WRITING AS LEARNING

Understanding and Promoting Intellectual Growth and Critical Thinking in the Writing Center

Southeastern Writing Center Association
Annual Conference
February 10-12, 2005

Francis Marion Hotel
Charleston, South Carolina

Chris Anson, Ph.D.
Keynote Speaker

Sponsored by
The Citadel Writing and Learning Center

Conference at a Glance

12:00-9:00 pm	Registration ~ Look for Cadets
3:00-4:30 pm	Concurrent Session A
4:45-5:45 pm	Concurrent Session B
7:00-9:00 pm	"Meet and Greet" Opening Dessert Reception with The Citadel Gospel Choir ~ Colonial Room
9:00 pm	Ghost Tour (cost $20.00)

Friday, February 11, 2005

8:00 am -3:00 pm	Registration
7:30 -8:45 am	SWCA Open Membership Meeting and Continental Breakfast
8:30 am -12:00 pm	Poster Presentation—P1
8:45-10:15 am	Concurrent Session C
10:15 am	Snacks
10:30-11:45 am	Concurrent Session D
11:45 am – 1:15 pm	Luncheon and Keynote Speaker (Chris Anson) ~ Colonial Room
1:15-2:45 pm	Concurrent Session E
1:15-5:30 pm	Poster Session—P2
2:45 pm	Transportation provided to The Citadel ~ Main Lobby
3:45-5:00 pm	Citadel Dress Parade – Tour of Writing and Learning Center
5:00 pm	Transportation provided back to the hotel
6:15-9:00 pm	Dinner and Harbor Cruise (Cost $41.95) Transportation Provided

Saturday, February 12, 2005

Breakfast on your own	(See suggestions in your folder.)
8:30-10:00 am	Concurrent Session F
8:30 am – 12:00 pm	Poster Session—P3
10:00-10:30 am	Vendor Presentations
10:30 am – 12:00 pm	Concurrent Session G
12:00-1:15 pm	Awards Speaker, 2005 Awards Presentation and Luncheon

❖ Break refreshments and Friday's breakfast are sponsored by the following vendors: TutorTrac, Allyn & Bacon/Longman, Bedford/St. Martin's, Heinemann, Harcourt, and Prentice Hall

Writing As Learning

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Association

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Conference Theme

This year's theme, "Writing As Learning," emphasizes the strong connection between writing and learning. Today's educators, tutors, and writers continually strive to support students in the critical thinking process and stimulating this quality in all students remains a challenge. The presentations at this conference are at the heart of the work we do in our writing and learning centers. This year's conference theme and Anson's thought-provoking reflections challenge us to examine the complex dynamic of the tutorial and the implications of all writing and learning centers.

Welcome to the SWCA 2005 Conference in Charleston!

We are so happy you've joined us for many stimulating sessions and presentations on this year's theme, "Writing As Learning." Our keynote, Christopher Anson, has attracted much attention concerning his address, "(S)killing Learning: The Politics of Performance and the Restoration of Development." In addition, Phillip Gardner will deliver the Awards Luncheon Speech, "The Promising Future of Writing Centers," when he will reassess Terrence Riley's claim of the "unpromising future" of writing centers and examine the promise that critical inquiry can bring to our profession. We begin the conference with the opening reception that not only offers delicious desserts, but also an opportunity for attendees to share their interest in rhetoric, composition, and critical thinking. We offer seventy-four fascinating sessions and seventeen poster presentations with tutors and directors from all over the Southeast.

A conference of this magnitude could not take place without the help of so many. First, we would like to thank the SWCA Board for their expertise, advice, and support from the planning stages last summer to the final decisions in February. A "thank you" also goes to the vendors who not only contributed their monetary resources, but also provided valuable instructional materials for us all to enjoy. Moreover, we would like to thank the newest member of our team, Anna Moore. Anna is our coordinator of writing and learning and joined us in January! She has done a masterful job negotiating pricing as well as preparing the program. Above all, we would like to thank our writing and learning staff for all of their help and emotional support. Special thanks must go to Mary Ann Borysowicz, our office manager, who kept detailed records of all the monies and registrations. Her expert record keeping skills will be a wonderful benefit to next year's team. Furthermore the Citadel's treasurer, Bobbin Shoaf; the Citadel's web designer, Eric Oman; and the Citadel's multimedia specialist, Conyers Bull, deserve our appreciation. Thank you to the College of Charleston and Steve Gibson, Director of the Center for Student Learning. And lastly, we must thank our Associate Provost, COL Metts, for providing numerous resources and allowing us to put this conference front and center!

Please check at the registration booth for information about the conference and events in the area. Also, the concierge in the lobby will provide additional information concerning local attractions, the open-air market, and local restaurants. Also, please visit the presentation and vendor tables. If you have any questions, please do not hesitate to let us know.

Chris Fudge and Linda Miller
2005 Conference Coordinators

City of Charleston

Joseph P. Riley, Jr.

Mayor

WELCOME!

On behalf of the citizens of the City of Charleston, please accept warmest greetings as you meet for the 2005 Southeastern Writing Center Association Conference. It is always a delight when a conference chooses this progressive and energetic city as its conference site. Our goal is to provide our citizens with the best service a city can provide and our visitors with the best vacation or business trip that a city can provide.

Charleston is a special and unique city that hosts numerous exciting and dramatic events such as the Spoleto Festival USA (a comprehensive arts festival) and the Family Circle Tennis tournament. In addition, the South Carolina Aquarium (the most visited attraction in South Carolina) provides an opportunity to share the story of the Appalachian watershed. The combination of our unequaled beauty, warm hospitality, and unique public spaces provides a wonderful backdrop for our many visitors.

As an alumnus, I would also like to welcome you to The Citadel campus. Since 1842, The Citadel has molded individuals into leaders. As the new millennium begins, The Citadel reaffirms its belief that the whole person is one who is worthy of the trust of others. The qualities of a leader provide the guiding principles for The Citadel as a new generation of leaders serves their families, their communities, their professions, and their country.

As the conference gets under way, please save a little time to enjoy the sights, sample the cuisine, and visit with the people. But above all, please enjoy your conference!

Most sincerely yours,

Joseph P. Riley, Jr.
City of Charleston

JPR,jr./dm

P.O. Box 652, Charleston, South Carolina 29402

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Message from the Proposal Committee Chair

Dear Colleagues,

Thank you for the opportunity to serve as this year's Proposal Committee Chair and to put together the program for the SWCA Conference. I was pleased to see proposals from undergraduate and graduate tutors, writing and learning center directors at all levels and from all types of schools, faculty who use the writing center, and others who are just interested in the work of the writing center. I was also pleased to see participants from all states in our region as well as from many outside of our region. It's encouraging to see such diversity in the writing center community.

The numerous proposals for this year's conference show the variety of interests that make up writing center work and scholarship. From dealing with homophobia in the center to working with ESL students to making numbers count for the administration, all areas of writing center work are covered. However, certain themes did present themselves with the panels, workshops, roundtables, individual presentations, and poster presentations. You'll find much about writing center administration, tutor training at all levels, writing across the curriculum and in the disciplines, writing center research, online writing center work, and politics in and around the center. I think you'll be able to find something to fit your interests in every concurrent session. If you're like me, you'll find several things to pique your interest during every session and you'll struggle to choose between two or three equally interesting topics, so I encourage you to split up your tutors, your friends, your colleagues and compare notes later.

I'd especially like to call your attention to the large number of poster presentations appearing at this year's conference. Turning some proposals into poster presentations was a way for the committee to accommodate more of the intriguing proposals submitted, so you'll find three different poster sessions running Friday morning, Friday afternoon, and Saturday morning. Make sure you stop by and take a look, ask some questions, and collect some materials to help your own center. A special thank you to all of those who graciously agreed to change their format for these poster sessions.

