LET'S RESEARCH:
Gathering Evidence to Support Writing Center Work

Co-hosted by Duke University and the University of North Carolina at Chapel Hill

February 16-18, 2006

Carolina Inn, Chapel Hill NC

Conference at a Glance

Thursday, February 16

Noon-9:00 pm	Registration
1:00-2:30pm	SWCA Board Meeting / Club
From 3 pm Thurs. to 12 pm Sat.	Exhibitor Displays
2:30-5:15 pm	Free Bus Tour of Duke University
5:30-6:45 pm	Concurrent Session A
Dinner on your own	
8:00 pm to ?	Cash Bar Hospitality Gathering / CrossRoads Bar

Friday, February 17

7:00am-6:00pm	Registration
7:30-8:45 am	Buffet Breakfast / Hill Ballroom
8:00-8:30 am	SWCA Open Membership Meeting / Hill Ballroom
8:45-10:00 am	Concurrent Session B
10:15-11:30 am	Concurrent Session C
11:45 am-1:15 pm	Box Lunch and Keynote Speaker / Hill Ballroom
1:30-2:45 pm	Concurrent Session D
3:00-4:00 pm	Research Fair
4:15-5:30 pm	Concurrent Session E
5:30-7:00 pm	Hors d'oeuvres Reception / Old Well Room
Dinner on your own	

Saturday February 18

Breakfast on your own	
8:45-10:00 am	Concurrent Session F
10:15-11:30 am	Concurrent Session G
12:00-1:30 pm	Lunch / Hill Ballroom International Writing Centers Week Celebration, 2006 Awards Presentation, Research Fair Awards
1:45-3:45pm	SWCA Board Meeting / North Parlor
1:45-4:45 pm	Workshops / Alumni and Club

Welcome to the
2006 Southeastern Writing Center Association Conference
in Chapel Hill!

We're very glad you're here. Our conference theme, "Let's Research: Gathering Evidence to Support Writing Center Work," has called forth a wide variety of inspiring and useful concurrent sessions. We hope you will take home ideas and make contacts that will support the development of your writing centers.

Below are some special features of this conference you won't want to miss.

Keynote Speaker: Neal Lerner   *Friday 11:45-1:15, box lunch*

In his 2004 keynote speech at the Watson conference in Louisville, Neal Lerner stated, "I believe it's a terrific time to be a writing center researcher, to think about the kinds of knowledge that might be gained from systematic, multi-dimensional, and creative approaches to studying writing center work. I invite you to join me in that effort."

We've accepted Lerner's call to bring writing centers again into research mode and are delighted to welcome him to Chapel Hill. Many of you know his voice of wisdom and inquiry through his postings on wcenter and his publications. He currently helps guide our flagship *Writing Center Journal* as co-editor with Beth Boquet and serves on the IWCA board. With Paula Gillespie, Lerner also co-authored *The Allyn and Bacon Guide to Peer Tutoring*. Lerner brings his experience as a researcher, an advocate, and a leader in the field to challenge us to see the potential of writing centers and writing center scholarship.

Research Fair   *Friday 3-4*

This session offers all conference participants an opportunity to gather in one place for fun and fact-finding as we play writing center games and learn from poster presentations. Neal Lerner, Marcy Trianosky, and Glenda Conway will serve as judges and award prizes to the best game and poster. Come mingle, chat with colleagues, check out the exhibits, and see the creative side of writing center work.

Friday Night Reception   *Friday 5:30-7:00*

Join your colleagues in the Old Well Room for hors d'oeuvres, cash bar, and conversation.

IWCA Celebration Lunch   *Saturday 12-1:30*

Ever wanted to learn more about the writing centers in your local area? Saturday's lunch will give you an opportunity to do just that! You will find your table number on your nametag and be seated with other writing center folk from your local area. Trade ideas and email addresses, and enjoy the surprises in store for you at this seated lunch. The annual SWCA research awards will be announced at this time.

Post-Conference Workshops

Two post-conference workshops will take place Saturday afternoon. Neal Lerner will lead one for new writing center directors and Pam Childers will lead one for those interested in starting high school writing centers. If your travel arrangements are flexible and you'd like to join in one of the workshops, stop by the registration desk for details.

Many Thanks...

Many hands brought this conference into being. We would especially like to thank:

Our exhibitors and sponsors:

> Bedford/St. Martin's
> Duke University Writing Program
> Houghton Mifflin Company
> Pearson: Allyn & Bacon/Longman
> Southern Illinois University Press
> University of North Carolina-Chapel Hill Academic Services
> WCOnline: The RiCH Company
> W.W. Norton and Company/College

And our hardworking volunteers and local contributors:

- Vicki Behrens, UNC-CH's fine assistant director, who joined this project midstream with energy, enthusiasm, and a great eye for detail
- Bill Wisser, UNC-CH's technology coordinator, who helped us with things "technical" and beyond
- Rebecca Walsh, whose expertise and diligence brought us our exhibitors
- The SWCA Board Conference Planning Team
- Duke University's Undergraduate Writing Tutors, Writing Studio tutors, work study students, Haijing Ma, Ben Kimmel, Mary Williams, Judy Martin, Christa Stilley Poe, and Joseph Harris.
- UNC-CH's Writing Center tutors and office assistants, the Learning Center, Fred Clark, and Bobbi Owen

If you have questions during the conference, feel free to check in at the Registration/Help desk in the Carolina Inn lobby or ask one of the SWCA volunteers (wearing red ribbons) stationed throughout the venue.

Enjoy!

Kim Abels   Vicki Russell
UNC-CH   Duke University
        Conference Co-hosts

Thursday, February 16

Registration: **Noon-9:00pm**

Exhibitor Displays: **3:00-Noon Saturday**

SWCA Board Meeting 1:00-2:30pm / Club

Session A: Thursday 5:30pm-6:45pm

Note: Session moderators will be present only for constructed panels. Participants in group panels or workshops should mind the time carefully in order to leave time for the next session to set up.

A1. Administrative Challenges | Room: Club
Constructed Panel   Moderator: Rachel Edidin

Our Search for a Writing Center Director

Mark Thomas, *James Madison University*

This program will involve recapitulating the important qualifications the search committee deems most significant and desirable in a successful candidate. The program participants will recount how those expectations were met, or perhaps disappointed, or perhaps exceeded by the continuing process of the search, which is just in its beginning stages.

Thrown From Eden: From Personnel Problems to Center Solutions

Deborah Reese, Mary Anne B. Brock, *Armstrong Atlantic State University*

How can Writing Center directors prevent problems such as rudeness, insubordination, and an inability to work harmoniously with others? This presentation highlights the personal qualities and training modules that promote solutions to these problems and best prepare our staffs to meet our clients' needs.

A2. Tutor Talk and Tutor Identities: History and Practice | Room: South
Constructed Panel   Moderator: Jerry Mwagbe

Picturing the Art of Conversation within the Rhetorical Tradition: Using Historical Research Methods to Craft New Writing Center Theories

Beth Burmester, *Georgia State University*

Weaving together rhetorical theories from dialogues, letters, literature, and oil paintings depicting conversation as an art, this presentation explores how research into comparative historical periods--from Ancient Greece, Renaissance Europe, and The Age of Conversation in England and America--gives writing center directors and tutors a fuller picture of why talk is essential for our tutorial models.

Writing Center Mavens Tell All: How Two Non-Academics Take the Plunge into Writing Center Tutoring and Survive to Tell the Tale

Leslie Wolfe-Cundiff, Karen Wurl, *Kennesaw State University*

This two-person presentation explores how professional writers become graduate students and faculty tutors at one large university. The presenters analyze journal entries to show how the personal and the professional intertwine when these tutors link their writing with their tutoring and their tutoring with their academic work.

