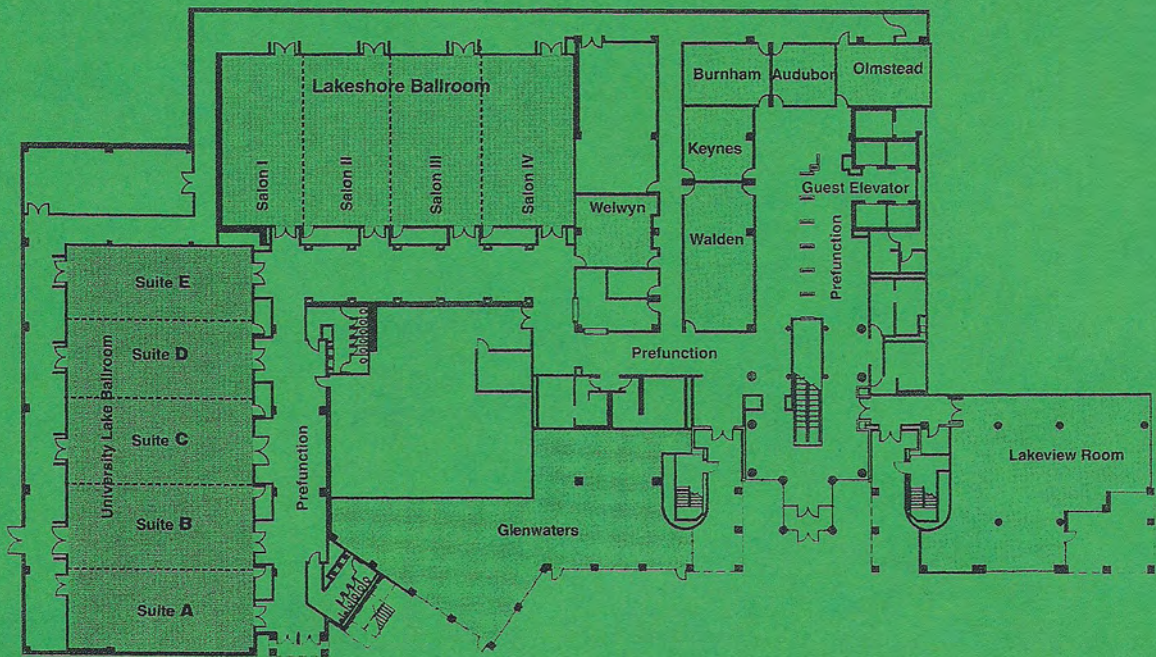
Making A Difference:  
Writing Centers and Change

Southeastern Writing Center

Association Conference

February 13-15, 2003

Charlotte, North Carolina



## Conference Schedule

### Thursday, February 13

3:00-6:00pm	Registration (Midway Room)
5:00-6:00pm	SWCA Board Meeting (Walden)
7:30-9:30pm	Reception (Lakeview Room)

### Friday, February 14

7:30am-4:00pm	Registration (Midway Room)
7:30-8:45am	Breakfast (University Lake Ballroom A, B, C)
	SWCA Business Meeting
9:00-10:15am	Concurrent Session One*
10:30-11:15am	Session Two: Keynote Speaker Patricia Lambert Stock (University Lake Ballroom Suites D & E)
11:30am-12:00pm	Poster Session One (outside Walden)
12:00-1:15pm	Luncheon (University Lake Ballroom A, B, C)
1:30-2:45pm	Concurrent Session Three*
3:00-3:30pm	Southern Discourse Meeting (Walden)
3:45-5:15pm	Concurrent Session Four*
5:30-6:45pm	Concurrent Session Five*
7:00pm	Dinner (on your own)

### Saturday, February 15

8:30-9:45am	Concurrent Session Six*
10:00-11:15am	Concurrent Session Seven*
11:30am-1:00pm	Brunch (Award Presentation (Lakeshore Ballroom))

\*See individual session descriptions for location.

## Welcome to Charlotte, North Carolina

On behalf of the team of volunteers who have organized this conference, I welcome you to the Southeastern Writing Center Association 2003 Conference. This is the first time that a North Carolina school has hosted the conference, and we are pleased to welcome you to Charlotte.

Please note some opportunities for you to participate in Conference activities. Breakfast on Friday (from 7:30 – 8:45) will also include an SWCA Business meeting. This is a chance for you to learn more about future conference plans, elections, etc. On Friday at 3pm in the Walden Room, *Southern Discourse*, the SWCA publication, will hold a meeting and all conference attendees are invited to attend. And finally, on Saturday, the closing brunch will include an address from Marcy Trianosky, the 2002 SWCA Achievement Award winner and the presentation of the 2003 SWCA Achievement Award and the 2003 Peer Tutor Award. You will find more information about *Southern Discourse* and other writing center opportunities in your folder.

We'd like to thank the University of North Carolina at Charlotte for the generous support they have provided, both in funds and in student and staff time devoted to putting the conference together. In particular, the University Writing Programs Office, the Office of Academic Affairs, the College of Arts and Sciences, and the English Graduate Student Association merit our thanks for providing the opening reception Thursday night from 7:30-9:30 pm. Please join us for some light refreshments and a time to renew old acquaintances and make new friends.

