EKU

Noel Studio

SWCA 2012

NextGen
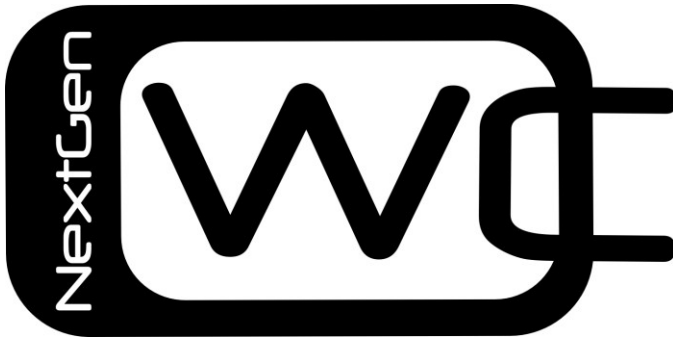
W

NextGen WC

Southeastern Writing Center Association Conference
NEXTGEN Writing Center

Richmond, Kentucky
Eastern Kentucky University
February 16-18, 2012
www.studio.eku.edu

Stay Connected during SWCA

#swca2012

facebook.com/SWCAConference2012

open access to free wifi provided by EKU

Welcome from the Conference Chair

Friends,

Welcome to Eastern Kentucky University, home of the historic Crabbe Library and Noel Studio for Academic Creativity! We're so glad to have you join us in Richmond, Kentucky.

Our conference planning team and I have assembled what we hope will provide an inspiring and innovative conference for you this year. In addition to a variety of panels and presentations, you'll notice new opportunities for you to exchange ideas with your colleagues, including Pitch Your Project sessions, state meetings, and digital installations. Engaging the Next-Gen Writing Center theme, we encourage you to think generatively about writing center spaces and the compositions that create and shape them. During your conference experience, I hope you'll reconsider familiar conversations while composing next-generation spaces and exploring new ideas in writing center theory and practice. This conference is unique in other ways as well. We've invited you to join us in our new home—the Noel Studio—in hopes that collaborating in the space will bring as much inspiration to you as it has for us during our first years of operation.
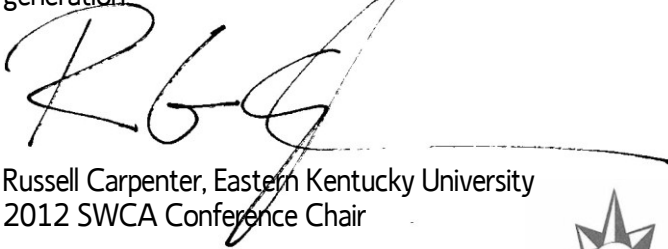
I offer my sincere appreciation to members of the SWCA Executive Board; our local planning committee here at EKU; the program committee, Leslie Valley, Shawn

Apostel, and Trenia Napier; Nancy Davis for her administrative support; Deans Zeigler and Gardner; and former EKU Dean of Libraries Carrie Cooper, now Dean of Libraries at the College of William & Mary. Your unwavering support of such an ambitious effort, generosity of time and space, and overall visionary leadership made this conference possible. I offer a special thank you to President Whitlock and Provost Vice for their enthusiasm for this conference and support of the Noel Studio.

We're fortunate to be joined by our distinguished keynote speaker, Dr. Cynthia L. Selfe, Humanities Distinguished Professor in the Department of English at The Ohio State University and author of numerous books and articles on computers and composition.

We're also excited to have great featured speakers, Dr. Ellen Schendel and Dean Lee Van Orsdel, Grand Valley State University, and Dr. Trixie Smith, Michigan State University. What a perfect group to set the tone for a conference about "next-gen" writing centers!

We hope you have an enjoyable and inspiring conference experience as you consider our role in the "next-generation."

Russell Carpenter, Eastern Kentucky University
2012 SWCA Conference Chair

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WRITING CENTER
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Virginia: Patty Strong, Virginia Commonwealth University

About the Keynote Speaker:
Cynthia L. Selfe

Keynote Presentation:
Friday, *Keen Johnson Ballroom*, 6:00-7:15 p.m.

Cynthia L. Selfe is the Humanities Distinguished Professor in the Department of English at The Ohio State University. With Gail Hawisher, she is the co-editor of *Computers and Composition: An International Journal*, and she is the co-founder and Executive Editor of Computers and Composition Digital Press. In 1996, Selfe was recognized as an EDUCOM Medal award winner for

innovative computer use in higher education–the first woman and the first English teacher ever to receive this award. In 2000, Selfe, along with long-time collaborator Gail Hawisher, was presented with the Outstanding Technology Innovator award by the CCCC Committee on Computers. Selfe has served as the Chair of the Conference on College Composition and Communication and the Chair of the College Section of the National Council of Teachers of English.

Selfe is the author of numerous articles and books on computers including *Literacy and Technology in the 21st Century, the Perils of Not Paying Attention* (SIU Press, 1999), *Creating a Computer-Supported Writing Facility* (Computers and Composition Press, 1989), and *Computer-Assisted Instruction in Composition: Create Your Own* (NCTE, 1986); and she is a co-author of *Literate Lives in the Information Age: Narratives of Literacy from the United States* (with G. Hawisher, Lawrence Erlbaum, 2004), *Writing New Media: Theory and Applications for Expanding the Teaching of Composition* (with A. Wysocki, J. Johnson Eilola, and G. Sirc; Utah State University Press, 2004), *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History* (with G. Hawisher, P. LeBlanc, and C.s Moran, Ablex, 1996), and *Technical Writing* (with M. Lay, B. Wahlstrom, S. Doheny-Farina, A. Hill Duin, S. Burgus Little, C. Rude, and J. Selzer, Irwin, 1995 and 2000).

Selfe has also edited or co-edited several collections of essays on computers, including *Multimodal Composition: Resources for Teacher*s (Hampton Press, 2007),

Gaming Lives in the Twenty-First Century (with G. Hawisher, Palgrave Macmillan, 2007), *Technical Communication: Outcomes and Approaches* (Baywood, 2007), *Global Literacies and the World-Wide Web* (with G. Hawisher, Routledge, 2000), *Passions, Pedagogies, and 21st Century Technologies* (with G. Hawisher, Utah State University Press and the National Council of Teachers of English, 1999), *Literacy and Computers: Complicating Our Vision of Teaching and Learning with Technology* (with Susan Hilligoss, MLA, 1994), *Evolving Perspectives on Computers in Composition Studies: Questions for the 1990s* (with G. Hawisher, NCTE and Computers and Composition Press, 1991), *Computers and Writing: Theory, Research, and Practice* (with D. Holdstein, MLA, 1990), and *Computers in English and Language Arts: The Challenge of Teacher Education* (with D. Rodrigues and W. Oates, NCTE, 1989), *Critical Perspectives on Computers and Composition Instruction* (with G. Hawisher, Teachers College Press, 1989).

With Kathleen Kiefer (Colorado State University), Selfe founded the journal *Computers and Composition: An International Journal for Teachers*, which she continues to edit today with Gail Hawisher (University of Illinois). Selfe and Hawisher have also edited several series on computer use in composition classrooms including: Advances in Computers and Composition Studies (Computers and Composition), New Directions in Computers and Composition (Ablex), and New Dimensions in Computers and Composition Studies (Hampton).

About the Featured Speakers

Featured Presentation
Friday, Session D, 10:45-11:45 a.m.

Ellen Schendel, *Grand Valley State University*
Ellen Schendel is the Director of the Fred Meijer Center for Writing as well as an Associate Professor in the Writing Department. After earning her Ph.D. in English/Rhetoric and Composition from the University of Louisville in 2000, she came to GVSU and became the director in 2003. Under her guidance, faculty outreach and support has grown and the number of student consultations has more than tripled. Her scholarship focuses on writing assessment, writing program administration, collaborative writing, and writing center theory & practice. She has been a regular presenter at various writing center conferences and the Conference on College Composition & Communication as well as serving on the executive boards of state, regional, and international writing center organizations and sitting on the editorial boards of *WPA: Writing Program Administration, Composition Studies,* and the *Journal of Writing Assessment.* She is also the undisputed mayor of the Writing Center on Foursquare.

Lee Van Orsdel, *Grand Valley State University*
Lee Van Orsdel has been the Dean of University Libraries at Grand Valley State University in Allendale, Michigan, since 2005, following six years as Dean of Libraries at Eastern Kentucky University. She is active in the American

Library Association, serving on its Task Force on the Google Settlement and on ACRL's Leadership Recruitment and Development Committee. A frequent writer and speaker on scholarly publishing, Van Orsdel is a founding member of the Institute on Scholarly Communications and a member of the board of SPARC, the world's leading coalition for reform in the areas of publishing and information sharing. Van Orsdel was responsible for developing the vision for Grand Valley's new main library, a $70 million project to be completed by May of 2013.

Van Orsdel earned a B.A. degree in History and French from Samford University, Birmingham, Alabama, an M.A. in History from Florida State University, and an MLIS from the University of Alabama.
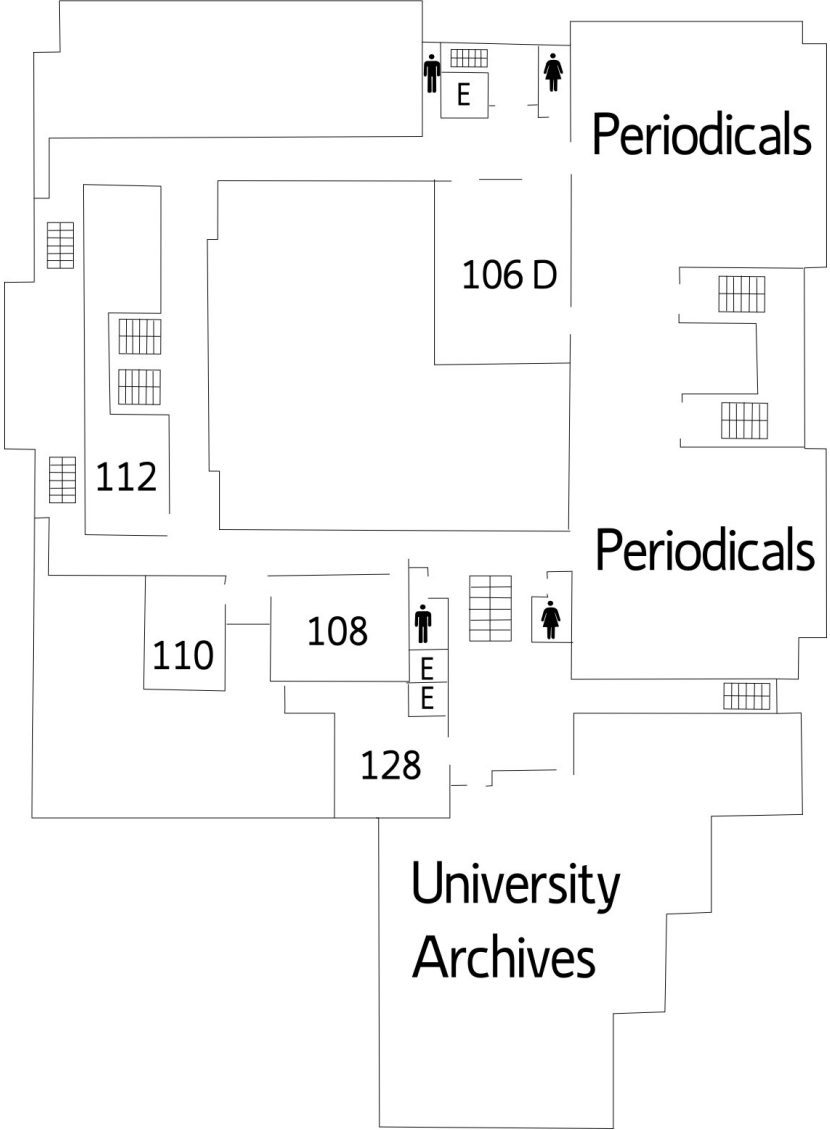
Featured Presentation
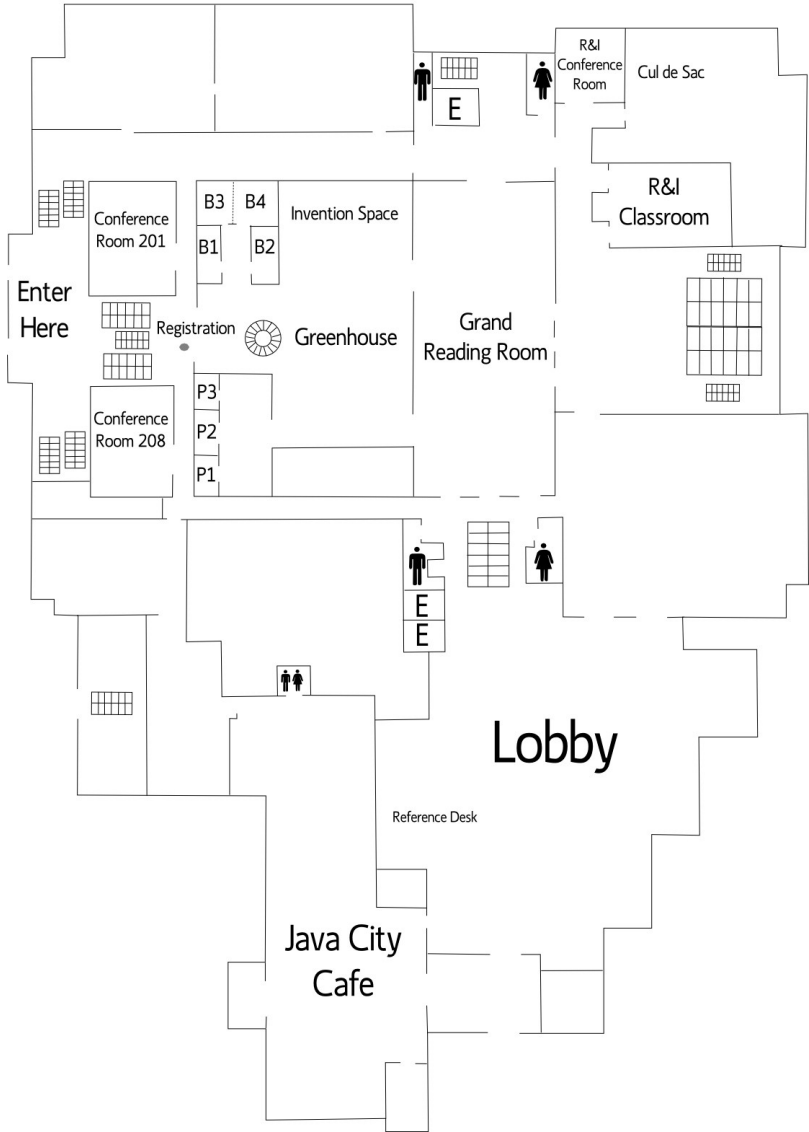Saturday, Session H, 9:45-10:45 a.m.