I'd also like to thank the proposal committee, without whose help this program would not be possible; thank you, Glenda Conway, Donna Sewell, and Deaver Traywick. I'd also like to thank the GTAs in my own writing center who volunteered their time off, even during Christmas break, to get out proposals to the committee, acceptance letters to program participants, and the actual program to our hosts at The Citadel; thank you, Will Ingram, Gwen Hale, and Sara Sweitzer.

I wish you all a fun and educational conference.

Trixie G. Smith
Middle Tennessee State University
Chair, Proposal Committee
2005 SWCA Conference

Conference Details

About our Keynote Speaker

Christopher M. Anson is Professor of English and Director of the Campus Writing and Speaking Program at North Carolina State University, where he teaches graduate and undergraduate courses in language, composition, and literacy and works with faculty in nine colleges to reform undergraduate education in the areas of writing and speaking. Before moving to NCSU in 1999, he spent fifteen years at the University of Minnesota, where he directed the Program in Composition from 1988-96 and was Morse-Alumni Distinguished Teaching Professor. He received his Ph.D. and second M.A. in English with a specialization in composition studies from Indiana University, and his B.A. and first M.A. in English from Syracuse University.

Chris has received numerous awards, including the State of Minnesota Higher Education Teaching Excellence Award, the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education, and the Governor's Star Service Award for his service-learning work at Minnesota. He was an NCTE Promising Researcher Award Finalist and has received or participated as a co-principal investigator in over $1 million in grants.

Chris is currently the president of the Council of Writing Program Administrators. He has served on the CCCC Executive Committee (1993-96), the CCCC Resolutions Committee (2002), the CCC Editor Search Committee (2003-4), the CCCC Committee on Professional Standards (1990-93, co-chair 1993), the CCCC Nominating Committee (1988 and again as chair in 1999), the CCCC Exemplar Award Committee (1996), the NCTE/CEE Nominating Committee (1987), the NCTE Committee on Language Across the Curriculum (1988-91), and the NCTE Board of Directors (1985-99). He chaired the NCTE Assembly for Research in 1992-3 and was program co-chair of the NCTE Global Conference on Language and Literacy (2000, Utrecht, Netherlands) and the Sixth Conference of the National Testing Network in Writing (1987). He formed and chaired the MMLA's WAC Section (1989-1994).

An avid writer, Chris has published twelve books and over 60 journal articles and book chapters and is on the editorial or reader's boards of ten journals, including WPA, CCC, CE, RTE, JLLAD, Written Communication, Assessing Writing, and The Journal of Writing Assessment. His last book project, The WAC Casebook: Scenes for Faculty Reflection and Program Development (Oxford University Press, 2002) is an edited collection of scenarios for faculty development in writing across the curriculum. He is currently working on a book on the social construction of error. Chris has spoken or led faculty workshops at over 225 conferences and universities in 38 states and ten foreign countries.

About our Endnote Presenter

Phillip Gardner, Associate Professor of English at Francis Marion University in Florence, South Carolina, is the recipient of the 2004 Southeastern Writing Center Association Achievement Award. Professor Gardner is a past vice-president and interim president of the Southeastern Writing Center Association. In addition to fostering the work of the Writing Center at Francis Marion University as its director from 1988-2000, Professor Gardner has also helped to support the work of writing centers at other universities in the Southeast. He has contributed to the scholarship of the writing center community through numerous regional and national conference presentations.

The Southeastern Writing Center Association is honored to have Professor Gardner deliver the 2005 SWCA Awards Luncheon Speech, "The Promising Future of Writing Centers." During his talk, Professor Gardner will reassess Terrence Riley's claim of the "unpromising future" of writing centers and examine the promise that critical inquiry can bring to our profession.

About our Ghost Walk

Ghost Walk - Thursday, February 10th

After enjoying the reception on the first day of the SWCA conference, join your private guides to learn about Charleston's most haunting legends and folk tales. The tour is filled with stories of resident ghosts, haunted inns, Gullah superstitions and assorted other ghost stories from Charleston's haunted history.

The walk is approximately 1.25 miles and is available at an additional cost of $20.

About our Parade & Tour of the Writing and Learning Center

The Citadel Parade, Tour of Writing and Learning Center- Friday, February 11th

A Friday afternoon tradition in Charleston, you are invited to view the South Carolina Corps of Cadets in action as they present arms and put on an impressive display on the grounds of The Citadel Campus. Transportation will be provided to and from the hotel for this free activity.

About our Dinner Cruise

Spirit of Carolina Dinner Cruise - Friday, February 11th

There's no better way to experience Charleston and her history than from the deck of a SpiritLine yacht. The Spirit of Carolina offers Charleston's most unique dining experience. Nowhere else will you find our combination of sumptuous cuisine, attentive service and spectacular harbor views. Enjoy an unforgettable three hour cruise and breathtaking views of Charleston Harbor, as you savor a three-course gourmet meal (prepared to order), table-side service, your favorite beverage and live entertainment. Transportation will be provided; the cost for dinner and the cruise is $41.95 per person.

Concurrent & Poster Sessions

Thursday, February 10

Colonial Room: "Meet and Greet" Opening Dessert Reception (7:00-9:00 pm)

Main Lobby: Ghost Tour ~cost $20.00 (9:00 pm)

Concurrent Session A: Thursday, 3:00-4:30 pm

Room: Middleton

Session Chair: Jane B. Smith, Winthrop University

A1: Expanding the Influence of the Writing Center
Constance Campana and S. Elaine Craghead, Wheaton College
What we hope to both offer and gain are ways in which to reach both willing and skeptical faculty and perhaps, in the long run, to achieve an across-the-curriculum- writing "infusion," born of good PR, innovative strategies, and just plain hard work.

Room: Drayton

Session Chair: Bob Barrier, Kennesaw State University

A2: Writing Center Conferences and Tutee Action Plans: What Happens When They Leave?
Heather Epes, Jonathan Wallace, Julie Wilson, and Kimberly Abels; University of North Carolina-Chapel Hill
This session reports on a pilot study conducted at UNC-Chapel Hill that compares tutees' post-session actions plans with their execution of those plans post-visit. We are particularly interested in the relationship between tutee perceptions of what happened in the conference, clarity of the plan of action, and follow through on the tutee's part.

Room: Rutledge

Session Chair: Karl Fornes, University of South Carolina-Aiken

A3: Centering Writing and Health Professions: Learning About and Through Writing
Tom Waldrep, Jennie C. Ariail, Shannon Richards-Slaughter, and Tom G. Smith; Medical University of South Carolina
The MUSC Writing Center, initially established primarily to help advanced students prepare professional writing – personal statements, curriculum vitae, cover letters – has become a resource not only to improve communication in the disciplines but also to teach lifelong learning skills and to infuse critical thinking pedagogy.

Room: Parkview

A4: From Novice to Expert: Facilitating Cognitive Development and Metacognition through Writing and Critiquing Public Texts

Roxanne A. Spray, Nancy S. Thompson, and Elisabeth M. Alford; University of South Carolina

The Research Communications Studio at The University of South Carolina engages undergraduate engineering researchers in community activities to support their research-based learning. One communications activity, creating research web sites and critiquing peers' sites, is an effective tool for stimulating critical thinking and intellectual growth.

Room: Calhoun

Session Chair: Jean Shephard, University of North Carolina, Asheville

A5: Development in/of Writing Centers

Group 1: An Embarrassment of Riches: Two Writing Centers, One University

Mark Thomas, James Madison University

This person seeks to discover the important similarities and differences between the two writing centers on the campus of James Madison University.

Group 2: A Tale of Two Writing Centers…

Ashley Lusk, James Madison University

Like Dickens's story, the two writing centers at James Madison University couldn't have been more different – adult tutors versus student tutors. Come hear the results of a study performed by a student writing tutor that determines which style a sample of students preferred and how those preferences affected the two writing centers on-campus.

Group 3: Working for the Clampdown or Becoming it?

Joe Essid, University of Richmond

As a writing center gains prestige, its director acquires newfound power for administration, budget, and human resources. A series of critical questions provide guidelines for continuing the collaborative and non-traditional roles of a writing center. At risk is our status as North's alternative for learning within ever-more-corporate colleges and university.

Group 4: Toward a Culture of Writing: (Re)Presenting the Role of Faculty in Student Development

Michael Strickland and Lee Nickoson-Massey, Elon University

As the new directors of the Writing Center and WAC, we view our change as working to identify and engage potential opportunities for furthering a university-wide culture of writing. Our collaborative approach to (re)presenting writing as a tool for intellectual growth (for both students and faculty) takes advantage of both the synergy and kairos of our contemporaneous appointments.

Room: Pinckney

Session Chair: Heather Jones, University of North Carolina-Asheville

A6: Tutor Flexibility and Growth

Group 1: Tutors as Teachers?: Flexibility as Agents of Critical Thinking

Mollie Barnes, Andrea Comiskey, Rachel Darr, Erica Jarrell, Mel Lesseter, Gingle Lee, Katherine Mohney, Megan Morris, Emily Norman, Kristen Parks, Michelle Turney, Laura Tuttle, and Cailin Copan-Kelly; Agnes Scott College

We view the writing process as a mode of critical thinking. How, then, are tutors agents of critical thinking? Does our role expand beyond traditional ideals of writing center theory? If so, how does our altered role change our self-concepts, training, hiring and place within the Academy?

Group 2: We Tutor and We Learn: The Intellectual Growth of the Writing Center Tutors and Directors
April Mann and Zisca Burton; University of Miami
This panel will address the intellectual journeys of two graduate-student writing center tutors and the writing center co-directors as they learn to view writing center as an opportunity for growth and learning. Panelists will explore how the University's call for change at the writing center ended up transforming their practice and theory.

Concurrent Session B: Thursday, 4:45–5:45 pm

Room: Calhoun

Session Chair: Mary Alm, University of North Carolina–Asheville, and Virginia Bower, Mars Hill College

B1: A Roundtable on the Institutional Position of Writing Center Directors: Who Understands and Promotes Our Intellectual Growth?
Mary Alm, University of North Carolina-Asheville, and Virginia Bower, Mars Hill College
Two writing center directors lead a discussion along two vectors – the first explores the institutional positioning of both the writing center and the person who administers it; the second explores strategies for pursuing professional/scholarly development from within the position.

Room: Rutledge

Session Chair: Lisa Bernstein, James Booth, Lisa Zimmerelli, and Heather Duda, University of Maryland-University College

B2: Improving Writing, Fostering Learning: Promoting Intellectual Development through Online Writing Programs at UMUC
This Roundtable discussion of the University of Maryland University College online Effective Writing Center (EWC) will describe its advisor training program, explain the use of feedback in assessing the EWC's role in fostering students' critical thinking, demonstrate tracking of repeat students to evaluate their learning progress, and discuss EWC's support of high enrollment courses and student retention.

Room: *Middleton*

Session Chair: Leah F. Cassorla, Florida State University

B3: The SWCA Tutor Think-Tank
This interactive roundtable seeks to gather tutors (at all levels) to discuss how current writing center theory and practice can be brought closer together. The think-tank will empower tutors to pursue further research, testing of, and changes to current canonical theory and to start a tutor research support network.

Room: *Pinckney*

B4: The Writing Center's Role in a Changing University
Tonya Hassell, Beth Carroll, Emily Lindner, and Lynn Searfoss; Appalachian State University
This Roundtable discusses the Writing Center's role in a changing university. With the implementation of two graduate administrative positions and a future Satellite Writing Center situated in the College of Business, Appalachian State University's Writing Center has extended its scope to serve students and faculty during a period of transition.

Room: *Parkview*

Session Chair: Heather Jones, Jean Shepard, and Joe DeVeaugh-Geiss; University of North Carolina-Asheville

B5: The Personal is the Critical: Empowerment and Thinking in the Writing Center
By making the writing process more personal and therefore more important to the writer, our job as tutors can empower the writer to feel more connected and in control of their own writing and thoughts, thus promoting critical thinking. These aspects of tutoring will be discussed in a Roundtable format.

Room: Drayton

Session Chair: Beth Godbee, Georgia State University

B6: North Georgia Writing Center Consortium
Open meeting of the North Georgia Writing Center Consortium

Friday, February 11

Colonial Room: SWCA Open Membership Meeting and Continental Breakfast (7:30 –8:45 am)

Poster Sessions P1: Friday, 8:30 a.m. – 12:00 p.m.
(10:15 – 10:30 a.m. Presenters will be with Posters)

Room: Mezz Level Hallway

P1: Tutor Training
"Let's Think About This": Students and Tutors Becoming Better Critical Thinkers
Aaron B. Butler, Charlotte Moore, and Nneka Campbell; Catawba College
In helping students learn to write better, tutors teach them critical thinking skills, and by composing questions to elicit ideas from different students that reflect their unique perspectives, tutors also learn to think more critically about goals, audience, organization, and clarity. One faculty tutor and two peer tutors will present their observations.

Fostering Critical Thinking Skills through Peer Reposnse and Self-Assessment
Heather Byland, University of Alabama-Huntsville
This presentation focuses on research demonstrating that writing centers' work in peer response and self-assessment can help reshape the composition classroom by fostering critical thinking skills. Critical thinking in relation to writing can be defined as the ability to analyze a piece of writing, identifying the strong and weak arguments of the text. Students who think critically about writing can not only analyze and identify strong and weak points of the piece of writing, but they can also explain and justify their interpretation of the piece of writing--pointing to specific examples that support their understanding--and generate questions and examples helping the writer or themselves determine how to develop this piece of writing.

Active Resource Writing Center Websites: Better Writers without a Bigger Budget
Rebecca Fanning, Winthrop University
Active resource websites provide solutions to centers with growing needs but without growing budgets. These websites, standing between OWLs and "filing cabinet" websites, can be updated to suit student needs. With these helpful sites, students become active learners—and better writers—as they learn how to help themselves.

Scoring Goals with PUC: Improving Tutoring with the Peer Undergraduate Coaching Program

Mary Grimes and Erika Barnes, Francis Marion University

We will demonstrate the benefits and uniqueness of Peer Undergraduate Coaching (PUC). This program provides advancement for peer undergraduate coaches and a forum to develop leadership and managerial skills. With the program benefiting all levels (new tutors, experienced tutors, and the director), new levels of interaction streamline into a more effective writing center.

When it All Goes Right: Negotiating Realistic Expectations after Perfect Sessions

Laurel Taylor, Middle Tennessee State University

A large amount of Writing Center theory focuses on how to deal with difficult or challenging students, but what do we do after everything goes right? This session will focus on establishing dynamic relationships with students without expecting it to be "earth shattering" each time.

Concurrent Session C: Friday, 8:45 am – 10:15 am

Room: Drayton

Session Chair: Sara Sweitzer, Middle Tennessee State University

C1: Connecting Writing Centers and Secondary Schools, Colleges, and Universities: Collaborative Critical Thinking and Writing

Pamela B. Childers and Chad Eric Littleton, The McCallie School, and James A. Inman, University of Tennessee-Chattanooga

This Workshop explores and facilitates collaborative connections among secondary school, college, and university writing centers. Handouts and resources will be provided.