A3. Motivating Student Writers | Room: North

Panel

Why ARE You Here?: Assessing and Encouraging What Motivates Writers and Tutors

Joe Essid, Molly Bechert, Lynn Lavecchia, William Gray Long, Dave Roberts, *University of Richmond*

The Associated Colleges of the South recently began requiring annual assessments for all departments. For our Writing Center, the requirement became an opportunity to examine data about why writers come in for conferences. Our panelists will discuss statistical and anecdotal findings about students at a liberal-arts university where writing assignments have increased and grading has become more rigorous.

A4. Challenges to Collaboration | Room: Alumni

Constructed Panel Moderator: Rebecca Whitehead

The Shifting Power Dynamic: Advocacy, Empowerment, and Voice Reclamation

Sarah Vanover, *Appalachian State University*

This proposal focuses on the consultant/student power dynamic and how it shifts when the student brings in a text not assigned for a class. Recognizing this shift not only allows the consultant to become an advocate but also allows the student to regain power in a frequently unbalanced situation.

Making Eye Contact: How Do Potential Tutors View Collaboration?

Jane Bowman Smith, *Winthrop University*

What prompts good students--those who excel in typical classrooms--to enroll in tutoring classes? When these students dismiss collaboration as "group work," this suggests something about their perceptions of the tutorial and of typical teacher-student interaction. Surveys conducted at Winthrop University suggest that directors may be more confident of the benefits of collaboration than students are.

Gathering Evidence from Students and Classrooms: Supporting the Philosophy of Writing Centers

Gwendolyn N. Hale, *Fisk University*

With a new generation of tutors and instructors seeking to educate students in an egalitarian and a non-hierarchical manner, this discussion seeks to research the ways in which such an approach, particularly in the classroom, catapults some students while hindering others.

A5. Tutoring Variables | Room: Phillips Annex Second Floor
> Panel | Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Key Variables Affecting Effective Tutor/Tutee Interaction
> **Kyle Knight, Eric Weinstein, Cathy Fisher, *Duke University***
> A panel of undergraduate tutors will present findings from their final research projects in their tutor-training course. Each project deals with a specific and significant variable that can adversely affect the effectiveness of a particular tutor/tutee relationship. The three topics are dealing with potentially offensive topics, helping students transition from high school to college academic writing, and determining the right balance between minimalist and directive tutoring in any particular individual session.

Dinner on your own

8:00 pm   Cash Bar Hospitality Gathering | Crossroads Bar, Carolina Inn

Friday, February 17

Registration: 8:00am–6:00pm

7:30-8:45am   Continental Breakfast / Hill Ballroom

8:00-8:30am   SWCA Open Membership Meeting / Hill Ballroom

Session B: Friday 8:45am–10:00am

Note: Session moderators will be present only for constructed panels. Participants in group panels or workshops should mind the time carefully in order to leave time for the next session to set up.

B1. Writing Centers Contending with Disciplinary Conventions Across Campus | Room: Club
Constructed Panel   Moderator: Deb Signorile

Style Manual Alphabet Soup: Research Implications for Tutoring Across the Disciplines
> **Karen Gardiner, *University of Alabama***
> Style manuals across the disciplines reveal potential problems for writing centers, including acquiring resource materials, budgeting, selecting generalist or specialist tutors, training those tutors, making clear writing expectations across the disciplines, dealing with documentation and plagiarism, and choosing the location of the writing center itself.

Separating the Ore from the Lore

Caroline (Kate) Chanock, *La Trobe University*

Tutors who work one-to-one are ideally placed to ask writers why they do what they do. Writers' answers are often surprising and point not to ignorance or error, but to efforts to negotiate the rutted paths of "interdiscourse" that lead into the disciplines. This paper looks at the opportunities for research afforded by one-to-one teaching and discusses some of the problems with research of this kind. First, how can the unsystematic and ephemeral exploration of writing that takes place in consultations—"practitioners' lore"—be reframed as "data"? Second, how can it be directed to the audience that most needs to know about it, that is, instructors in the disciplines? These are problems not only of method, but also of status.

Researching Tutors' Role as Interpreters of Assignments

Corinne Kopcik, Samapda Chavan, *Georgia State University*

Focusing on tutor-student interaction, we conducted a study of ethnographic research into student writer experiences where students encounter difficulties in understanding ambiguities in teacher expectation and unfamiliarity with academic conventions. Our goal was to draw awareness toward this issue and propose possible strategies for addressing it.

B2. ASL and Dialect | Room: South

Constructed Panel   Moderator: Jane Bowman Smith

What Group They Go In?: Classifying Second Dialect Learners in the Writing Center

Sean Barnette, *Lander University*

Clients whose first languages are nonstandard dialects of English are difficult to classify; they are both like and unlike ESL writers. This study compares professors' and writing assistants' responses to second dialect writing in order to understand and better meet the needs of second dialect writers.

How to Achieve Successful Collaboration between a Hearing Consultant and a Deaf Client in the Writing Lab

Sarah Cameron, *College of Charleston*

The presenter will share lessons from her work as an undergraduate peer consultant with a Deaf student writer. Deaf students share with ESL students the ability to communicate and work in more than one language and culture; Deaf students' native language is most often American Sign Language (ASL), not written English. Tutors should be aware of how characteristics of ASL can arise in students' writing and of the necessity of creating a workable physical space for conferences. The presentation will also consider how tutors can use online writing labs, computers, and/or paper to create completely visual sessions that allow Deaf clients to retain complete control of their writing.

When Hands Do the Talking: Converting a Visual Language to Paper

Brittany Cecil, *Winthrop University*

Tutoring Deaf and hard of hearing students who primarily use ASL to communicate presents unique difficulties for writing centers. Adaptations are needed to better address the needs of these students. Through research and interviews, I will identify potential problems and explain how they can be addressed in writing centers.

B3. Gender and Learning Styles | Room: North

Panel

Satisfaction with Writing Center Conferences: Gender, Learning Styles, and Tutoring Strategies

Isabelle Thompson, Kirsten Miller, Abby Whigham, Milla Chappell, Richarde Barnes, Alyson Whyte, *Auburn University*

We will report the results of a large-scale research project conducted in Auburn University's English Center. The project investigates the effects of gender and learning styles on students' and consultants' satisfaction with conferences and will describe the tutoring strategies associated with scaffolding, modeling, and coaching. Three types of surveys--a learning style inventory and two post-conference surveys, one for consultants and one for students--are being administered, and conferences are being videotaped and transcribed. Based on the data collected, we hope to identify and describe tutoring strategies that are satisfactory for certain types of students and comfortable for consultants. With the large number of students who use the English Center's services and the large number of consultants who work here, the data should allow us to go beyond case studies in drawing conclusions, even though the data will be representative of only one writing center.

B4. Writing Center Assessment and Critical Thinking | Room: Alumni

Panel

Showing What We Really Do: Rethinking Writing Center Assessment through the Language of Critical Thinking

Jennifer Kunka, Phillip Gardner, William Ramsey, Matthew Nelson, R. Taylor Bunn, Laurie Sansbury, *Francis Marion University*

In this group presentation, members of a university writing center will present results of a two-pronged research inquiry into tools for assessing the effectiveness of writing center consultations and the critical thinking skills developed by writers through their tutorial interactions.

B5. Horses, Bookstores, and Techies | Room: Chancellor West Ballroom
Panel

What We Learned as Wage Slaves: Relating to Students with Experience from Beyond the Writing Center
Claire Bates, Emily Murray, Kennie Rose, *Middle Tennessee State University*
This panel will discuss how skills learned outside the writing center can cross over to benefit tutoring writing. The three panelists will discuss how experience in horsemanship/stable management, retail bookselling, and computer technology have affected their experience in the writing center.