Trixie G. Smith, *Michigan State University*
Trixie G. Smith is Director of the Writing Center and a member of the faculty in Rhetoric & Writing at Michigan State University. Her teaching and research revolve around writing center theory and practice, writing across the curriculum, writing pedagogy, and teacher training. These areas often intersect with her interests in pop culture, service learning, gender studies, and activism. Recent publications include a book chapter in *(E)merging Identities: Graduate Students in the Writing Center*, several articles in *Southern Discourse, COMPbiblio: Leaders and Influences in Composition Theory and Practice* (with Allison Smith and Karen Wright, Fountainhead Press, 2007)–a reference book focusing on the career arcs of leaders in composition studies, the textbook *The Pop Culture Zone: Writing Critically about Popular Culture* (with Allison Smith and Stacia Watkins, Cengage/Wadsworth, 2009), *Teaching in the Pop Culture Zone: Using Popular Culture in the Writing Classroom* (with Allison Smith and Rebecca Bobbitt, Cengage/Wadsworth, 2009), and *Movies, Music, and More: Advancing Popular Culture in the Writing Classroom* (with Joseph Darowski, Fountainhead Press, 2011). Upcoming work includes a WAC/WID Handbook for Fountainhead Press (with Allison Smith) and a 2nd edition of *The Pop Culture Zone*. Smith is also one of the series editors for the Fountainhead Press X Series for Professional Development.
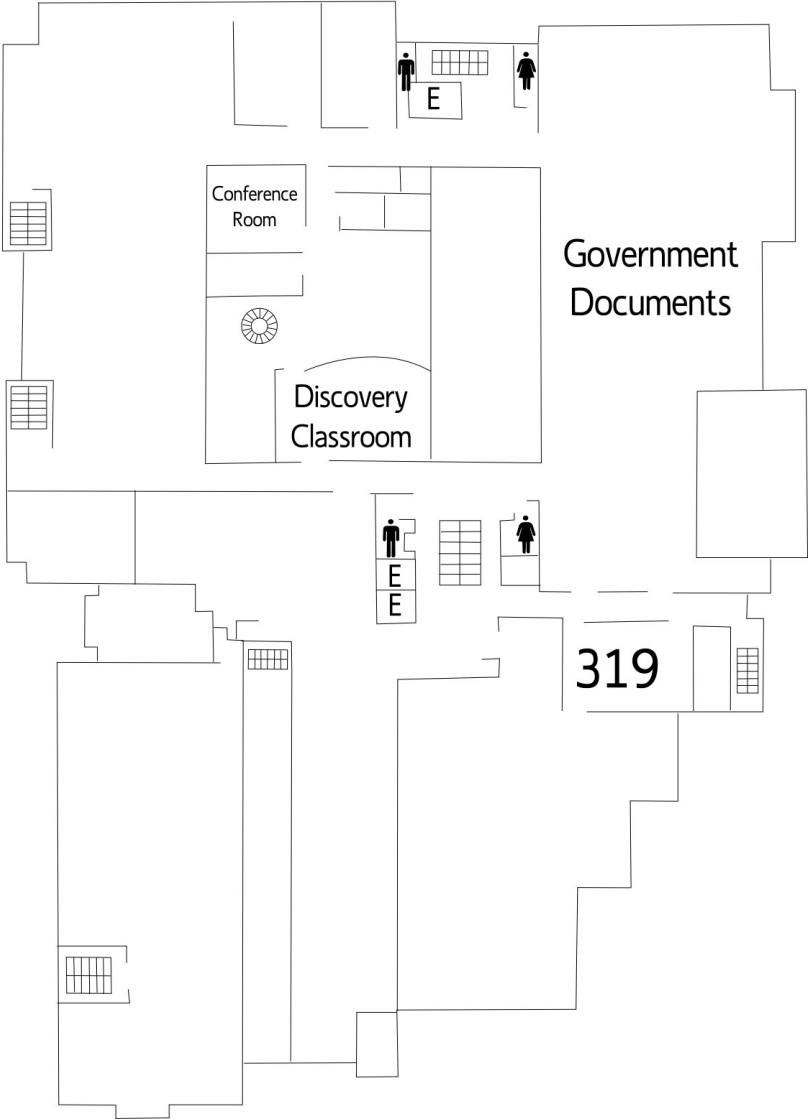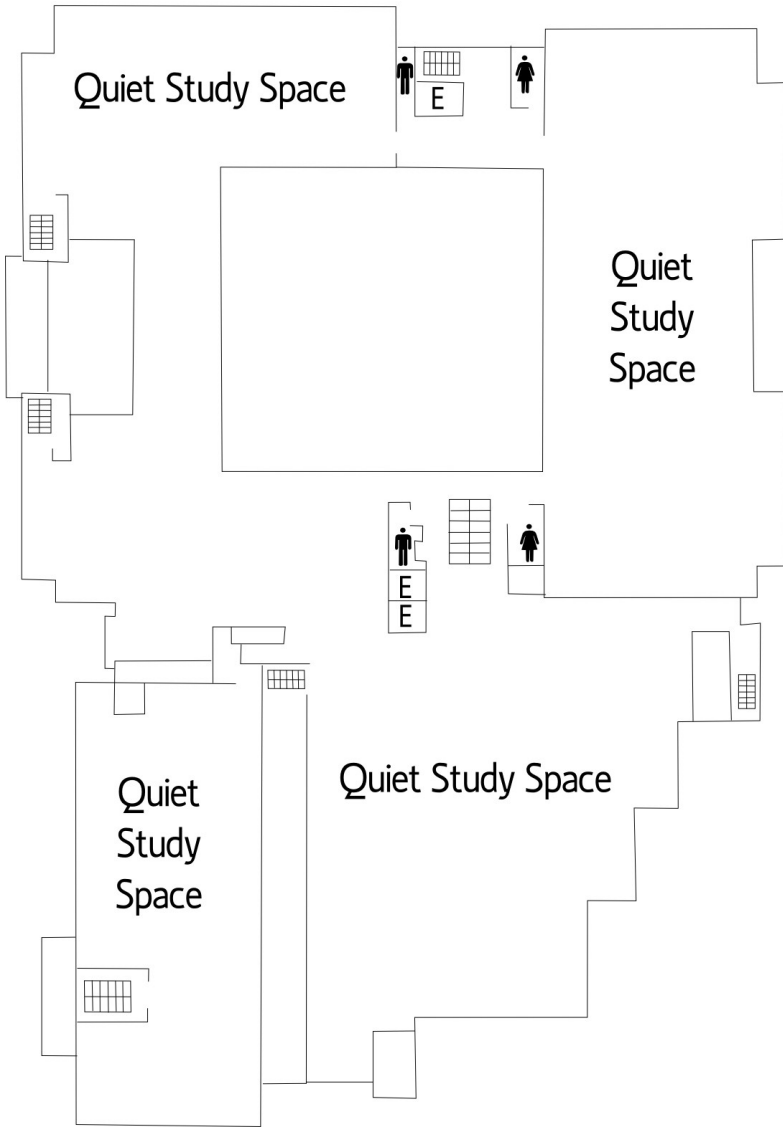
Library First Floor

Periodicals

106 D

112

Periodicals

110

108

E
E

128

University
Archives

E

Library Second Floor

Conference Room 201

B3 B4

B1 B2

Invention Space

E

R&I Conference Room

Cul de Sac

R&I Classroom

Enter Here

Registration

Greenhouse

Grand Reading Room

Conference Room 208

P3

P2

P1

E
E

Lobby

Reference Desk

Java City Cafe

Library Third Floor

Conference Room

E

Government Documents

Discovery Classroom

E
E

319

Library Fourth Floor

Quiet Study Space

E

Quiet
Study
Space

E
E

Quiet Study Space

Quiet
Study
Space

Crabbe Library and Noel Studio History

Eastern Kentucky University's original library building, designed by architect C.C. Weber in the Classical Revival style with four Ionic columns facing University Drive, was completed in 1924. The Noel Studio for Academic Creativity's spiral staircase-encompassed reception desk occupies the original Crabbe Library, named for John Grant Crabbe, EKU president from 1910-1916. The campus community realized almost immediately that the Crabbe Library, built to accommodate 200 students, was insufficient for the rapidly growing student body, and, in 1935, Crabbe Library's first addition effectively doubled the library's size and included the Grand Reading Room, located just outside the Noel Studio.

The 1935 addition was not the library's last. In 1967, the library added a wrap-around extension and an additional floor, nearly quadrupling library space. The reconstructed new front entrance, which had a total of six columns, successfully maintained the building's classic appearance. In 1994, the completion of the Thomas and Hazel Little Building added a modern twist and linked the oldest building on campus, the 1874 University Building, with the Crabbe Library and expanded library space by nearly fifty percent. The unique sky-lit atrium created during this project is the site of the library café, a popular gathering space for faculty and students. Including additions constructed in 1935 and 1967 and major renovations in 1983 and 2010, the library now encompasses a span of

over one-hundred thousand square feet and is home to nearly seven-hundred thousand books.

In 2003, changes in student need once again prompted EKU Libraries to evaluate its spaces; however, this time shifts in service paradigms and major renovations led to the development of a new service point. In seven short years, an idea was born and enhanced by a creative team dedicated to an innovative library space: an integrated service point providing assistance not only for research, but also for writing and communication, which would serve students well into the future. In 2010, the dream became reality when renovations to 10,000 square feet of space located in the heart of the 1924 and the 1935 areas of Crabbe Library were completed to integrate writing, oral communication, and research support in the Noel Studio for Academic Creativity.

