Southeastern Writing Center Association

2013 Conference, Feb. 21–23

"The Work We Do"

Hosted by the Farquhar College of Arts and Sciences
Nova Southeastern University

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"The Work We Do"

SOUTHEASTERN WRITING CENTER ASSOCIATION CONFERENCE

**Nova Southeastern University
Fort Lauderdale-Davie, FL
February 21-23, 2013**

Find out more about the SWCA,
NSU, & South Florida by using
the code above, or go to

http://www.iwca-swca.org/Conferences.html

Welcome from the Conference Chairs

SWCA Community,

Welcome to South Florida and to Nova Southeastern University! We are glad to have you join us for the 2013 SWCA Conference! This is sure to be three excellent days of writing center-related discussions, networking, and, of course, work.

This year's conference theme, "The Work We Do," encourages participants to explore, identify, research, and (re)examine the work we do every day in our writing centers. There are over 100 exciting individual, poster, panel, workshop, and roundtable sessions where we will get to work with and learn from one another.

We would like to offer our sincerest appreciation to everyone who supported the planning of this conference, including Dr. Don Rosenblum, Dean of the Farquhar College of Arts and Sciences, Dr. Marlisa Santos, Director of the Division of Humanities, the entire NSU planning committee, the SWCA board, and all of you who are committed to the work we do.

We hope you have an enjoyable conference!

Your 2013 SWCA Conference Chairs,

Kevin Dvorak, Ph.D.
Associate Professor
Farquhar College of
Arts and Sciences
Nova Southeastern University

Shanti Bruce, Ph.D.
Associate Professor
Farquhar College of
Arts and Sciences
Nova Southeastern University

Welcome from the Dean

On behalf of the Farquhar College of Arts and Sciences, I want to welcome you to Nova Southeastern University. We are pleased to host this year's conference, as the goals of the SWCA reflect the college's mission to enhance students' critical thinking and communications skills.

The college's academic programs include the Bachelor of Arts in English and the Master of Arts in Writing. Students and faculty in both of these programs participate in one of the college's latest initiatives, the Writing Fellows Program, which provides course-based writing assistance to students enrolled in first-year composition courses and other courses across the curriculum. The fellows—both undergraduate and graduate students—attend classes, meet with individual students outside of class, and discuss goals and student progress with faculty members. The college also supports writing through a WAC policy and tutoring offered by the Office of Academic Services.

If you would like to learn more about the college's writing-related initiatives, please contact the conference chairs, associate professors Kevin Dvorak and Shanti Bruce. I would also like to thank these faculty members for helping to connect the college with the SWCA and bring this conference to our campus.

I hope your time here is thought-provoking and inspiring.

Sincerely,

Don Rosenblum, Ph.D.
Dean
Farquhar College of Arts and Sciences
Nova Southeastern University

Conference Chairs

Kevin Dvorak, Nova Southeastern University
Shanti Bruce, Nova Southeastern University

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Mississippi: *Brad Campbell, Mississippi State University*
North Carolina: *Brandy L. Grabow, North Carolina State University*
South Carolina: *Graham Stowe, University of South Carolina*
Tennessee: *Stacia Watkins, Lipscomb University*
Virginia: *Sharon Zuber, College of William and Mary*

Award Winners

Summer 2012 Christine Cozzens Research Grant and Initiative
Sara Littlejohn, *University of North Carolina – Greensboro, for* "North Carolina Writing Center Network Scholarship Award"

Winter 2013 Christine Cozzens Research Grant and Initiative
Gwendolyn N. Hale, *Ph.D. and* *Ethan Bottone*, *University of Mary Washington, Fredericksburg, VA*, for "Virginia is for Writers"

&

Dwedor Morais Ford, *Elizabeth Priest*, *Pamela Simmons*, *Angela Steinberg*, and *Tanya Walker, Winston-Salem State University, Winston-Salem, NC, for* "Creating Space: Building, Renewing, and Sustaining Writing Centers at HBCUs in North Carolina"

Gary A. Olson Scholarships
Jaclyn Wells, *University of Alabama – Birmingham*
Eliot Rendleman, *Columbus State University*

Tom Waldrep Scholarships
Loren A. Cooper, Stetson University
Megan Lankford, Auburn University

Travel Scholarships
Helen Cauley, *Georgia State University*
Kate Pantelides, *University of South Florida*

SWCA Awards
Achievement: *Jane Bowman Smith*, *Winthrop University*
Graduate Tutor: *Cristine Busser*, *Nova Southeastern University*
Professional Tutor: *Jennifer Henderson*, *Univ. of Mary Washington*
Undergraduate Tutor: *Jennifer Schmitt*, *Stetson University*

International Writing Centers Association

An NCTE Assembly

IWCA

www.writingcenters.org

NOVA SOUTHEASTERN UNIVERSITY
FARQUHAR COLLEGE OF ARTS AND SCIENCES

M.A. IN WRITING

For more information,
contact Shanti Bruce, Ph.D.
1-800-757-7257, ext. 28355
bshanti@nova.edu
www.fcas.nova.edu/programs/graduate/writing/

NSU
NOVA SOUTHEASTERN
UNIVERSITY
Farquhar College of Arts and Sciences

Keynote Speaker

Melissa Ianetta
Friday, 5:00-6:15pm
UC Performance Theatre

Melissa Ianetta is the Director of Writing and Associate Professor of English at the University of Delaware where she leads the writing center, writing program and writing-across-the-curriculum initiatives. She has served on the Executive Boards of the International Writing Center Association, the Council of Writing Program Administrators, and is an incoming board member of the Conference on College Composition and Communication.

Melissa's research interests include writing centers, the history of rhetoric and labor issues related to writing instruction. Her work has appeared in *Writing Center Journal*, *College Composition and Communication*, *Writing Lab Newsletter*, *PMLA*, *Composition Studies*, *WPA: Writing Program Administrators*, and *College English* as well as in various edited collections. With Lauren Fitzgerald, she edits *Writing Center Journal*, for which they received the Phoenix Award for Editorial Achievement from the Council of Editors of Learned Journals. Melissa and Lauren are currently working on *The Oxford Guide to Peer Tutoring: Research and Practice* to be published in spring 2013.

In her keynote address, "Caution! Students … Working?" Melissa explores the kinds of work we ask of tutors in the writing center. She calls on us to question the ways in which the writing center community's longstanding commitment to equity and access, as well as our currently increasing concern with our professional status in the university, can challenge our ideals and ideology of tutor-work. Ultimately, these questions focus her investigation: are tutors our disciplinary peers or our institution's employees? And how and why does it matter?

Plenary Speaker

Duane Roen
Friday, 11:30am-1:00pm
UC North Arena

Duane Roen is Professor of English at Arizona State University, where he serves as Head of Interdisciplinary and Liberal Studies in the School of Letters and Sciences and as Assistant Vice Provost for University Academic Success Programs. At ASU, he has also served as Director of Composition, Head of Technical Communication, Head of Humanities and Arts, and Director of the Center for Learning and Teaching Excellence. Duane is President of the Council of Writing Program Administrators (CWPA). He formerly served as Secretary of CCCC. He has served on numerous committees with CCCC, NCTE, CWPA, TYCA-West, and the Arizona English Teachers' Association.

He has written extensively about writing curriculum, pedagogy, and assessment; writing program administration; writing across the curriculum; gender; writing family history; and collaboration, among other topics. He has authored/co-authored and edited/co-edited nine books; he has authored more than 250 chapters, articles, and conference presentations. His most recent books include the 3rd edition of *The McGraw-Hill Guide: Writing for College, Writing for Life* (with Greg Glau and Barry Maid) and *The WPA Outcomes Statement: A Decade Later* (co-edited with Nick Behm, Greg Glau, Deborah Holdstein, and Edward White).