Redrock Software Company also provided generous sponsorship of the reception, and we thank them for their support and presence at the conference. We encourage you to visit their Poster Session on Friday at 11:30 a.m. They will also be available throughout the day in the Resource Room which you will find in the Audubon Room on Friday.

On Friday night, the UNC at Charlotte Writing Resources Center staff would like to invite all interested tutors and staff to join us for an evening of fun at Concord Mills Mall. We will enjoy an evening with lots of options for entertainment. See the flier in your folder for more details, and please sign up at the registration area if you need a ride. Limited transportation is provided.

From Thursday through Saturday afternoon, our Conference Headquarters is located in the Midway Room, in the downstairs conference area. Take a quick right when you get off the escalator from the lobby area. Please stop by if you have any questions or concerns, and we will be happy to help you. We will have conference organizers and SWCA board members available to help with your questions. They will be wearing conference committee ribbons on their nametags.

Please enjoy your time at the conference and in Charlotte.

Deanna Rogers  
Conference Director

## Acknowledgements

We would like to thank the following people and businesses for their assistance in organizing this conference:

**Conference Coordinator:** Deanna Rogers, UNC at Charlotte

**Program Chair:** Jo Koster, Winthrop University

**Program Review:** James Inman, University of South Florida; Jo Koster, Winthrop University; Deanna Rogers, UNC at Charlotte; Donna Sewell, Valdosta State University; Marey Trianosky, Hollins University

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**Name Tag Coordinator:** Jerry Mwangbe, Kennesaw State University

**Public Relations Coordinator:** Danielle Lucas, UNC at Charlotte

**SWCA Awards Committee:** Jennifer Liethan Kunka (co-chair), Francis Marion University; Jerry Mwangbe (co-chair), Kennesaw State University; Marey Trianosky, Hollins University; Michael Pemberton, Georgia Southern University; Marcella Sherman, Hillsborough Community College; Bonnie Devet, College of Charleston; Stone Shiflet, University of South Florida

**Reception Sponsors:** Redrock Software Company  
Office of Academic Affairs at UNC at Charlotte  
English Graduate Student Association at UNC at Charlotte  
College of Arts and Sciences at UNC at Charlotte

## Board Members

### Current SWCA Board:

James Inman, President, 2000-2002

*(University of South Florida)*

Donna Sewell, Vice President, 2000-2002

*(Valdosta State University)*

Christina Bourgeois, Secretary, 2000-2002

*(Georgia Tech)*

Karl Fornes, Treasurer, 2000-2005

*(University of South Carolina, Aiken)*

Christine Cozzens, Southern Discourse Editor, 2002-2007

*(Agnes Scott College)*

Deanna Rogers, 2003 Conference Coordinator, 2002-2003

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Traci Augustosky, 2002 Conference Coordinator, 2002-2003

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Jerry Mwangbe, At-large Member, 2002-2004

*(Kennesaw State University)*

Jennifer Liethen Kunka, At-large Member, 2002-2004

*(Francis Marion University)*

Mary Alm, At-large Member, 2002-2003

*(University of North Carolina, Asheville)*

Jane Love, At-large Member, 2002-2003

*(Furman University)*

## Friday 9:00–10:15am Concurrent Session One

### Workshop 1: Workshopping for Change: Collaboration vs. Collusion

**Location:** Burnham

**Chair:** Jennifer Liethan Kunka, Francis Marion University

Sandee McGlaun, Sarah Bellew, Eva Isselstein, Anna Terry, Amanda Wood  
North Georgia College and State University

This interactive workshop uses skits and group discussion to introduce tutors to effective and ethical tutoring strategies they can use to help their peers without crossing the line from collaboration to collusion. The workshop will include a discussion of how writing center workshops serve as catalysts for growth in writing center staff and will conclude with a brainstorming session on how to create workshops that change the way writing centers are perceived by their campus communities.

### Panel 1: Changing the Ways Centers Work

**Location:** Suite D

**Chair:** Erica Britt, University of North Carolina at Charlotte

#### **Paper 1: How and When: Changing Student and Faculty Use of the Writing Center**

Doug Enders  
North Carolina Wesleyan University

Drawing upon recent research, this presentation looks at how writing center personnel can assess student and faculty use of the writing center and draw upon their findings to change that use, if necessary. Sample assessment materials and a bibliography of research on the topic will be made available. Audience participation is welcome.

#### **Paper 2: Hitting the Road: Innovative Classroom Visits Across the Curriculum**

Amanda Granrud, Rebecca Massey, Larry Bliss  
North Carolina State University

This paper provides a "backstage pass" to the challenges we faced when conducting classroom visits across the curriculum. We discuss the lessons we learned, the changes we made, and the suggestions we have for other would-be "performing tutors."

#### **Paper 3: Building Shared Resources to Create More Effective OWLS**

David Munger  
University of North Carolina at Charlotte

Building an Online Writing Lab (OWL) can be a daunting task, beyond the resources of most writing centers. However, by sharing resources through a neutral central site such as [Commtext.org](http://Commtext.org), writing centers can build a set of peer-reviewed materials for free distribution. Through this type of collaboration, every writing center could have an OWL whose quality would vastly exceed a single institution's limited resources.