Crossword Puzzle

Learn more about the Noel Studio by completing this crossword puzzle. Talk to Noel Studio staff, use Google, and look around. Have fun researching!
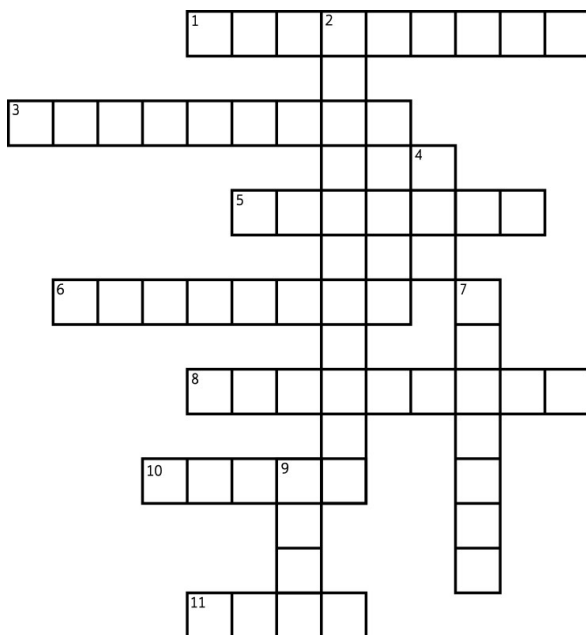
Across

1 The Noel Studio classroom
3 Song that inspired a student promo for the Noel Studio
5 The band that inspired the Noel Studio flash mob
6. Name of Dan Barnes's sculpture
8 Sang "I'll be in my Studio" on TV
10 TV show that inspired a student promo for the Noel Studio
11 Ron and Sherrie Lou _____

Down

2 Title of Noel Studio student employees
4 Noel Studio zombie game was inspired by this card game
7 Nickname for Noel Studio pedway
9 Unofficial Noel Studio Mascot

Artwork *in the* Studio

Enjoy a self guided tour of the Noel Studio for Academic Creativity's beautiful display of artwork; simply use the corresponding numbered artwork images and map (located at the bottom of the page) as your guide.

All artwork provided through the generosity of Friends of EKU Libraries.

First Floor Artwork

1

Nuclear At Farm
Acrylic, oil, ink, pastel
Crimson Duvall

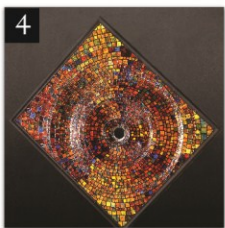Sponsored by the
Friends of EKU Libraries

2

Untitled
Oil
David Farmer

Placed in Honor of Dr.
Norman Spain by Judy, Ben &
Nate Spain

3

Zulu
Acrylic, oil, ink, pastel
Darryl Halbrooks

Sponsored in Honor of Music
Students of Eastern Kentucky
University by Dr. Margaret Foote

4

Stargate II
Mixed media glass and metal
Dan Neil Barnes

Placed in Loving Memory of
Oberita Hager by Bob Hager, Linda
Hager Pack, Robin and Elleigh
McDaniel, Joshua Hager Pack

Second Floor Artwork

5

Sarah Series: Notes from Chapter Two
Welded Steel
Tim Smith

Placed in Memory of Clyde
and Bobbie Porter; Charles
and Vermelle Hay by Charles
and Melba Hay

6

Candyland
Composition of warm
and cold fused glass
Stacey Street

Placed in Memory of Dr.
Marcia Myers, Director of
EKU Libraries 1992 - 1999

7

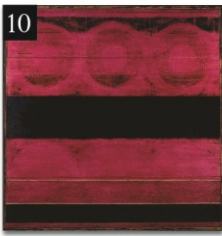**Plane on the Seabed**
Oil and resin on canvas
Lennon Michalski

Placed in Memory of Edward
Tobin by Stuart and Susan Tobin

8/9

Heat (L) & Middle Earth (R)
Fiber - dyed and felted wool
Marilyn Rose Swan

Heat: Placed in Memory of Robert
Douglas Whitlock, Jr. by Doug
and Joanne Whitlock

Middle Earth: Placed in Honor of
Marie Hubbard by
Virginia H. Underwood

10

Untitled 0108
Oil, tar, beeswax on
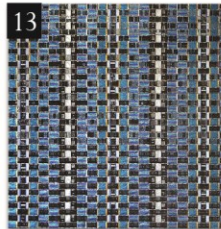reclaimed panel
Marco Logsdon

11

Gecko
Archival Pigment Print
Charlie Campbell

Placed in Honor of Mary Lewis
by her son Mick Lewis

12

Essence
Acrylic
Debra Hille

Placed in Honor of Dr. Arch
and Ann Clark by Tom Arnold

13

Pattern Fusion No. 4
Fiber/mixed media
Arturo Alonzo Sandoval

14

Dawn
Acrylic
Debra Hille

Placed in Honor of Judge
and Mrs. James S. Chenault
by Mr. Howard and Judge
Jean Logue

15

Soaring
Archival inkjet
printRuth Adams

Placed in Loving Memory
of Phyllis Lee Gandee by
Kari & Billy Martin

16

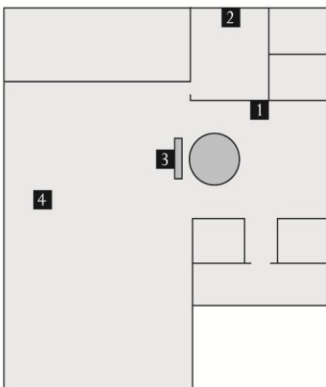**Basic Shapes**
Acrylic
Ronald B. Taylor

Placed in Honor of Dr.
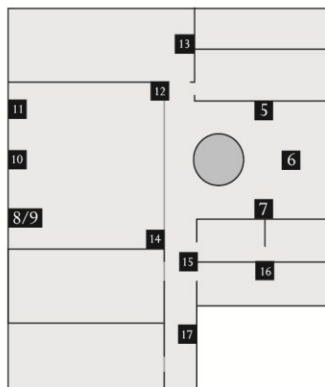Charles F. Falk by Drs.
John and Phyllis Gump

17

T-shirts, Pulaski County, KY
Archival inkjet print
Mary Tortorici

Sponsored by Dr. John E. and
Martha B. Davidson

1st floor of Noel Studio

2nd floor of Noel Studio

www.studio.eku.edu
www.twitter.com/noelstudio
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NOEL
studio
For ACADEMIC CREATIVITY

Program at a Glance

Thursday, February 16, 2012

Registration 10:00 a.m.-7:00 p.m.
Noel Studio Foyer

Noel Studio Tours 10:00 a.m.-12:00 p.m.
Noel Studio Greenhouse

Opening Session
12:00-12:45 p.m.
Noel Studio Discovery Classroom

Session A 1:00-2:30 p.m.

Session B 2:45-3:45 p.m.

State Meetings 4:00-5:00 p.m.

Crabbe Library/Noel Studio Tour 4:00-5:00 p.m.
Noel Studio Greenhouse

Meet & Greet 5:00-6:30 p.m.
Noel Studio Greenhouse

SIGs 6:30-7:30 p.m.

2011 SWCA Executive Board Meeting 7:00 p.m.
Hanger's Restaurant

Program at a Glance

Friday, February 17, 2012

Registration 7:45 a.m.-Noon
Noel Studio Foyer

Noel Studio Tours 7:45-8:45 a.m.
Noel Studio Greenhouse

Breakfast 7:45-8:45 a.m.
Government Docs, Crabbe Library

Session C 9:00-10:30 a.m.

Session D 10:45-11:45 a.m.

Lunch with Installation and Poster Presentations
12:00-1:30 p.m.
Government Docs and *Noel Studio Greenhouse*

Session E 1:45-3:15 p.m.

Session F 3:30-4:30 p.m.

Session G 4:45-5:45 p.m.

Keynote 6:00-7:15 p.m.
Keen Johnson Ballroom

Keynote Reception 7:45-9:30 p.m.
Regal Beagle
246 W. Main St.

Program at a Glance

Saturday, February 18, 2012

**Awards Breakfast and Introduction of 2012
President** 8:00-9:30 a.m.
Keen Johnson Ballroom

2012 SWCA Executive Board Meeting
9:45-10:45 a.m.
Noel Studio Conference Room

Session H 9:45-10:45 a.m.

Session I 11:00 a.m.-12:30 p.m.

Thurs. FEB. 16, 2012

Registration 10:00 a.m.-7:00 p.m.
Noel Studio Foyer

Noel Studio Tours 10:00 a.m.-12:00 p.m.
Noel Studio Greenhouse

Opening Session 12:00-12:45 p.m.

Next-Gen SWCA: Perspectives on Future Directions
Noel Studio Discovery Classroom
> **Kevin Dvorak**, *Nova Southeastern University*, and **Laura Benton**, *Caldwell Community College and Technical Institute*

How could SWCA help you build momentum or serve as a catalyst for the work that you do in the writing center? Come share your ideas about SWCA with executive board members. Bring questions and come prepared to participate in an interactive session that focuses on the role of SWCA in facilitating next-gen writing center work.

Session A 1:00-2:30 p.m. (Thursday 2/16)

WK: Veiled Mirrors, Silenced Ghosts: Dispelling Language Ideologies in a Dialectally-Diverse Space by Illuminating the Invisible Minority

R&I Conference Room

Tricia A. Saab, *Eastern Kentucky University*

This workshop will address how American language prejudices manifest in writing classrooms. After identifying our own dialectal variants and those of our students, we will practice using the linguistically-endorsed technique, contrastive analysis, in consultations. Moreover, we will discuss ways to promote dialectal awareness and diversity in writing centers and universities.

WK: Let's Make it Messy: Reimagining the Consulting Philosophy Statement

Library 319

Elena Garcia, *Michigan State University*

Consulting philosophy statements are important articulations of beliefs and practices but are notoriously difficult to write. In this workshop participants will engage in an approach that looks to make the process of developing consulting philosophies messier with the goal of seeing such statements differently.

Session A 1:00-2:30 p.m. (Thursday 2/16)

WK: Considering our Audience(s): Designing an Effective Writing Center
Noel Studio Discovery Classroom
   John Chrisman and **Jennifer Mary Kranz MacDonald**,
      Daytona State College
The goal of this workshop is for participants to consider the rhetorical nature of space design. Attendees will think of ways to redesign their space as they consider the multiple audiences they serve. The facilitators will provide various manipulatives to help the participants explore the many configurations available.

WK: A Critical Thinking Training Model: Integrating the Intellectual Standards into Multimodal Composition Consultations
R&I Classroom
   Moderator: **Leslie A. Valley**
   Leslie A. Valley, **Landon Berry**, **Pam Golden**, **Arie May**, **Dana McClain**, and **Stacy Wilder**, *Eastern Kentucky University*
To increase their comfort when working with multimodal composition, consultants in the Noel Studio for Academic Creativity at Eastern Kentucky University participated in training focused on the Paul and Elder Intellectual Standards of Critical Thinking. This workshop will demonstrate the training process and invite participants to evaluate their consultation methods.

Session A 1:00-2:30 p.m. (Thursday 2/16)

Environment and Identity in the Next-Gen Writing Center
Library 108
    Moderator: **Robert A. Russell**

Developing a Hospitable Method: Recursive Theory and Practice in the Writing Center
Brandy Grabow, *North Carolina State University*
The Next-Gen writing center is the space in which hospitality theory and practice come together to create a hospitable method. Although critical work has been done applying this theory and practice to the composition classroom, the classroom is not a viable space for hospitality. Only in the writing center can hospitality be practiced in the university setting.

Color Me Productive: Color Theory in the Writing Center
Lindsey Durham and **Sarah King**, *Lipscomb University*
At the Lipscomb University Writing Studio, we desire to provide effective consultations as well as foster an aesthetic learning environment. In this presentation, we will discuss basic principles of color theory and color psychology, as well as their application in the writing center. We will explore how colors affect tutors and clients during tutoring sessions, as well as the way color impacts students on campus who view writing center advertisements or handouts.

"Turn and Face the Strange": Managing Organizational Change in the Writing Center and Beyond

Robert A. Russell, *East Tennessee State University*

Merging. Restructuring. Consolidating. Whatever your university chooses to call it, combining departments can be a traumatic experience for writing center administrators, tutors, and even clients. This presentation will offer suggestions, based on leadership theory and personal experience, to writing center staff facing the threat–or reality–of organizational changes.

From Commuter to Student: The Writing Center's Role in Constructing Student Identity

Joseph Cunningham, *University of Cincinnati Clermont College*

On two-year, non-residential campuses, many students possess a commuter mentality as students' perceptions of the university experience consists of merely attending courses. This presentation will discuss how writing centers serve as integral zones of identity construction where students actively construct college culture by creating dynamic environments for students to improve their writing process.

Session A 1:00-2:30 p.m. (Thursday 2/16)

Emerging Methods for the Next-Gen Writing Center
Library 128
   Moderator: **Graham Stowe**

From Basement to Breakout Space: My Writing Center Odyssey and What that Means for Next-Generation Consultants

   LeAnn Stokes, *Eastern Kentucky University*
The rapid advancement of technology and its availability to students is reshaping the role of writing center consultants. The presenter will use personal experience to discuss how her role was reshaped, how her consulting method developed, and what other writing consultants can do to meet the needs of twenty-first century college students.

Reconfiguring Writing Center Lore for the Next-Gen Writing Center

   Graham Stowe, *University of South Carolina*
This presentation investigates how to modify and reinvent the lore of writing center pedagogy. I outline some of the traditional methods we teach our tutors and, then, move to a discussion of what these methods would look like in the reconfigured space of the next-gen writing center.