Duane will talk about the Framework for Success in Postsecondary Writing, which was collaboratively developed by NCTE, NWP, and CWPA. He will comment on how the eight habits of mind described in the Framework can help students to be more successful not only in writing classes but also in other courses and in life more generally. The eight habits can also help writing tutors as they work with students.

Types of Conference Sessions

Panel
A group presentation devoted to a common topic. Panelists may or may not deliver individual presentations.

Individual Session
These individual presentations have been grouped together based on topic/interest to form one session.

Featured Session
Look for this icon in the program to find our featured speakers, or unique presentations of special interest.

Workshop
Interactive or hands-on session devoted to a specific topic. Come ready to work and learn.

Poster
Visual presentation of a topic presented in a gallery space, allowing you to visit them at your own pace.

Roundtable
An opportunity to exchange ideas on a focused topic with knowledgeable discussion leaders.

SWCA Award Winners
Look for this icon to find sessions delivered by this year's SWCA award winners.

List of Featured Sessions

B3 – Featured Session, Interactive Panel, Rooms 1048 & 1049
Preserving and Sustaining Our Work: Directing Writing Centers Through Challenges to Budgets, Support, and Missions
Beth Burmester, Georgia State University, Moderator
Russell Carpenter, Eastern Kentucky University
Christine Cozzens, Agnes Scott College
Laura Benton, Caldwell Community College & Technical Institute
Jennifer Kunka, Francis Marion University
Karen Keaton-Jackson, North Carolina Central University

C4 – Featured Session, Room 1052
Researching the Writing Center: What We Can Learn
Terese Thonus, University of Kansas

Lunch & Plenary, 11:30am-1:00pm, Friday, February 22, UC North Arena
Framework for Success in Postsecondary Writing
Duane Roen, Arizona State University

Awards & Keynote, 5:00-6:15pm, Friday, February 22, UC Performance Theatre
"Caution! Students … Working?"
Melissa Ianetta, University of Delaware

K5 – Special Interest Group (SIG) – Room 1053
Special Interest Group: Antiracist Activism
Travis Adams, Auburn University

Session Location Notes
- All concurrent sessions will take place in the Carl DeSantis Bldg.
- Plenary and Keynote will take place in the University Center (UC).
- Poster presentations will take place in the Alvin Sherman Library in the 2nd floor Art Gallery.
- Session numbers that use a decimal system (4.1, 6.2, 8.3, etc.) are individual presenters that have been grouped into individual sessions based on topic/interest to form one session. The location for all presenters in that individual session will be the same.

CONFERENCE SCHEDULE

CONCURRENT SESSION A
5:00-6:00pm, Thursday, February 21

A1 – Workshop, Rooms 1053 & 1054
Finding & Shaping the Ideal Writing Center Tutor

Mark Putnam, University of Tampa

> This session provides opportunities for exploration and discussion of the many varied aspects related to the hiring and training of peer tutors for the writing center. Attendees will select potential tutors to hire and share reasons why.

A2 – Workshop, Rooms 1048 & 1049
Who Are We Talking To? Marketing to Students, Faculty, and Administrators in the Writing Center

Stacia Watkins, Lipscomb University

Rachel Strickland, Appalachian State University

Jan Harris, Lipscomb University

> Facilitators will begin by sharing effective strategies for marketing their centers, one at a small, liberal arts college, and one at a larger state institution. Then, the participants will break out into small groups to share strategies and brainstorm about the effective ways that we can both advertise our centers and educate our allies on campus who, hopefully, do the center's accurate in-class promotion.

A3 – Workshop, Room 1047
Performing Engagement: National Writing Project Tools in Service of Writing Centers and Programs

Kerri Flinchbaugh, East Carolina University

Matthew Herrmann, Coastal Carolina Community College

Stephanie West-Puckett, East Carolina University

> This interactive session will explore National Writing Project (NWP) cultural tools and how we may re-appropriate them within writing centers. We will discuss ways writing center work can benefit from reciprocal relationships between writing projects, writing centers, and higher education.

A4 — Roundtable, Room 1124 (Knight Auditorium)
The State of the SWCA

Laura Benton, Caldwell Community College & Technical Institute

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

A5 — Workshop, Room 1052
"I Don't Know; Looks Good to Me": Multimodal Work in the Writing Center

Kevin Lichty, Nova Southeastern University
Eric Mason, Nova Southeastern University

This session will explore ways to prepare tutors to help students compose and revise multimodal projects. How can traditional concerns be brought to bear on non-traditional forms? What new approaches, skills, and resources would benefit tutors and students? Come learn and share ideas for facilitating multimodal work.

FCAS/SWCA Reception & Poster Session
6:00-7:00pm, Thursday, February 21
Alvin Sherman Library Art Gallery, 2nd Floor

PS1 — Poster, Alvin Sherman Library Art Gallery, 2nd Floor
Why Embedded Tutors Matter to First-Year Students' Multimodal Composing Practices

Claire Lutkewitte, Nova Southeastern University

Because multimodal projects draw attention to the writing process, first-year composition instructors often assign them to emphasize the rhetorical choices writers make. Since embedded tutors have been shown to reinforce this process, they can play an important role in helping students create multimodal projects.

PS2 — Poster, Alvin Sherman Library Art Gallery, 2nd Floor
Giving Up the Ship—and Other Retirement Clichés

Susan Guiher, Ashland University

As this conference ponders "the work we do," those of us who have been at the helms of writing centers for around 30 years, contemplate

"the work we did." This presentation will reflect on and assess three decades of WC evolution, focusing on its professionalism.

PS3 — Poster, Alvin Sherman Library Art Gallery, 2nd Floor
The Write Stuff: Building an Effective Writing Center for Graduate Students in the Health Professions

Amanda Chiplock, Kaye Robertson, Melinda Johnson, Terry Morrow, and Fitzgerald Smith, Nova Southeastern University, Health Professions Division

Nova Southeastern University, Health Professions Division (HPD) Effective Writing Center (EWC) offers writing coaching, regardless of geographic location. Using web-based software and cloud-based tools, the EWC provides personal, online coaching at the same level of service as in-person sessions.

PS4 — Poster, Alvin Sherman Library Art Gallery, 2nd Floor
If You Build It Write, They Will Come: Developing an Innovative & Inclusive Writing Center for Graduate Students

Amanda Chiplock, Kaye Robertson, Melinda Johnson, Terry Morrow, Fitzgerald Smith, Nova Southeastern University, Health Professions Division

Nova Southeastern University, Health Professions Division (HPD) Effective Writing Center (EWC) offers writing coaching, regardless of geographic location. Using web-based software and cloud-based tools, the EWC provides personal, online coaching at the same level of service as in-person sessions.

PS5 — Poster, Alvin Sherman Library Art Gallery, 2nd Floor
"The Work We Do" in the FAMU Writing Resource Center

Veronica Adams Yon, Monique Thomas, and Ronnica Jenkins, Florida A&M University

This presentation will highlight some of the activities the WRC has utilized to supplement its foundational tutorial sessions. These activities ("Write Your Way Up" Celebration, in-class workshops, and focus groups) have provided students with alternative means to receive instruction, encouragement, and an academic presence in their lives. Additionally, the presentation will draw attention to assessment figures (i.e., student passing rates and survey results) and training practices in an effort to further support the effectiveness of "the work we do" in the FAMU Writing Resource Center.

