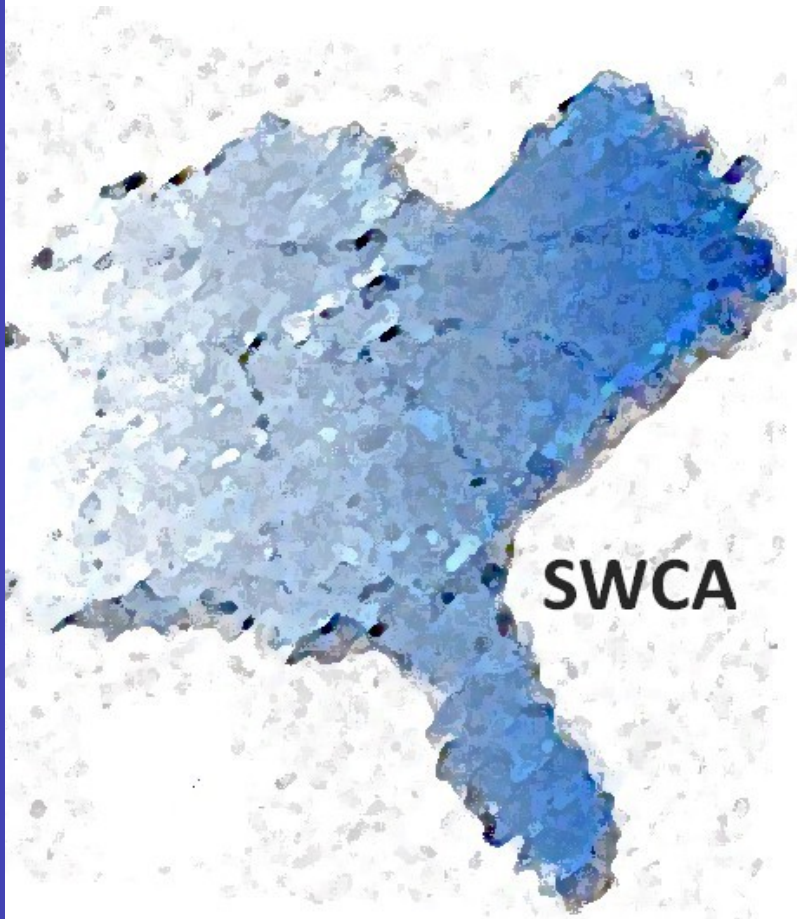


*Southeastern Writing Center Association*  
*est. 1981*



**SWCA Florida Conference**  
**March 5-6, 2010**  
**Nova Southeastern University**

## Welcome!



Welcome to the 2010 Southeastern Writing Center Association Florida Conference at Nova Southeastern University! It is a pleasure to have all of you here in Fort Lauderdale this weekend sharing your writing center research, resources, and pedagogical and administrative practices. We believe this conference is an excellent chance for us to develop better connections throughout the state in an effort to strengthen the work we do at our institutions and in our local communities. During this time of economic struggle, it is vital to work closely together, especially when so many of our support bases are collapsing around us. The SWCA decided to host several mini-regionals this year instead of hosting one, large conference so writing center practitioners throughout the southeast would have greater access to the critical professional development opportunities provided by these gatherings. This year's theme, "Back to the Tutor," is a reminder that our greatest strength is in the work we do every day—tutoring writing—and this conference will hopefully make all of us stronger in that area. Numerous sessions will focus on tutoring, and there are many other sessions that will examine issues across the entire writing center spectrum. We hope you learn a lot from these sessions, build connections with colleagues, and, in the end, make your writing center work stronger.

Your 2010 SWCA Florida Conference Chairs,  
Shanti Bruce, SWCA Webmaster, *Nova Southeastern University*  
Kevin Dvorak, SWCA President, *St. Thomas University*

## SWCA Mission

The Southeastern Writing Center Association (SWCA) was founded in 1981 to advance literacy and to further the theoretical, practical, and political concerns of writing center professionals from both academic and nonacademic communities in the Southeastern region of the US.