## Panel 2: Changing Relationships and the Writing Center

**Location:** Suite E

**Chair:** Colleen Thorndike, University of North Carolina at Charlotte

### **Paper 1: Trade in Your Football for a Basketball: Sports Metaphors for Change in Tutoring Strategies**

Ali Makins

State University of West Georgia

Sports like football and basketball are not often associated with writing center work, but this paper shows how they can be used easily as metaphors to explain how tutors can deal with a changing clientele by changing their reflective techniques. Using the concepts of reflection-for-action, reflection-in-action, and reflection-on-action, outlined by Joellen P. Killion and Guy R. Todnem, this paper shows the different games tutors can play to accommodate the needs of the fast-changing student body.

### **Paper 2: Show Me The Line: College Athletics and Writing Centers in the Age of Jerry Maguire**

Jessica Lytle, Stephen Rygiel, Virgil Starks

Auburn University

The Auburn University Writing Center receives financial support from its Athletic Department in a dialogic relationship with reciprocal benefits. The writing center serves exclusively as the only on-campus provider of group and one-to-one tutorial assistance to student-athletes, while funding from the Athletic Department has supported the hiring of more tutors and the maintenance of longer nighttime hours of operation. Together, we have worked together to identify where "the line" is for tutors consulting with student-athletes.

### **Paper 3: Constructing Change through Reciprocal Relationships**

Mary Stephens Diamond

Auburn University

I will describe reciprocal teaching, emphasizing teaching through questioning, demonstrate how this strategy helps students in our writing center to understand difficult texts, and discuss how this strategy explains the kinds of change possible in contact between writing centers and other parts of their schools. These reciprocal relationships are opportunities for us to understand the questions asked by others and to learn how to ask the right questions to teach others about our centers.



**Panel 3: Woman to Woman: Challenging and Complicating Theory and Practice in Writing Center Work**

**Location:** Olmstead

**Chair:** Mary Alm, University of North Carolina at Asheville

Marcy Trianosky, Hollins University; Christine Cozzens, Agnes Scott College; Debra Dobkins, Brenau University; Mary Guthrow, Randolph-Macon Woman's College

Successful writing centers respond to the changing needs of their home institutions—their culture and mission—and in time influence these defining characteristics, creating a symbiosis that benefits students, faculty and administrators. As four women writing center directors at small, all-female institutions in the South, we will discuss our unique institutional context for woman-to-woman tutoring, the theories that inform our centers, and the practices that seem to call for developing new theoretical lenses.

**Panel 4: Helping to Heal Old Wounds: New Counseling Approaches to Tutoring**

**Location:** Walden

**Chair:** Elisabeth LoFaro, University of South Florida

Shayla Willis, Danielle Lucas, Crystal Sherrod  
University of North Carolina at Charlotte

The writing center visit is capable of being more effective and efficient if tutors are trained to adapt to the role of writing counselor. This presentation will provide helpful information that will assist writing centers in embracing change through sensitive tutoring. Existing theories will be examined and challenged for their effectiveness. The presentation will pay special attention to the introduction of new strategies in approaching resistant and uneasy writing center students.

**Friday 10:30 – 11:15am Keynote: Patricia Lambert Stock**  
**Teaching and Learning Reconsidered: The Writing Center and the Co-Curriculum**

**Location:** University Lake Ballroom, Suites D & E

Patricia Lambert Stock is Professor of English and Founding Director of the Writing Center at Michigan State University. During a two-year leave from Michigan State University, she served as Associate Executive Director of the National Council of Teachers of English with special responsibilities for higher education. She has served as Chair of NCTE's College Forum, as Editor of English Education, and on the Boards of the National Writing Project and the National Writing Center Association. Her writings include work on the scholarship of teaching, teacher research, contingent faculty in composition studies, writing center theory and practice, and the politics of literacy instruction and assessment.

## Friday 11:30am–12:00pm Poster Sessions

**Location:** Outside Walden

### Session 1: Improving Center Performance with Web-Based Software Tools

Kelly Corder  
Redrock Software Company

Using a web-based software management system can improve student service and center management. Better service means more students to the center, thus increasing funding and maximizing staff and center resources.

### Session 2: Meeting the ESL Challenge

Marsha Taylor, Patrick Rabon  
Francis Marion University

In our experience working with ESL students in our writing center, we have noticed that they present us with unique problems and challenges. In response, we have come up with some strategies to help us help them. Our poster session will feature handouts we have created which address problems such as explaining grammar terms, language conventions, and plagiarism. We will also demonstrate materials we have designed to train tutors to work with ESL students.

### Session 3: Technological Change in Consultant Training

Leila Canady, Cherie Long, Charles Shaw  
University of South Carolina at Aiken

This multimedia poster presentation will include a tri-fold poster with a laptop computer displaying a slideshow including video and audio installed from voice-over slides. We will also include a monitor playing the movie version of the training video in DVD format. The poster will present the steps that were taken to produce the training material and ways that other writing centers can adapt the training video to fit the goals of the tutor training.