B6. Tutor Identities as a Writing Center Resource| Room: Chancellor East Ballroom
Panel

Staying in Touch: Responding to a Dynamic College Community with Informal Data Collection
Rachel Edidin, Hilary Collins, Michael Gay, Arhm Choi, Terrence O'Neill, *Warren Wilson College*
This program first outlines for the audience this argument: peer tutors should use their identities as community members as a resource. Second, it will give both theoretical and concrete justifications as to why this is best for the overall success and image of the writing center. Third, it will discuss how we translate this theory into practice in actual relationships, including what steps we have taken to be more receptive to writers' wishes, what we say to teachers and how we say it to change how they think of us and better align us with what they need, and the student initiatives from within the crew that have been instrumental in forming our image and resources to expand our audience and increase our range of application. Fourth, it will discuss how we measure the success of our approach, services, and programs. And last, it will present a summary of practices that may be useful, followed by an opportunity for questions.

B7. Classroom/Writing Center Research | Room: Phillips Annex Second Floor
Constructed Panel   Moderator: Heather Epes
Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Re-Centering Composition Research: Using Classroom Research in the Writing Center
Kerri Jordan, *Mississippi College;* **Steven Price,** *Monmouth College*
Busy writing center directors often find their writing center research hampered by other institutional obligations. We will explore our potential to work "smarter, not harder"--that is, to design research projects useful to the writing center, even if the center is not the research project's original focal point.

Ever Greener Pastures: Teaching v. Tutoring Writing in Different Fields

Michael Bogucki, Risa Applegarth, Danielle Aberle, *University of North Carolina-Chapel Hill*

Despite different institutional situations, many Writing Centers benefit from a wide interdisciplinarity in their members and activities. UNC-Chapel Hill's Writing Center currently employs tutors and staff from the departments of anthropology, education, biology, history, philosophy, comparative literature, social work, and sociology as well as English. Each of these disciplines brings its own expectations and paradigms about good writing, in terms of both product and process. Through interviews with Writing Center tutors and an analysis of feedback from students about the difficulty and perspicuity of different writing models, we will explore potential techniques and strategies for Writing Centers to maximize their interdisciplinary resources.

Whose Session Is It Anyway?: Assessing Student Engagement in Tutoring Sessions

Sherry Robinson, Marlowe Moore, *Eastern Kentucky University*

This panel will explain the development and testing of a rubric to assess student engagement in writing center tutoring sessions. The Eastern Kentucky University Writing Center, in an effort to find objective, direct ways of measuring student learning in the writing center, videotaped several tutoring sessions. The directors then developed a rubric to measure student engagement in the tutoring session. This measurement will be a piece in the palette of assessment instruments that demonstrate the effectiveness of writing centers in enhancing student learning with regard to writing.

B8. Under-Prepared Writers and WCs: Roles and Assessment Strategies | Room: Phillips Annex First Floor

Constructed Panel   Moderator: Joe Essid

Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Placement Testing and Flagler College's Writing Center

James M. Wilson, *Flagler College*

Placement testing can dilute resources or enliven a Writing Center. At the Flagler College Writing Center it is integral to successful student placement, learning, and growth. This presentation will describe the relationship of this testing and the subsequent placing of first year students in various courses to writing center work.

Maintaining Identity in a Changing Academic Environment: A Writing Center in Transition

Jenna Wright, Anna Clark, *University of Tennessee at Martin*

This presentation explores both the pros and cons of a new support role thrust on the writing center at The University of Tennessee at Martin and examines how this new role affects the center's overall operation: especially student tutoring, writing workshops, center administration, and center budget, as well as the impact on the community of campus writers.

Writing Centers and the Testing - Industrial Complex

Dennis Paoli, *Hunter College, CUNY*

The City University of New York has instituted a standardized test, the CUNY Proficiency Exam (CPE), for students in their upper sophomore semester. Across the university, test preparation for the CPE has been designated as the responsibility primarily of Writing Centers. Writing Centers do, as part of their regular activities, help students prepare for tests. But at most Centers test prep is often the most problematic service we provide. Tutoring test-takers puts intense pressure on a center's philosophical foundation, on its mission, and therefore, on its staff. Centers are student- and process-oriented. Tests are institution-centered and product-oriented. And the CPE is a high stakes standardized test; passing the exam is a CUNY graduation requirement. More pressure on the students, more pressure on the Center. More pressure on the college to show a high pass rate, more pressure on the Center. Is this our future?

Session C: Friday 10:15am-11:30am

Note: Session moderators will be present only for constructed panels. Participants in group panels or workshops should mind the time carefully in order to leave time for the next session to set up.

C1. Innovate with Technology | Room: Club

Panel

An Apple a Day Keeps the Mystery Away: Using iPod Technology to Demystify Challenging Tutoring Moments

Matthew Gardzina, Kathryn Roberts, Ankur Fadia, *Duke University*

Duke's Digital Initiative provides the technology to engage in a variety of innovative projects. A consultant from the Center for Instructional Technology will first describe this university-wide project. Then, two undergraduate tutors will discuss how iPod devices with microphones can be used productively in a writing center setting. They will share audio clips and explore strategies from actual tutoring sessions to deal with these challenging moments.

C2. Challenging Consultant Lore| Room: South

Panel

Challenging Writing Consultant Lore: A Reconsideration of Some Consulting Concepts

Rachael Ray, Jake Patrick, Jamie Locklar, Brent Debique, *Columbus State University*

Four consultants from Columbus State University will offer practical consulting tips. Rachael Ray will consider different approaches consultants might adopt for writers who are visual and kinesthetic learners and offer assessments of how a student's learning style affects the student's learning. Jake Patrick will explain how silence is a tool of language and learning. Jamie Locklar will explain a method of teaching students about fluid organization as a means to enhance the prewriting process. Brent Debique will present findings on the positive and negative representations of the CSU Writing Center that professors communicate, analyze how these representations affect students, and discuss what can be done to fix the negative stereotypes, which tarnish the writing center's image.

C3. Tutor Research| Room: North
> Panel

Tutor Research for Writing Center Education
> *Mary Alm, University of North Carolina-Asheville; Robin Bellinson, Georgia State University; Christine Cozzens, Agnes Scott College; Karl Fornes, University of South Carolina-Aiken; Beth Godbee, University of Wisconsin-Madison*
>
> Our panel considers tutor research as tutor education and describes research as professional development, resistance, self-reflection, and identity formation. By addressing tutor research from varied director and tutor points of view, we present the research process as it takes place in our centers—complicated, complex, yet complementary to our daily work. We believe that, like the teaching of writing, writing center tutor training is more effective when tutors engage in the practice they are studying, instead of merely talking or reading about it. To consider how tutors might become researchers of writing, tutoring, and related areas, we offer our experiences—the challenges, disappointments, and rewards—and invite participation in our discussion by the audience.

C4. How Technology May Change the Face of Writing Center Work | Room: Alumni
> Constructed Panel   Moderator: Deaver Traywick

Implementing the OWC at UCF: An Analysis of Discourse Markers in Face to Face and Online Feedback in the UWC
> *Rusty Carpenter, University of Central Florida*
>
> This presentation will share information about the Online Writing Center project: background about the project, results of the discourse analysis, and implications for training consultants.

Transforming the Writing Lab into a Communications Studio: Rethinking, Revising, and Reforming the Idea of a Writing Center
> *Christina Bourgeois, Michael Laughter, Georgia Institute of Technology*
>
> Our presentation focuses on how we are transforming the writing lab at Georgia Tech's School of Electrical and Computer Engineering into an innovative, state-of-the-art, multimedia facility responsive to the needs of the students and the faculty. We will discuss our research methodology and share the findings from our focus groups. We will also share the process of securing the space, funding, and resources necessary for this project.