Keeping up with the New Generation: Technology as Essential to the Life of the 21st-Century Writing Center

Stacy Wilder, *Eastern Kentucky University*

Technology's role in academe is critical, impacting the writing center's ability to collaborate with students. This presentation examines the place of technology in education, how consultations must adapt to technology, and how space can be incorporated into technology use, resulting in a tailored and effective consultation for both the consultee and consultant.

Integrating Creativity in the Next-Gen Writing Center
Combs 225

Moderator: **Edward A. Szeman**

Workshop to Writing Center: Integrating Creative Writing in Academic Centers

Edward A. Szeman, *Winthrop University*

This research notes the absence–questions the causes of this absence–of creative writing in writing centers. It offers evidence to show how it has been overlooked in favor of traditional academic forms. Finally, it provides adapted tutoring strategies for writing centers seeking to open themselves to creative writing students.

The Best of Both Worlds: Integrating the Specialist/Generalist and Professional/Peer Dichotomies in an Art and Design Writers' Studio

Jennifer Johnson, *Savannah College of Art and Design*

Research suggests that writing centers can meet the discipline-specific needs of students through a combination

of generalist writing professionals and specialist peer tutors. This presentation explores how characteristics of both specialist and generalist tutors can enhance the student experience in a writing center and represent best practices for students' needs.

Believing in Our Roles in Writing Centers: How Performance Ideologies Influence Our Work

Tony N. Ricks, *Athens State University*

I explore the concept of performance as it pertains to writing center work. How does the writing center function as a stage upon which tutors/tutees perform? What performances do our spaces invite? What does a "good" performance look like in our centers?

Deliberate Practice and Writing Excellence: What Can Writing Instructors Learn from Chess Masters and Concert Violinists?

Sara Boslaugh and **Jeff Cebulski**, *Kennesaw State University*

Everyone acknowledges that process is an important focus in composition studies, but what exactly characterizes the process of expert writers from beginners and also-rans? This presentation uses the theory of deliberate practice to suggest a process which has reliably produced expertise in fields as varied as chess, music, and sport.

Session B 2:45-3:45 p.m. (Thursday 2/16)

Walking Out of the Center and into the Classroom: Using Writing Center Programs to Build Connections with First-year Writing and WAC Programs

Noel Studio Discovery Classroom

   Moderator: **Kevin Dvorak**

   Kevin Dvorak, **Shanti Bruce**, **Denise Pichardo**, **Sara Stanley**,
      and **Cristine Busser**, *Nova Southeastern University*

Writing fellows, embedded tutoring, and course-based tutoring programs provide writing centers with unique opportunities for working more closely with students and faculty than the general writing center model does. Facilitators and participants will explore how these programs can help centers integrate their work within the larger campus communities they serve.

Until "the bridge you need be form'd": Re-envisioning Composing Space in UT Martin's Writing Center

Library 319

   Moderator: **Anna H. Clark**

   Anna H. Clark, **Beth Walker**, and **Tiffany Olasunloye**,
      University of Tennessee at Martin

Our presentation will focus on three areas that have formed a bridge between writers and tutors during the last quarter of a century: the physical space of the center, the changing technology that has moved us beyond the first decade of the 20th century, and the intellectual space that

helps us create a safe and inviting environment for tutoring.

Next-Gen Writing Center Strategies for a Next-Gen Economy

R&I Classroom

Moderator: **Rachel H. Greil**

Rachel H. Greil, **Mary Lou Odom**, and **Vickie Armour-Hileman**, *Kennesaw State University*

In the emerging knowledge economy of the 21st-century, individuals will be expected to think and write fluidly, flexibly, and in both original and collaborative ways. This roundtable will explore how writing centers can adapt existing practices in more intentional ways to prepare students to succeed in the future.

"They Saw and Believed": Tutoring through Video Workshops

Library 108

Moderator: **Jerrica Williams**

Jerrica Williams, **Kyle Dobson**, and **Christina Cook**, *Armstrong Atlantic State University*

Our study discusses the planning and filming of video workshops about writing. Research for this project includes evaluating writing-related videos on social network sites as well as reviewing articles on video-enhanced learning. We intend for our project to serve writing center professionals considering a similar foray into video-supported tutoring.

Session B 2:45-3:45 p.m. (Thursday 2/16)

Composing in a Next-Generation Space: Perspectives on Technology, Praxis, and Pedagogy

Library 128

   Moderator: **Russell Carpenter**
   Shawn P. Apostel, **Leslie A. Valley**, **Trenia Napier**, and **Russell Carpenter**, *Eastern Kentucky University*

In the Noel Studio, students and consultants compose in a variety of public and private spaces—breakout spaces, presentation practice rooms, the greenhouse and invention space—depending on the rhetorical situation of the consultation. While some spaces foreground creative invention and group collaboration, other areas facilitate traditional one-on-one feedback. This session examines the pedagogy employed by the Noel Studio as we approach the two-year mark of operations.

Staffing a (new) Writing Center Primarily with Professionals: Advantages and Disadvantages

Combs 225

   Moderator: **Lauren E. Humphrey**
   Lauren E. Humphrey, *University of Central Florida and Daytona State College*; **Chris Gebhardt**, *Daytona State College*; **Patrick Love**, *Daytona State College;* and **Rebecca Block**, *Daytona State College*

Establishing a culture of learning is integral for a beginning writing center, and other cultures formed within writing centers inevitably have an effect on overall consulting

practices and norms. In our session, we will explore the dynamics of creating a writing center culture with a predominantly professional, full-time staff.

Next-Gen Perspectives on Writing Center Work

R&I Conference Room
   Moderator: **Rachel L. Olsen**

Rethinking ESL Tutoring Strategies: Lessons from Germany

   Tank Steiner, *University of North Carolina at Pembroke*
During a recent experience tutoring ESL students in Germany, I was given the opportunity to experiment with and develop a new approach to ESL tutoring that was both less stressful for the tutor and more productive for the tutee. Since returning to the U.S., I have implemented this approach and plan to share the results in this presentation.

Response Mediums and Their Effects on Writers

   Jessica Littlejohn, *University of Montevallo*
The medium used by teachers and writing consultants to respond to a student's work conveys as much information as words used in a paper critique. The choice of pen, pencil, or highlighter creates underlying meaning and affects a student's attitude towards future writing assignments.

Asking for It: Negotiations between Programming and Space in the Writing Center

   Rachel L. Olsen, *Oklahoma City Community College*
Despite research suggesting the contrary, required

tutoring is often discouraged as a way to help students succeed as writers. My presentation will examine how a required tutoring initiative can act as the underpinning of welcome changes, both physical and philosophical, to a writing center's composition.

State Meetings 4:00-5:00 p.m. (Thursday 2/16)

Alabama, Kevin Dvorak
Library 108
Florida, Kate Pantelides
Noel Studio Discovery Classroom
Georgia, Beth Burmester
Breakout Space 3 and 4
Kentucky, Leslie A. Valley
R&I Commons Cul-de-Sac
Mississippi, Brenda Robertson
Noel Studio Conference Room
North Carolina, Sara Littlejohn
R&I Classroom
South Carolina, Jennifer Kunka
Library 319
Tennessee, Stacia Watkins
R&I Conference Room
Virginia, Patty Strong
Presentation Suite

If you're not planning to attend a state meeting, join us for a walking tour of the Crabbe Library and artwork. Meet in the Noel Studio Greenhouse (near Stargate).

Guides: **Betina Gardner**, Interim Dean of Libraries, and **Trenia Napier**, Noel Studio Research Coordinator

Meet & Greet with
Cynthia L. Selfe

Noel Studio Greenhouse
5:00-6:30 p.m. (Thursday)

Welcome by **Doug Whitlock**
President, Eastern Kentucky University

SWCA President's Welcome
Kevin Dvorak

Refreshments will be served.

Special Interest Groups
6:30-7:30 p.m. (Thursday 2/16)

Faculty Volunteerism and Involvement in the Writing Center
Noel Studio Discovery Classroom
Rebecca Block, *Daytona State College*
There are a variety of ways that faculty can be involved in writing center work, in both negative and positive ways. However, this SIG will focus on discussions of how we can facilitate effective faculty involvement: for single events or on a recurring basis, as volunteers or through course release, as consultants, liaisons, or workshop leaders. Rebecca Block, the organizer of this SIG, directs a writing center that relies heavily on faculty volunteers for staffing consulting hours without the option of providing course releases; this need has forced quite a bit of invention. In the SIG, she will share some of these ideas, and then turn the majority of the time to an informal group discussion of what works for us (or doesn't), what our questions and concerns are, and how we can create effective structures to support productive faculty involvement in our writing centers.

Consortium of Writing Centers at HBCUs in North Carolina
R&I Conference Room
Dwedor Ford, *Winston-Salem State University*
The purpose of this SIG is to begin a conversation among writing center staff at HBCUs in North Carolina. The organizers of this SIG are members of the writing center at Winston-Salem State University. We hope to encourage

other HBCUs in North Carolina to join us in establishing a NC HBCU Writing Center Clearinghouse at Winston-Salem State University. Our goal is to facilitate the exchange of ideas and the acquisition of new knowledge concerning HBCUs' writing centers in the state. We envision a clearinghouse that will serve as a resource for participating institutions and beyond. The five HBCUs in North Carolina that have selected writing, reading, or critical thinking as their Southern Association of Colleges and Schools topic will benefit greatly from such a clearinghouse. This SIG is open to all interested writing center staff.

You'll Never Write Alone Again: the Changing Dynamics of the Writing Tutor's Job—a Result of Meeting the Demands of Digital Communication
R&I Classroom

Drucella Crutchfield, *Southeastern University*
This SIG provides the opportunity to collaborate in small groups with each small group choosing one twenty-first century writing challenge, identifying the challenge, proposing the writing assignment it would generate, and proposing one or more tutoring methods to meet the needs of the students who receive these assignments. Each group would then present its conclusions and resultant activities to the larger group and open the topic for discussion. Participants are asked to bring their laptops with them.

Special Interest Groups
6:30-7:30 p.m. (Thursday 2/16)

Meeting of the SIG on Antiracist Activism
Noel Studio Conference Room
   Travis Adams, *Auburn University*
Join us to identify practical strategies and share stories, artifacts, position statements, and other materials connecting writing centers to anti-racist activism. During this SIG meeting we'll begin with introductions, work toward a picture of current anti-racist work in our region, and set new goals for the upcoming year.

GTAs and the Writing Center
R&I Cul-de-Sac
   Stacy Wilder and **Tricia Saab**, *Eastern Kentucky University*
This SIG provides a forum for graduate students who teach and also work in the writing center. At times, it is difficult to maintain a peer relationship with students when you're also an instructor for the university. Does being called a "peer consultant" diminish authority as an instructor? This session invites discussion regarding the dual role of graduate students.

Rethinking ESL Tutoring in the American Writing Center
Library 108
   Tank Steiner, *University of North Carolina at Pembroke*
In this SIG, we will discuss the importance of ESL students in US writing centers. These students can often make for challenging sessions for the unprepared tutor. What can we do as far as training, administrative programs, or any

other initiatives that will help us improve the tutoring experience for both student and tutor?

2011 SWCA Executive Board Meeting: 7:00 p.m.

Hanger's Restaurant
2187 Lexington Road Suite 7
Richmond, KY 40475
859.353.5588
www.hangersrestaurant.com

Fri. FEB. 17, 2012

Noel Studio Tours 7:45 a.m.-8:45 a.m.
Noel Studio Greenhouse

Breakfast 7:45 a.m.-8:45 a.m.
Library Government Docs

Registration 7:45 a.m.-Noon
Noel Studio Foyer

Session C 9:00-10:30 a.m.

WK: Writing Center Throwback: Using Classic Children's Games for Staff Training and Development
Noel Studio Discovery Classroom

    Lee Ann Glowzenski, *Duquesne University*

Inspired by the current "throwback" trend, this workshop explores how administrators can use children's games to train staff, conceptualize workspace, and develop center philosophies. Hands-on breakout sessions will invite participants to consider how they would incorporate games into their teaching/training.

WK: Toolkit for a Collaborative Dissertation Writing Group
Breakout Space 3 and 4

    Moderator: **April D. Mann**
    April D. Mann, **Koren A. Bedeau**, and **Anna L. Stoute**,
      University of Miami

In this workshop, presenters will provide a practical and theoretical toolkit for creating and sustaining an interdisciplinary dissertation writing group (DWG) to support graduate student writers. The DWG is a chance to reach out to a population, advanced graduate students, traditionally underserved by writing centers.