### Session 4: Keeping Everyone Talking: Evolving Communication Methods in Session Documentation

Sarah Lauderdale, Lucy Erhardt, Shara Saunsaucie, Amy Torbert, Jacqueline Whitt  
Hollins University

To demonstrate how communication in tutoring sessions reflects the evolution of writing centers from directive to facilitative institutions, we will present a poster session on the benefits of our three-part documentation system to the relationships between students, tutors, directors and faculty. We will explore the advantages of each document in the context of writing centers as institutions encouraging open dialogue not only within tutoring sessions, but also among tutors themselves and between tutors and faculty.

### Session 5: Creating the VERB (Virtual English Resource Base)

Margaret Shelton, Chris Chestnut, Amy Evans, Mary Grimes  
Francis Marion University

In this poster session, we will showcase our university writing center's attempts to customize our online materials to the language, genre, and discipline-specific writing needs of our students through the development of the FMU Virtual English Resource Base (VERB), a new interactive online resource that provides supplemental writing materials to our students and faculty.

### Session 6: Writing: Vision 2005

Towanda Smith, Alex Gladden, Maurice Williams  
Livingstone College

In this poster session, we will present information about a pilot tutoring program that is being developed at Livingstone College. This program is staffed by undergraduate student tutors who are being mentored by graduate student tutors from the University of North Carolina at Charlotte Writing Resources Center. The universities and students are collaborating on tutor training issues.

## Friday 1:30–2:45pm Concurrent Session Two

### Workshop 2: Writing Center Theory: What Is Our Next Move?

**Location:** Burnham

**Chair:** Marcy Trianosky, Hollins University

Christine Cozzens, Agnes Scott University; Phillip J. Gardner, Francis Marion University; William M. Ramsey, Francis Marion University; Robert Parham, Armstrong Atlantic State University; Christina Bourgeois, Georgia Institute of Technology

The history of writing centers has been characterized by deep uncertainty, a persistent and sometimes detrimental fringe mentality, and an inability to articulate or accept success. Theory has focused more on difference and resistance than on articulating vital common ground where mainstream education and writing centers can stand together in a shared educative mission. Reevaluating both the theoretical foundations and current practice, we argue a new theoretical perspective that positions writing centers at the center of institutions where they can more effectively accomplish their goals of teaching writing while influencing and leading change in the broader institutional context.

**Panel 5: Student-Centered Changes in the University Writing Center Community**

**Location:** Suite D

**Chair:** Crystal Sherrod, University of North Carolina at Charlotte

E. Stone Shifflet, Susan Eschrich, Bettina LoFaro, Julia Makosky, Deepa Sitaraman, Allison Brimmer, Kathleen Robinson, Toni Francis  
University of South Florida

Throughout the academic year, a university writing center is challenged to find innovative ways to bolster center service and to extend the center's outreach to the university community. At USF, we initiate these changes not with new funds, but with the new ideas of our graduate staff and our undergraduate volunteers. We propose to share these innovations during a 75-minute presentation centered upon a mythic superhero narrative featuring our writing center staff. Handouts will be provided for each of the three sections of our panel presentation.

**Panel 6: Changing the Center to Fit Institutional Identities**

**Location:** Suite E

**Chair:** Elisabeth Alford, University of South Carolina

**Paper 1: Revising the Writing Center**

Aaron B. Butler  
Catawba College

Going from tutoring in a large university writing center to directing a small college writing center involves altering the way one thinks about a center's role in the academic life of a campus. The strategies one teaches students who are working on their writing prove to be helpful when revising one's own ideas and reworking the way one presents them to the campus community.

**Paper 2: Spare Change: Improving the Writing Center at the Two-Year College**

Erin E. Campbell  
Abraham Baldwin College

I will address both the growth and the growing pains experienced by the Writing Center at Abraham Baldwin College under the constant fluctuation of both the Center's and the institution's leadership and suggest coping strategies for other centers facing such institutional change.

**Paper 3: Program Design and Identity within a Bilingual Institution**

Nancy Karabeyoglu  
Sabanci University (Istanbul)

Designing a writing center in a bilingual context poses different challenges than those of implementing centers in native speaking countries. Principles of writing center design and organization were modified to meet the university's evolving identity and needs as well as Turkey's economic situation and were manifested in short and long-term cooperative programs with departments and faculties. The role of the center thus extended beyond fulfilling traditional expectations of the content faculties to meeting administration needs and those of services and organizations outside of university walls.

**Panel 7: When the Stakes Are High**

**Location:** Olmstead

**Chair:** Sara Newman, University of North Carolina at Charlotte

**Paper 1: Changing the Landscape: The Transition from High School to College Writing**

Vicki G. Russell, Kelly Benhase  
Duke University

This paper will examine how writing centers can help first year students make the transition from high school to college writing, based on what we understand about the writing culture that produces our students. This culture is formed, in large part, by the attention in high schools on preparing for the AP exams, SAT's, and end-of-year tests. The presenters will share data gathered from interviews, focus groups, and an assessment project to help the group explore possible tutoring strategies to use with first year students.

**Paper 2: Changing Strategies for High-Stakes Testing**

Peter Carrière, Stephanie Shelton  
Georgia College and State University

Given falling verbal and writing test scores and the public relations significance attached to such scores, teachers and administrators must consider how to best help students achieve success. Writing centers that focus on enhancing a student's clear understanding of a paper's purpose and organizational structure can improve writing clarity, even at the mechanical level. This strategy produces better writers and papers, and has the potential to increase high-stakes test scores.