Navigating the Research Process: Information Literacy in the Writing Center
> *Mercy Cannon, Stephen F. Austin State University*
>
> Universities' widespread use of electronic resources has generated an increased need for "information literacy" (IL), a term used to designate competency in various research tasks. As Writing centers create a more focused approach to IL through promotion and tutor training, they will be able to reach more students across the curriculum.

C5. Faculty/Tutor Interactions: Training Tutors and Faculty | Room: Chancellor West Ballroom

Constructed Panel   Moderator: Pam Childers

Working with Multiple Literacies in the Writing Center

Anne Warner, *Spelman College*

The Spelman College Comprehensive Writing Program incorporated a grant from the Bush Foundation for developing faculty pedagogy and supporting student learning of writing, research, and multimedia literacies. This presentation will share the results of the Flashlight survey and student and faculty comments for the purpose of reflecting on the multiple tasks a writing center may support in order to address its most important task: writing substantively and fully.

Writing and Rewriting the Role of the Course Tutor

Megan Morris, Mollie Barnes, Cailin Copan-Kelly, Laura Tuttle, Jayme Walton, *Agnes Scott College*

Evolving methodologies of tutoring can complicate our role in our college's Course Tutoring Program: we are not traditionally collaborative tutors, but we are not teachers, either. Our research defines a new hybrid between the tutor and teacher; "the course tutor" is different from a writing teaching assistant. Our objective is to apply new theories on the tutor's role in writing to our existing course tutoring program.

Supporting Undergraduate Research

Nina Salmon, Judy Strang, *Virginia Military Institute*

Writing Centers can provide valuable services to undergraduate researchers, often finding ways to collaborate that transcend the typical student/faculty/writing center relationship. This presentation will describe the Writing Center's role in VMI's Undergraduate Research Initiative.

C6. What Counts?: Finding Assessment Methods That Meet Our Needs and Serve Our Goals | Room: Chancellor East Ballroom

Constructed Panel   Moderator: Chere Peguesse

Institutional Calls, Center Responses: Barometrics in the Writing Center

Shireen Campbell, Paul Miller, *Davidson College*

Although our first-year writing requirement has changed substantially in the past decade, the college has never assessed its outcomes. During our upcoming re-accreditation process, the college may designate the writing requirement an official Quality Enhancement area. We will study Center data and discuss how Center statistics factored into curricular assessment and reform at our institution.

Following Up: The Effect of a Writing Center on Developmental Student Writing Apprehension and Writing Performance Two Years Later

Claudia Grinnell, *University of Louisiana-Monroe*

This presentation discusses the investigation of the relationship between students' demographic variables (age, race, gender) and writing performance and writing apprehension as well as the effect of writing center attendance on writing performance and writing apprehension. The results of this study support the research on the effectiveness of the computer-assisted and one-on-one tutorial methods for developmental English students.

"One Fish, Two Fish, Red Fish, Blue Fish": Thinking Outside the Box of Writing Center Assessment

Rebecca Whitehead, *Winthrop University*

As writing classes have shifted focus from product to process, writing centers must shift the focus of their assessment. Through quickwrites and discussions, tutors can judge progress that students have made in improving their writing process and, therefore, assess a center's effectiveness in creating better writers, thus, fulfilling their mission.

C7. Taking the Long View of Writing Center History and Practice | Room: Phillips Annex Second Floor

Constructed Panel   Moderator: Karen Gardiner

Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Writing Center Experiment: The Road to Empowerment

Samaa Gamie, *University of Rhode Island*

This presentation will analyze the theories and practices of some of the early and later writing center models and provide an overview of their successes and challenges. In turn, this will help us arrive at approaches to overcome those challenges and articulate the future positioning of writing center work.

Centre with an 're': Inventing Writing Instruction in Canada

Margaret Procter, *University of Toronto*

Examining the work of writing centres in Canadian universities helps create a perspective on shared issues. In the absence of strong composition programs, Canadian writing centres have dominated writing instruction and supported strong WID movements. In so doing they have had to face acute questions about program design and evaluation and the very nature of their work.

A Look in the Mirror: A Longitudinal Study of the Work Performed by Students and Writing Center Tutors

Doug Enders, *Shenandoah University*

This is a presentation of the results of a four-year longitudinal study of the kinds of work students and tutors performed in over 2000 writing center tutorials at a small liberal arts college. The presentation examines the ways in which that work varied by discipline and level.

C8. Learning Disabilities| Room: Phillips Annex First Floor
> Panel | Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Building Bridges of Understanding: Issues in Providing Writing Center Services to Students with Learning Disabilities
> **Lori Beth De Hertogh, Connie Bracewell, *Appalachian State University***
> An exploration of issues in writing center services to learning-disabled students and how these students are or should be assisted with their writing. The purpose is to formulate useful strategies for building bridges of understanding that ensure learning-disabled students receive fair and equal writing assistance within university writing centers.

11:45am-1:15pm   Box Lunch and Keynote Speaker / Hill Ballroom
> Lunch and seating available in Hill Ballroom starting at 11:30 AM
> Drawing for door prizes: 12:15 PM
> Keynote address: 12:30 PM

Session D: Friday, 1:30pm-2:45pm

Note: Session moderators will be present only for constructed panels. Participants in group panels or workshops should mind the time carefully in order to leave time for the next session to set up.

D1. Record Keeping in the Writing Center | Room: Club
> Constructed Panel   Moderator: Jennifer Kunka

Maintaining FERPA Compliance and Professionalism in the Writing Center
> **Ronald D. Carter, Amy McAllister, Sarah Carpenter, Ford Simmons, *Francis Marion University***
> Our interactive presentation demonstrates strategies that any writing center can immediately utilize to ensure FERPA compliance and to maintain a professional atmosphere in the writing center.

The Impact of Conference Record Forms
> **Barbara Gordon, *Elon University***
> What happens to writing center conference forms once in faculty hands? Is the form read? Does it have an impact? In this session we will relate the results of a study in which faculty reported how they do and don't use conference forms.

Reorienting with Research: Collecting Data on Writing Center Orientations
> **Cathy Russell, *Tallahassee Community College***
> Our presentation consists of a brief explanation and demonstration of our orientation procedure; the "Quality Enhancement Plan" and "Achieving the Dream" initiatives and their impact on our Writing Center; and our research project, processes, and findings. This presentation will generate discussion of the writing center's participatory roles and responsibilities in the "culture of evidence" that is emphasized in colleges across the country and will provide an example of how writing centers can meet such demands.

D2. Outreach | Room: South
Workshop

Connecting Writing Centers in Secondary Schools, Colleges, Universities: Collaborative Research into Practice
Pamela Childers, *The McCallie School*; **James Inman,** *University of Tennessee Chattanooga;*
Leigh Ryan, *University of Maryland*
This workshop engages participants in discussions and activities designed to help them move from practitioner knowledge to theoretical concepts and methodological sophistication in writing center research. Not only will attendees leave with firsthand knowledge of and practice with this important research development strategy, but they will also be guided through activities designed to foster their own projects.

D3. What is Research in the Writing Center? | Room: North
Panel

Simply More Than One Thing: Acknowledging Contexts for Research in Writing Center Studies
Patrick Bizzaro, Resa Crane Bizzaro, Philip Adams, *East Carolina University*
This session problematizes writing center studies: it asks if our concept of research reflects an understanding of research available to us in English studies, theorizes that assessment of programs in writing in the disciplines profoundly affects how tutors manage consultations with students from different disciplines, and examines the difficulty of assessing individual consultations run by tutors if assessment addresses the tutoring of writing in the disciplines at various junctures in the writing process.