Room: Laurens

Session Chair: Noreen Lape, Columbus State University

C2: Expanding Our Mission: The Evolution of a Writing Center Across Disciplines

Noreen Lape, Rachael Ray, Jamie Locklar, and Tabitha Hyatt; Columbus State University

Founded in 1998, the Columbus State University Writing Center has mainly served freshman students in English composition classes. In an effort to extend its mission, the CSU Writing Center seeks to address the needs of faculty and students across the curriculum. Peer Writing Consultants will propose a three-tiered plan: to attract more students from different disciplines to the writing center, to improve tutor training in order to meet the needs of students across the disciplines, and to address faculty concerns while remaining true to the mission of the writing center.

Room: Rutledge

Session Chair: Keri Mayes, Middle Tennessee State University

C3: Reward and Recognition: A Workplace Idea Goes to College

Sandra Cavender, Phyllis Gobbell, and Carolyn Fry; Nashville State Community College

Nashville State Community College is implementing a new self-directed learning environment in the Writing Center to replace its current tutor-directed learning program. Goals are to encourage student critical thinking, motivation, multicultural understanding, and communication. The new programs use principles of reward and recognition, workplace concepts that can be applied successfully to the educational setting.

Room: Middleton

Session Chair: Emily Dotson, University of Kentucky

C4: Critical Thinking and the Peer Tutor
Emily Dotson, Ashley Lamb, Jessica Morgan, Lella Garner, and Brittany Johnson; University of Kentucky
This panel, composed of peer tutors from the University of Kentucky Writing Center, will discuss their research conclusions about how their expectations, training, and on the job experiences as peer tutors have made them more critically reflective of writing, tutoring, and the role of a Writing Center.

Room: Pinckney

Session Chair: Marcy Trianosky, Hollins University

C5: Defining and Assessing Writing Centers
Group 1: The Good, the Bad, the Ugly of Certifying a Tutor Program through CRLA
Bonnie Devet and Marie Morgann, The College of Charleston
A writing lab director and a peer consultant who is certified at the highest level of Master certification explain how national certification offers benefits as well as disadvantages to directors, consultants, and the lab itself.

Group 2: Counting the Beans: How Recordkeeping Influences Learning in the Writing Center
Virginia Dumont-Poston, Lander University
Though an often mundane and ubiquitous part of WC Workshops, recordkeeping actually centers many of the tensions inherent in WC practice. Issues of "ownership," "housing," distribution, and so on hover around the data collection, and in unspoken ways, can have an impact on learning in the WC.

Group 3: SACS and the Center
Doug Enders, North Carolina Wesleyan College
The Workshop invites audience members to explore their uses of and insights into program assessment with the idea of possibly collecting examples that could be placed on the web. Discussion will focus on goal setting, means of assessing outcomes, and ways of using assessment data to benefit our centers.

Group 4: Who Do We Think We Are?: Mission Statements that Identify the Writing Center's Multidimensional Roles within the Institution
Chris Holcomb and Elisabeth Alford, University of South Carolina
This paper reimagines the mission of a writing center in a research university in the postmodern situation. Drawing on Grimms's work and current research on writing in cognitive development, we examine the writing center as a site for strengthening writing as learning and for promoting intellectual growth and career development of graduate students through research.

Room: Calhoun

Session Chair: Kerri Jordan, Mississippi College

C6: Training Tutors for Varied Tutorials
Group 1: Tutor Reflections on Multicultural Training
Marcia Toms, North Carolina State University
Examines the reflective writing produced by writing and speaking tutors participating in multicultural training. Includes responses from participants in an introductory tutor training course for multidisciplinary tutors and continued training Workshops specific for writing and speaking tutors.

***Group 2*: Tutoring as Learning: The Role of Dialogue, Reflection, and Discovery in a Peer Tutorial**

Ron DePeter, Salem College

Paper analyzes the transcripts of two peer tutorials at a women's liberal arts college to determine the degree to which dialogue, reflection, and/or discovery occurred for both tutor and tutee, and the degree to which the Workshop was used to construct new meanings or possibilities. Discusses implications of these findings on tutor training and faculty development.

***Group 3:* Super-tutoring and Awkward Situations**

Ronald Carter, Amy McAllister, Laurie Sansbury, Taylor Bunn, and Sarah Carpenter; Francis Marion University

In this engaging presentation, we will reenact challenging tutorial situations, illustrating how to cope with crying students, students who make unprofessional statements about other tutors or faculty members, and third-party interferences during tutorials. We will demonstrate and promote proactive super-tutoring strategies for dealing with such awkward situations.

***Group 4:* Reaching Out to the Creative Writer: The Problem of Authorial Autonomy**

Phillip Carriere, University of South Carolina

This paper seeks to delineate the differences between the academic paper and the creative writing project. It suggests specific strategies that can be applied to the creative writing project that do not subvert authorial autonomy, a key point of resistance. These specific strategies can broaden the reach of writing centers

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Concurrent Session D: Friday, 10:30 am – 11:45 am

Room: Middleton

Session Chair: Mary Alm, University of North Carolina-Asheville

D1: Collaboration Outside the Writing Center: Opportunities and Obstacles

Heather Epes and Jonathan Wallace, University of North Carolina-Chapel Hill

We will describe our joint project with the libraries' Instructional Services department, focusing on why we collaborated and how we overcame obstacles. Then we will present exercises to help attendees identify partners for collaboration, name roadblocks they might encounter, and find solutions to problems.

Room: Drayton

Session Chair: Pam Childers, The McCallie School

D2: Shenanigans and Shin Digs: Creating a Writing Center Collaborative

Nicholas Bush, Alan Coulter, Abby Lockett, Erica Marsh, and Jessica McKee; Middle Tennessee State University

This group will discuss the formation of a local writing center network in the Middle Tennessee area. Writing assistants, all of whom are first year MA students, will discuss with the audience the purpose of a network, pitfalls and complications of scheduling the meeting, attendance report, and future plans of the collaborative.

Room: Laurens

Session Chair: Joe DeVeaugh-Geiss, University of North Carolina-Asheville

D3: Punking the System: Four Perspectives on Punk Pedagogy in the Writing Center and the Classroom

Chris Driver, Rachel Robinson, Dave Taylor, and Brandon Barker; Middle Tennessee State University

For many teachers, punk is not a word that they would use to describe their classroom. The word calls forth images of disrespect, anarchy, and pandemonium, but what this panel proposes to do is examine the word from a pedagogical perspective through the application of punk techniques in the writing center and the first-year composition classroom.

Room: Rutledge

Session Chair: Patrick Bizzaro, East Carolina University

D4: The Satellite Model Writing Center: Redefining Boundaries

Philip Adams, Kerri Bright Flinchbaugh, Ryan Johnson, and Patrick Bizzaro; East Carolina University

This panel will describe the satellite model writing center established by East Carolina University and discuss its particular goals and challenges. The description of the model will focus on its design, training strategies involved in preparing peer tutors to work with writers in specific disciplines, and problems and possible solutions for its effective implementation. This model requires unique work from both administrators and tutors, close coordination with academic departments to meet their writing needs, and cooperation with WAC to optimize the effectiveness of writing instruction in the university.

Room: Calhoun

Session Chair: Donna Sewell, Valdosta State University

D5: Criticial Thinking and Critical Tutoring

Group 1: Let's Talk: What is an Effective Electionic Tutoring Workshop

Jennifer Pooler Courtney and Ashley Jakowiczuk, University of North Carolina-Charlotte

Writing centers resist electronic tutoring because of its contrast to traditional face-to-face Workshops. Centers miss the benefits of the electronic medium because they fail to reconsider effectiveness criteria. Electronic tutoring effectiveness cannot be measured using traditional criteria, and until a new mindset is learned, the electronic environment cannot be considered effective.

Group 2: Re-Envisioning Bloom's Taxonomy: Developing Critical Thinking in the Writing Center

Mary Lou Odom, Robert Barrier, Rachel Greil, Amy Whitney, Allison Wyatt, Leslie Wolff-Cundiff, Karen Wurl, and Laurie Probst; Kennesaw State University

This panel presents a visual and pedagogical re-envisioning of Bloom's taxonomy for critical thinking. Speakers will discuss the ways instructors in Kennesaw State University's Writing Center explore this model as a method for engaging students in increasingly higher levels of critical thinking and writing.

Group 3: Getting Self-Critical: How Writing Centers Can Change Student Thinking from the Inside Out

Deaver Traywick, Newberry College

The writing center community can and should more closely establish the link between critical thinking skills and tutoring writing. This presentation will establish what critical thinking/consciousness means from the perspective of the writing assistant, then suggest ways writing center directors can hone these skills as they train assistants and respond to conference summaries, peer observations, and reflective writing.

Group 4: First Year Writing/Tutoring: Developing Critical Thinking Skills

Vicki Russell, Duke University

Using one university writing program as a model, this presentation explores how writing centers can work with students to develop critical thinking skills by reading closely and critically for the purposes of scholarly analysis, responding to and making use of the work of others, drafting and revising texts, and making written texts public.

Room: Pinckney

Session Chair: Matthew Nelson, Francis Marion University

D6: Identity in Writing and Writing Centers

Group 1: Finding the (Writing) Center: Thinking, Writing, and the Concept of Self

Claudia Grinnell, University of Louisiana-Monroe

Application of the radical constructivist learning paradigm in conjunction with the Buddhist notion of dependent origination to the task of writing the self.

Group 2: To Whom are You Speaking, Alice?
Sara L. Sweitzer, Middle Tennessee State University
Like Alice in Wonderland students must learn there is a vast distance between "Saying What You Mean" and "Meaning What You Say." Through this distinction students can maintain their existing and ever growing sense of self while learning to communicate that self through a voice of the "other" (academia).

Group 3: Oppression and Expectation: Developmental Students in the Studio Classroom
Gwendolyn Hale, Middle Tennessee State University
Developmental Studio Classes are a relatively new approach to the Writing Center/ classroom approach. While the approach is very much modeled after the Writing Center, the studio approach may have shortcomings that have not yet been truly identified.

Group 4: From the Ground Up: A Grass Roots Effort to Improve the Writing of Civil Engineering Students
Judy C. Strang, Virginia Military Institute
Linking one writing center tutor and two professors in the Civil Engineering Department at VMI, an unprecedented collaboration is shifting engineering students towards thoughtful revision and instructors towards effective mediation in their students' writing process. This pilot program illustrates a practical path to expanding the influence of the Writing Center in WAC programs.

Poster Sessions P2: Friday, 1:15 – 5:30 p.m.
(5:30 – 5:45 p.m. Presenters will be with Posters.)

Room: Mezz Level Hallway

P2: Writing Across the Curriculum
The Writing Center as an Advocate for Writing-to-Learn Ideas
Jill Frey and Laura Knowles, Presbyterian College
Our session presents ways to emphasize writing-to-learn ideas not only inside the writing center from first contacts with freshmen to the questions tutors ask during writing conferences but also outside the writing center through communications to and collaboration with faculty and administrators to improve learning experiences for students.

The Effectiveness of the Interdisciplinary Tutorial Based on Student Attitudes
Guenevere Matteson, Winthrop University
This study is designed to evaluate the needs and attitudes of students and faculty from outside of the English department in order to discus the effectiveness of the interdisciplinary tutorial.

Avoiding "Bio-Hazards": Establishing Rapport and Credibility in Biology Lab Report Tutorials
Matthew Nelson, Laurie Sansbury, and Genny Allen; Francis Marion University
This presentation identifies the most common flaws that students encounter in Biology lab reports, and discusses techniques that tutors can use to optimize lab report tutoring sessions. The presenters also suggest ways that tutors without a background in science can establish their credibility in this genre with tutees.

Administrative and WAC/WID Projects: Developing Colleagues in a Writing Center Course
Trixie G. Smith, Middle Tennessee State University
Putting Writing Assistants in charge of administrative and WAC/WID projects teaches them practical lessons about school politics and budgets, introduces them to faculty across campus, and illustrates to them the variety of skills needed to run a writing center, but more importantly, these projects develop future colleagues in the writing center.

The WACky Writing Center Workshop that Improves Writing Across Campus
Daphne W. Thompson, Johnson & Wales University
Working together, Writing Centers and WAC programs can help solve student weaknesses in critical thinking and writing by encouraging faculty to utilize a generic but customizable rubric that, in addition to saving grading time, focuses on three necessities: does the paper have a point, is the point proven, and are there a minimum number of mistakes.

Concurrent Session E: Friday, 1:15 pm–2:45 pm

Room: Rutledge

Session Chair: Chad Littleton, The McCallie School

E1: Dialoguing in the Writing Center as Participants
Pamela Main, Penn State Delaware County, and Ellen Bluestone, West Chester University
We begin with a short presentation of how Paulo Freire's concepts of the participant and the problem-solving encounter might be actualized in the Writing Center as a means of engaging students in critical thinking. We then invite workshop participants to join us in applying a problem-solving technique using dialogue to discuss three student papers--a first-year composition essay, an ESL essay, and a literary analysis. How do we address the student whose thesis is missing or does not "fit" in a way that does not impose on him or her our view of the world?

Room: Middleton

Session Chair: Jennifer L. Kunka, Francis Marion University

E2: Assessing Assessment in the Writing Center: A Two-Fold Approach
Sandee McGlaun, Candice Cubera, Lisa Burke, Sarah King, Beth Lambers, and Beth Lloyd; North Georgia College and State University
This panel will compare data from three case studies to post-session tutorial surveys and reflect on the effectiveness of this two-fold approach to assessment. We will conclude with a brainstorming session on how writing centers can best balance their internal needs for intellectual growth with external institutional pressures to "prove" our worth.

Room: Drayton

Session Chair: Glenda Conway, University of Montevallo

Workshop E3: Accommodating Varied Learners
Group 1: Assessing and Accommodating Multiple Intelligences in the Writing Center
Hank Smith, Meredith Hubbard, and Elizabeth Gassel; University of Montevallo
At this workshop, the theory of multiple intelligences will be presented and explained, with the hope that this knowledge will better equip writing centers to accommodate the different styles of learning and to meet writing needs by engaging cognitive strengths.

Group 2: Visual-Spatial Learners
Kristen Miller and Julie Anne Zorn, Auburn University
Helping visual-spatial learners with writing can require alternative teaching methods. This presentation will provide some quick ways to determine a student's dominant learning style, and then it will point out different approaches for writing center consultants to use in helping visual-spatial learners with all the steps of the writing process.

Room: Laurens

Session Chair: Patrick Bizzaro, East Carolina University

Workshop E4: Using Special Projects to Reach Beyond the Writing Center's Boundaries
Josh Hasty, Nadi Bishop, Ashley Nobles, and Laura Bokus; East Carolina University

This panel will address the need the East Carolina University Writing Center has found to accommodate special needs of writers in and around the university community. It will detail what these projects are and how they have been funded. It will focus on external consulting opportunities for writing consultants to work with faculty, develop model programs in the university such as the one run with the College of Human Ecology and the Brody School of Medicine, coordinate programs in the university to support writing done by athletes, and develop an OWL to provide services to distance education students equal to services offered to students taking courses on campus.

Room: Calhoun

Session Chair: James A. Inman, University of Tennessee-Chattanooga

E5: Working in Electornic Spaces
Group 1: Fostering Independent and Critical Thinking Through Online Tutoring
Mickey Pellillo, Jennifer Gossler, and Crystal White; Bluefield College

Want to know if online tutoring really works? Want to see if students can really learn to think independently and critically with email feedback on writing assignments? Interested in how to train tutors who can foster this growth? Join an online writing center director and a peer tutor or two to explore these questions.

Group 2: The Paperless Conference: When Technology and Writing Collide
April D. Baker, ECPI College of Technology

Writing tutors build student rapport and witness student writing improve. But what about OWL tutors? Do they benefit from the same rewards, or do they find fulfillment from different sources altogether? This presentation will analyze traditional and OWL tutor surveys to reveal sources of fulfillment as well as to suggest ways of increasing OWL tutor fulfillment.

Group 3: From Language to Lingo: A Look at Cyberspeech and Synchronous Electronic Tutoring Sessions
Erica Marsh, Middle Tennessee State University

This presentation explores the use of chat lingo and formal discourse in the online writing center's chat sessions. The discussion will include advantages and disadvantages to chat lingo in addition to an analysis of students frequenting the writing assistance chat room.

Group 4: *Concerning Online Essay Tutorials*
Deborah H. Reese, Armstrong Atlantic State University

What happened to the perception that Internet technology and popular demand would mandate healthy numbers of virtual writing consultations? Yet a casual survey reveals that most writing centers neither solicit nor receive many online papers. This project encourages us to discuss how Internet technology shapes the dynamics of tutoring.

Room: Pinckney

Session Chair: Leah L. Cassorla, Florida State University

E6: Meeting Specific Writers' Needs
Group 1: Expanding Minds Through Collaboration: The Importance of Increasing Student, Tutor, and Professor Interaction in the Writing Center
Jericho Williams, Winthrop University

This paper investigates the importance of fostering collaboration between professors, students, and tutors in order to increase the cognitive ability of students. By overcoming hierarchical concerns of atmosphere, relationships in a faculty-centered center, and university political implications, we can help our students improve their critical thinking ability through collaboration.

Group 2: Bringing Thesis Writers to the Center: Using Local Issues to Inspire Global Discussion

Beth Rapp Young, University of Central Florida
Thesis writers can't graduate if their work isn't properly formatted, yet writing centers are understandably reluctant to focus on local issues. This presentation will share a method that one writing center has developed to use format issues to inspire global discussion.

Group 3: Beyond the Rulebook

Nina Salmon, Virginia Military Institute
Drawing from current best-seller *Eats Shoots & Leaves* and other grammar resources, this presentation will demonstrate ways to convince students that correct grammar is a courtesy to the reader. Grammatical precision moves from being a discrete step in the writing process to an integral part of that process, which requires critical thinking and audience awareness.

Group 4: "I Don't Know What She Wants": First Generation Students and the Writing Center

Dollie Newhouse and Marsha Taylor, Francis Marion University
In our presentation, we will discuss our experiences with first generation students in the writing center and the ways in which tutorials can help students navigate the academic environment, understand faculty expectations, become more focused on their academic work, and talk about their work in a thoughtful, productive manner.

Saturday, February 12

Breakfast on your own

Colonial Room: Awards Speaker, 2005 Awards Presentation and Luncheon (12:00 p.m. – 1:15 p.m.)

Poster Sessions P3: Saturday, 8:30 a.m. – 12:00 p.m.
(10:15 a.m. – 10:30 a.m. Presenters will be with Posters.)
Room: Mezz Level Hallway

P3: Administration and Marketing
Meeting the Needs of a Growing Campus through Technology

Matthew Adams, Donnette Ansah, Maria Helgeson, Joel Kersten, Shawn Latta, Christopher McCormick, Candace Perry, Christopher Shirley, Karen White, and Tatyana Zelenskaya; Armstrong Atlantic State University
This project focuses on improving our Writing Center website through the use of handouts, exercises, and updated information. The site will connect our Center with others, and help students by providing understandable information. We will present the website and our experiences –challenges and rewards- in creating a new learning forum.

Exposing the True Objective!

Lacey Hopkins, Winthrop University
To dispel misconceptions about the goals of the Writing Center, tutors must take a proactive approach that includes classroom visits, and session information sheets. This will reduce the amount of unsuccessful sessions and increase the likelihood that sessions will be appropriate and effective.

Marketing the Writing Center through Publicity
Anetia Ports, St. Philip's College
Using media techniques like avant-garde, facts and figures, plain folks, transfer,and testimonial, persuades students to acknowledge the writing center's presence and visit the center to survery its offerings. Hence, I initially will compare and contrast the academic world to the consumer world; subsequently, I will illustrate how to utilize some consumer advertisement techniques to expand the boundaries and influence of the writing center to other disciplines.

CSI: Collecting the Evidence
William V. Poston, Jr., Lander University
Gathering statistical data in the Lander University Writing Center has changed over the past decade. The Center has moved from tick sheets to home-grown computer programs to commercial software. Each of these permutations has had its pros and cons; no one system ever does it all despite claims of developers and programmers.

Writing Center Assessment: "Profiles" of Users
Isabelle Thompson and Tony Guarino, Auburn University
In this presentation, we will describe a method for extending use counts to provide more evidence of writing center effectiveness by conducting comparisons between students who use writing center services and those who do not. This more complex data can help administrators make connections between writing center use and retention.

Assumptions and Wishful Thinking: Dealing with Misconceptions as They Walk in the Door
Leanna Trimper, Winthrop University
Both students and faculty members at Winthrop have misconceptions about the writing center. Understanding the misconceptions people have of the Center allows the tutorial staff to be prepared to deal with them as students come into the Center.

Concurrent Session F: Saturday, 8:30 – 10:00 a.m.

Room: Drayton

Session Chair: Will Ingram, Middle Tennessee State University

F1: Critical and Creative Thinking: A Workshop on Using Art, Images, and Movies for Tutor Professionalization and Representing Our Writing Centers
Anthea Andrade and Beth Burmester, Georgia State University
Our workshop will offer participants an opportunity to view and analyze visual texts, and explore their impact on attracting students to writing centers, combined with a hands-on demonstration of how to make use of film clips and original artwork. We will share various critical and creative methods for orientations and courses that teach tutoring theories and practices.

Room: Middleton

Session Chair: Vicki Russell, Duke University

F2: Writing Together to Learn: Collaborative Writing in the Writing Center
Deborah Ayer, Wen Cai, Didi Kuo, Sarah Murphey, Beth Schepker, Patrick Wade, and Brian McGrath; Emory University
Our group discussion will pursue the place of collaborative writing in the Writing Center. Our discussion will concern a recent experiment where peer tutors gathered together to collaboratively write a paper proposal for the SWCA conference, titled "Writing To Learn." In the workshop, we will report on our experience writing together, but also on what we think are the larger implications of and possibilities for collaborative writing in the Writing Center.

Room: Rutledge

Session Chair: Glenda Conway, University of Montevallo

F3: From the Canon to the Writing Center: Lessons from Literary Authors

Glenda Conway, Amber Collins, Treasure Ingels, and Rachel Beverly; University of Montevallo

This panel presentation will be based on an investigation into how the examples of canonical literary authors—both as successful producers of written texts and as reflective commentators on the writing process—can inform and enrich the tutoring enterprise.

Room: Laurens

Session Chair: Alan Coulter, Middle Tennessee State University

F4: Expanding Our Boundaries, Extending Our Influence: How a Writing Center Grows Up

Erica Cerillo, Rachel Shreve, Amanda Roberts, and Jessica Murray; Florida Atlantic University

When we contemplate how to expand the boundaries placed upon us by the university's misunderstanding of our writing center's purposes and goals, we see a two-pronged approach to alleviate that difference of opinion. Our approach calls for direct contact with the Writing Across the Curriculum program and for campus-wide outreach projects.

Room: Calhoun

Session Chair: Trixie G. Smith, Middle Tennessee State University

F5: Otherness in the Writing Center

Group 1: Gender Perceptions in Writing Centers

Milla Chappell and Abby Whigham, Auburn University

This presentation will report research about writing center consultants' perceptions of male and female students and how these perceptions affect tutoring strategies. Our question is whether male/female consultants view male students differently than female students, and if so, what are the implications on their tutoring strategies?

Group 2: One Writing Center's Commitment to an Equity Pedagogy

Jenna Wright, University of Tennessee-Martin

In an effort to both review and pursue one writing center's development of an equity pedagogy, this presentation will explore tutoring sessions; the center's very successful Talk Time for second-language speakers; writing center Roundtables emphasizing Black History Month, Women's History Month, and International Week; cultural diversity in the writing center staff; and networking and collaboration with ESL faculty and academic committees that support multicultural learning.

Group 3: Homophobia and Student Writing: What is Our Role

Patrick G. Rabon, University of South Carolina

This paper addresses the difficulties of a gay male facing homophobia in student writing in the hopes of provoking thought about how to address homophobic attitudes. Discussing personal experiences, failures, and triumphs, this paper raises the questions: what is our role in the Writing Center and is part of that role to provoke critical thought to challenge discriminatory ideas?

Room: Pinckney

Session Chair: Nancy S. Thompson, University of South Carolina

F6: Strategies for Fun and Effective Writing

Group 1: People Types and How They Write

Chris Fudge and Linda Miller, The Citadel

Whether you are a Director or a Consultant, assessment has become an important part of learning how to write more effectively. Not everyone learns in the same way, and not everyone needs to learn the same set of skills and approaches. Discovering your individual learning style and that of your tutees (or of your staff) will give you an important advantage in your writing center. This presentation will help you devise specific strategies to communicate more effectively with both your staff (as a Director) and your tutees (as a consultant).

***Group 2:* Writing as Fun? Returning Fun to Writing Centers**
Donna N. Sewell, Valdosta State University
The presenter examines our professional discourse for references to the playfulness of writing and encourages writing centers to return fun to writing centers: by offering the playshops suggested by Kevin Dvorak and Erin Goldin, by developing creative ways to demolish writers' block, by connecting with clients, and by using humor.

Concurrent Session G: Saturday, 10:30 a.m. ~ 12:00 p.m.

Room: Drayton

Session Chair: Chris Driver, Middle Tennessee State University

G1: Constructing Tutor and Research(ers): A Workshop for Tutors and Directors
Marcy Trianosky, Hollins University, and Beth Godbee and Tanya Cochran, Georgia State University
To foster critical thinking and intellectual growth among the staff of our writing centers, this workshop will engage tutors and directors in developing methods for research in our centers. The interactive nature of the workshop will provide participants with models of tutor-based research and guidelines for developing effective methodology.

Room: Laurens

Session Chair: Gwendolyn Hale, Middle Tennessee State University

G2: When Voices Intermingle: Contact Zones within and between the Writing Center and the Writing Classroom
Diedre Herdsman, Jo Angela Edwins, and Amy Earhart; Francis Marion University
Three panelists from Francis Marion University in Florence, SC--a student-tutor, a professor-tutor, and a professor who does not tutor--will present papers addressing the difficulties of simultaneously valuing cultural diversity in the diction and structure of student essays and encouraging students to make use of standard English as the accepted discourse of the academic community. Employing Mary Louise Pratt's concept of contact zones, each writer will address ways in which the writing center and the writing classroom can become productive learning sites for students and teachers who encounter cultures and modes of communication different from their own.

Room: Rutledge

Session Chair: Elisabeth Alford, University of South Carolina

G3: Making the Connection: The Writing Program's Role in Fostering Critical Thinking as a Liberal Arts Ability
Paula Garrett, Kathi Griffin, Anna Ellis, and Becky Lasoski; Millsaps College
In this panel composed of a WPA, a philosophy professor, a Writing Center Director, a current Writing Center tutor, and a tutor-in-training, we will discuss the various levels of interaction between the Writing Center and college-wide efforts to teach critical thinking skills at a small, liberal arts college.

Room: Pinckney

Session Chair: Debra Dobkins, Brenau University

G4: Critical Thinking Workshops
***Group 1:* Thinking Off the Page: Interactive Tutoring Techniques**
Christy Mauldin, Sara Shanks, and Meredith Mumpower; Brenau University
This workshop will engage participants in the collaborative development of practical and creative tutoring techniques designed to appeal to students with differing learning styles. A panel of peer tutors will share ideas on working with writers who learn best through visual, verbal, auditory, or kinesthetic approaches. Presenters will detail specific strategies for adapting each tutorial to the writer's ways of perceiving and processing information, thus encouraging critical thinking through the act of writing.

Group 2: Teaching Critical Thinking
Joan Alden, The Citadel

The practice of asking questions and listening for answers is essential in all discovery and discovery is what critical thinking is about, discovering the truth of a thing. Through the Socratic method of teaching, this workshop will lead its audience, who will be participants, down a path of discovery in the techniques which can be used to help students define critical thinking, practice critical thinking, and apply critical thinking to the reading of and writing about literature. In addition to the Socratic method of instruction, exercises will be performed by the audience/participants, a short piece of literature will be read and analyzed, and the group will evaluate their own critical thinking. Criteria for evaluating the quality of critical thinking will be determined in the exercise period.

Room: Calhoun

Session Chair: Laurel Taylor, Middle Tennessee State University

G5: Tutorial Strategies: Silence, Praise, and ESL Techniques
Group 1: Maximizing Learning for Student and Tutor: Strategies for Tutorials with ESL Students
Kristen Jeffords, Winthrop University

The discussion will focus on ESL student goals and tutor strategies in helping their clients reach them, collected from case studies, tutor surveys, and ESL student interviews. Primary emphases will be student learning of subject matter, writing, and English, as well as tutor learning through intellectual and cultural exchange.

Group 2: Clients as Second Dialect Learners: An SLA Perspective in the Writing Center
Sean Barnette, University of South Carolina

This presentation argues that English speakers unfamiliar with the norms of academic writing come to the Writing Center as second dialect learners, and that consequently tutors and administrators should consider how Second Language Acquisition theory can guide them in their work with clients.

Grou p 3: Praise as a Rhetorical Construct: ESL Writers and Cultural Difference
Diana Calhoun Bell, University of Alabama-Huntsville

This presentation focuses on research that identifies the use of praise in writing center sessions as an often invisible rhetorical construct. Conventions of response and the use of praise during consultations can create a rhetorical climate that complicates communication between consultants and ESL writers.

Group 4: The Rhetoric of Silence: Critical Listening as a Tool for Developing Critical Thinking
Beth Bir, Fayetteville State University, and Carmen Christopher, Sampson Community College

Abstract: This presentation will highlight "critical listening" research from such critical thinking authorities as Vincent Ryan Ruggiero and Richard Paul and Linda Elder, and it will explore recommended strategies for using critical listening in the writing lab (including attention to the speaker, maintaining eye contact, and being prepared for disagreement).

Room: Middleton

Session Chair: Steven Price, Monmouth College

G6: Making WAC Work
Group 1: Making Workshops Work: Integrating Faculty Interests in Writing Center Outreach Programs
Jennifer L. Kunka, Francis Marion University

The successful implementation of a workshop series can improve the visibility of a writing center and become an essential argument for increasing campus-wide support of its operation. This presentation will illustrate the value of workshops and provide fresh strategies for implementing and promoting a viable workshop series.

Group 2: **The Role of the "Conference Report" in Strengthening the Partnership between WC and WAC**

B. L. Oliver, Virginia Military Institute

Conference reports can be a means of improving the cooperative relationship with WAC instructors and faculty in general; furthermore, they offer an occasion to model for faculty some of the ways in which the writing center, belying the common misconception of it as a fix-it shop, routinely uses writing to teach critical thinking.

Group 3: **Whose Paper Is It?: Exploring Ownership in Writing Across the Curriculum**

Cristy Hall, Middle Tennessee State University

This study focuses upon Writing Across the Curriculum and deals specifically with investigating why students from other disciplines do not reveal the same sense of possession in their writing as do English or Writing majors. Its underlying goal is to develop innovative strategeis to promote ownership in the writing process.

Current SWCA Board

Marcy Trianosky, President, 2004-2006, *Hollins University*

Jennifer Liethen Kunka, Vice President, 2004-2006, *Francis Marion University*

Jane B. Smith, Secretary, 2004-2006, *Winthrop University*

Karl Fornes, Treasurer, 2002-2007, *University of South Carolina, Aiken*

James Inman, Immediate Past President, 2004-2005, *University of Tennessee, Chattanooga*

Christine Cozzens, Editor, *Southern Discourse*, 2004-2009, *Agnes Scott College*

Chris Fudge, 2005 Conference Co-Coordinator, 2004-2006, *The Citadel*

Linda Miller, 2005 Conference Co-Coordinator, 2004-2006, *The Citadel*

Kim Abels, 2006 Conference Co-Coordinator, 2004-2007, *University of North Carolina, Chapel Hill*

Vicki Russell, 2006 Conference Co-Coordinator, 2004-2007, *Duke University*

Bob Barrier, 2004 Conference Coordinator, 2003-2005, *Kennesaw State University*

Mary Alm, At-large Member, 2003-2005, *University of North Carolina, Asheville*

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Trixie Smith, At-large Member, 2004-2006, *Middle Tennessee State University*

Leah Cassorla, At-large Member, 2004-2006, *Florida State University*

Jane Love, Webmaster (Board Appointee), *Furman University*

Tracy Hudson, At-large Member, 2005-2007, *Cape Fear Community College*

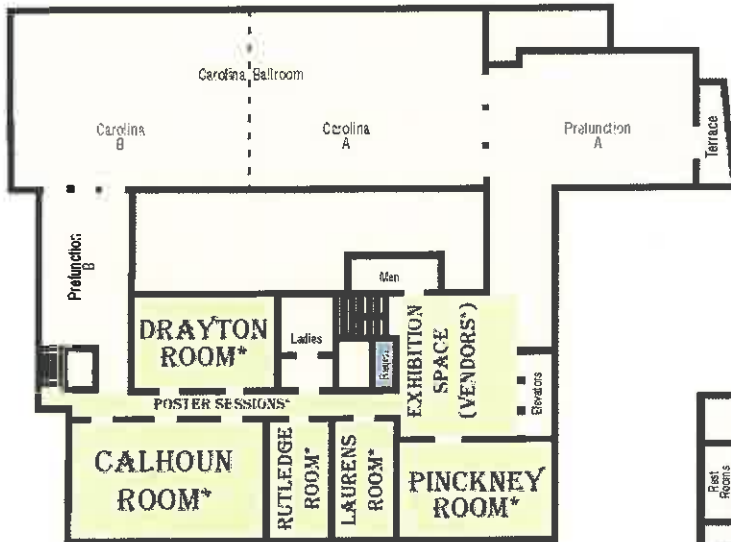**Shevaun Watson**, At-large Member, 2005-2007, *University of South Carolina, Columbia*

2005 Conference Proposal Committee

Trixie Smith, Chair, *Middle Tennessee State University*

Glenda Conway, *Montevallo University*

Donna Sewell, *Valdosta State University*
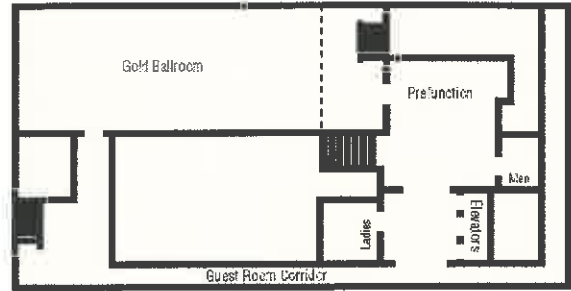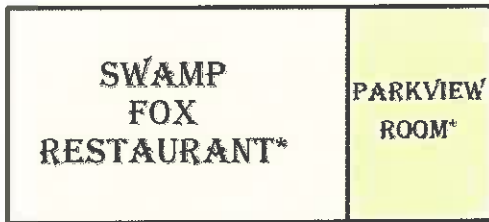
Deaver Traywick, *Newberry College*

2005 Conference Planning Team

Jennifer Liethen Kunka, Co-Chair, *Francis Marion University*

Bob Barrier, Co-Chair, *Kennesaw State University*

Chris Fudge, *The Citadel*

Linda Miller, *The Citadel*

Vicki Russell, *Duke University*

Kim Abels, *University of North Carolina, Chapel Hill*

Jane Smith, *Winthrop University*
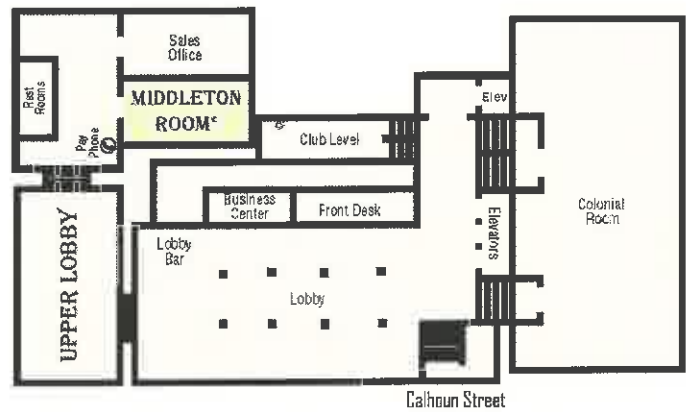
Trixie Smith, *Middle Tennessee State University*

Francis Marion
HOTEL

Conference Room Information

Mezzanine/Meeting Level

Carolina Ballroom

Carolina B

Carolina A

Prefunction A

Terrace

Prefunction B

Men

Ladies

DRAYTON ROOM*

POSTER SESSIONS*

EXHIBITION SPACE (VENDORS*)

Elevators

CALHOUN ROOM*

RUTLEDGE ROOM*

LAURENS ROOM*

PINCKNEY ROOM*

SWAMP FOX RESTAURANT*

PARKVIEW ROOM*

The Gold Ballroom/Second Floor

Gold Ballroom

Prefunction

Men

Ladies

Elevators

Guest Room Corridor

The Colonial Room/Lobby Level

Rest Rooms

Sales Office

Pay Phone

MIDDLETON ROOM*

Club Level

Elev

UPPER LOBBY

Business Center

Front Desk

Lobby Bar

Elevators

Colonial Room

Lobby

Calhoun Street

CONFERENCE AREAS

REGISTRATION AREA