**Paper 3: 'So rudely forced...': Student Writers, Course Requirements, and the Writing Center**

Glenda Conway  
University of Montevallo

Writing center personnel are in an ideal position to influence a positive, productive view toward the paper-writing enterprise. My proposition is informed by the principles of liberatory education, which support my belief that every writing occasion presents an opportunity to the writer—even when the writing occasion is initiated from without.

**Panel 8: Meeting the Challenge of Students with Special Needs**

**Location:** Walden

**Chair:** Nancy Thompson, University of South Carolina

**Paper 1: Meeting the Challenge of Students with Special Needs**

Catherine Emanuel  
Tennessee Wesleyan University

This paper discusses a student-coach approach to working with special needs students, most notably, those who have Attention Deficit Hyperactive Disorder (ADHD). This approach stretches the perimeters of the normal writing center because my tutors and I enlist the aid of specific instructors as well as other students in the ADHD student's classroom. Since the primary writing problems of the ADHD student deal with organization, theme focus, and time management, I have found that having a professor's or another student's notes on the assignment can be helpful. Armed with all relevant information about the paper, my tutors and I can then break a paper down into smaller, manageable mini-assignments. With smaller deadlines and bi-weekly meetings, the ADHD student feels less overwhelmed and can produce a better paper.

**Paper 2: 'Left Behind': The Pedagogical Challenges and Legalities of Assisting Learning-Disabled Students in the Writing Center**

Jennifer Liethen Kunka  
Francis Marion University

Though the 2001 No Child Left Behind Act places a new emphasis upon aiding K-12 students with learning disabilities, many students who have suffered from learning disabilities and are entering the college environment have already—in many ways—been "left behind." In this presentation, I will provide practical strategies for navigating the legal and pedagogical issues involved in assisting learning-disabled college students and explore the positive and negative ramifications of the 2001 educational reforms upon the writing center community.

**Paper 3: Meeting the Challenges of the Disabled Student Writer**

William Adkins  
Georgia Tech University

Today, more disabled persons are attending college. For the writing center, this adds another dimension to the challenges posed by diverse student populations. There is increasing need for practice-based approaches to the issues related to tutoring disabled students in a "mainstream" environment. Writing tutors need to be aware of resources available to help them address legal and accommodation issues. It is equally important to develop an awareness of problems disabled students may have.

## Friday 3:45–5:15pm Concurrent Session Three

### Workshop 3: Who Needs to Change?

**Location:** Walden

**Chair:** Jennifer Larson, University of North Carolina at Charlotte

Kimberly Abels, Laura Merrill, Heather Epes  
University of North Carolina at Chapel Hill

Through an interactive case study of seven students' interpretations of one assignment, we will explore what such instances reveal about students, instructors, assignments, curriculum, and writing centers as potential sites of change. Our goal will be to help one another create individual plans of action or stasis in our own institutions.

### Panel 9: The Politics of Labels and Location

**Location:** Suite D

**Chair:** Jennifer Martinsen, University of North Carolina at Charlotte

**Paper 1: 'But You're an English Major': Fluidity Between the Generalist and the Specialist Tutor in the Small Liberal Arts Writing Center**

Jacqueline Whitt  
Hollins University

This paper will examine theory and practice regarding cross-disciplinary tutoring in writing centers. Though prevailing theory tends to favor specialist tutoring over generalist tutoring, our experience at a small liberal arts college blends the two rather than polarizing them. Rather than forcing practice into theory, staffs at small institutions must change or modify theory to reflect effective strategies in writing centers. This presentation will contextualize practice at Hollins as it fits into broader theories regarding peer tutoring and writing centers.

**Paper 2: Writing Centers in the Disciplines**

Beth Davidson, Theresa McGarry  
University of South Carolina

This study examines changes in the location of writing centers by analyzing interaction in writing center consultations in three discipline-specific contexts: English, engineering, and business. Using methodology and theory from composition and linguistics, we investigate whether/how the higher cognitive skills described by Waldo as important across disciplines are attended to in the interaction, and whether/how that attention is affected by the disciplinary context. The findings are relevant to future policy concerning location, funding, and consultation practices.

**Paper 3: Pebble in the Pond: Curricular Re-Vision and its Effects on the Writing Center**

David Dedo  
Samford University

Three years ago, our university instituted a major revision to the core curriculum, and with it came a corresponding re-vision of our writing center. As the core courses became interdisciplinary in nature, so did our center. As has been the case with many other sites, our writing center has been transformed into an integrated-skills center, our Communication Resource Center. There, in a traditional collaborative setting, we now work on writing, speaking, and reading assignments with students. In addition, we try to help students with computer-related work.

**Panel 10: The Struggle Between Literacy and Culture for African American Students in Academia**

**Location:** Suite E

**Chair:** Danielle Lucas, University of North Carolina at Charlotte

Janice M. Samuels, T. Jade Lezama, Chester Branch, Zakiya Brooks, Tanikka Dennison  
Saint Augustine's College

The Saint Augustine's College Writing Center is located in a historically black setting. Our research examines the social, political, and historical impact of literacy in black culture in order to address its effect on the psyche of black student writers and their professors. Through the use of video and audio recording we will document and analyze the influence of cultural perceptions of deculturation through literacy, the need for inclusion of the African American position in writing, and the positive and/or negative effects of traditional writing and teaching pedagogy when applied to African American students.

**Panel 11: The Challenge of Collaboration**

**Location:** Olmstead

**Chair:** Karl Fornes, University of South Carolina at Aiken

**Paper 1: Thinking Outside the Cube: Rediscovering Collaboration in Standing Appointments**

Deaver Traywick, K.C. Culver  
University of South Carolina

It has been our experience that writing center clients who repeatedly work for extended periods of time with one assistant often reach a plateau in the collaborative learning curve. At this plateau, writing assistants and clients can fall into patterns that foster dependence on the writing center and assistant. Rather than recognizing the mutual responsibilities of both assistant and client, these patterns result in an unhealthy hierarchy of authority between client/assistant/center. This paper will examine how and why models of collaborative learning deteriorate in standing appointments and how the problem can be remedied.



**Paper 2: Collaboration on Papers at a College with an Honor Code: Faculty and Senior Attitudes**

Jill Frey, Jill Walker  
Presbyterian College

Our five-year-old writing center has brought changes to several departments' interpretation of our Honor Code. Our session will present the results of our survey, highlighting differences in faculty and student perceptions regarding papers and types of collaboration allowed. Then we will invite the SWCA audience to help us consider the following questions: Should these findings result in changes to our reporting methods? Should we do more to inform professors about the difference between what we do in the writing center and "getting someone to proofread the paper"?

**Paper 3: Guiding Change Through Theory: Welcoming Vygotsky into the Writing Center**

Elisabeth M. Alford, Nancy S. Thompson  
University of South Carolina

Applications of Vygotskian learning theory have potential to strengthen writing center programs but may require difficult changes in the non-directive, "hands-off" tutoring methods currently valued by writing center professionals. This presentation outlines Vygotskian concepts pertinent to writing center practice and describes interactive, but directive methods of tutoring used in a new NSF-funded Research Communications Studio in a college of engineering. Interactive approaches to staff development are also discussed.

**Panel 12: The Writing Center Wants You! Strategies for Advertising and Recruiting**

**Location:** Burnham

**Chair:** James Inman, University of South Florida

Jane B. Smith, Ardi Alspach, Jason Ferster  
Winthrop University

The first two of these three papers present the results of two peer tutors' extensive studies of the Winthrop Writing Center's advertising and tutor recruitment strategies and also offer concrete suggestions for improving a center's outreach to students. The third paper discusses the implications of these studies, the dangers of "directing a center innocently," and the ongoing necessity for seeing the center from the students' eyes.

## Friday 5:30–6:45pm Concurrent Session Four

### Workshop 4: What Do You Mean by That? Considering Communication Styles in Peer Tutoring

**Location:** Olmstead

**Chair:** Erin Lanahan, University of North Carolina at Charlotte

Debra Dobkins, Rebecca Espana, Breanne Grubba, Barrie Hearn, Amber Markmann, Katie Mitchell, Eve Lamb  
Brenau University

Join this panel of peer tutors for an interactive session on the role of communication styles in the writing conference. Drawing on the work of Howard Gardner, Myers-Briggs and others, we will help tutors learn to maximize their teaching styles and suggest informal means of assessing tutees' learning preferences. The presentation will focus on specific strategies for adapting each tutorial to the writer's ways of perceiving and processing information, for making this kind of continual change contributes to a productive dialogue about writing.

### Panel 13: Changing the Flight of the OWL

**Location:** Walden

**Chair:** Dave Munger, University of North Carolina at Charlotte

Nathan Meier, Sarah Bowles, Amy Locklear, Heather Vaughan  
Auburn University

Four Graduate Teaching Assistant consultants from the Auburn University English Center will enter the critical discussion regarding OWLs with a multi-media panel presentation that addresses the technological, pedagogical, theoretical, and practical aspects of Auburn's newly constructed Electronic Consultant—one of the first synchronous, web-based consulting tools to be utilized by a writing center.

### Panel 14: More Than A Feeling: The Hidden Elements in Tutoring

**Location:** Burnham

**Chair:** Stone Shiflet, University of South Florida

#### **Paper 1: Screams, Tears, and Laughter: The Emotions of Tutoring**

Donna M. Sewell  
Valdosta State University

This presentation, appropriate for directors and tutors, examines emotions of writing center staff, such as a tutor's anger at an instructor's sarcastic written comments, a tutor's excitement over a well-run tutorial, and tutor burnout. Participants look at specific scenarios, suggesting ways to handle these scenarios productively.

**Paper 2: How Does Clothing "Speak"? Professional Appearance in the Writing Center**

Tonya Hassell  
Winthrop University

How does a tutor's way of dress "speak" to different audiences—students, faculty, and administration? The Winthrop Writing Center Operations Manual states that tutors are expected to dress professionally. I will demonstrate that professionalism is more complex than our Operations Manual suggests. Writing centers need to consider their guidelines for tutor appearance.

**Paper 3: The Feng Shui to Writing: The Practical Effect of the Environment**

Suzan Phillips  
Winthrop University

We can make our centers more student-friendly by exploring the effects of changing the environment, including noise (too much or not enough), color, plants, posters, and even furniture placement. We can make students at ease and therefore more susceptible to advice and open to talking. We want them to feel like they are with their peers. This idea goes well with the peer tutoring and relationships we wish to create.