D4. Poets in the Center | Room: Alumni
Workshop

Poets in the Center: Techniques in Conferencing with Creative Writers
Alan Coulter, Hilary Robson-Reeder, *Middle Tennessee State University*
In this interactive workshop, attendees will create and conference poetry through one-to-one sessions. The workshop will utilize various methods in approaching the creative writer within the writing center environment. Should time allow, ideas will be shared in how to implement creative writing groups to the services provided by writing centers to the college campus.

D5. Developing Assessment Data| Room: Chancellor West Ballroom
Panel

Recycling the Evidence: Using Writing Center Assessment Data to Improve Writing Center Performance
Lisa Bernstein, Jim Booth, Lisa Zimmerelli, Heather Duda, *University of Maryland University College*
An online writing center team will discuss using a variety of evidence to integrate information about student writing into curriculum and faculty development. Integrating qualitative and quantitative evidence allows the center to identify constituencies, create supplementary materials, assist faculty with developing assignments, and develop sophisticated training and continuing education programs.

D6. Professional Image| Room: Chancellor East Ballroom
Workshop

Professional Image and Success in the Writing Center
Chere Peguesse, *Valdosta State University*
This interactive workshop addresses tutor anxiety about dealing with disgruntled students and disagreements with fellow tutors by developing professional behavior strategies.

D7. WPAs Outside the Writing Center| Room: Phillips Annex Second Floor
Constructed Panel   Moderator: Mary Alm
Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Beyond the Writing Center Walls: Writing Center Theory Application in Student Services
Dollie Newhouse, Jo Angela Edwins, *Francis Marion University*
The presenters will discuss how our experiences within and study of Writing Center work have influenced our roles as administrators in other parts of the university environment. We will consider how the work of the Writing Center as a space for reinforcing the importance of the process approach to writing has a wider reach within and beyond the university environment than many might expect.

Good-Bye to All That: Gracefully and Gratefully Abandoning Ship
Virginia Dumont-Poston, *Lander University*
The question is: how does the writing center director's narrative end? Although beginnings are important, as Bishop and Crossley (1996) suggest, there is also the story of stopping; how does one separate from the role of writing center administrator?

Writing Center Research as Preparation for Program Administration: Mapping Institutional Spaces

Jennifer Ahern-Dodson, *Duke University*

This presentation considers how writing center research prepared this presenter for program administration and research outside the writing center. Key issues include practitioner-researcher tensions and mapping the institution.

D8. Starting Writing Centers| Room: Phillips Annex First Floor

Constructed Panel   Moderator: Margaret Procter

Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Steps Toward Creating an International Writing Center

Cindy Oakley-Paulik, Jennifer Carney, *Embry-Riddle Aeronautical University*

Empower matriculated ESL students by giving them the campus resources they need! Learn the ABC's of creating a Writing Center for ESL students from scratch. Everything from operating on a shoestring budget to developing training manuals will be shared.

The Long and Winding Road: A 25-Year Trek Towards a Writing Center

Ron Smith, Larry Adams, *University of North Alabama*

A discussion of a twenty-five year struggle to establish a university writing center.

Research Fair: Friday 3:00pm-4:00pm

D9. Posters and Games | Room: Hill Ballroom

The Charlotte Writing Marathon

Jennifer Pooler Courtney, Lil Brannon, *University of North Carolina-Charlotte*

In order to frame our Writing Center's identity, our Writing Center sponsored the first Charlotte Writing Marathon. This marathon provides a way to bring writers together (members of the University, school children, Writing Project teachers, neighbors) to write and share their work. This presentation will explain the concept of writing marathons, provide examples of a Charlotte marathon, and illustrate the liberating philosophy of marathons.

Paper Chase

Jan Wheeler, Josh Orr, Jessica Bardsley, Chantal Johnson, Brittany Mayer, Kara Phelps, Heather Rasley, Katherine Williams, *New College of Florida*

"Paper Chase" is designed to improve Student Writing Assistant (SWA) and student writer familiarity with the stages of paper writing. Student writers and SWAs can develop their knowledge of different aspects of writing by playing the game. "Paper Chase" helps students and SWAs identify the available resources for assistance in paper writing, while encouraging a spirit of collaboration and enjoyment.

If You Build It, They Will Come: Using Legos in the Writing Center

Brian Breedlove, Colleen Lynch, *Duke University*

Visual models are an effective way to help students better grasp writing. LEGOs are a valuable resource that writing centers can use to help visually-minded students improve their writing. This game will use LEGOs to model and deconstruct a five-paragraph theme and help students transition to college composition.

Pointing Writers in the Right Direction: Suggestions for Tutoring PowerPoint Presentations

David Paulo, Natalie Roland, *Francis Marion University*

In an effort to make fellow writing center consultants aware of and better prepared for the demand for assistance with PowerPoint presentations, two writing center consultants will present a poster session illustrating suggestions for proper preparation and strategy guidelines for efficient tutorials on PowerPoint.

Statistical Writing Center Benefits

Anetia Ports, *St. Phillips College*

As the writing center's director, the presenter finds that researching the center's statistics provides a visible source for administrators, faculty, students, and other academic personnel to acknowledge the writing center's importance in helping students learn how to become better writers.

Is This a Doctor's Office?: Business Elements in the Writing Center

Leanna Trimper, *Winthrop University*

Our mission promotes collaborative learning. Does a business-like atmosphere, however, impact student perceptions of what happens in the tutorial? Centers need to be responsive to their unique university environment; however, the tutors and the director need to constantly monitor their center's identity, to ensure it continues to fulfill its mission.

Enhancing the Image of the Writing Center Through Film

Kerry Jannergren, *Columbus State University*

For our presentation, we will have a poster displaying the results we found from our focus groups, handouts for those interested in doing something similar for their Writing Center, and a laptop replaying our video. We look forward to this great opportunity to share our hard work and ideas with other Writing Centers in the area.

International Writer's Block: The Right Tools for International ESOL Students

Derrell Seigler, *Valdosta State University*

A presentation on the theories/techniques that can be used to better equip the tutor for assessing and instructing the international student in his or her essay.

Top Ten Reasons to Visit the Writing Center: Developing a Writing Center Orientation Video

Veronica Pantoja, *Chandler-Gilbert Community College*

This poster session display will showcase the recent outreach efforts of the Chandler-Gilbert Community College (CGCC) Writing Center. To meet its goal to help more students achieve academic success, the CGCC Writing Center produced its orientation video, "Top Ten Reasons to Visit the Writing Center." Integrating Writing Center practice into a humorous 7-minute video has exposed the Writing Center to more students and faculty than before.

Collaboration and Assessment: Evaluating a Writing Fellows Tutoring Program

Lisa Cahill, *Arizona State University*

The Arizona State University Writing Fellows Tutoring Program, offered through the Learning Resource Center, connects first-year composition faculty with trained and CRLA certified tutors. The purpose of this research poster presentation is to showcase and receive feedback on how the partners have constructed and evaluated this new program.

From the Center to the World: International Conversation Hour

Elizabeth Morley, Greg Bishop, Krystiane Evans, Christina Cornelison, Danielle Courts, John Dixon, Krista King, Liz Munninghoff, Ashley Reis, *University of Kentucky*

In this session, graduate student leaders of the International Conversation Hour explain how it has enhanced the U.S. study experience of foreign students, enlightened American students about cultural differences, and offered valuable practice for students who want to teach English as a foreign language. The students may even include their adventures with American food, troubling idioms, and pari-mutuel betting.

Let's Get Personal: Personality in the Writing Center

Morgan McGhee, *Duke University*

This poster presentation explores how including the Meyers Briggs test in tutor training can help tutors understand and respond to the differences in writing processes among themselves and the students they tutor.