WK: Tutoring Creative Writers, Enabling Creative Writers to Tutor Each Other

Noel Studio Conference Room

Freesia W. McKee, *Warren Wilson College*

The writing center's writer-as-driver approach does work with creative writers in creative peer workshops. After piloting two credit-bearing, peer-facilitated creative writing groups in our writing center space, we have developed strategies to empower writers to use the same techniques tutors employ in one-on-one sessions.

WK: Visual Compositions and the Writing Center: Consultant-friendly Approaches to Providing Helpful Feedback

Library 319

Shawn P. Apostel, *Eastern Kentucky University*

Providing helpful feedback on flyers, research posters, PowerPoints, and Prezis is not as difficult as you may think. This workshop will encourage you to consider Aristotle's audience, purpose, and context, take into account basic Gestalt principles, and use simple concepts that graphic designers use when discussing visual compositions.

Session C 9:00-10:30 a.m. (Friday 2/17)

WK: What's Next for Two-Year College and High School Writing Centers?

R&I Conference Room

Kevin Dvorak, *Nova Southeastern University*, and **Laura Benton**, *Caldwell Community College and Technical Institute*

We invite two-year college and high school writing center directors and consultants to join in discussions about issues unique to our student populations and administrative structures. This interactive session is an opportunity to meet, exchange, discuss, advise and learn. Come with questions and be willing to share your experiences.

Collaboration and Culture in the Next-Gen Writing Center

Library 128

Moderator: **Jesse Rice-Evans**

Do the Write Thing: the Writing Center as Social Justice Advocate

Jesse Rice-Evans, *University of North Carolina at Asheville*

Ever wonder how to implement social justice with the pen in lieu of the megaphone? We did, too. So, we determined the process of affiliating your college or university writing center with local organizations seeking to benefit the community and volunteers alike. Here's how!

Stirred by Offensive Papers: How Can Tutors Learn to Stay Professional?

Joseph Giordano, *Winthrop University*

Tutors in the writing center view many papers of clients, and some may be offensive to the tutor. The tutor, however, must remain professional according to guidelines. I offer three solutions to this issue: maintain total objectivity, control body language, and reinforce open-minded critical thinking.

Navigating the Writing Center's Identity: Ensuring a Safe Space

Kate Whitney and **Chesya Burke**, *Agnes Scott College*

The writing center operates in a space where students bring work that is both academic and personal. This session will interrogate how a perceived identity of the center on a campus can color these interactions and whether this encourages or inhibits student success within their academic career.

Session C 9:00-10:30 a.m. (Friday 2/17)

Training in Next-Gen Writing Centers
Library 108
> Moderator: **Scott Pleasant**

Tutor Training Techniques
> **Samantha Wright** and **Scott Pleasant**, *Coastal Carolina University*

This session will focus on various aspects of tutor training. It will compare what types of training tutors feel is the most effective with what types of training Writing Center Coordinators feel is most important for their tutors to receive in order for their consultations with students to be successful.

Expanding Methods for Training Tutors to Manage Emotional and Unresponsive Tutees
> **Amy Berendzen**, *Creighton University*

The paper proposes new, customizable methods for training tutors to manage emotional and unresponsive tutees that utilize the knowledge, experience, and perspectives of tutors, tutees, and other students on our campuses. The presenter will argue that these methods fulfill the insufficiencies of traditional training tools like transcriptions and scripted strategies.

Our Students' Recurring Request: Help Me Fix My Grammar Mistakes!
> **Rebecca Jackson**, *Auburn University*

What is grammar? What do our students think grammar is? Why is grammar important? Is it a means to an end? Is

grammar taught in a way that students see its use? I plan to share responses I have gathered for these questions and to pose other questions. I invite fellow tutors to take a serious look at how preoccupied our students are with "correct grammar" and to think about more fruitful ways to teach it.

Session C 9:00-10:30 a.m. (Friday 2/17)

New Media and Technology in Next-Gen Writing Centers
R&I Classroom
    Moderator: **Judith Prats**

Imagine, Write, & Share: Creating Student Ownership through Web 2.0 Technology
    Joseph Cunningham, *University of Cincinnati Clermont College*
The role of writing center tutors has expanded with the power of Web 2.0 technology. Now the tutoring experience can be transmitted throughout cyberspace with blogs, videos, and social networks. For purposes of promotion, expression, and sharing resources, novel utilizations of technology can foster greater student ownership of writing centers.

The Texts and Architectures of Multimodal Invention
    Sohui Lee, *Stanford University*, and **Russell Carpenter**, *Eastern Kentucky University*
The presenters will discuss new media consulting efforts in development in the Hume Writing Center at Stanford University and the Noel Studio for Academic Creativity at Eastern Kentucky University. They will share models for designing spaces for new media consulting. Attendees will gain practices for consulting new media composition products.

Remixing the University of Kentucky Writing Center into a 21st C. Multiliteracy Center
   Judith Prats, *University of Kentucky*
This presentation discusses how exciting innovations at UK's College of Arts and Sciences and its Division of Writing, Rhetoric, and Digital Media (WRD) are driving the transformation of our writing center's mission, practice, and space into a remixed resource for integrated visual, verbal, oral, and digital composition and communication across the curriculum.

Creating a Safe Place for "Dangerous Writing"
   Matt Owens, *University of North Carolina at Asheville*
The writing center's uniquely safe environment functions as a cultural organism, in which both creative and academic writing coalesce. This presentation discusses a peer-centered, peer-run weekly workshop that integrates the format of oral presentation and file sharing through Google Docs, where all line edits and comments are made along with a focused discussion.

Session D 10:45-11:45 a.m. (Friday 2/17)

Featured Session

Making Noise in the Library: Designing a Student Learning Environment to Support a Liberal Education

Noel Studio Discovery Classroom

>   **Ellen Schendel** and **Lee Van Orsdel**, *Grand Valley State University*

The Mary Idema Pew Library Learning and Information Commons is under construction at Grand Valley State University and will open in the summer of 2013. Designed to upend traditional library building standards that no longer fit the way students learn, the library will include a physical space called the Knowledge Market, which is envisioned as a busy and even noisy space within which collaborative programming offered by the library, writing center, speech communication center, and other student support services on campus will be held. This presentation describes the physical space and programs that will be offered within the space, showing how the Knowledge Market disrupts traditional notions of learning and models for the campus community, an enactment of the Association of American Colleges and Universities' Liberal Education and America's Promise (LEAP) goals, which inform the general education curriculum at our university.

Let Them Have Their Cake and Eat It Too: Research Assistance at the Point of Need
Library 128

    Moderator: **Pamela R. Dennis**

    Pamela R. Dennis, **Iulia Kristanciuk**, **Cynthia M. Nichols**, and
        Joyce A. McKibben, *University of Memphis*

In this technological age, research reveals that students know less and less about how to find credible resources, cite them correctly, and write a persuasive paper. Our presentation will demonstrate how librarians can work collaboratively with university departments to assist our students at the point of need.

NextGen Writing Centers: Kairos for Collaboration and Mediation
Library 108

    Moderator: **Beth A. Beggs**

    Beth A. Beggs, **Rosemary K. Luttrell**, and **Katy S. Van Wyk**,
        University of Georgia

This panel offers a view of the next-gen writing center as the site for collaboration and mediation through discussions of writing. Panelists describe collaborative practices originating in the UGA Writing Center that mediate between groups of administrators, doctoral students, and adjunct faculty.

Session D 10:45-11:45 a.m. (Friday 2/17)

"And you should admit me to your program because...": Reflections on Student Writing Consultations and "the Personal Statement"

R&I Conference Room

> Moderator: **Scott H. Whiddon**
>
> **Scott H. Whiddon**, **Lisa L. Nichols**, **Thomas E. Hatton**, **Erin L. Brock**, **Holly Brown**, and **Elizabeth Beiting**, *Transylvania University*

Our panel details a site-specific project-in-process: a collaborative learning series developed by our campus writing center for a group of undergraduate students enrolled in pre-health career-focused programs within biology and chemistry majors.

Composing Community and Professionalization for the "Next-Gen" Tutor

R&I Classroom

> Moderator **Jennifer Forsthoefel**
>
> **Jennifer Forsthoefel**, **Owen Cantrell**, **Lelania Ottoboni**, **Marcia Bost**, and **Kelly Elmore**, *Georgia State University*

This roundtable will offer an explanation of how Georgia State University has envisioned its "Virtual Studio," a forum for the "next-gen" tutors to share their current experiences, access the experiences of the tutors that have come before them, and professionalize themselves in the writing center scholarly community.

All Things to All People? Composing New Spaces, Redressing Old Notions in Next-Gen Writing Centers

Library 319

Moderator **Wesley Houp**

Wesley Houp, **Jenny Rowan**, **Shayna Wood**, **Drew Siler**, **David LeDeux**, and **Sarah Gray-Panesi**, *Middle Tennessee State University*

In this panel, presenters will discuss their work as graduate writing assistants, peer mentors, and writing center administrators within these cross-currents of reinvention and retrenchment, offering celebratory glimpses of our expanded services on and off campus as well as cautionary tales that call us back to our core beliefs during periods of accelerated growth.

New Initiatives in Next-Gen Writing Centers
Noel Studio Conference Room
Moderator: **Deaver Traywick**

"Let's Start from Scratch": Rebuilding a Writing Center Website through Tutor Collaboration
Brennan Thomas, *Saint Francis University*
This presentation will examine how the Saint Francis University writing center staff re-envisioned and ultimately redeveloped the center's website for purposes of supplementing the center's services with tutor-authored resources and promoting the center's work to the broader campus community.

Space and the Green Initiative: Transitioning to an Electronic Record of Consultation in the Noel Studio for Academic Creativity
Kara Lairson and **LeAnn Stokes**, *Eastern Kentucky University*
Encouraged by campus green initiatives and conversations over space and budget, the Noel Studio for Academic Creativity at Eastern Kentucky University is exploring the transition to electronic records. This presentation will illustrate the process, discuss challenges and benefits, and report findings.

Control, Collaboration, and Cloud Consulting
Deaver Traywick, *University of North Carolina at Asheville*
This session introduces cloud consulting, through which writing centers would directly train hundreds or thousands of students to become better collaborators themselves.

Cloud consulting would dismantle the writing center as a centralized hub of writing support and instead distribute its influence and best practices in classrooms, libraries, study groups, and digital learning spaces across the curriculum.

Box Lunch, Posters, and Installations
12:00-1:30 p.m. (Friday 2/17)
Government Docs, Crabbe Library

Pick up your lunch in Government Docs before browsing installation and poster sessions in the Noel Studio.

Poster

Critical Consultants: Engaging Paul and Elder in the Noel Studio for Academic Creativity
Noel Studio Greenhouse
    Leslie A. Valley, *Eastern Kentucky University*
This poster will illustrate experimental consultant training focused on Paul and Elder's Intellectual Standards of Critical Thinking as they relate to traditional written texts and multimodal composition. The presentation will include training and assessment materials as well as project results.

Installations

Collaborative Composition in a Digital Space: Exploring and Playing with the Conference Threads
Noel Studio Discovery Classroom
    Shawn P. Apostel, *Eastern Kentucky University*
Share your thoughts and ideas regarding the SWCA conference threads using Prezi Meeting. Users will be represented as colorful avatars on a large screen as they

type their ideas and share photos/videos that explore and play with conference topics. Help with joining/using Prezi will be available if needed.

Nightmare on High-Order Street: An xtranormal on Writing Center Misconceptions

Noel Studio Discovery Classroom

Shawn P. Apostel, *Eastern Kentucky University*

This xtranormal video tells the story of a typical consultation that goes horribly awry as a student who wants feedback on a paper cannot seem to grasp the high-order concerns being brought up during a session at a writing center.

How to Stop "Bulls**t" from Taking Over Academic Writing

Noel Studio Conference Room

Jonathan Hafferkamp, *Duke University*

This multimedia presentation analyzes the "bulls**t" in the academic writing of many incoming college students, exploring why they often use lofty academic language and write verbose essays with no substance or actual evidence. This presentation then offers practical advice to college students on how to avoid BS in their academic writing.

Exploring Historic Places in Next-Gen Spaces: Tracing a Creative Path and Process in the Archives

Breakout Space 1

Trenia Napier, *Eastern Kentucky University*

Eastern Kentucky University's Noel Studio for Academic Creativity and Special Collections and Archives partnered to assist Madison Middle School students in breaking out of the classroom in order to conduct research about historical Madison County sites and develop creative representations of these sites' rich history for the Madison County Historical Society.

Engaging Immersion: What Technology Teaches us About Space Design

Breakout Space 2

Russell Carpenter, *Eastern Kentucky University*

Writing centers have much to gain from exploring virtual worlds like Second Life. Concepts such as immersion, augmentation, and persona come to life in virtual spaces. This installation encourages participants to ask questions about what writing centers can learn about space design from virtual worlds such as Second Life.

Getting From There to Here: The Transition from High School to College Writing

Breakout Space 3 and 4

Zachary Pearlstein, *Duke University*

This multimedia presentation will examine how the expectations of first year college students compare to the reality of learning academic writing in first year writing courses. Topics will include: the concept of college level "academic writing," lingering habits from secondary school, the transition to academic thinking, and tips for students/teachers/tutors.

Chronicling the Way We Learn: A Visual Journey through Time & Tech

Practice Room 1

Stacy Wilder, *Eastern Kentucky University*

Technology's development over the past 100 years has directly and profoundly shaped education and the way scholars approach the learning process. This Prezi installation chronicles how technology and education are interwoven, using visuals to highlight the shifting nature of the two as a result of their interdependence.

From China to America: Writing Across Cultures

Practice Room 2

Allison Rose, *Duke University*

How does the cultural background of Chinese international students contribute to their distinct writing style? How can writing tutors help these writers adjust to Western academic conventions? In this podcast presentation, Chinese students will share their personal experiences in trying to adapt to "writing across cultures."

Collaborative Poetry

Noel Studio Greenhouse, Media Wall Cluster 1

Andrew Gribble, *Independent Scholar*

Collaborative Poetry (CP) is an Android and iOS application which enables individuals to collaborate in the creation of poems. CP transforms normally passive event attendees into event participants through an immersive, interactive computer program which runs on a variety of mobile devices (Android phones/tablets, iPhone, iPod, iPad).

NextGen Handouts: Animated Writing How-tos on the Web

Noel Studio Greenhouse, Media Wall Cluster 2

Kimberly Abels, *University of North Carolina*

See writing center handouts come to life on the web! Stop by and watch a few quick web-based animations on topics like brainstorming, organizing drafts, and citing sources. Discover a new resource you can use to supplement traditional written handouts in your center.

Mobile Tutoring and the Future

Noel Studio Greenhouse, Media Wall Cluster 3

James Garner, **Emily Calkins**, **John-Michael W. Garner**, and **Noel Yucuis**, *Augusta State University*

As mobile technology continues to advance, it may be harnessed as an effective tutoring tool by using the increasingly popular applications of iPhone and Android devices. Our app would allow students to experience face-to-face tutoring via their mobile device.

Session E 1:45-3:15 p.m. (Friday 2/17)

WK: The "i" Generation; It's Mobile, It's Small, and It Packs a Powerful Punch
Library 319

> **Dianna Baldwin**, **John Lauckner**, **Rachael Hodder**, **James Jackson**, **Casey Miles**, and **Dean Holden**, *Michigan State University*

A workshop that will explore the use of mobile devices, primarily iPads, in composing and consultations. How do students use these devices, and how can we, as writing centers, harness these devices for productive use in writing centers?

WK: Directing Writing Centers through Difficult Times: Creative Approaches to Next-Gen Challenges
Noel Studio Discovery Classroom

> Moderator: **Christine Cozzens**
> **Christine Cozzens**, *Agnes Scott College*; **Laura Benton**, *Caldwell Community College and Technical Institute*; **Beth Burmester**, *Georgia State University*; **Russell Carpenter**, *Eastern Kentucky University*; **Jennifer L. Kunka**, *Francis Marion University*; and **Julie Wilson,** *Warren Wilson College*

In this interactive panel presentation, writing center directors from a variety of types of institutions (public and private, two- and four-year) and from across our region will address the institutional and global challenges of our times as they shape and reshape the daily work and mission of writing centers. The panelists will also describe or propose creative solutions to these challenges.

Session E 1:45-3:15 p.m. (Friday 2/17)

WK: Projects from the Practicum: Consultants-in-Training Entering the Conversation
Combs 437
> Moderator: **Glenda Conway**
> **Rachel Landers**, **Carrie Busby**, **Jessica Guindon**, **Ahmad Jackson**, **Rosie Maguire**, **Jody McKinley**, **Evan Patton**, and **Travis Swinford**, *University of Montevallo*

Consultants trace the development of their final projects for their tutor-training practicum, from the first grains of curiosity through the final drawings of conclusions and recommendations.

Navigating Expectations in Next-Gen Writing Centers
Library 108
> Moderator: **Drew Holladay**

Double-Life: Splintered Performance in Mid-Level Writing Center Administration
> **Drew Holladay**, *University of Louisville*

While many writing centers have two levels of authority, tutors and director(s), my position as an assistant director forces me to work from both pedagogical and managerial perspectives. By working to meet expectations inside and outside the writing center, my approaches have evolved with benefits for the clients as well as administration.

Exploring Tutor Education in the Next-Gen Writing Center
> **Jennifer Gray**, *College of Coastal Georgia*

Utilizing interview data from a research study, this presentation explores how new tutors experience the writing center's writer-focused philosophies in the midst of institutional pressures for "right" written products. The research illustrates dissonance between center/institution from a new tutor's perspective and suggests ways to work with and through both spaces.

Whose Resistance is Futile?: The Successes, "Failures," and Revisions of an Inquiry-Guided Learning Curriculum in a Peer Writing Consultation Training Course

Eliot Rendleman, *Columbus State University*

For teacher-directors who value social constructivist and critical pedagogies, peer writing consultation courses might appear as a "natural" location for the pedagogies consultants apply in one-on-one sessions. This presentation will share the successes, "failures," and revision of a peer writing consultation course guided by social constructivism, critical pedagogy, and inquiry-guided learning.

Writing Standard Miscommunications between Florida High Schools and the WPA

Denise Pichardo, *Nova Southeastern University*

This presentation explores some of the differences between the Florida Department of Education (FDOE), College Board (creator of the SAT), ACT, and Writing Program Administrators (WPA) standards and discusses some of the implications of such differences.

Encouraging Dialogue in the Next-Gen Writing Center
Library 128
> Moderator: Rachel Strickland

A Space for Crisis: Administrators Helping Consultants and Staff with Life in the Writing Center
> **Rachel Strickland**, *Appalachian State University*

Writing center administrators may not think of their jobs as crisis managers, but they should know basic techniques for handling chaos in their center among their staff. This presentation will offer techniques for helping staff in personal crisis through first-hand experience and emergency-management research.

"Just Going with the Flow:" Talking, Writing, and Flow in a Writing Center Tutorial
> **Kristina Meehan**, *Winthrop University*

This presentation offers insight into how talking and writing are important for a writing center tutorial and can be linked to the idea of the flow state, defined by social theorist Mihaly Csikszentmihalyi. The tutor and the student form a bond to communicate and, in some cases, can achieve this psychological flow.

The Role of Play in the Tutorial Conversation
> **Sarah Boddy**, *University of West Georgia*

In this presentation, I investigate the role of conversational play in a faculty-student writing tutorial, examining the use

of play and playful speech in tutorial conversations and their effects on collaborative speech. When a tutor or student brings play into a tutorial, what happens next (especially as compared with what happened before)?

Next-Gen Perspectives on Mediated Spaces
Combs 438
    Moderator: **Rebecca L. Hallman**

"It's not what you say, but how you form it": Investigating Commenting Formats and Content in Virtual Writing Center Responses
    Rebecca L. Hallman, *University of Louisville*
In response to rapid changes in new media and digital technologies, online writing centers have developed as a necessary extension of the traditional writing center. This session will consider possible formats for virtual writing center responses and the ways in which different formats affect the content of tutor feedback.

Creating Relational and Reflective Spaces for Tutors in the Writing Center
    Marcy Llama Senese, *Appalachian State University*
Dialogic journals and group meetings provide virtual and actual spaces for writing center tutors to strengthen their relationships with each other and share approaches to tutoring. This dual approach engages tutors in collaborative reflection with each other, so that learning among tutors mirrors the collaborative learning environment of the tutorial.

Filling in the Blanks: Eliciting Meaningful Interaction from Students in Asynchronous Online Consultations

Ashley Oles and **Philip Adams**, *East Carolina University*

The OWL at ECU has always received occasional "blank" submissions — drafts of student writing attached to empty emails that contain no context for the writing we're expected to respond to. We will explore revisions to our submission and response processes that encourage more meaningful engagement from students.

iConsult: iPad and App Use in the Writing Center

Stacia Watkins, *Lipscomb University*

In the Writing Studio at Lipscomb University and in campus and community workshops, consultants have begun to use an iPad. We have found that having access to this technology both on- and off-campus allows consultants to more effectively assist our clients. In this presentation, examples of such tools will be discussed, and this presentation offers a discussion of the potential uses, and the implications of these uses, for iPads in the writing center.

Session E 1:45-3:15 p.m. (Friday 2/17)

Ethos of Space in Next-Gen Writing Centers
R&I Classroom
  Moderator: **Janet CM Eldred**

The Architecture of Happiness in the Writing Studio
  Anna Uselton, *Lipscomb University*
A "studio" should stimulate its visitors with an aesthetic ethos. I apply *The Architecture of Happiness* to the aesthetic evolution of the Writing Studio at Lipscomb University to advocate the importance of spatial design, which, combined with excellent writing consultation, provides writing studio clients with a creatively lush environment.

Composing Us: An Examination of Two Writing Center Spaces and the Actions They Motivate
  Jennifer L. O'Malley, *Florida State University*
Using Burke's scene-act ratio, I argue that the scene of a writing center is the motivation for the action that takes place within it. I examined two different writing center sites: traditional and open-concept. I then highlight the way in which the two differently-designed scenes invite different types of actions.

21st-c. Communication Studio for a College of Engineering
  Janet CM Eldred and **Emily A. Dotson**, *University of Kentucky*
Traditional instruction in writing and speech are necessary, but not sufficient skills for the 21st-century engineer. This

presentation describes the University of Kentucky's eStudio, which provides space for students to compose and present in various media (flat print, face-to-face, digital) and includes instruction in writing, speech, team-building, design, and marketing.

Learning from Library Spaces
Dana C. Gierdowski, *North Carolina State University*
This presenter will discuss the results of a study of students' perceptions and use patterns in a variety of informal learning spaces in a large university library. Students were interviewed about their use and preference for a particular space in relationship to specific tasks such as writing a paper and working collaboratively.

Session F 3:30-4:30 p.m. (Friday 2/17)

New Media in the Writing Center: Strategies for Consulting and Learning
Library 108

Moderator: **Robert T. Koch, Jr.**
Robert T. Koch, Jr., **Juliann Rose Losey**, **Amanda Gene Bliss**, **Caitlin Mary Scully**, **Amber Michelle Huett**, and **Deborah Marie Bailey**, *University of North Alabama*

In this presentation, undergraduate writing consultants explore new media possibilities for training writing center consultants, developing multimodal resource strategies for specific curriculum, working with students with disabilities, and collaborating with students on new media. The presentation includes discussions of content and development decision-making, and provides web-based illustrations.

A Space for Graduates: Promoting the Writing Center to the Graduate Community
Combs 437

Hannah Virginia Harrison and **Caleb Asher Magyar**, *University of Louisville*

Writing centers provide space for writers at all levels to improve their writing. However, the perception among many graduate students is that the writing center is a more relevant resource for undergrads. The presenters will explore and promote the ways the writing center can assist first-year MA students' writing.

Session F 3:30-4:30 p.m. (Friday 2/17)

Reflecting Back, Thinking Forward: How to Gain the Most from Your Writing Center Experience

R&I Conference Room

Moderator **Vicki Russell**

Tori Polo, **Bridget Meaney**, and **Vicki Russell**, *Duke University*

This panel examines strategies first-year students can utilize as they prepare for and learn from their experiences with undergraduate tutors. Our video presentation suggests that an introduction to the writing center might ease their initial fears, result in a more productive first visit, and increase the long-term benefits of subsequent appointments.

Surviving the Literature Review, from Research to Writing, through Integrative Collaboration

R&I Classroom

Moderator: **Leslie A. Valley**

Leslie A. Valley, **Trenia Napier**, and **Cindy Judd**, *Eastern Kentucky University*

The Noel Studio for Academic Creativity and EKU Libraries collaborated to provide a series of workshops on the literature review process. The project uses an integrated approach, connecting the ideas of information literacy with the writing process. This panel will examine how such integrative collaborations impact writing center-library partnerships.

Session F 3:30-4:30 p.m. (Friday 2/17)

Revising the Writing Center Space
Library 128

    Moderator: **James Garner**

    James Garner, **John-Michael W. Garner**, **Emily Calkins**, and **Noel Yucuis**, *Augusta State University*

A young writing center takes stock of its problematic space and rethinks it to promote collaborative tutoring and more effectively integrate technology.

Forming Our Way to a Student/Writing Tutor/Instructor Collaboration
Combs 438

    Moderator: **Jennifer J. Zimmerman**

    Jennifer J. Zimmerman, **Melanie R. Pavich**, **Cheyenne Warnock**, and **Jamie Brown**, *Mercer University*

We will share our experience implementing a Tutor Review form to document student visits and recount how the form's use provides ongoing and consistent guidance to both tutors and students. The form, timely attendance reporting, and joint training sessions have helped tutors support instructional objectives in a more intentional fashion.

Session F 3:30-4:30 p.m. (Friday 2/17)

How Do I Write This?: Exploring Computer Literacy versus Composition Instruction
Library 319

    Patrick Love and **Chris Gebhardt**, *Daytona State College*

Computer literacy is increasingly becoming an essential skill in the American education system. Since writing centers are often the front-lines for emergency literacy instruction, writing consultants inevitably engage in this instruction on a daily basis. This panel examines the role this instruction plays in day-to-day function of writing centers.

"Pitch your Project"
Noel Studio Discovery Classroom

    Ellen Schendel, Grand Valley State University; **Trixie Smith**, Michigan State University; **Kate Pantelides**, *University of South Florida*; and **Scott Whiddon**, *Transylvania University*

Are you doing research in your writing center? Do you have an idea that could use development? Did you attend a great panel at the conference and just want to gather more information? Come share your project with writing center scholars. Test out that elevator speech! Do you have a research topic, dissertation or thesis concept, consulting strategy, theory that needs testing, or any other idea that you'd like feedback on? Consider "pitching your project." We'll have a panel of friendly respondents at this session to give you feedback and help you build momentum. The pitch should be short—one to three minutes—so that most of the time is spent on

conversation and idea generation. These sessions are intended to be informal, so just bring your project idea if you'd like to participate. After making your pitch, head to the *Southern Discourse* session to refine your concept.

The Next-Gen SWCA Web Presence: Updates and Future Directions

Noel Studio Conference Room

Shanti Bruce, *Nova Southeastern University*

Virtual spaces play a major role in connecting people with information. Come share your "next-gen" concepts for the SWCA web presence in an interactive session.

Session G 4:45-5:45 p.m. (Friday 2/17)

Boot Camp or Writing Session Encounter? Writing for the Nursing Profession
Library 128
> Moderator: **Shannon Richards-Slaughter**
> **Shannon Richards-Slaughter**, **Jennie Ariail**, and **Tom Smith**,
> *Medical University of South Carolina*

This panel discusses eight online, prep writing modules specifically designed for entering nursing graduate (PhD, DNP, MSN) students. This course, a collaboration between College of Nursing and writing center faculty at the Medical University of South Carolina, offers opportunities for audience critique and comment. Participants will view one module.

Developing Expertise: An Ongoing WID Tutor Training Program
Library 108
> Moderator: **Teagan E. Decker**
> **Teagan E. Decker**, **Brittany Glenn**, **Casey Locklear**, **Victoria Newkirk**, **Lonnie Cox**, **Patricia Taylor**, **Tank Steiner**, and **Cheron McMullen**, *University of North Carolina at Pembroke*

In response to a suggestion that writing center tutors lack the necessary skills to deal with discipline-specific writing, our staff is developing a tutor-led, WID-based tutor training program. In this roundtable, we will share our experiences developing this program. We look forward to audience feedback.

Before and After the Tutorial: Writing Centers and Institutional Relationships

Combs 437

    Moderator: **KL Latchaw**

    KL Latchaw, **Nicholas Mauriello**, and **Robert T. Koch, Jr.**,
        University of North Alabama

In these difficult economic times, many writing centers face serious restrictions on their institutional support, leading to questions of program viability. This panel explores the question of how writing center directors must craft institutional relationships with various campus constituencies in order to maintain center sustainability and foster future growth.

Writing Centers Transcending Space: New Theories of the Next-Gen Writing Center

R&I Conference Room

    Moderator: **Sara Littlejohn**

    Sara Littlejohn, **Jennifer Whitaker**, and **Alan Benson**,
        University of North Carolina at Greensboro; **Jordan Daniels**,
        Grimsley High School

When exploring spaces, including Facebook, OWLs, or satellites, it's clear that what's most important isn't where but how we meet writers. Instead of the online vs. f2f binary, a better framing is reflective or non-reflective engagement with space. "Next-gen" means focusing not on location but on transcending spaces.

The Next-Gen Writing Center: An Invaluable Resource for ESOL Students

Noel Studio Conference Room

Moderator: **Christine B. Ghattas**

Christine B. Ghattas, **Michael Ruther,** and **Robert Rockett**, *Kennesaw State University*

As colleges and universities seek out and enroll students from around the world, writing center tutors and administrators are working with ever-increasing numbers of international students. Next-gen writing centers must strive to develop the tools to talk about writing in English with ESOL students in a simple yet meaningful way.

Collaborative Spaces, Collaborative Learning: Giving Student Consultants an Intellectual Framework for Collaborations in the Library

Library 319

Moderator: **Patrick Johnson**

Patrick Johnson, **Pete Coco**, **Hazel McClure**, and **Julie Garrison**, *Grand Valley State University*

In anticipation of a new library space that will allow GVSU students to research, compose, and revise in one location, a collaboration has been forged between the library and writing center to equip peer consultants with a critical information literacy that supports their personal and professional collaborations.

Session G 4:45-5:45 p.m. (Friday 2/17)

Next-Gen Topics: Preparing your Manuscript for *Southern Discourse*

Noel Studio Discovery Classroom

Christine Cozzens, *Agnes Scott College*

Did you "pitch your project" and are you interested in taking the next step? Do you have a concept for a journal article? Are you interested in developing your presentation for publication in *Southern Discourse*? Attend this session for inside information about developing an article for publication.

Writing Center and Library Collaboration: A Spectrum of Opportunities

R&I Classroom

Carrie Cooper, *College of William & Mary*; **Trenia Napier**, *Eastern Kentucky University;* and **Sharon Zuber**, *College of William & Mary*

Writing centers and libraries make perfect partners—both are committed to the intellectual development of students and faculty. In our panel, presenters will explore the spectrum of models for writing center-library collaboration and the opportunities each provides and facilitate a discussion about ways to re-think such shared spaces.

Session G 4:45-5:45 p.m. (Friday 2/17)

Aspiring Mississippi Accents
University Building 232
> **Brenda Robertson**, *University of Mississippi*, and **Anna Britt-Begnaud**, *Itawamba Community College*

Writing center directors and tutors from the University of Mississippi and Itawamba Community College will present examples from a video tutorial project developed for high school students. The tutorials feature familiar Mississippi student accents explaining up to 50 common writing issues. The goal is to better prepare high school writers who pursue higher education.
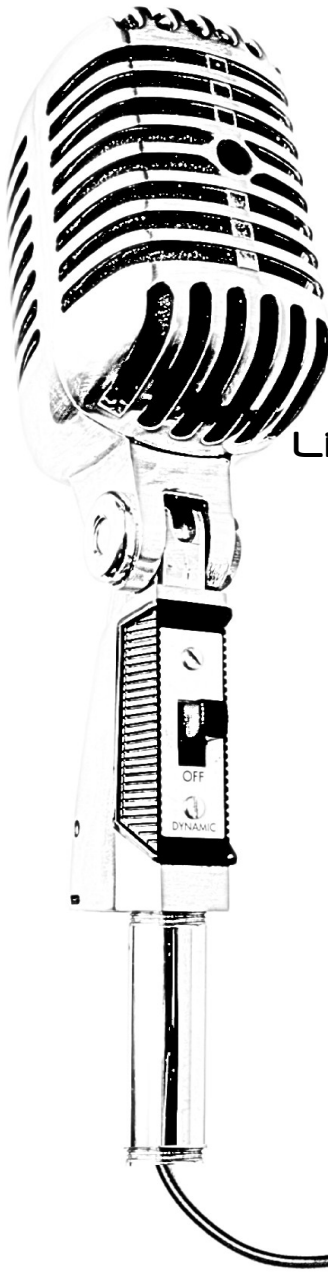
Writing Centers, Literacy Narratives, and the Collective Power of 2.0 Projects

Cynthia L. Selfe

Keynote Speaker 6:00-7:15 p.m.
Keen Johnson Ballroom

Keynote Reception
7:45-9:30 p.m.

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Awards Breakfast and Introduction of 2012 SWCA President
8:00 a.m.-9:30 a.m.
Keen Johnson Ballroom

2012 SWCA Executive Board Meeting
9:45 a.m.-10:45 a.m.
Noel Studio Conference Room

Session H 9:45-10:45 a.m.

Featured Session

Diversity Isn't Just a Black and White Issue: Pluralizing the Work of the (Multi-literacies) Center
Noel Studio Discovery Classroom

Trixie Smith, *Michigan State University*

I have two passions that govern my work in the writing center. I strive to create an open, usable space, so that all of the writers in my community feel comfortable using the center. But making a center truly inviting for all is about more than traditional, cultural studies notions of diversity. It's also about discipline, genre, mode, medium. It's about being a multi-literacy, multi-modal center that is prepared to help composers, no matter what project they choose to work on.

Don't Go With the Flow: Improving your Session by Pinpointing Client Needs

University Building 232

> Moderator: **Gregory Travis Adams**
> **Karissa N. Womack**, **Josh Bohannon**, and **Gabrielle R. Bates**,
>   *Auburn University*

This roundtable will discuss the common problems associated with students' inability to articulate their needs to tutoring consultants, as well as provide potential solutions to this issue based on methods undertaken and observed by tutors in the Auburn University Miller Writing Center.

Centralized, Marginalized, Fragmented, But Not Broken: Managing Spaces, Expectations, and Success in Writing Centers at Non-Traditional Institutions

Library 319

> Moderator: **Amanda M. Chambers**
> **Karen Keaton Jackson**, *North Carolina Central University*;
>   **LaKela C. Atkinson**, *North Carolina Central University*;
>   **Cecilia Shelton**, *St. Augustine's College*; **Amanda M. Chambers**, *St. Augustine's College*; **Hugh Fisher**, *Livingstone College*; and **Elizabeth Klaimon**, *University of North Carolina School of the Arts*

At non-traditional schools, such as HBCUs and performing arts institutions, writing center professionals often are centralized in theory yet marginalized in reality by

occupying multiple roles with access to limited resources. In this presentation, we offer strategies to help with managing campus expectations and re-envisioning notions of writing center space.

Training Tutors on the Theory of Mutuality

Library 128

Moderator: **Kerri Flinchbaugh**

Kerri Flinchbaugh, **Philip Adams**, **Jessica Cory**, and **Andrew Jester**, *East Carolina University*

In *Mutuality in the Rhetoric and Composition Classroom*, Wallace and Ewald emphasize engaging and empowering students, making them co-constructors of knowledge. Because many writing centers already embody "peerness," they can maximize opportunities for co-learning. This session explores how direct instruction for tutors on mutuality increases tutor and writer engagement and empowerment.

Third Space and the Writing Center: Who Are We as Administration, Consultant, and Instructor?

Breakout Space 3 and 4

Moderator: **Jennifer Marciniak**

Jennifer Marciniak, **Barrie Meadows**, and **Laura Detmering**, *University of Louisville*

Writing centers require a multifaceted level of commitment from all involved. This panel examines the graduate student's administrative role in writing center theory and practice, as well as how writing center consultants also work as college and university writing

instructors, further complicating the contact zone of writing production.

Integrating Libraries with Writing Center Work

R&I Classroom

Moderator: **Trenia Napier**

Trenia Napier and **Clay Howard**, *Eastern Kentucky University;* **Susan MacDonell**, **Joseph Pruett**, and **David Jenkins**, *University of Kentucky*

Strategically located at the heart of EKU's Crabbe Library, the Noel Studio is simultaneously writing center, communication center, and research hub. The Noel Studio integrates librarians and library and information science graduate students into its staff, alongside traditional consultants. Panelists explore the dual role of librarian/research consultant in the writing center.

Roundtable: Exploring the Ideologies of Tutor-Training Requirements

R&I Conference Room

Moderator: **Glenda Conway**

Glenda Conway, *University of Montevallo*; **Alice J. Myatt**, *University of Mississippi*; **Paula Miller**, *University of Mississippi*; and **Logan Wheeler**, *Augusta State University*

Four writing center administrators model methods for examining the ways that the assigned readings, writings, and other activities of tutor-training programs serve to validate particular beliefs about agency and power relations in the academic setting.

Session H 9:45-10:45 a.m. (Saturday 2/18)

Next-Gen OWLs
Library 108
Moderator: **Sarah E. Prince**

Intimate Distance: The Efficacy of Embedded Tutoring in Online Courses
Sarah E. Prince and **Hillary Wentworth**, *Walden University*

As OWLs grow in number, the next generation of writing tutors is tasked with creating an approachable and engaging persona in a text-based virtual space. Using a process of embedded tutoring, we explore ways to mitigate gaps between the familiarity of face-to-face interactions and the disembodiment of electronic feedback.

"It's not what you say, but how you form it": Investigating Commenting Formats and Content in Virtual Writing Center Responses
Rebecca Hallman, *University of Louisville*

In response to rapid changes in new media and digital technologies, online writing centers have developed as a necessary extension of the traditional writing center. This session will consider possible formats for virtual writing center responses and the ways in which different formats affect the content of tutor feedback.

Can You Hear Me Now? The Technical, Pedagogical, and Administrative Challenges of Developing a Synchronous OWL

Elizabeth Carroll, *Appalachian State University*

At our institution, we recently developed synchronous OWL services to meet the needs of students and take advantage of new technologies that allow for free synchronous tutoring. This presentation will review the technical, pedagogical, and administrative challenges we faced in developing and sustaining our new synchronous OWL.

Session I 11:00-12:30 p.m. (Saturday 2/18)

WK: The Space of a Sticky Note: Thirteen Ways of Looking at a Post-it
Noel Studio Discovery Classroom
> Moderator: **Sandee K. McGlaun**
> **Sandee K. McGlaun**, **Marissa Barker**, **Emily Cranwell**, **Colleen Morrison**, and **Elisabeth Parke**, *Roanoke College*

Inspired by the generative nature of shifting perspectives, evidenced in Stevens' "Thirteen Ways of Looking at a Blackbird," we look thirteen ways not at the blackbird but at the equally ordinary Post-It note. Workshop participants will engage in multiple creative strategies using post-its of various sizes, shapes, and colors to facilitate invention, organization, revision, and research.

WK: Playing Around With User Interface Design
Library 319
> Moderator: **Jenn Wells**
> **Jenn Wells**, **Stephen McElroy**, **Bret Zawilski**, **Rory Lee**, and **Jason Custer**, *Florida State University*

When web designers create sites without understanding their users' needs, they not only violate the basic rule of rhetoric but also a main principle of User Interface Design (UID). In this workshop, participants will explore the principles of UID and apply that knowledge to their web site's (re)design. Free tools will be shared.

Session I 11:00-12:30 p.m. (Saturday 2/18)

WK: "Welcome to the Intercultural Conversation Group": Expanding Writing Center Collaboration
R&I Conference Room

Shayna Wood and **Rachel Dunaway**, *Middle Tennessee State University*

This workshop will present a vision of the next generation writing center that pushes the boundaries of the conceptualization of the writing center to include an Intercultural Conversation Group, a means for addressing the needs of the wider community. Particularly, this presentation will focus on possibilities, challenges, and practical applications associated with the group setting and implementing writing to learn methodology.

WK: Ouch, That Comment Stings: Taking Criticism—How Do Tutors Set the Stage?
Noel Studio Conference Room

Kirsten E. Walther and **Margaret Swezey**, *Duke University*

This workshop explores the different ways tutors can best assess a writer's openness to receiving criticism in both face-to-face appointments and online sessions. It includes interactive exercises that aim to uncover and apply the differing strategies tutors can use in framing their criticism based on the signs writers initially demonstrate.

Social Space in Next-Gen Writing Centers
Library 108
>Moderator: **Chase Manning**

A Community of Writers
>**Chase Manning**, *Lipscomb University*

I explore ways to develop satellite studios, hire interns or provide a practicum opportunity for Business and Marketing majors to more effectively market the studio, and hire a diverse staff of consultants, including more creative and technical writers, to better meet the needs of the community.

Uncovering the Connection between Peer Tutoring and Students' Sense of Belonging in the College Community
>**Kate Whitney**, **Christine Cozzens**, **Danielle Adamsom**, **Lauren Albin**, **Chesya Burke**, **Anna Cabe**, **Jennifer Champagne**, **Kelsey Clodfelter**, **Lydia Dickerson**, **Elizabeth Gustoson-Berkstresser**, **Elli Anne Karras**, **May May Kaufman**, **Leah Kuenzi**, **Sijia Li**, **Nadi Nuhu**, **Molly Saunders**, **Sarah Spann**, **Su Myat Thu**, and **Caitlin White**, *Agnes Scott College*

In peer tutoring sessions, students engage in a collaborative learning process that bridges the gap between their academic and social collegiate lives. This session will interrogate the role of the writing center in enhancing a sense of belonging on campus for both the writer and the tutor.

That Darn Wall: Overcoming Barriers in a New Writing Center

Lauren DiPaula, **Alison McCarter**, **Breanna Klewitz**, **Jeremy Williams**, **Ashley Bratcher**, **Lindsey Hopkins**, and **Marybeth Fall**, *Georgia Southwestern State University*

We address the contested space in which we work—a space divided by a physical and figurative partition from the traditional classroom—as well as the distances between us and the cultures we encounter at the center. We discuss how this space composes our identities as new tutors and director.

Old Meets New, East Meets West: Shaping 21st-Century Writing Center Spaces with the Ancient Art of Feng Shui

Matt Groner, *Glenville State College*

Because of the complicated nature of designing the spaces of our centers, my twenty minute presentation will address the complex and changing spatial needs of the 21st-century center, and it will address how we can use Feng Shui to the advantage of our students and our staff. Moreover, I will demonstrate, through the use of room arrangement, presenter placement, etc., the psychological impacts of how we use our spaces. Attendees will come away with some basic ideas about how they can arrange their center to better serve the needs of their students and their staff.

Session I 11:00-12:30 p.m. (Saturday 2/18)

Next-Gen Perspectives on Training
R&I Classroom
   Moderator: **Beth Walker**

The Listening Center: Using "Recall" Techniques from *Writing Down the Bones* for More Effective Tutoring
   Beth Walker, *University of Tennessee, Martin*
The "recall" technique, described in Natalie Goldberg's *Writing Down the Bones*, eases students' expectations for the tutor to correct errors line by line. Instead, recall encourages the tutor to repeat memorable lines without evaluation or question. Benefits and problems of using recall are illustrated with tutoring situations. When students expect "proofreading," "fixing," or just want "some help," can recall provide an appropriate response?

Results from and Challenges of a Semester-Long Writing Center Study
   Scott Pleasant, *Coastal Carolina University*
This session focuses on the methodology and results of a grant-funded writing center assessment study. In the study, "pre-intervention" drafts of student papers and subsequent drafts completed after "intervention" by the writing center are holistically "blind-graded" by an objective team of readers.

Reading Pedagogy for Next-Gen Writing Centers

Gregory Travis Adams, *Auburn University*

This presentation offers an analysis of writing center tutor handbooks in order to understand how representations of and strategies for teaching reading prepare writing center consultants to teach reading alongside writing. Emphasis will be on working toward building substantive reading pedagogy for writing centers with particular emphasis on supporting tutors.

From Questioning to Writing: Tutoring with Heuristics

Deborah H. Reese, *Armstrong Atlantic State University*

This project examines the argument that heuristics, presented as open-ended problem-solving questions, help writers improve their work. In discussing this assertion with my colleagues, examples will be presented and a survey circulated. Skits will also be staged as illustrations of tutoring with heuristics.

Next-Gen Perspectives on Writing in the Disciplines
Library 128
Moderator: **Brooke Wheeler**

Demystifying Scientific Writing for Tutors: Research Proposals to Lab Reports
Brooke Wheeler, *Duke University*

This presentation focuses on writing in the sciences as an example of strategies for tutoring in less familiar disciplines or genres. I will cover three genres (literature reviews, lab reports, and proposals) and discuss common expectations and misperceptions of scientific writing.

Bridging the Gap: Working with Scientific Writing in Humanities-centric Writing Centers
Brian McTague, *Virginia Commonwealth University*

The goal of this presentation is to help participants understand and value the disciplinary discourse differences between the sciences and humanities while celebrating the perhaps unexpected shared rhetorical concerns, fostering a fellowship among disciplines often thought of as foreign from each other.

Writing Consultation: It's Not Just English
Staci McGill and **Justin Penny**, *University of Kentucky*

With the addition of writing components in most classes, writing centers need to add new, diverse consultants to accommodate the needs of the clients. This presentation will discuss how a necessary addition to the writing center

is consultants with a science background as the sciences can be difficult and complex for someone unfamiliar with the unique language of science.

New Frameworks for Diversity in Writing Center Work

Melanie McKie, *Spelman University*

In this study, I will examine how diversity can be defined in writing centers at HBCUs and whether Nancy Grimm's model of a global literacy center is a viable option for such writing centers.

The Knowledge Gap: Addressing Science Students' Concerns About Generalist Writing Tutors

Brandon A. Levy, *Duke University*

This Prezi presentation addresses the misguided belief that writing centers cannot help science students by outlining how generalist tutors can help students with scientific writing. It will outline what science students can accomplish by working with such tutors and what strategies those tutors use to assist science students with writing.

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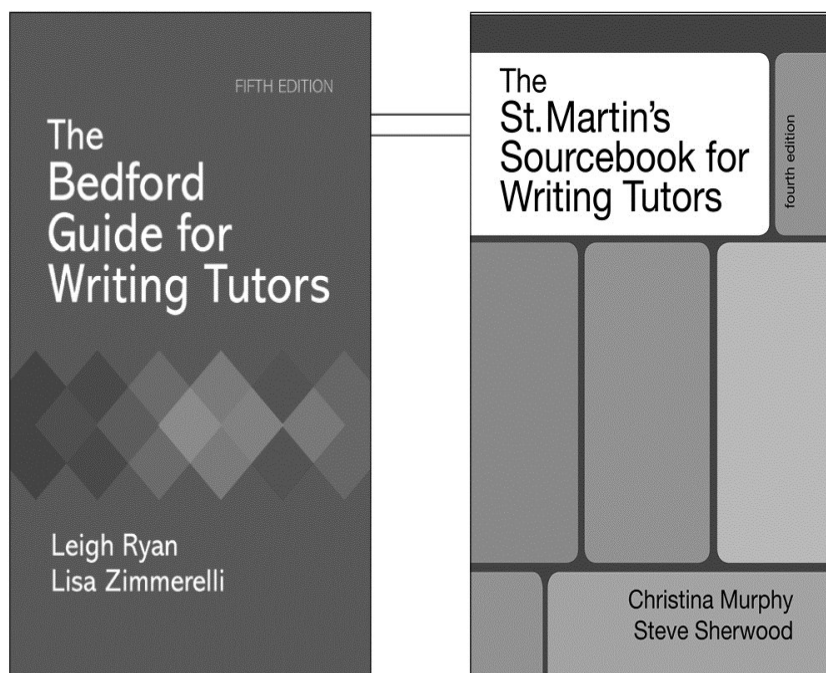
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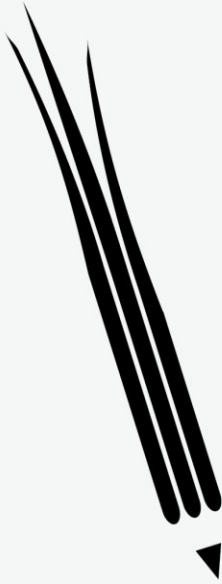
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LINES IN THE SAND

HOW WRITING CENTERS DRAW AND REDRAW BOUNDARIES

LINES IN THE SAND ARE CONSTANTLY ERASED IN SAN DIEGO AS THE TIDE OF THE PACIFIC OCEAN ALTERS OUR WESTERN BORDERS AS FREQUENTLY AS WE DRAW BREATH; SUCH ERASURES PROVIDE A CHANCE FOR NEW LINES, NEW BORDERS, AND NEW DEFINITIONS OF OURSELVES AND OUR WORLDS.

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Like lines drawn in the sand, Writing Center work is continuously recast by ever-changing policies in higher education, innovations in technology, outsourced alternatives to student services, increased diversity of student populations, and progressions in writing center praxis. With the tides, we must be willing to shift within our philosophies and our policies in order to best support the communities with whom we work.

For our 2012 International Writing Centers Association conference in San Diego, we invite you to consider the centers where you work and write: What lines do you draw? How do those lines shift? How do shifting lines provide a chance for new definitions of yourselves and your work? How do the disappearing lines of work that you thought finished reappear as issues you must revisit and re-vision? How can the Writing Center community adapt to the tide so that it is second nature for us to live with the shifting sands? And how do we encourage others within our institutions to shore up student writing for/in the 21st century?

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