**Panel 15: The Challenges of Theory and Praxis**

**Location:** Welwyn

**Chair:** Jennifer Larson, University of North Carolina at Charlotte

**Paper 1: The Roots of Writing Center Theory**

Kirsten F. Benson  
University of Tennessee

Just how well do we know and understand the theories and epistemologies that serve as the foundations for what we do? Writing centers' overly-derivative uses of theory obscure our roots, and a better knowledge of them may help us more effectively articulate our missions, define our practices, and conduct more focused research.

**Paper 2: Pragmatism and the Writing Center: A Theory for Changing Practices**

Elizabeth Carroll  
Appalachian State University

Given the multiple needs and agendas involved in writing center work, no single approach to writing conferences will accommodate the needs of every context. Pragmatism, with its emphasis on experience, sensitivity to context, and concern with practice, offers a way of theoretically grounding various approaches to writing center work. In my presentation, I explain the tenets of pragmatism, and then I analyze how they offer new ways of thinking about current debates in writing center practice.

**Paper 3: The Self-Reflective Writer: Metacognition and Writing Centers**

Deborah H. Reese  
Armstrong Atlantic State University

At least since the publication of Lev Vygotsky's *Thought and Language* (1962) and *Mind in Society* (1978), composition pedagogies have emphasized the importance of self-reflection to/for student writers. Self-reflection, or metacognition, has become for many composition teachers the goal of various classroom activities. This project asserts that metacognitive activities are useful not only to students in classrooms but also to those in writing centers.

## Saturday 8:30–9:45am Concurrent Session Five

### Workshop 5: TAC: Tutoring Across the Curriculum

**Location:** Suite D

**Chair:** Barbara Teitelzweig, University of North Carolina at Charlotte

Barbara Teitelzweig, Jennifer Martinsen, Colleen Thorndike  
University of North Carolina at Charlotte

Our workshop will address the history and future of WAC. We will discuss the WAC program at the University of North Carolina at Charlotte and how our experiences as TACs help us form strategies for helping writers in a variety of disciplines. We will have an interactive segment to evaluate and devise strategies to meet the student's needs. We will provide our audience with a fresh look at how WAC and TAC can work together effectively.

### Panel 16: Keeping the Faith: Overcoming Financial and Philosophical Change in a Writing Center

**Location:** Suite C

**Chair:** Alison Brimmer, University of South Florida

Robert G. Barrier, Rachel Greil, Amy Whitney, Maren Blake, Margie Hendrix, Regina Clark, Yvonne Culpepper  
Kennesaw State University

This session traces and evaluates the steps taken by a writing center as it tries to maintain "the idea of a writing center" amid financial and administrative pressures to become a remedial lab. After budget cutbacks, all paid student staff were eliminated, forcing the center to rely instead on "volunteer" faculty tutors, adjunct faculty, and student volunteers. This presentation outlines ways to maintain a pedagogically sound and functioning center in a crisis situation.

**Panel 17: Tutoring Poetry**

**Location:** Walden

**Chair:** Kathleen Robinson, University of South Florida

Leah F. Cassorla  
Valdosta State University

This interactive session allows participants to discuss the fears of tutoring poetry as well as practice putting our theories into action. Participants will discuss fears about tutoring poetry, participate in a mock tutorial, then participate in one-on-one tutorials followed by a discussion. Anyone interested in tutoring poetry or helping to bring poets into the writing center can benefit from this session.

**Panel 18: The Challenges that Don't Go Away**

**Location:** Olmstead

**Chair:** Deepa Sitarama, University of South Florida

**Paper 1: The Whole Process: Teaching Lower-Order Concerns in the Writing Center for Students' Long-Term Growth**

April D. Baker  
Winthrop University

Hands-off or hands-on as an approach to grammar and mechanics? That is a challenge for many tutors. My paper will present the results of post-session surveys investigating the use of instructional materials and draft marking techniques, attention to structural versus surface grammar, and the perceived effectiveness of these within tutorials—which suggest that the use of instructional materials, non-directive draft marking, and attention to structural grammar issues are more effective in long-term writing growth.

**Paper 2: 'I Did My Part by Showing Up': The Reluctant Client**

Jennifer Beattie  
Winthrop University

The problem of engaging reluctant clients, particularly those who do not come to the writing center of their own accord, can prove both challenging and frustrating to tutors. Students required by their teachers to come to the writing center approach tutorials with certain attitudes, assumptions, and expectations, which can have a negative impact on the dynamic of the tutorial; as tutors, we must recognize and address these and tailor the tutorial to the student.

**Paper 3: Grammar Noise: Pushing through Limitations of Theory with Peer Tutors**

Kathi R. Griffin, Caroline Hobbs, Shannon Buckley  
Millsaps College

In *Noise from the Writing Center*, E. Boquet describes writing centers as places to use practice to push through limitations of theory. So when grammar creates “noisy” feedback, practice seems to push peer tutors through limitations, requiring them to reflect and to rethink theory. In our panel discussion, the writing center coordinator and two peer tutors explore noise about grammar to determine if this might lead tutor as well as author to “genuine knowledge.”