OWL Call: Why Writing Centers Need Online Tutoring

Laura Dickey, *Duke University*

This poster presents the highlights of the debate about asynchronous online tutoring as well as the specific benefits of this medium. By breaking down the advantages and challenges, the presentation will attempt to prove that writing centers need online tutoring.

SWCA Voting Booth

Members are invited to stop by and vote on current bylaw changes.

Session E: Friday 4:15pm-5:30pm

Note: Session moderators will be present only for constructed panels. Participants in group panels or workshops should mind the time carefully in order to leave time for the next session to set up.

E1. Writing Fellows| Room: Hill Ballroom
Panel

Evaluating the Peer Tutor/Classroom Model
Vicki Russell, Rebecca Walsh, Michele Strano, Julie Reynolds, *Duke University*
This group panel will address the effectiveness of a writing center model in which trained undergraduate tutors were paired with interdisciplinary first-year writing courses, working one-on-one with students on two projects during the semester. The presenters will draw on data gathered from student surveys, tutor self-evaluations, and narrative reactions from participating instructors and explore the following questions: What is the value of such an experience for the peer tutors? How does this model help support the writing process? What strategies can be used to measure student reactions to the peer tutoring experience? And, finally, how do we contextualize our findings within a specific university's experience?

E2. Mission Statements | Room: Club
Workshop

The Writing Center: What's the Mission Statement Got to Do With It?
Constance Compana, *Wheaton College*
The first part of every writing center's website, the mission statement can give the reader a sense of the collaborative heart of the writing center. But sometimes it raises more questions than it answers. This workshop looks at these questions as a way of seeing the connection between the language of the statement and the practices of the writing center.

E3. Beyond Fix-It Shops: Writing Centers as Sites of Student Retention| Room: South
Constructed Panel   Moderator: Deidre Pettipiece-Ray

Can You Fix My Commas?: Battling the Editor Stereotype in Writing Center Instruction
Lisa Kirby, *North Carolina Wesleyan College*
One of the prevailing attitudes about writing center staff is that they exist to "repair" or edit papers. This paper will explore this common misperception and examine how these ideas may have emerged.

Why Do They Return?: Researching Student Perception of Writing Center Purpose and Identity

Bob Barrier, Chris Obenschain, Jared Miller, David Blair, *Kennesaw State University*

This panel will present research on students' perceptions of the center, their changing attitudes towards its purpose, and the writing center's effect upon student retention. This research will suggest ways a center's image and atmosphere can be changed so that more students will return and more administrators can have an accurate view of the unique worth of writing centers.

Writing as Relationship: Assessing Trust in the Tutor/Student Exchange

Lyndall Nairn, Chidsey Dickson, Karen Hatter, *Lynchburg College*

The social constructionist theory that language is a social phenomenon is enacted daily in writing centers as tutors and students exchange ideas and form relationships of trust. Our research explores the effect of trusting tutor/student relationships on the acquisition and improvement of writing skills and on student retention.

E4. Politeness in the Writing Center| Room: North

Panel

May I Have This Dance?: Politeness, First Impressions and Initial Writing Center Visits

Diana Bell, Holly Arnold, *University of Alabama at Huntsville*

Our research project uses politeness theory as a framework through which to explore the discursive space of writing center consultations, specifically the initial visits of basic writing students. The first presentation situates this project within the context of politeness theory, demonstrating the ways that politeness theory has been used in past research projects and providing a brief overview of politeness theory as it will be carried out in the presentations to follow. Looking at politeness theory through feminism and composition, the second presenter investigates the role of gender in the politeness rituals of initial writing center visits between returning consultants and basic writers. This presentation explores the ways that initial forms of politeness, mediated through gender, often constitute specific discursive roles. The third presenter will investigate shifts in the way negative politeness frames consultations in initial visits and those conducted later in the semester, after conversational and discursive roles have been established. This presentation looks at the ways that constitutive initial politeness is confirmed, renegotiated or subverted in those subsequent sessions.

E5. Online Tutoring Success| Room: Alumni

Constructed Panel   Moderator: Jennifer Pooler Courtney

"To Boldly Go": Launching an Online Writing Center at Kaplan University

Marla Cartwright, Kara VanDam, Carrie Hollibaugh, Lisa Petty, *Kaplan University Online*

Kaplan University launched its first virtual Writing Center in May of 2005. Our student population is online, so we established an online-only Writing Center to support students' university writing tasks. We offer live synchronous tutorials, asynchronous question submission and faculty-written reference materials. Developing this has presented special challenges in layout, training and student outreach.

Bridging the Distance in Synchronous Online Tutoring

> **June Griffin,** *University of Georgia*
>
> Perhaps the greatest concern about online tutoring is that it is cold and dehumanizing. For students with little computer proficiency and limited literacy skills, an online tutorial can be especially frustrating and stressful. This presentation will examine aspects of these problems and present a synchronous online tutoring environment designed to meet these challenges.

E6. Building a Strong Writing Center Culture | Room: Chancellor West Ballroom

> Panel

Researching the Center: Using Qualitative Research to Build a Strong Writing Center Culture

> **Kate Brown,** *University of Louisville*; **Julie Myatt,** *University of Louisville*; **Dustin Anderson,** *Florida State University*; **Amy Hodges-Hamilton,** *Vanderbilt University*
>
> This panel will discuss the importance of research throughout the life of a writing center. With an emphasis on a variety of qualitative research methods, the panelists will present research findings that speak to the challenges involved with creating and opening a new writing center, generating and maintaining an effective tutor-training program, facilitating a partnership between the writing center and the first-year composition program, and recording the history of writing centers. The panel will present data from qualitative studies conducted at three universities in the Southeast and will offer suggestions for ways writing center administrators and staff can conduct similar studies in their own writing centers in order to gather information that can be used to build a strong writing center culture.

E7. Theories Applied: Freire and Queer Theory in Action in the Writing Center | Room: Chancellor East Ballroom

> Constructed Panel   Moderator: Deborah Reese

Being Versatile: Queering the Tutorial Power Struggle

> **Patrick Rabon,** *Francis Marion University*
>
> This presentation focuses on power struggles that may arise during tutoring sessions when students are perceived as active participants and tutors are perceived as passive/non-directive participants. Current literature on the topic reveals a heterosexist ideology, whereas queer theory promotes a more open, honest and useful tutorial session.

We Can't Take Them to the Bank: Responding to the Banking Concept of Education in the Writing Center

> **Louis Clausi,** *Armstrong Atlantic State University*
>
> In "The Banking Concept of Education," Paulo Friere explicates critical theory that condemns traditional pedagogical notions of what he labels the "banking" format of teaching. We will apply Freire's theory and subsequent responsive theories to writing center situations and develop a testable framework for practice. We will present our test results to establish a training template, investigating such issues as gender, age, ethnicity, and disabilities.

E8. Tutor/Tutor Collaboration | Room: Phillips Annex First Floor

Workshop | Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Tension, Discussion, and the Birth of Ideas: Consultant-Consultant Collaboration in the Writing Center

Kyle Warner, Jon Burr, *Appalachian State University*

This dual presentation discusses consultant collaboration in the Writing Center at Appalachian State University. The need to train new consultants, work together during sessions with special needs, and exchange ideas makes consultant-consultant collaboration a technique of interest. However, to avoid tension and differences in opinion, positive discourse must take place.

5:30-7:00pm   Hors d'oeuvres Reception / Old Well Room

Dinner on your own

Saturday, February 18

Breakfast on your own

Session F: Saturday 8:45-10:00

Note: Session moderators will be present only for constructed panels. Participants in group panels or workshops should mind the time carefully in order to leave time for the next session to set up. Thanks.