A member of the International Writing Centers Association, an NCTE Assembly, the SWCA includes in its designated region North Carolina, South Carolina, Virginia, Florida, Georgia, Tennessee, Alabama, Mississippi, Kentucky, Puerto Rico, and the American Virgin Islands. Membership in the SWCA is open to directors and staff of writing centers and others interested in writing centers from public and private secondary schools, community colleges, colleges and universities, and to individuals and institutions from beyond the Southeastern region.

## Conference Schedule

### Friday, March 5, 2010

3:00-7:00	Registration
3:30-4:30	Concurrent Session A
4:45-5:45	Concurrent Session B
5:45-7:00	Poster Session Social
7:00-8:30	Keynote

### Saturday, March 6, 2010

8:00-4:00	Registration
8:00-8:45	Breakfast
8:45-9:45	Concurrent Session C
10:00-11:00	Concurrent Session D
11:15-12:15	Concurrent Session E
12:15-1:30	Lunch
1:30-2:30	Concurrent Session F
2:45-3:45	Concurrent Session G
4:00-5:00	Concurrent Session H

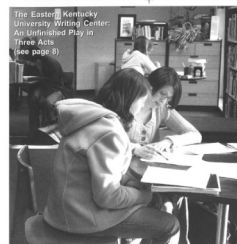
## Southern Discourse

*Southern Discourse*, the SWCA publication, accepts submissions of all kinds that are related to writing center work. Contact Editor, Christine Cozzens, [ccozzens@agnesscott.edu](mailto:ccozzens@agnesscott.edu), for more information.

[www.iwca-swca.org/SouthernDiscourse](http://www.iwca-swca.org/SouthernDiscourse)

### Southern Discourse

Publication of the Southern Writing Center Association • Spring 2007 • Volume 18, Issue 2



## Session A—3:30-4:30

*Workshop*—Room 354

### Inspiring Imaginations: Creative Activities for Developmental Writers

Aileen Valdes, Denise Pichardo, Karen Mejia, *St. Thomas University*  
Panelists will interact with the audience by workshopping Directed Learning Activities designed to enhance academic skills.

*Presentations*—Room 309

### Defining Revision

Miguel Ovalles, *Florida International University*  
Making sure that students understand revision and are aware of different revision techniques is critical to their development as writers.

### The Colorful Side of Writing

Andrea Franklin, *Florida International University*  
Helping students visualize writing organization.

*Presentation*—Room 310

### Rhetorical Spaces: Materiality in the Writing Center (or, Extreme Writing Center Makeover!)

Julia Mason, Michael Linder, Emilija Stanic, Michael Shier  
*Florida Atlantic University*

This presentation will examine the elements of the writing center—including the room set-up, bodies, and online spaces—that might be redesigned to improve the experience of writers and consultants.

## Session B—4:45-5:45

*Workshop*—Room 310

### Exploring the Role of Mentorship in Tutor Education

Patsy Warman, *Florida International University*  
Attendees will explore, reflect on, and share strategies for a successful mentoring program.

*Presentation*—Room 309

### Tutoring Students in the Online Environment

Natalie Candela, Teshie Herbert, Mindy Blum, Emma Trelles  
*Nova Southeastern University*  
Exploring different facets of online tutoring.

*Roundtable*—Room 354

### Managing the Mission: Orchestrating Writing Center Strength and Stability

Jeffrey R. Galin, Sara Rafferty, Niki Wilson, *Florida Atlantic University*  
Eight years after the inception of FAU's Center for Excellence in Writing, the Director, Assistant Director, and Coordinator of WAC reflect on what sustains the culture and continued growth of the writing center and WAC program and how we can assess what we have accomplished.

★ **Hors d'oeuvres 5:45-7:00—2nd Floor lounge** ★

**Poster Session Social—5:45-7:00**

Poster Sessions—2nd Floor Lounge

**The Tutor as Translator: Acting as Intermediaries between Graduate Students and their Directors**

Kate Pantelides, *University of South Florida*

**Tutors Taking on Professional Positions in the Writing Center**

“Research Assistant”- Aileen Valdes, *St. Thomas University*

“Office Managers”- Karen Mejia, Juliane Weigel, *St. Thomas University*

“Web Writers”- George Gorka, Benson Anwuri, *St. Thomas University*

“Public Relations”- Aryanne Schommer, *St. Thomas University*

**Office of Academic Services—Marketing of Services and Resources**

Lisa Walther-Austin, Gail Levine, *Nova Southeastern University*

**Writing Center Resource Showcase**

*Various Institutions*

**Keynote—7:00-8:30**

**Dr. Paula Gillespie, FIU**



Keynote—Room 309

Paula Gillespie is an associate professor of English and the director for the Center for Excellence in writing at Florida International University in Miami after having directed the writing center at Marquette University for 29 years. She has served as the secretary and president of the International Writing Centers Association and has served on the Executive Committee of the Conference on College Composition and Communication. With Neal Lerner, she is the author of *The*

*Longman Guide to Peer Tutoring*, now in its second edition. With Alice Gillam, Lady Falls Brown, and Byron Stay, she edited *Writing Center Research: Extending the Conversation* (Lawrence Erlbaum Associates, 2002) which won the IWCA prize for outstanding scholarship. She established and co-chaired the IWCA Summer Institute three times. She, Brad Hughes (University of Wisconsin-Madison), and Harvey Kail (University of Maine), have been conducting a study on the short- and long-term effects of peer tutoring on tutors through the Peer Tutor Alumni Research Project [<http://www.writing.wisc.edu/pwtarp/PeerTutorAlumniPage.htm>]. A new article on the findings from this study is forthcoming in the *Writing Center Journal*. She has consulted and/or led workshops on writing centers, writing, and peer tutoring in Germany, Greece, and Mexico. She has also co-authored with Michael Gillespie a book on the recent criticism of James Joyce's *Ulysses*. She lives in Coconut Grove with Michael and Buster, their English Springer Spaniel.

★ **Breakfast 8:00-8:45—2nd Floor lounge** ★

**Session C—8:45-9:45**

Presentation—Room 309

**Collaborative Tutoring: It takes a University to Raise a Student's Independent Writing Level**

Martha Sacks, Arthur Buckelew, Peter Alvarez, Mary Jo Rhinehart, Francia Torres *Johnson & Wales University*

Through faculty and staff collaboration and administrative support, J&WU has developed a comprehensive writing program that supports the development of independent writing skills for every student.

Presentations—Room 310

**When Students Seek Tutors' Help in Composing Multimodal Documents**

Claire Lutkewitte, *Nova Southeastern University*

This hands-on workshop will demonstrate strategies writing tutors can use to work with students who compose multimodal documents.

**Tutoring Students for Oral Presentations and Speeches**

Jennifer Reem, *Nova Southeastern University*

The presentation will focus on tutoring techniques effective in preparing students to present material before an audience.

Roundtable—Room 354

**Assessment Technologies: TutorTrac, i-Voice Recorders, and Grammar Software**

Kim Murray, Carolyn Mayeaux, Elise McKenna, Ted Greenberg, Alanna Ritchie, Tamra Martin, *University of Central Florida*

This group will present ways administrators and consultants have used TutorTrac, i-voice/ipod recorders, and grammar software for formative assessment.

**Session D—10:00-11:00**

Workshop—Room 309

**Writing/Grammar Workshop: Past, Present, Future**

Sharon L. Masturzo, *Hillsborough Community College*

A historical review and practical demonstration of a writing center workshop.

Presentation—Room 310

**There and Back: A Trajectory of Historical Narratives Regarding Tutor Roles in Space and over Time**

Esther Spencer, Monique Thomas, *Florida A&M University*

Kendra L. Mitchell, *Florida State University*

This panel will discuss a cross-institutional collaboration between a historically black writing center and a Research 1 institution writing center in the panhandle.

Roundtable—Room 354

**Disability and the Writing Center**

April Mann, John Wafer, James Britton, *University of Miami*

A discussion about the way writing centers work towards being more useful and accommodating for all students, including those with special needs.



## Session E—11:15-12:15

*Presentation*—Room 309

### **More than a Feeling**

Christine Jackson, Tara Morin, Amanda Thompson, *Nova Southeastern University*  
Panelists will offer approaches for writing center tutors guiding students in reading/writing poetry and fiction.

*Presentations*—Room 310

### **The Writing Center as a Catalyst: Mandatory Attendance**

Amanda Cornell, *Florida International University*  
Should freshmen be required to attend the writing center?

### **Fix the Student, Not the Whatever: Multidisciplinary Tutors Collaborate in a Learning Commons**

Marcella Sherman, *Hillsborough Community College*  
Hillsborough Community College writing and tutoring centers have gone back to the future by successfully combining services as the Learning Commons.

*Roundtable*—Room 354

### **Training across Contexts: A Discussion of Tutor Training Models at Florida State and Beyond**

Scott Gage, Rory Lee, Kelly Thayer, *Florida State University*  
Presenters will report on three models of tutor training followed by an audience-driven discussion of training efforts across different institutions.

## Lunch 12:15-1:30—2nd Floor lounge

## Session F—1:30-2:30

*Workshop*—Room 309

### **Skype Technology and Online Tutorials**

Deborah H. Reese, Nikki Hill, Kemi Elufiede, *Armstrong Atlantic State University*  
Haley Reese, *Georgia College & State University*  
This project focuses on Skype technology, which allows users at different computer terminals to see and hear one another, and examines the feasibility and advisability of incorporating Skype tutorials into existing services.

*Presentation*—Room 310

### **Building Bridges between a University Writing Center and a Local High School**

Denise Pichardo, Kevin Dvorak, *St. Thomas University*  
Katherine Palacio, Traci Atwell, *Monsignor Edward Pace High School*  
Panelists will discuss the creation and progress of a university-affiliated satellite writing center at a local high school.

*Roundtable*—Room 354

### **Difficult Dialogues: Guiding Indifferent and Enthusiastic Students Alike**

Katy Smith, Andy Lopez, Ashley Irizarry, *Florida Atlantic University*  
This roundtable discussion will share our experiences and strategies working with resistant or apathetic students.

## Session G—2:45-3:45

*Workshop*—Room 309

### **The Use of Videos in Promoting Writing Centers**

Heather Perez, *Florida International University*  
This session will present efficient marketing techniques via the use of videos.

*Presentation*—Room 310

### **Whole Learning Practices: Blending Writing Center Practices and Learning Center Needs with Peer Facilitators as the Social Constructors**

Drucella Crutchfield, Tiffani Bowen, Janet Artis, Hannah Côté, Sarah Williamson  
*Southeastern University*  
This panel will present five relevant views supporting peer tutoring as an instrumental tool that aligns with current pedagogical practices and the changing paradigm of university-level writing and critical thinking.

*Roundtable*—Room 354

### **Age ain't Nothing but a Number—Especially in the Writing Center**

Juliane Weigel, Lucas Irazoqui, *St. Thomas University*  
A discussion on the trials and tribulations of traditional-age undergraduate tutors who frequently work with graduate and non-traditional age tutees.

## Session H—4:00-5:00

*Presentation*—Room 309

### **Looking Back at the Future of Tutoring: Educating Tutors for Effective Tutoring in a Multitude of Situations**

Myrna J. Santos, Chair; Victoria V. Navarrete, *Florida Atlantic University*  
Laura E. Ballard, *University of Miami*  
This panel will examine different roles tutors play, creating a welcoming, enrichment enhanced atmosphere, and fulfilling tutors' and tutees' expectations.

*Presentations*—Room 310

### **The Correct Way to "Right": Navigating Cultural Difference in the Writing Center**

Giovanni Turner, *University of Miami*  
A discussion on the importance of cultural sensitivity in the writing center.

### **ESL Students: Peer-Tutoring without Conventional Means**

Nazneen Zaidi, Rina Russo, *Florida International University*  
A look at how peer tutoring ESL students creates unique circumstances where you sometimes teach by connecting with the student and guiding them through the process of learning a new language.

*Roundtable*—Room 354

### **Tales from the Trenches: Graduate-Level Tutoring**

Patrick Peacock, Paula Gillespie, Patsy Warman, Nick Vagnoni, *FIU*  
This roundtable discussion explores different techniques and strategies for graduate-level and large project tutoring.

## 2010 SWCA Awards

The SWCA presents the *SWCA Tutor Award* and the *SWCA Achievement Award* each year to outstanding members of the organization.

The SWCA Awards Committee, comprised of Shanti Bruce, Rusty Carpenter, and Michael Pemberton, received many excellent proposals and was heartened to see so much good work going on among tutors and directors. The committee wishes to congratulate all of the nominees.

### 2010 SWCA Tutor Award

#### Denise Pichardo, *STU*



Ms. Pichardo is a Professional Writing and Religious Studies major at St. Thomas University in Miami Gardens, FL. In addition to tutoring and providing leadership in her university center, Ms. Pichardo is founder and co-coordinator of a satellite writing center at an urban high school. She was a curator for NCTE's National Day on Writing, she is a regular contributor to PeerCentered, and she has presented at writing center conferences.

### 2010 SWCA Achievement Award

#### Kate Pantelides, *USF*

Ms. Pantelides is a doctoral student studying composition and rhetoric at the University of South Florida. As director of the University Writing Center, Ms. Pantelides has transformed her center from an English department specific, one-room operation to a thriving, library-based, university-wide endeavor. She organized and chaired the Florida Regional Writing Center Conference in April 2008. She directed centers at two previous institutions, and she has presented at numerous writing center conferences.



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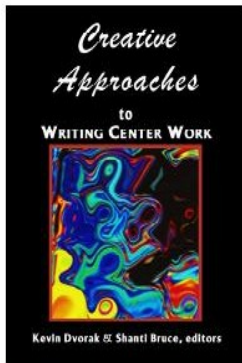
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NOW AVAILABLE  
**Creative Approaches to Writing Center Work**  
edited by Kevin Dvorak, *St. Thomas University*, and  
Shanti Bruce, *Nova Southeastern University*

This is the first book length attempt to address the role creativity plays in writing centers. Beginning with the premise that creativity has the potential to make work and learning environments more productive—and possibly more dangerous—the ideals in this collection will complicate visions of what writing centers can and should be. Striking a balance between theory and practice, readers will learn about creative tutor training and staff meeting activities, how to use toys to tutor and how to tutor creative writers, and, finally, how to implement creative outreach programs. Those who are in search of ways to infuse their centers with creativity and fun will find this book to be an invaluable, inspirational resource.

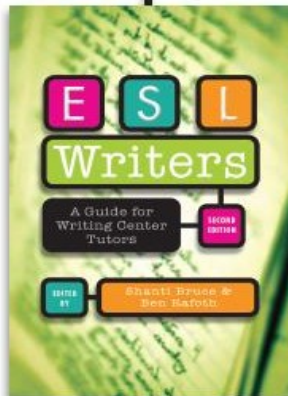
Contributors include: Elizabeth H. Boquet, Michele Eodice, Scott L. Miller, Harry C. Denny, Derek Owens, sj Miller, Lisa Zimmerelli, Sandee K. McGlaun, Chad Verbais, Hans Ostrom, Anne Ellen Geller, Wendy Goldberg, Julie Reid, Dawn Fels, Jill Pennington, Timothy A. Miank, Carol Severino, Cinda Coggins Mosher, Derek Bozkowski, Ian Randall, Truly Render and Sarah Sinovic

2008 • 312 pages • ISBN: 978-1-57273-839-3 • \$28.95

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Filed with suggestions and strategies based on a rigorous combination of experience, research, and theory, **ESL Writers, Second Edition**, remains a tutor's top resource for working with English learners.

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**W**riting centers are seeing more and more kinds of ESL students. That's why the much-loved *ESL Writers* (winner of the International Writing Centers Association's Outstanding Scholarship Award for Best Book) has changed with the times to reflect the expanding diversity of writing center students. The Second Edition features five totally new essays and has been thoroughly revised to be more useful than ever. *ESL Writers, Second Edition*:

- expands the definition of students and tutors with respect to their linguistic backgrounds, describing specifically the characteristics of a variety of English learners, including bilingual writers, Generation 1.5ers, recent immigrants, and foreign students who need support with academic English in a new first chapter
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—Harvey Kall  
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Former president, International Writing Centers Association

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