**Panel 19: Evoking the Individual: Change in Students and Tutors in the Writing Center**

**Location:** Burnham

**Chair:** Danielle Lucas, University of North Carolina at Charlotte

Lydia Williams, Jody Brooks, Carrie Vogler, Trey Cowart, Angela Lishman, Tamara Gosta  
Georgia State University

As beginning tutors in graduate-level assistantships, we have encountered a variety of techniques as well as challenges as we tutor our students as individuals. We will discuss change in ourselves and in those we tutor as we propose that change occurs on an individual basis. Our panel will cover a wide range of common tutoring experiences and present specific strategies for addressing change in our Center for Writing and Research.

**Panel 20: Restructuring Writing Centers to Reflect Change in the Growing ESL Population: A Discussion of Techniques and Attitudes**

**Location:** Welwyn

**Chair:** Sara Newman, University of North Carolina at Charlotte

Sara Newman, Erica Britt, Erin Lanahan  
University of North Carolina at Charlotte

This session will present the findings from surveys and interviews of the people who encompass the Writing Resources Center at the University of North Carolina at Charlotte: its tutors, clientele, and professors who depend on it. Through group activities, participants will come away with a further understanding of how writing centers can further assist ESL populations.

## Saturday 10:00–11:15am Concurrent Session Six

### Workshop 6: Evaluation 501: Conceptual Framework for Assessment

**Location:** Suite C

**Chair:** Jerry Mwangbe, Kennesaw State University

Mary Alm, University of North Carolina at Asheville; Beth Rapp Young, University of Central Florida; Isabelle Thompson, Auburn University

Presenters will lead workshop participants through the steps of setting up an evaluation program for their writing centers. Key principles will be articulated, and examples of acting from those principles will be provided. The workshop provides neither a prescription for evaluation nor instruments for assessment. Instead, participants will be given basic conceptual tools for constructing evaluation frameworks appropriate to their unique situations. The workshop will include time for individual written reflection and group discussion.

### Panel 21: Changing the Ways We Tutor

**Location:** Walden

**Chair:** Virginia Dumont-Poston, Lander University

#### **Paper 1: Seasons of Mists and Mellow Fruitfulness: Collaborate Research into the Initial Weeks of a Writing Lab's Fall Term**

Bonnie Devet  
College of Charleston

This presentation reports on an experiment where the director and consultants conducted a collaborative research project into problems consultants have encountered and vital areas of training needing more emphasis. The presentation will reveal not only the need for continuously evaluating and revamping training but also the power of conducting an action research project with consultants.

#### **Paper 2: Tutors, Training, and Videotapes**

Mercy Cannon  
University of Tennessee

The use of videotaped tutoring sessions is a potentially efficient and effective method of training that could be discussed more thoroughly. Videos can provide immediate, concrete examples of tutoring techniques and tutor-student interaction, which new tutors can compare to their experiences and methods. These videos can supplement written articles and manuals that analyze transcriptions actual tutoring sessions, as well as those that explore conceptual and theoretical issues. This paper discusses how writing centers might create such videos and integrate them into tutor training.

**Panel 22: The Citadel Experiment: Building a Bridge Between Writing and Learning Strategies**

**Location:** Olmstead

**Chair:** Karl Fornes, University of South Carolina at Aiken

Amy Battle, Chris Fudge, Harry Keuper, Linda Miller, Iain Boyd, Joey Moore, Adam Whitsett  
The Citadel

Make your writing center a hub of learning that collaborates with all departments on campus! Increase your effectiveness by building a bridge between the Writing and Learning Strategies Programs. Infuse your writing center with a new mission. Incorporate Learning Strategies into your tutoring sessions. Change directions by creating an atmosphere of learning, not just writing. Discover the deep connection between Learning Strategies pedagogy and performance in writing. Learn organizational tips while examining a new writing center goal. Integrate writing and learning like never before! Refresh! Renew! Change!

**Panel 23: Mismatched Expectations**

**Location:** Burnham

**Chair:** April Baker, Winthrop University

Tracee Litchfield, Matthew Adams, Jason Breneman, Katie Scheaffer, Mary Jo Sci, Megan Schlicht  
Armstrong Atlantic State University

This presentation focuses on the transition of first-year students from high school into college, their expectations of university composition courses, and how writing center tutors can help students negotiate the transition. An understanding of this transition assists tutors in anticipating how they might be most helpful to first-year students.

**Panel 24: Organic Centers: Changing Ourselves, Our Goals, and Our Interactions with Faculty and Students**

**Location:** Welwyn

**Chair:** Jennifer Beattie, Winthrop University

Pamela B. Childers, Chad Littleton  
The McCallie School

In an organic, ongoing facility, a writing center staff must adapt to the needs of its students, faculty, and institution. During this session, the presenters will lead participants through activities that will help them examine their own personal and professional roles as well as their interactions with faculty and students. With actual scenarios, problem-solving, and writing-to-learn activities, participants will have a chance to collaborate on planning for the future of their own writing centers.



## Saturday 11:30am-1:00pm Brunch/Awards

**Location:** Lakeshore Ballroom

**Balancing Act: Collaboration in Writing Center Administration**

12:20-12:40

Marcy Trianosky, Hollins University

**2003 SWCA Achievement Award and Peer Tutor Award**

12:40

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