F1. Writing Centers as Gendered Space | Room: Club

Constructed Panel   Moderator: Ron Smith

f(x,y): The Function and Future of the Gendered Writing Center

Deaver Traywick, *Newberry College*

While writing centers are heavily feminized, both demographically and pedagogically, writing center directors often move in administrative structures that are not. This presentation explores the productive tension between our feminized pedagogy and administrative styles and the masculinist, hierarchical structures that we typically confront within our institutions.

Tapping Into the Gender Communication Gap

Jamerson Magwood, *Winthrop University*

In many cases, tutors come across problems relating to the opposite sex. Males and females channel certain responses differently. Through some analysis on traits and typical body languages, tutors can overcome the gender communication boundary and make their sessions more effective in the Writing Center.

What We Teach: Linguistic Sexism in OWLs

> **Nicole Amare,** *University of Southern Alabama*
>
> This paper analyzes seven OWL online grammar guides for instances of linguistic sexism. For example, 3,200 sentences in the OWL handouts reveal generic "he" and "man" are still prevalent. Because OWLs are much more mutable than print materials, revising sentences used in OWL handouts that do not employ gender-fair language is necessary.

F2. Why Collect Data?| Room: North

> Panel

Researching the Writing Center: The Purpose of Data Collection and Analysis

> **Toni Francis,** *University of South Florida*
>
> Interactive presentation/workshop theorizing the purposes of data collection for research purposes.

F3. Community Message Boards | Room: Alumni

> Constructed Panel   Moderator: Beth Burmester

Creating Community among Tutors through an Asynchronous Message Board

> **Alice Osborn, Marcia Toms,** *North Carolina State University*
>
> Tutors who work in our satellite locations often complain of feeling disconnected from the "real center." We will discuss how effectively a newly implemented message board addresses this need for community. Other successes and pitfalls of the project will be addressed as well.

Extending the Conversation: The Directory of Southeast Writing Centers as a Site for Research, Communication, and Conversation

> Alicia Hatter, Kristen Blanco, *Georgia State University*
>
> As an online database for the writing center community where users can research other writing centers, The Directory of Southeast Writing Centers makes basic information about each center easily accessible. The intention for this user-friendly forum is to encourage further communication among directors and tutors.

F4. Strategies for Poster Sessions| Room: Chancellor West Ballroom

> Workshop

"A Picture is Worth a Thousand Words": Tutoring Strategies for Poster Presentations

> Trixie Smith, Karen Wright, Laurel Taylor, *Middle Tennessee State University*
>
> This interactive workshop, focusing on design principles from technical writing and current studies in visual rhetoric, discusses basic ideas for creating effective poster representations of research. Design elements include fonts, color, white space, and graphics, and their effect on impact, appeal, and clarity. Workshop participants will create their own poster mock-ups.

F5. Cyber Tutor Talk| Room: Chancellor East Ballroom

Panel

Cyber Tutor Talk: Extending the Conversation with 'Blogs and 'Books

Sandee McGlaun, Melody Cotterill, Candace Cubera, Samantha Grillo, Mary Beth Johnson, Sarah Stack, Brian West, *North Georgia College and State University*

To aid in assessment, many writing centers adopt tutoring journals as mechanisms of self-evaluation for tutors; to gain external feedback, we institute written evaluations of tutorial sessions. While these methods are beneficial, they have limitations. In this panel we explore the effects of adding two recent technologies to our evaluation repertoire: establishing a weblog tutoring journal and creating a writing center "Facebook" account on our campus. What happens when we take the private space of the tutoring journal and turn it into a public weblog? How might an online journal facilitate conversation not only amongst the tutors within the host institution, but with tutors at other institutions as well? And what benefits and drawbacks are there in creating an uncontained, public evaluative space, such as the Facebook? We will reflect on these and other questions as we report on the effects of making our tutoring and learning process public.

F6. Tutor/Faculty Collaboration| Room: Hill Ballroom

Panel

Collaborating and Communicating: Tutors and Teachers in the Classroom

Amy England, Eric Mast, Kyle Doan, *University of Cincinnati*

Eric Mast is the Writing Center Coordinator for The Center for Access and Transition (CAT) at the University of Cincinnati. He will discuss tutor training and scheduling and collaborating with teachers in both the classroom and the Writing Center. Amy England, Assistant Professor, will discuss tutor training and working with tutors in the classroom. Kyle Doan, Writing Center tutor, will provide the tutor's perspective on this collaborative relationship.

F7. New Writing Center Challenges Post-Katrina| Room: Hill Ballroom

Panel

Suddenly Marginalized: Transfer and Adult Students Help Focus Issues for Peer Tutors

Kathi Griffin, Becky Lasoski, Anna Ellis, Yale Murphy, *Millsaps College*

Due to its location in central Mississippi, this small private liberal arts college has become home to a number of transfer students from Tulane and Loyola Universities in the aftermath of Hurricane Katrina. This influx of non-traditional students on our campus that largely serves a traditional, non-marginalized population prompted us to rethink how we approach challenges presented by sudden-transfer and non-traditional students in the writing center.

F8. Online Tutoring | Room: Hill Ballroom

Workshop

Online Tutoring: It Works!

Mickey Pelillo, Jennifer Gossler, *Bluefield College*

For a small college of only 600-800 students, Bluefield College has had a very successful online tutoring program since 1997. We have paper submissions and revisions, tutor responses, anecdotal evidence, and statistics to demonstrate the effectiveness of online tutoring.

F9. Writing Centers and Professional Legal Education | Room: Phillips Annex Second Floor

Panel | Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Centering Legal Writing: WAC/WID at the CUNY Law School

Andrea McArdle, Sergio Gallegos, Fritz McDonald, Audrey Raden, Lori Wallach, *City University of New York School of Law*

The School of Law at the City University of New York is the rare law school that participates in a cross-university Writing Across the Curriculum/Writing in the Disciplines (WAC/WID) initiative. Our principal vehicle for implementing WAC/WID is the Law School's Writing Center, and a challenge we face has been how to change both the perception and traditional function of a writing center, to refashion it from a site of remediation to a scaffold for professionalization. Our panel addresses the efforts of the Writing Center's staff to create a different model of a writing center, a multi-purpose resource for a law school community that includes but is not limited to writing tutorials. These activities illustrate the ways in which we now use the term "Writing Center" as a metaphor (for the centering of writing work at the Law School, and as the center of gravity for all the activities covered under the umbrella of WAC/WID) as much as for a description of a physical space.

F10. Writing Center Alliances | Room: South

Workshop

Expanding Out of the Center: Researching Writing Center Alliances

Rachel Greil, Bob Barrier, Mary Lou Odom, *Kennesaw State University*

This workshop addresses tensions that can emerge among a writing center's need to build community and to build coalitions, its desire to maintain its own disciplinary and pedagogical convictions, and its dependence on other institutional relationships for support. We will explore how to address the financial and institutional pressures that challenge how writing centers respond to the evolving needs of a diverse student population.

Session G: Saturday 10:15am-11:30am

Note: Session moderators will be present only for constructed panels. Participants in group panels or workshops should mind the time carefully in order to leave time for the next session to set up.

G1. Relationship Practice | Room: Club
Workshop

Defining Successful and Pedagogically Sound Methods of Communication
Heather Epes, Julie Wilson, *University of North Carolina-Chapel Hill*
In this interactive workshop, individuals will be given roles to play as teachers, tutors, and students. Each participant will employ a mode of relating and communicating with the other person or persons. After several skits, groups will then share their ideas in order to develop research driven questions and assess the possibilities for research that would help further define the concept of methodologies of relationship.