CONCURRENT SESSION B
7:00-8:00pm, Thursday, February 21

B1 – Workshop, Room 1053 & 1054

Accessibility & Writing Centers

Melissa Daniel Frink and Kim Burke, Guilford College

Amendments to the ADA encourage us to examine our physical spaces, attitudes, information, policies and procedures. This session will allow you to view your center and campus through the accessibility lens.

B2 – Roundtable, Room 1052

The Work We (Might) Do: Creating Links between Professional Programs in Various Medical Fields and Nursing and Writing Centers

Ed Stieve, Nova Southeastern University

Carmen Rosa Presti, University of Miami

This round-table session provides an opportunity for exchanging ideas between writing faculty and professional faculty in various medical fields. Participants should come away with ideas for promoting writing development in students in various professional medical and nursing fields.

B3 – Featured Session, Interactive Panel, Rooms 1048 & 1049

Preserving and Sustaining Our Work: Directing Writing Centers Through Challenges to Budgets, Support, and Missions

Beth Burmester, Georgia State University, Moderator

Russell Carpenter, Eastern Kentucky University

Christine Cozzens, Agnes Scott College

Laura Benton, Caldwell Community College & Technical Institute

Jennifer Kunka, Francis Marion University

Karen Keaton Jackson, North Carolina Central University

Writing center directors from a variety of types of institutions and from across our region will address the institutional and global challenges of our writing center work as they navigate institutional and political challenges.

B4 – Workshop, Room 1124 (Knight Auditorium)
The Work We Do on the Web: Revising the SWCA Website

Shanti Bruce, Nova Southeastern University

This interactive session will discuss the work of the SWCA website. Participants will engage in conversations about making the website stronger and more user-friendly.

B5 – Workshop, Room 1047
Hidden Complexity: The Work of Online Sessions

Megan Lankford, Auburn University

We will take a hands-on approach to discussing the implementation of synchronous online writing center consultations. We will discuss the hidden complexity of online consultations and the importance of tutor voice and flexibility.

CONCURRENT SESSION C
9:00-10:00am, Friday, February 22

C1 – Workshop, Room 1047
Wipe out that Wastrel Writer's Block

Daphne Thompson, Johnson & Wales University

Attendees will participate in several hands-on prewriting strategies to determine which one(s) help them individually best avoid writer's block. Then participants will discuss the impact of their preferences being opposed to those of the students they tutor.

C2 – Panel, Room 1048
Get Smart, Get Lost, Keep Working: Responding to Institutional and Programmatic Change

Wesley Houp, Caty Chapman, and Kevin Yeargen, Middle Tennessee State University

The presenters will discuss how our writing center is responding to changing institutional emphases on graduation and retention, changing pedagogical and rhetorical approaches and uses of technology, and the culture of assessment.

C3 – Panel, Room 1049
A Space Like No Other: The Writing Center as a Site of Transformative Discourse

Mark Gardner, Mary Lou Odom, and LeeAnn Elliott, Kennesaw State University

> When teaching assistants meet students in the writing center instead of their offices, the resulting discourse yields productive, yet unexpected, results. This session focuses on reimagining writing center space to better serve students, teachers, and the center itself.

C4 – Featured Session – Room 1052
Researching the Writing Center:
What We Can Learn
Terese Thonus, University of Kansas

> This presentation argues for evidence-based writing center practice. I demonstrate how practitioner-researchers can draw on empirical evidence to mediate theory and practice, analyzing methodologies and summarizing results of research studies that answer, "What is a successful writing center tutorial?"

C5 – Panel, Room 1053
Real World Sensitivities within the Tutoring Microcosm:
Sexuality, Emotionality, and Ideology within Sessions
Alison Parente, Sasha Strelitz, Katherine McInerney, Kamila Albert, Arielle Mejia-Garcia, Nova Southeastern University

> This presentation provides an overview of the COMP Fellows program at Nova Southeastern University, focusing on tutor/student safety within sessions. Embedded tutors consider the sensitivity required to maintain longitudinal relationships with students.

C6.1 – Individual Session, Room 3030
Translating Normalcy: Tutors Working to Navigate
Spaces between Expectations and Experiences
for Non-Traditional Students
Jennifer Gray, College of Coastal Georgia

> Non-traditional students carry around prior understandings of writing instruction, and oftentimes their experiences do not match current classroom expectations. Many writing center sessions with non-traditional students revolve around negotiating "normal" expectations for writing classes and working to translate pedagogical philosophies.

C6.2 — Individual Session, Room 3030

Bridging the Gaps: Interdisciplinary Work at the University of West Florida Writing Lab

Toni Holt and *Ashley Massie, University of West Florida*

> The University of West Florida's Writing Lab, through its work among the university's diverse departments and colleges and its satellite locations throughout the university's main campus, seeks to create a university-wide shared enterprise in effective and accurate communication.

C7 — Panel, Room 3028

"You Gotta Meet Me Halfway": Tutoring Reluctant Writers

Lauren DiPaula, Alison McCarter, Hannah Mercer, Ginny Smith, and Jeremy Williams, Georgia Southwestern State University

> We discuss how we have come to handle mandated visits to our writing center. We review scholarship we have found and strategies we have developed to help reluctant writers, particularly the student athletes who are required to come.

C8 — Roundtable, Room 1054

If You Build It Write, They Will Come: Using Technology to Provide Coaching for Graduate Students

Fitzgerald Smith, Terry Morrow, Amanda Chiplock, Kaye Robertson, and Melinda Johnson, Nova Southeastern University, Health Professions Division

> Nova Southeastern University's Health Professions Division's (HPD) Effective Writing Center (EWC) utilizes web-based software and cloud-based tools to facilitate coaching sessions regardless of students' geographic location. The EWC's goal is to provide quality coaching sessions to both on-site and distance students.

CONCURRENT SESSION D
10:15-11:15am, Friday, February 22

D1 – Workshop, Room 1047
Working Outside Your Knowledge Field
Brittany Carmack, Auburn University

>This hands-on workshop gives tutors the opportunity to explore working with writing they know absolutely nothing about and helps tutors realize that they can help writers improve their writing without actually understanding the material.

D2.1 – Individual Session, Room 1053
The Creative Work We Do: Perspectives, Opportunities, and Challenges of Developing a New Minor
Russell Carpenter, Eastern Kentucky University

>The Noel Studio at EKU added a minor in Applied Creative Thinking to its program with the first class offered in fall 2012. This presentation offers details leading to its development and overviews opportunities and challenges with its implementation.

D2.2 – Individual Session, Room 1053
Starting a Writing Center from Scratch
Jaimie Crawford, Aku Acquaye, and Rachel Sherman, University School of Nova Southeastern University

>This session will discuss the process of creation, reflecting on the initial year of University School's Writing Center. How can a center succeed while challenging tradition? We will discuss creative ways to establish a writing culture, a student-centered environment, and a peer-oriented revision process.

D2.3 – Individual Session, Room 1053
Understanding Shifts in Pedagogy and Practice: Lessons from a Newly-Combined Writing and Speaking Center
Anna Cabe, Sofia Barrera, Chelsey Jenkins, and Kathryn Dean, Agnes Scott College

>Recognized as a pioneer in peer tutoring oral presentations, our center combined writing and speaking tutoring services, after having two separate but closely related centers for the past 16 years. This session explores the benefits and challenges of interweaving writing and speaking.

D3 — Roundtable, Room 1048
Revision Isn't Just for Writing: Assessing and Rethinking Our Spaces

Jennifer Kranz, Daytona State College

> Assessment is an important element of writing center work. Typically, we only look at our tutoring practices and their effects on satisfaction, retention, and/or grades. However, assessing space is vital and under-discussed. Together we will explore learning space assessment possibilities.

D4 — Workshop, Room 1049
WCONLINE: The Online Scheduling, Recordkeeping, and Reporting Solution

Carla Hay, Twenty Six LLC.

> Designed for both current clients and for those interested in learning more about the product, this presentation will showcase WCONLINE—the scheduling, recordkeeping, and reporting solution for writing centers. Current clients will have the opportunity to meet with other clients and WCONLINE staff to ask questions or discuss system possibilities. Other WCONLINE staff will provide a full demonstration of the program to those who are unfamiliar with the product.

D5 — Panel, Room 1052
How does Tutoring Influence Teaching?: A Case Study of Georgia Tech

Malavika Shetty, Karen Head, Christopher Weedman, and Brandy Blake, Georgia Institute of Technology

> Teaching and tutoring are often looked at as two different academic practices. As postdoctoral fellows teaching composition courses as well as tutoring in the Communication Center at Georgia Tech, we discuss how our tutoring experience influences our roles as teachers.

STUDY
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Bringing together the best of research and scholarship from the traditional English discipline in combination with the strong pedagogical focus of the education field, this interdisciplinary program draws on top-flight resources to provide a satisfying and rich doctoral experience. To date, all of our graduates have taken tenure-track faculty positions in education and English departments in colleges and universities.

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Email: ed.jpee@umich.edu

soe.umich.edu/jpee

D6 – Roundtable, Room 3028

Avoiding a Grammar-Focused Approach to Tutoring

Daniel Littman, Karen Bullock, and Danielle Golds, Denison University

> This session discusses the value of a global, content-focused approach to mentoring instead of a more surface-level grammatical focus. We will discuss the importance of creating better student writers by aiding in idea development beyond stereotypical grammatical editing.

D7.1 – Individual Session, Room 3030

(Re)examining the Socratic Method

Gary Jaeger, Vanderbilt University

> Writing Center literature advocates the Socratic Method, but says little about how to practice it. Plato's own Socratic dialogues show us how this method can help writing tutors read charitably, diagnose logical incoherence, and suggest strategies for building coherence.

D7.2 – Individual Session, Room 3030

Everyday Challenges of Writing Center Tutoring Sessions: Defining Boundaries

Deepak Pant, Chowan University

> This presentation shows what challenges writing center tutors go through in typical tutoring sessions while applying the non-directive minimal tutoring approach, how training sessions attempt to address those issues, and how the performance is viewed by student tutors and faculty.

D7.3 – Individual Session, Room 3030

Work of Tools, Work of People: The Effects of the Writer's Journal and Writing Center Consultants on Confidence and Ability

Eliot Rendleman and Judi Livingston, Columbus State University

> This session shares the results and explores the implications of an empirical study that individually quantifies and then compares the effectiveness of the writer's journal and mandatory writing center visits on student writing ability and confidence.

LUNCH & PLENARY
11:30am-1:00pm, Friday, February 22
UC North Arena
Sponsored by McGraw-Hill Connect

Framework for Success in Postsecondary Writing

> *Duane Roen, Arizona State University* [full bio on page 9]
>> Duane will talk about the Framework for Success in Postsecondary Writing, which was collaboratively developed by NCTE, NWP, and CWPA. He will comment on how the eight habits of mind described in the Framework can help students to be more successful not only in writing classes but also in other courses and in life more generally. The eight habits can also help writing tutors as they work with students.

CONCURRENT SESSION E
1:15-2:15pm, Friday, February 22

E1 — Workshop, Room 1047

Writing the Center into the Disciplines: Conjoining the WAC Program and the Writing Center to Support Writing in the Disciplines

> *Steffen Guenzel and John Chrisman, University of Central Florida*
>> This session seeks to establish an inventory on how to improve writing instruction. After a 15-minute presentation about the new UCF tutor program, attendees brainstorm WID practices, their relationships with WAC programs and faculty in the disciplines, and share thoughts and feedback on program(s).

E2 — Workshop, Room 1048

The Decentered Writing Center

> *Allison Bennett and Robin Greene, Methodist University*
>> We explore creative solutions to limited physical space and share our own experiences with outreach and decentering. We will discuss the paradox of moving outside of the physical space of the Writing Center to bring students, faculty, and staff into the real "mind-space" that is really at the center of the work we do.
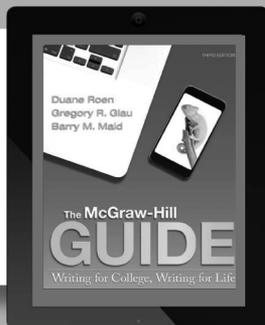
E3 – Panel, Room 3028
Measuring the Effectiveness of Our Work: Tutor-led Assessment Research
Maggie Herb, Loren Cooper, Bianca Hernandez, Aiden Keller, and Jennifer Schmitt, Stetson University

Presenting the results of a semester-long assessment project led by a group of tutors, we will discuss how Writing Centers can measure the effectiveness of their work. We will focus in particular on methods that not only assess student satisfaction but also student learning.

E4 – Workshop, Room 1049
We Like It, We Tweet It, We Repin It: Using Social Media to Promote the Learning Commons
Joy Bancroft and Cheryl Kohen, Daytona State College

Student support services use Facebook, Twitter, YouTube, and Pinterest to market resources and create an interactive web presence. In this session, we'll discuss ideas and best practices for creating profiles, posting material, attracting followers, cross-promoting services, and connecting learning communities.

E5 – Panel, Room 1052
Preparing Staff for ESL Tutoring at a New Communication Center
Joy Bracewell, Allison Braden, Lauren Townsend, and Malavika Shetty, Georgia Institute of Technology

As a new center at Georgia Tech that emphasizes multimodal communication, we have had to adapt our services to accommodate a growing ESL student body. This panel discusses the strategies we are developing to provide crucial resources for this population.

E6 – Workshop, Room 1053
Working Side by Side, Not 'Working For': Collaboration, Peer Administration, and a New Role for Working RAs in Writing Centers
Jennifer Forsthoefel and Beth Burmester, Georgia State University

This workshop will teach participants about a new model for both running a writing center and innovative research on writing center work. Emphasizing colleagues over hierarchies, the presenters will show how to grow new professionals with RA positions for tutors.

E7 – Panel, Room 3030
Re-Visioning Writing Center Collaboration, Language, and Practice: Is There a Place for Postmodern Theory in the Modern Writing Center?

Jenny Rowan, Tori Warenik, and Ryan McMillan, Middle Tennessee State University

Examining the intersections of postmodern and writing center theories, we will discuss issues of collaboration and plagiarism, language choice versus institutional demands, moving from theory to practice in our writing centers, and revising our training to help experienced tutors accept new practices.

E8 – Panel, Room 1054
The Necessity of Online Tutoring Services

Cortney Palmacci and Robert Miyares, Nova Southeastern University

The presentation will explore the necessity of online tutoring services in the environment of today's higher education system. We will discuss the platform that delivers our services at Nova Southeastern University and the necessity of certain equipment to enhance communication possibilities.

Concurrent Session F
2:30-3:30pm, Friday, February 22

F1 – Workshop, Room 1047
Tell the Hole World How There Filling

Alicia Whitehouse, Lipscomb University

This workshop will help you form a unique community integration plan for your Writing Studio. Following a presentation on our nation's writing ability, we will collaborate to make our studios a politician's most untapped resource for community and educational change.

F2 – Panel, Room 1048
From Nothing to Something: Rebuilding a Writing Center from the Ground Up in Two Semesters

Stacy Bell and Emily Brennan, Oxford College of Emory University

What are the challenges of creating a functional writing center within one academic year? This session describes how two novice

directors on a small campus rebuilt their center, and provides strategies for anticipating and solving problems in underperforming centers.

F3 – Panel, Room 1049

We Deliver!: The Multi-Modal Medium Is the Message

Vicki Russell and *Clara Colombatto, Duke University*

The variety of deliverables—research projects from an undergraduate tutor training course—include different multi-modal mediums, including Prezi, video, and Brainshark. They move beyond the traditional text-on-a-page handout to offer creative visual, auditory, and kinesthetic access to information.

F4 – Panel, Room 1052

Multilingual Writers: Video Reflections

Glenn Hutchinson, Nazneen Zaidi, and Asra Jawaid, Florida International University

This panel will discuss how writing consultants videotaped a session, wrote reflections, and conferenced with the center directors. As most of our staff is multilingual, our presentation will explore what our consultants learned from videotaping their work with multilingual writers.

F5 – Panel, Room 3028

Revision in the Digital Age

Caitlin Martinez, Rachel Greil, and Vicki Armour-Hileman, Kennesaw State University

Drawing on panelists' independent research and experience, this discussion will lead participants in exploring how the "paperless" movement in writing instruction affects student revision practices, particularly given the fact that many writing centers remain attached to the world of print.

F6 – Panel, Room 1053

The Work of a Writing Center Situated in a Business/Professional School

Lisa Bailey, University of South Carolina – Moore School of Business
Chris Farina, University of South Carolina
Lauren Colomb, University of South Carolina

This session discusses the unique challenges and opportunities of a writing center situated in a business and professional school, and devoted solely to the needs of business students, faculty, and alumni.

F7 – Panel, Room 3030

Forming Identity through Becoming Clients

Caitlyn Girardi, Kelsey Satalino, Sasha Ashley, and Olivia Anderson, Palm Beach Atlantic University

Our goals for this session are to share and apply our experiences as clients in our own Writing Center. We will focus on maintaining and preserving the literary identities and voices of Writing Center clients by not encouraging rigid, over-simplified cohesion.

F8.1 – Individual Session, Room 1054

The Self-Proclaimed "Bad" Writer: Fostering Confidence in Aspiring Writers

Jennifer McDevitt, Nova Southeastern University

This presentation will address the intrapersonal conflict experienced by apprehensive writers. It will use personal observations and careful analysis of theories rooted in the social sciences to demonstrate that there is a strong correlation among confidence, self-efficacy and overall writing performance.

F8.2 – Individual Session, Room 1054

"But I'm Already Done!": Closure and the Student Writer

Ashley Moore, Winthrop University

I will investigate the concept of "closure" within the writing process and how this concept affects student writers. I plan to explore possible answers as to why students desire "closure" within the writing process and how that need for closure can inhibit their writing potential.

F8.3 – Individual Session, Room 1054

Tutoring Deaf Students in the Writing Center

Hana Baron, Winthrop University

Writing centers must expand their clientele to reach deaf students. Welcoming deaf students into a writing center is advantageous because many deaf students struggle with writing and could profit from working with trained peers who are equipped to help them.

CONCURRENT SESSION G
3:45-4:45pm, Friday, February 22

G1 – Workshop, Room 1047

The Work that We Do Within: Exploring Personal Education Philosophies and their Application to Writing Center Work

Emily Cosgrove, Auburn University

> Our personal views influence the ways in which we do our work as writing center staff. During this workshop attendees will take the Philosophy of Adult Education Inventory and discuss ways in which the results influence our work as educators.

G2 – Workshop, Room 1048

The Play We Do in Workshops: Reinventing the Writing Exercise

Michael Ruther and Milya Delahaye, Kennesaw State University

> Students in writing center workshops, as in individual sessions, better comprehend material when actively engaged with it. Participants will see demonstrations of a variety of successful interactive workshop techniques and discuss how to develop their own interactive strategies.

G3 – Roundtable, Room 3028

The Work We Can't Get Done!: A Roundtable Discussion of Four Directors' Dilemmas

Sara Littlejohn, University of North Carolina – Greensboro
Brandy Grabow, North Carolina State University
Jennifer Whitaker, University of North Carolina – Greensboro
Alan Benson, University of Wisconsin – Eau Claire

> How are directors distracted from the work we do? Because traditional faculty are in institutionally legible roles, they don't have to routinely describe their jobs in the ways that WC professionals do. This panel will provide a discussion forum for four directors' dilemmas.

G4 — Roundtable, Room 1049

Re-Imagining the Writing Center Space

*Josune Urbistondo, Maria Delis, Christine Morando, and **Joshua Schriftman**, University of Miami*

> We are hosting a round table discussion on re-imagining the writing center space, and how its design can create a friendly, creative environment where students (and faculty) can participate in a dialogic exchange of ideas about writing and critical thinking.

G5 — Panel, Room 1052

The Goals We Set: Innovative Methods for Achieving Personal, Pedagogical, and Institutional Objectives

*Julia Mason, Aj Ferguson, and **Gabrielle Helo**, Florida Atlantic University*

> Writing center consultants help writers to accomplish their personal goals while simultaneously working to meet various pedagogical, administrative, and institutional objectives. This session will suggest innovative tools and methods to facilitate this work, as well as a discussion of implications and implementation.

G6 — Workshop, Room 3030

Pitch a Project

Daniel White, Mississippi College
Brad Campbell, Mississippi State University

> 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.

G7 — Panel, Room 1053

Make it Work: Challenges to Designing and Constructing a Writing Fellows Program

*Paula Gillespie and **Charles Donate**, Florida International University*

> A new Writing Fellows program presents unique challenges to a program director, the Fellows, the students, and the faculty members involved. Presenters will discuss some of the challenges and rewards they have faced in their program.

G8 – Roundtable, Room 1054
Peer Tutors' Views Q&A Round Table: See the Center
through Peer Tutor Eyes
Drucella Crutchfield, Kyle Ashcraft, Hannah Benoit, Sarah Allen,
Mackenzie Messenger, Matthew Chenoweth, and Megan Farmer,
Southeastern University
> The Peer Tutors' View Q&A Round Table will give directors and
> other interested persons the opportunity to explore the peer tutors'
> views not only of tutoring itself but of the way tutors view
> management, budget, space, and training.

AWARDS & KEYNOTE
5:00-6:15pm, Friday, February 22
UC Performance Theatre

"Caution! Students … Working?"
> *Melissa Ianetta, University of Delaware* [full bio on page 8]
> In her keynote address, "Caution! Students … Working?" Melissa
> explores the kinds of work we ask of tutors in the writing center.
> She calls on us to question the ways in which the writing center
> community's longstanding commitment to equity and access, as
> well as our currently increasing concern with our professional
> status in the university, can challenge our ideals and ideology of
> tutor-work. Ultimately, these questions focus her investigation: are
> tutors our disciplinary peers or our institution's employees? And
> how and why does it matter?

KEYNOTE RECEPTION
6:15-7:45pm, Friday, February 22
UC Flight Deck
Sponsored by Pearson

Concurrent Session H
9:00-10:00am, Saturday, February 23

H1 – Panel, Room 1047
New College of Florida: Small Writing Centers, Big Changes
Laura Libby, Lucia Guatney, and Kyle Larson, New College of Florida
The New College of Florida's Writing Center presents on the advantages and disadvantages of operating in a small liberal arts environment. NCF illustrates applicable strategies for large and small universities, specifically within the fields of natural and social sciences.

H2 – Roundtable, Room 1048
"The Work of Outreach": Planning, Promotion, Assessment, and Values
Scott Whiddon, Transylvania University
After a short description of a pilot outreach program for undergraduate science writers at a small liberal arts college writing center, our roundtable will focus on the rewards and risks of work that extends beyond our own walls. Topics will include partnership-building, promotion, and assessment.

H3 – Roundtable, Room 1049
Writing Center Director Styles
Melissa McGehee and Emma Willoughby, University of Mississippi
Based on recent experiences within our own writing center, we would like to open up a roundtable conversation about how writing centers are managed. This includes two undergraduates' research into tutor reactions to different managerial styles.

H4.1 – Individual Session, Room 1052
Silver Beanbags and Other Ways to Use Space to Destigmatize Tutoring Sessions
Karen Head, Georgia Institute of Technology
Some students feel that going to a tutoring center is a public recognition of a deficiency (only bad students go there). We will discuss how "cool" spaces create one way we can subvert these feelings and connect with more students.

H4.2 – Individual Session, Room 1052
ASC and Ye Shall Receive: The Writing Studio as Academic Success Center Partner

Stacia Watkins, Anna Uselton, Patricia Denney, and Kayleigh Butterfield, Lipscomb University

> Transitioning the Lipscomb University Writing Studio to the Academic Success Center has presented operational, spatial, and sociological issues. We would like to examine the positive challenges discerned from comparing and contrasting the ARC to the former LUWS. Our methodology for analyzing these issues comprises student surveys, academic research, and self-observation.

H4.3 – Individual Session, Room 1052
Movin' on Up: Rejuvenating through Relocating

Austin Deray and Caroline Braun, Armstrong Atlantic State University

> AASU's Writing Center has recently become more effective by moving to a new location. We would like to know if our relocation experience is unique. Our research will show why some campus locations are preferable to others.

H5 – Workshop, Room 1053
Teaching Distractions: Complications for COMP Fellows and Faculty Members

Michelle Rushefsky and Kelly Concannon Mannise, Nova Southeastern University

> This is an interactive workshop that highlights the teaching distractions faced by a member of the COMP Fellows program at NSU. We will also discuss personal experiences from the faculty members' perspective that illustrate the advantages as well as the difficulties in an effort to strengthen the COMP Fellows program.

H6 – Roundtable, Room 1054
Who Works Here?: Incorporating Peer Tutors at the Two-Year College

Ariel Gunn and Rachel Lieberman, Hillsborough Community College

> This roundtable discussion will explore the integration of peer tutors into the two-year college writing center, focusing on the benefits and challenges of a model that employs both peer and professional tutors.

H7.1 – Individual Session, Room 2065

Corpus Linguistics in the Writing Center: Opportunities for Tutoring, Training, and Innovation

Leah Hampton, Asheville-Buncombe Technical Community College
This session applies corpus linguistics to the writing center. While a complex field of study, the tools associated can have profound, practical impact on tutor training and client sessions. Several corpora and free concordance softwares will be demonstrated. Bring laptops!

H7.2 – Individual Session, Room 2065

To Meet Growing Demands: Building a Bigger, Better Tutor Training Program

Brennan Thomas, Saint Francis University
This presentation will examine how the Saint Francis University Writing Center's newly revised tutor training program improved tutors' effectiveness and job satisfaction by broadening their knowledge of discipline-specific discourse conventions and writing center pedagogy.

H7.3 – Individual Session, Room 2065

"So, Maybe I'm Not a Procrastinator?": Writing Apprehension, Procrastination, and Tutor Training - Part II

Jane Bowman Smith, Winthrop University
Wendy Bishop suggests tutor training focus on writing apprehension. Tutor interns completed the Daly-Miller survey followed by freewriting, read about apprehension, and wrote a paper on their attitude toward academic writing in order to gain greater understanding of procrastination.

H8.1 – Individual Session, Room 2066

It's Not Like That Here: Being a New Faculty Writing Center Director at an HBCU

Vandana Gavaskar, Elizabeth City State University
How do writing centers function simultaneously as reflective of institutional history and as agents of much needed pedagogical direction? Such a positionality takes on new dimensions in the context of HBCUs where traditional pedagogy and writing center pedagogy based on student-centered learning may be at odds.

H8.2 – Individual Session, Room 2066

Critical Theory, Writing Center Pedagogy, and Invention

Graham Stowe, University of South Carolina

> This paper will investigate and interrogate the relationship between writing center pedagogy and critical theory, with special attention given to writing-to-learn strategies.

Concurrent Session I
10:15-11:15am, Saturday, February 23

I1 – Workshop, Room 1047

Reflecting on the Work We Do: Developing Consultant Training Manuals as Praxis

Karen Langbehn, Kate Pantelides, and Claire Stephens, University of South Florida

> This hands-on workshop, facilitated by a graduate student administrative team, provides specific strategies for engaging writing center directors and consultants in the collaborative development of customized training manuals.

I2 – Roundtable, Room 1048

The NC HBCU Writing Center Consortium: A Year Later

Dwedor Ford, Winston-Salem State University

Meredith Dodson, Shaw University

> Members of the North Carolina HBCU Writing Center Consortium will share with the SWCA community the work they have done since their SIG at the 2012 SWCA Conference in Kentucky.

I3.1 – Individual Session, Room 1049

Writing Center Assessment: Results from a Two-Year Plan

Scott Pleasant, Coastal Carolina University

> This session will cover the planning, implementation, and results of a two-year writing center assessment study. This quantiative/qualitative study employed a pre-/post-intervention model and evaluated papers both holistically and according to six specific categories.

I3.2 – Individual Session, Room 1049

Hidden Work: Re-examining the Center's Everyday Tasks in Light of Staffing Cuts

Jaclyn Wells, University of Alabama at Birmingham

> The presenter, a writing center director, reflects on how her writing center changed after elimination of a longstanding, full-time staff position. The presenter describes how losing this position exposed the center's "hidden work" and changed the director's and tutors' roles.

I3.3 – Individual Session, Room 1049

A Rhetorical Approach to Reinventing the Writing Center

Sara Smith, Pensacola State College

> A new director is reinventing a writing center that serves multiple campuses, each with a distinct population and personality. Viewing the need for a writing center as a rhetorical situation can generate an inclusive and adaptive discourse that defines, promotes, and unifies the center's mission.

I4.1 – Individual Session, Room 1052

The Writing Center Aquatic: Operating in Shark-Infested Waters

Deborah Reese, Armstrong Atlantic State University

> Some college students, instructors, and administrators express animosity toward writing centers. Frequently arising from theoretical, pedagogical, even personal disagreements, such animosity can take the form of verbal attacks. How might writing center professionals prepare for and react to oppositional confrontations?

I4.2 – Individual Session, Room 1052

Chronicles of a Resident Alien: Navigating the Writing Center for Students with Learning Disabilities

Kristin Klussmann, Beacon College

> Come learn how the Beacon College Writing Center utilizes assistive technology. As a Writing Consultant for students with learning disabilities, I am a resident alien; however, by utilizing assistive technology I have learned to navigate my way through the minds of my students.

I4.3 — Individual Session, Room 1052

How Podcasts Can Work for You

*Milya Delahaye and **Michael Ruther**, Kennesaw State University*

Podcasting transmits material in the condensed format students prefer in television shows and music. Using examples from their podcasting series "What Reality Television Teaches Us About Writing," presenters explain how podcasts break down the writing process into manageable steps accessible to students.

I5 — Roundtable, Room 1054

Self-Reflection and Moments of Decision

Ashley Bell Jones, Jeffrey Galin, Suzanne Sink, Dana Brown, and Peter Cava, Florida Atlantic University

The presentation highlights our study in progress, based on data collected from video recorded consultations. These consultations will be used for tutor self-reflection and for identifying moments of decision, which can be used for training and research regarding best practices.

I6 — Panel, Room 2065

Tutoring as Training for Aspiring Teachers at the UWF Writing Lab

Toni Holt, Ashley Massie, and John David Brown, University of West Florida

This session will highlight the ways in which the UWF Writing Lab functions as a preparatory system and training opportunity for lab assistants as future educators by way of interactive tutoring and paper reading services in one-on-one and group settings.

I7.1 — Individual Session, Room 2066

A Case for Incorporating Information Literacy into the Consultant-Training Curriculum

Glenda Conway, University of Montevallo

This presentation proposes methods for incorporating information literacy theories and practices into the consultant-training curriculum. In addition, it provides reflective analyses of scenarios during which writing center sessions present opportunities for assisting students in meeting the standards commonly associated with information literacy.

17.2 – Individual Session, Room 2066
The Role of Identity in Academic Writing

Jasna Shannon, Coker College

With a more culturally diverse student population, the question of identity in writing is becoming more critical. This presentation will examine the roles national and cultural identity play and how our identity shapes interpretations or assessment of academic writing.

17.3 – Individual Session, Room 2066 Tutoring a Postdisciplinary Culture: Emerging Systems of Disciplinarity in Writing Center Practice

Juliette Kitchens, Nova Southeastern University
Julie Hawk, Georgia Institute of Technology

This session rearticulates the postmodernity of writing center work through postdisciplinarity, suggesting the possibility to reconcile previously constructed contradictions within writing center practice and institutional culture through current pedagogical approaches to tutoring and new re/visions of writing center spaces.
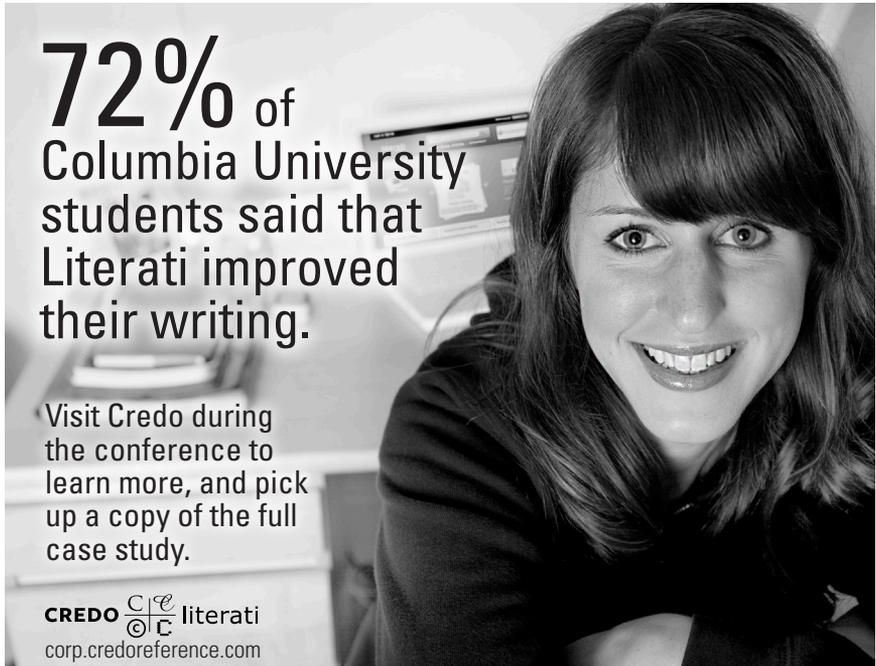
STATEWIDE MEETINGS
11:30am-12:00pm, Saturday, February 23

Join your SWCA state representatives for an update about current events, issues, and opportunities in your state. Each state representative will facilitate an engaging discussion and provide opportunities to pose questions and ideas about topics important to you as a member of SWCA. Statewide meetings are open to everybody!

SM1 – Alabama, Room 1047
Tony Ricks, Athens State University

SM2 – Florida, Room 1124 (Knight Auditorium)
Kate Pantelides, University of South Florida
Karen Langbehn, University of South Florida

SM3 – Georgia, Room 1049
Beth Burmester, Georgia State University
Eliot Rendleman, Columbus State University

SM4 – Kentucky, Room 1052
Scott Whiddon, Transylvania University

SM5 – Mississippi, Room 1053
Brad Campbell, Mississippi State University

SM6 – North Carolina, Room 1054
Sara Littlejohn, University of North Carolina – Greensboro
Brandy L. Grabow, North Carolina State University

SM7 – South Carolina, Room 2065
Jennifer Kunka, Francis Marion University
Graham Stowe, University of South Carolina

SM8 – Tennessee, Room 2066
Stacia Watkins, Lipscomb University

SM9 – Virginia, Room 1048
Sharon Zuber, College of William and Mary

LUNCH
12:00-1:15pm, Saturday, February 23,
Carl DeSantis Bldg. Courtyard
Sponsored by Cengage Learning

SL1 – Workshop, Room 1048

Introducing Mindtap

Cengage Learning

MindTap is the first of its kind! A fully digital, personal learning experience that engages students with interactivity and custom content while supporting differentiated learning styles as it offers instructors and students a choice in content and learning tools. Whether a user is interested in making their own notes and flashcards or they want to view a lecture and connect using social media, MindApps are an innovative way to do more than ever before with your course. MindTap is ideal for use in a writing lab, empowering students by providing anytime, anywhere access to all course materials, and now access is even available directly from an LMS through an innovative service known as MindLinks. This session will explore the flexible options that improve student outcomes using MindTap as the method of delivering student-centered course solutions to your specific needs.

CONCURRENT SESSION J
1:30-2:30pm, Saturday, February 23

J1 – Workshop, Room 1047

Expanding the Work We Do: Non-Traditional Sessions in the Writing Center

Sarah Rivas and Tom Cruz, Middle Tennessee State University

This workshop will explore how writing center administrators and tutors can use non-traditional tutoring sessions to further the mission of their centers. These sessions include speech preparation, conversation, long-term tutoring, grant writing, multi-modal projects, and standardized test preparation sessions.

J2 – Panel, Room 1048

Building a Developmental/Basic Writer Community: What Writing Centers and Writing Programs Can Learn from Each Other

Chris Gebhardt, Daytona State College

Megan O'Neill, Stetson University

> How should developmental/basic writers immerse themselves in the college writing experience? This panel examines how a Florida state college's writing center and a private Florida university's writing program apply different pedagogical strategies, with strikingly similar outcomes, to this question.

J3 – Workshop, Room 1049

When Zombies Attack: The Tutor Survival Guide for the Work We Do

Brooke Rogers, Ashley Humphries, Tiara Felder, Elizabeth Legendre, and Jennifer Coker, Francis Marion University

> During this engaging interactive session, we will enact skits to illustrate how to manage the following tutor survival challenges: 1) "The Text Apocalypse," 2) "Unwanted Mating Rituals," 3) "Zombie Week," 4) "Validation Requests," and 5) "Traps and Infections."

J4 – Panel, Room 1052

Finding Common Ground: The Use of Shared Community Experiences in the Tutoring Session

Caitlin Kelly, Chloe Golden, and Ashley Lee, Brenau University

> This panel will present methods for training tutors to work with students from various campus groups. The training will focus on lessons learned from within the tutors' communities, thus better equipping them to work alongside tutees as fellow community members.

J5 – Roundtable, Room 1053

The Work We Do: Community Outreach in the Georgia State University Writing Studio

Kelly Elmore, Sarah Dyne, Helen Cauley, and Sam Jakobeit, Georgia State University

> This session will focus on outreach initiatives the Writing Studio has enacted, including prison, high school, and peer tutoring, as well as tutoring full-time employees. We will discuss the successes and difficulties of these programs and encourage conversation about the writing center in the community.

J6 – Roundtable, Room 2065
Where Theory Meets Practice: Tutoring ELL without ELL Training

KC Culver, Zach Hickman, and April Mann, University of Miami
From idioms to rhetorical expectations, ELL clients require a wide range of support. This session focuses on helping tutors who don't have ELL training provide that support more effectively, while simultaneously considering how traditional writing center philosophies can be adapted for ELL sessions.

J7.1 – Individual Session, Room 2066
Developing Writing Center Staff as Professionals and Leaders

Brian McTague, Virginia Commonwealth University
Recognizing our responsibility to student workers goes beyond training them to do writing center work, I will discuss ways to develop staff as team leaders, as well as help them build professional opportunities to make them more marketable upon graduation.

J7.2 – Individual Session, Room 2066
Expanding the Writer-Tutor Relationship: Small Group Pedagogy and Writing Centers

James Berkey, Duke University
This presentation will explore the strategies, benefits, and challenges of small group tutoring. Small group tutorials can provide a collaborative setting in which students and tutors build on each other's strengths in order to improve individually as writers and tutors.

J7.3 – Individual Session, Room 2066
Confidentiality and Collaboration: Tutoring Between Writing Center and Classroom

Noah Mass, Georgia Institute of Technology
How do we maintain a successful balance between confidentiality for students and collaboration with instructors? This presentation will explore the complex intersection of privacy in tutoring sessions and the facilitation of instructor goals for students.

CONCURRENT SESSION K
2:45-3:45pm, Saturday, February 23

K1.1 — Individual Session, Room 1047
Standpoints on Writing in College Composition
Connecting Radical Teaching to Radical Tutoring

John Gillette, New College of Florida

> This presentation explores Feminist Standpoint Theory. I will explore writing evaluation and tutoring strategies, including 'voice,' argument and support, as well as tutoring. I will develop a matrix with terminology and options for a standpoint heuristic for students and tutors.

K1.2 — Individual Session, Room 1047
Working as Professionals:
Perceptions of Generalist Writing Tutors and Writing Fellows

Sara Stanley, Nova Southeastern University

> This presentation explores and analyzes the perceptions of writing center professionals who work as both generalist writing tutors and writing fellows. The presenter will deliberate the effectiveness of various writing center models based on the implications of professionals' experiences in the field.

K1.3 — Individual Session, Room 1047
Fostering Independence: Working to Preserve Writer Originality in the Midst of University Transition

Cristine Busser, Nova Southeastern University

> This presentation questions if writing centers are doing enough to mitigate the vulnerability of early college writers during their transition into a university community by combining the study of community discourse acquisition with that of language authority influence.

K2.1 — Individual Session, Room 1049
Designing Workshops on Sentence-Level Issues for English Language Learners

Margaret Swezey, Duke University

> This talk focuses on designing workshops on sentence-level issues, such as qualifying language and sentence structure, so as to present practical information and provide ELL participants with low-stakes, fun activities to practice writing or otherwise apply concepts in the workshop.

K2.2 — Individual Session, Room 1049
The Circle of Concerns Writing Consultation Model

Cathleen Modlin, Virginia Commonwealth University

> By reconsidering the notion of hierarchical layers of concern in writing, this model presents an innovative perspective on facilitating well-developed writing for ELL students. In this session, the model will be presented, demonstrated, and discussed.

K3.1 — Individual Session, Room 2065
Rethinking Grammar Instruction: Empowering Tutors to More Comprehensively Address Tutees' Needs and Concerns

Karen Head, Georgia Institute of Technology

> Historically, the approach for tutoring students has been to focus last on grammatical and mechanical issues; consequently, it may be time to reconsider how insisting on this approach marginalizes tutees' concerns.

K3.2 — Individual Session, Room 2065
The Work We Do with Cognitive Thinking Skills

Robert Sanzone, Deerfield Windsor School

> Writing center tutors and English instructors are seeing low levels of cognitive thinking in college freshmen who write papers with a single, correct answer in mind. Surveys administered in 2007, 2009, 2010, and 2011 suggest that this is widespread. My presentation will address how tutors and English instructors in general can help prepare and assist freshmen towards developing critical thinking skills.

K3.3 – Individual Session, Room 2065
Mind full?: Making Room for Mindful Learning in the Writing Center
Brooke Wheeler, Duke University

Harvard psychologist Ellen Langer's research on mindful learning supports the writing center practices of considering an outside reader's perspective and looking closely at writing. How can tutors further facilitate mindful learning through discussion of options and ambiguity during tutoring sessions?

K4 – Workshop, Room 1052
Venturing into the Realm of Journalism: Tutoring Your Student Newspaper Staff
Alexis Johnson and Justin McGee, Francis Marion University

In this session, we will show the benefits of a close collaboration between a university's writing center and its student newspaper. We will then lead an inverted pyramid exercise and discuss frequently asked questions about AP format.

K5 – Special Interest Group (SIG) – Room 1053
Special Interest Group: Antiracist Activism
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 anti-racist work in our region, and set new goals for the upcoming year.

K6.1 – Individual Session, Room 2066
"What Do You Want to Say?": Techniques of Tutors in a Digital Age
Shannon Holst and Anthony Eberhardt, University of West Florida

This session will reveal multiple methods for engaging students in interactive paper-reading and tutoring sessions through the use of new media, specifically how using social networking sites, texting language, and online databases in grammar instruction appeals to today's digitally-conditioned students.

K6.2 – Individual Session, Room 2066

Finding the Surprise in Every Line: Peer Tutoring
the Creative Writer

Alex Muller, Winthrop University

This presentation examines a set of Higher Order Concerns for
the creative writing tutorial—specifically structure/organization,
development, and voice/language—exploring how the peer tutor
may objectively evaluate and critique a student's poetry and creative
prose.

K6.3 – Individual Session, Room 2066

Thinking about Sensing How We Feel about Intuiting:
The Importance of Tutors' Awareness of Their Own
and Others' Personality Types

Mirielle Smith, Winthrop University

Personality types are a significant factor for tutors to be aware of
in their tutees' writing and reception of criticism and in their
approaches to tutoring. This session will discuss the characteristics
and role of the sensing/intuiting and thinking/feeling subsets.

NDSU | ENGLISH

PhD

Rhetoric, Writing, and Culture

Established in 2009, we seek applicants who want to embrace the diversity of English Studies and help shape a vibrant new doctoral program. Students complete coursework in rhetoric, writing studies, literature, and linguistics. Graduate Instructors will have access to pedagogy courses in composition, writing in and across the disciplines, and literature; PhD candidates teach in the Upper-Division Writing curriculum.

MA

Literature

The literature track of our MA degree has a long track record of producing thoughtful, successful scholars and citizens. We seek students who are looking for a broad experience: course work in contemporary and historical fields; American, British, Irish or Postcolonial literatures; literary theory; and pedagogy of teaching literature and teaching writing. Students exit prepared to continue their studies in English or other fields, seek a professional degree, or enter the workforce in various capacities.

Writing Studies

Writing Studies at NDSU has grown along with the field. We seek students who are interested in rhetoric, new media, technical communication and service learning, as well as composition history, theory, and research. Students leave prepared to continue their studies in English or other fields, seek a professional degree, or enter the workforce in various capacities.

Faculty

The department's faculty is balanced, with considerable overlap in interest. Gender studies, linguistics, posthumanism, and the new formalism are some of the clusters of interest that allow students to approach their studies and research projects in literature or writing studies with support from the faculty in both scholarly areas. The department brings in a "Summer Scholar" to augment the local talent.

www.ndsu.edu/english

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