G2. The Feminist Role of a Writing Center| Room: South
Panel

The (Feminist) Role of a Writing Center in a Changing University
Emily Lindner, Beth Carroll, Bre Garrett, Beth Peddle, *Appalachian State University*
This panel offers a feminist perspective on the writing center's role in a changing university. Using feminist models of writing center work, we explore the challenges of program development and the implementation of new services within institutional contexts that often run counter to (or seem resistant to) feminist politics and practices. Drawing on our experiences from the past year, we ask: What does it mean to be feminists working in a writing center? What kinds of consulting practices, rhetorical strategies, and problem-solving approaches are supported by feminist theories of learning, teaching, and administration? And how can answering these questions help feminists guide program development in a changing university? Offering four professional perspectives, we discuss ways to recognize the personal within the public and the creative within the conventional--how to operate and grow a center that offers our staff and clients the resources needed to satisfy institutional demands without compromising the free-thinking, empowering tenets of feminist politics and practice.

G3. Writing Fellows| Room: North
Panel

A Researched Birth: How Good Research Helped Us Build a Peer Fellows Program
Emily Dotson, Melissa Hudson, Stephanie Jolly, Chris Kaiser, Molly Smith, Anna Sewell, Elizabeth Morley, *University of Kentucky*

The role of research is understood as vital in writing. We stress with our students the importance of valid, recent, relevant research to support their arguments and to justify their positions. Yet, as we discovered last summer when we began developing a peer fellow program at our university, good research is the key to successful academic programs as well. Drawing on resources from other universities, we were able to customize our own program and training. Now, in our first year, with six fellows from multiple disciplines in three writing courses, we are discovering again the importance of continuous research. Our best research comes from the fieldwork of our fellows. We imagine ourselves, even in this early stage of development, being able to add our own research about how we have solved student concerns, worked with instructors, and contributed to our students' understanding and appreciation for writing.

G4. Writing Centers and WAC| Room: Alumni
Panel

Surviving the Storm: Negotiating Effective Shared Identities Between Writing Centers and WAC
Karen Rowan, *Trinity University;* **Michael Strickland,** *Elon University*

This presentation will examine collaborations between writing centers and writing-across-the-curriculum programs, with a particular focus on how such programs and their directors are institutionally situated. Though many scholars attend to the theoretical and pedagogical relationships between writing centers and WAC programs, far fewer have addressed how the ways such programs—and the people who direct them—are institutionally situated shape the ultimate success of writing center-WAC collaborations. Thus, the presenters will draw on original survey data to report on writing center and WAC program relationships and structures in the SWCA region. They will offer three case studies of writing center-WAC relationships that range from one person directing multiple programs, to conscious faculty/WPA collaboration and team-building, to hybrid program administration roles that make such collaboration difficult, though not impossible.

G5. Personality Types in the Writing Center| Room: Chancellor West Ballroom
Workshop

The Personality of Writing: Do Certain Personality Types Enjoy Greater Success in Writing?
Christine Fudge, Judy Burges, *The Citadel*

This workshop reviews sixteen personality profiles and presents research results that match the MBTI of 600-700 first-semester freshmen with their success rate in English 101. This workshop addresses how to identify various personality types, use that knowledge to help students produce their best writing, and alter teaching strategies to fit students' writing preferences.

G6. Metaphors| Room: Chancellor East Ballroom

Constructed Panel Moderator: Trixie Smith

Mapping the Writing Center: A Director in the Borderlands

Noreen Lape, *Columbus State University*

Existing between students and various academic sites, writing centers can challenge rigid boundaries. This presentation argues for the creative potential of existing on the limen by delineating the various border crossings of the Columbus State University Writing Centers: the CSU Writing Center's collaboration with the university library and involvement with the Center for Quality Teaching and Learning in creating opportunities for tutor training.

Metaphors for Writing, Tutoring, and the Writing Center

Marlene Szymona, *North Carolina Wesleyan College*

This research examines the metaphors that students who use the writing center use to describe their writing process as well as their tutoring sessions and the writing center in general. This information can be used to better understand student attitudes and perceptions about writing and tutoring and to improve instruction, center operations and image.

Renegotiating the Borderlands: Using Contact Zone Theory in the Writing Center

Tanya McLaughlin, *Middle Tennessee State University*

Using contact zone metaphors, writing center tutors can assist their students in grappling with difficult cultural issues. Differentiating fact from social construction can bring students to the realization that they have the power to choose for themselves the direction of their thoughts and their writing.

G7. Outcomes-Based Assessment Strategies| Room: Phillips Annex Second Floor

Panel **|** Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Closing the Loop: Writing Center as Locus of Outcomes-Based University-Wide Assessment and Planning for Improved Teaching and Learning

Deirdre Pettipiece-Ray, Linda Taylor, Michelle Hutchings *Cheney University of Pennsylvania*

Deirdre Pettipiece-Ray, Chair of Communications, will discuss program design, development, and the proposal to the Council of Trustees and Administration. Linda Taylor, Writing Program Administrator, will discuss writing-focused assessments across the disciplines and tutorial support for them. Michelle Hutchings, Student Writing Center Coordinator, will discuss writing tutorial training in all disciplines and the student perspective on the four-year portfolio assessment plan. Etta Baldwin will discuss the practical aspects of budget allocation, hiring professional, peer, and student tutorial staff, and communication within the staff as well as between faculty and administration. The first-year experience director will outline her plans to support and affirm writing across the curriculum and first-year tutorial efforts. All panelists will discuses long-term plans for revising programming efforts in light of the webfolio assessment.

G8. ESL| Room: Phillips Annex First Floor
Constructed Panel   Moderator: Robert Barrier
Note: This location is a five-minute walk from the Carolina Inn. Meet a guide between the North and South Parlor or follow the map at the back of your program.

Investigating Intentional Learning Theories in the Writing Center: The Case of ESL Pedagogy
Jerry Mwagbe, *Kennesaw State University*

This presentation considers the practice of intentional learning theories in writing center work and raises questions for further research.

Resisting the Urge to "Fix" What's Not Broken: How Writing Assistants Can Aid, Not Deter, Non-Native Speaking Students in Their Quest for a Voice
Keri Mayes, *Middle Tennessee State University*

To help NNS students master the English language, writing assistants should not assert a voice for them by "fixing" their writing. By offering language tools to improve their writing, they can help NNS students articulate and enhance the voice they choose, a voice that embraces their total identity.

Workshops   1:45-4:45pm
Pre-registration required; inquire at the Registration Desk
New Directors | Alumni
High School Writing Centers | Club

SWCA Board Meeting: 1:45-3:45pm / North Parlor

IWCA Celebration Lunch   Saturday 12-1:30

Ever wanted to learn more about the writing centers in your local area? Saturday's lunch will give you an opportunity to do just that! You will find your table number on your nametag and be seated with other writing center folk from your local area. Trade ideas and email addresses, and enjoy the surprises in store for you at this seated lunch. The annual SWCA research awards will be announced at this time.

Current SWCA Board Members

Marcy Trianosky, President (2004-06)
Hollins University

Jennifer Liethen Kunka, Vice President (2004-06)
Francis Marion University

Jane Bowman Smith, Secretary (2004-06)
Winthrop University

Karl Fornes, Treasurer (2002-07)
University of South Carolina-Aiken

2005 Conference Co-Chairs (2004-06)
Chris Fudge, *The Citadel*
Linda Miller, *The Citadel*

2006 Conference Co-Chairs (2004-07)
Kim Abels, *University of North Carolina-Chapel Hill*
Vicki Russell, *Duke University*

Christine Cozzens, Editor, Southern Discourse (2004-09)
Agnes Scott College

Shevaun Watson, Representative At-Large (2005-07)
University of South Carolina-Columbia

Tracy Hudson, Representative At-Large (2005-07)
Winthrop University

Leah Cassorla, Representative At-Large (2004-06)
Eckerd College

Trixie Smith, Representative At-Large (2004-06)
Middle Tennessee State University

Jean Schwab, Volunteer Web Coordinator
Furman University

Notes: