

Southeastern Writing Center Association

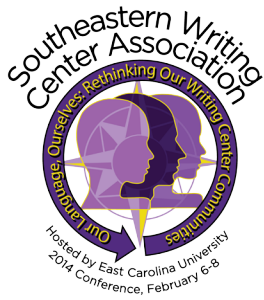
Southeastern Writing
Center Association



Hosted by East Carolina University
2014 Conference, February 6-8

2014 Conference
February 6-8

Hosted by East Carolina University



Conference Chairs

Will Banks, PhD, East Carolina University
Nikki Caswell, PhD, East Carolina University

ECU Conference Planning Committee

Kerri Bright Flinchbaugh, East Carolina University
Erin Herrmann, East Carolina University
Jennifer Sisk, East Carolina University
Stephen Poole, East Carolina University
Christina Rowell, East Carolina University
Kristi Wiley, East Carolina University
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<i>Emily Ewing</i>	<i>Valerie Tunnell</i>
<i>Evelyn Inestroza</i>	<i>Scarlett Salter</i>

Welcome from the Conference Chairs

SWCA Community,

Welcome to Greenville, North Carolina, and to East Carolina University! We are excited to invite you to our Writing Center, located in Joyner Library at ECU, and to SWCA's 2014 conference. We'd like to extend a special welcome to all first time SWCA conference attendees. We hope that your first conference experience is a memorable one and that you share your experiences with the rest of your writing center staff.

Over the next three days you'll hear participants investigate what it means to be a community and what our language and practices say about ourselves as a community. The conference theme, "Our Language, Ourselves: Rethinking Our Writing Center Communities," allows us to step back and rethink what we project, and what we want to project, to those who are not yet a part of our community. Scattered throughout the program are more than 25 sessions that directly engage with our Critical Question Strand. In addition, there are over 100 individual, panel, poster, roundtable, and workshop sessions that invite you to reflect on writing center communities.

The ECU University Writing Center will serve as our interactive conference hub. Here you have the opportunity to further engage in conversations and activities connected to our Critical Question Strand. You can stop by at any time and participate in ongoing, hands-on activities related to oppression, ability, race, sexuality, gender and class. UWC Consultants will be happy to help if you have any questions. They will be easy to spot because of their purple UWC shirts!

We'd like to say thanks to everyone who made this conference possible. A huge "Thank You" to Dr. Jeffrey Alejandro and his team, to Joyner Library, the SWCA Board, the ECU UWC Consultants, and the faculty, staff, and graduate students from the Department of English. And thanks to all of you for your continued support of writing center work and the SWCA region.

We hope you enjoy your conference. Welcome!

Your 2014 SWCA Conference Chairs,

Will Banks, PhD
Director, University Writing Program
Department of English
East Carolina University

Nikki Caswell, PhD
Director, University Writing Centers
Department of English
East Carolina University



Dr. Vershawn Ashanti Young
Keynote Speaker

Dr. Vershawn Ashanti Young (Dr. Vay) grew up in Chicago’s housing projects and went on to earn three advanced degrees: master’s degrees in performance studies and educational administration, and a doctorate in English. He is currently Associate Professor in the Department of English at the University of Kentucky. He is an expert of the contemporary African American experience. He is particularly interested in issues dealing with African American language, literature, gender (masculinity), and performance/performativity. He attributes his success to his mom, who demonstrated the value of education by putting herself through college and graduate school when he was young, and his teachers, who recognized his desire to learn and pushed him to do well. But the path wasn’t always easy. Young often felt obligated to downplay his African American characteristics in



order to be taken seriously. Because of that challenge, he studies black “performances” and is making an argument for integrating black English into academic settings.

Dr. Vay is currently completing a book about black men, gender anxiety, and the American Dream, which focuses on Barack Obama, playwright August Wilson, and director/producer Tyler Perry. He is also the author or editor of various books including:

Other People’s English: Code-Meshing, Code-Switching, and African American Literacy (Teachers College Press, 2013)

From Bourgeois to Boojie: Black Middle-Class Performances (Wayne State Up, 2011)

Code-Meshing as World English: Pedagogy, Policy, Performance (NCTE, 2011)

Your Average Nigga: Performing Race, Literacy, and Masculinity (Wayne State University Press, 2007)



Celebrating
Christine S. Cozzens



Christine S. Cozzens is the Charles A. Dana Professor of English, chair of the Department of English, and director of the Center for Writing and Speaking at Agnes Scott College. She received her BA and MA from Stanford University and her PhD in English from the University of California at Berkeley. Before coming to Agnes Scott in 1987, she taught at Harvard University, Wheaton College (MA), and Emory University. She has been working in writing centers since 1975, first as a tutor, later as a faculty adviser, and since 1988 as a director. She has led workshops on teaching and tutoring writing at Georgia State University, Oxford College, University of Tennessee at Martin, Emory University, Mercer University, Brenau University, Oglethorpe University, Millsaps College, and The Paideia School, and she has given readings of her creative works for

many different audiences. At Agnes Scott, Cozzens teaches a variety of writing courses, including the nonfiction sequence in the creative writing program, as well as courses on nineteenth-century British literature and Irish literature. She also leads student trips to Ireland with a focus on literature, film, and history. Her essays about travel, writing, Ireland, and other subjects have appeared in *The New York Times*, the *Boston Globe*, the *Baltimore Sun*, *Cara, Ireland*, the *Atlanta Celtic Quarterly*, the *Writing Lab Newsletter*, *Abroad View*, and the *Agnes Scott Alumnae Magazine* and in several edited collections. She coauthored a history of Agnes Scott College entitled *A Full and Rich Measure* and coedited *School Stories*, a collection of stories about The Paideia School. A board member of the Southeastern Writing Center Association since 1989, she has also served as editor of *Southern Discourse*, Publication of the Southeastern Writing Center Association From 1997 to 2014.

2013-2014

SWCA Executive Board

President: *Laura Benton, Caldwell Community College & Technical Institute*
Vice President: *Russell Carpenter, Eastern Kentucky University*
Secretary: *Daniel White, Mississippi College*
Treasurer: *Leslie Valley, Eastern Kentucky University*
Rep at Large: *Karen Keaton-Jackson, North Carolina Central University*
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Community College Rep: *Suzanne Previte, Volunteer State Community College*
Secondary School Rep: *Kathy Palacio, Monsignor Edward Pace High School*
Outreach Coordinator: *Caty Chapman, Middle Tennessee State University*
Webmaster: *Shanti Bruce, Nova Southeastern University*
Southern Discourse Editor: *Christine Cozzens, Agnes Scott College*

State Representatives

Alabama: *Tony Ricks, Athens State University*
Florida: *Karen Langbehn, University of South Florida*
Georgia: *Eliot Rendleman, Columbus State University*
Kentucky: *Scott Whiddon, Transylvania University*
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*

2014-2015

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Secretary: *Daniel White, Mississippi College*
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Past President: *Laura Benton, Caldwell Community College & Technical Institute*
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Rep at Large: *Nikki Caswell, East Carolina University*
Community College Rep: *Suzanne Previte, Volunteer State Community College*
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North Carolina: *Brandy L. Grabow, North Carolina State University*
South Carolina: *Graham Stowe, University of South Carolina*
Tennessee: *Gary Jaeger, Vanderbilt University*
Virginia: *Sharon Zuber, College of William and Mary*



Department of English Graduate Programs Thomas Harriot College of Arts and Sciences

MA in English

The Master of Arts in English is a 33-semester-hour program that offers both a thesis and nonthesis option. The program is unique in the wide variety of experiences and opportunities provided to the students. Students gain real-world experiences in teaching, tutoring, editing, publishing, and contributing to scholarly and community engagement projects.

The MA program offers specialization in English Studies; Creative Writing; Linguistics; Literature; Multicultural and Transnational Literatures; Rhetoric and Composition; Teaching English to Speakers of Other Languages (TESOL); and Technical and Professional Communication. Both the Multicultural/Transnational Literatures and Technical/Professional Communication concentrations are also offered online.

PhD in Rhetoric, Writing, and Professional Communication

The PhD program encourages students to combine theory and practice in the study of rhetoric, writing, and professional communication. Focusing on public and community rhetorics across genres and media, the program provides future scholar-teachers with diverse, well-supported research and pedagogical experiences and fosters professional development within intellectual and professional communities.

Contact Information

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Director of Graduate Studies
Department of English
252-328-6660, eblem@ecu.edu
<http://www.ecu.edu/english/graduate/>



Award Winners

Summer 2013 Christine Cozzens Research Grant and Initiative
Nikki Caswell, East Carolina University, "Integration of Day books into the Writing Center for Reflection and Assessment of Tutors' Work and Development"

Winter 2014 Christine Cozzens Research Grant and Initiative
Scott Whiddon, Transylvania University, "Writing Fellows Pilot Study"

Gary A. Olson Scholarships
James Truman, Auburn University
Caroline Redmond, Bryan University

Tom Waldrep Scholarships
Jennifer Marciniak, University of Louisville
Clara Busby, University of Alabama-Birmingham

Travel Scholarships
Emily Howson, St. Augustine's University
Denise Sawyer, NC State University
Cecilia Shelton, St. Augustine's University
Mandy Subr-Systema, Emory University

SWCA Awards
Achievement Award: *Kevin Dvorak, Nova Southeastern University*
Graduate Tutor Award: *Jennifer Marciniak, University of Louisville*
Professional Tutor Award: *Joy Bracewell, Georgia Institute of Technology*
Undergraduate Tutor Award: *Alison McCarter, Georgia Southwestern State University*

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 Speaker

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.



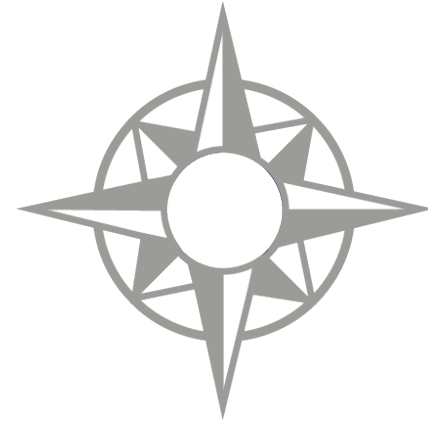
SWCA Award Winners

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



Critical Question Strand

Sessions marked by this icon represent presentations that are linked to the Critical Question Strand.



Exploring a Critical Question

If you remember from the CFP, we had a Critical Question Strand. In this program, you'll find sessions that fit the Critical Question Strand marked with a special icon. For the past year, the ECU writing center has had a number of conversations on the threads of oppression within the critical question strand. We want to share what we've learned with you and have you help us push our thinking more. We've made the University Writing Center our interactive conference hub. Here you'll find current UWC consultants leading different activities all around the Critical Question Strand. One of our activities includes a graffiti wall whereas another engages you in thinking about privilege. So if you have a few minutes between sessions or show up to campus mid-session, come think with us.

Schedule of Events

Thursday, February 6

Registration | 8:00–5:00 pm
 SWCA Board Meeting | 9:00–11:30 am
 9:15–10:15 | SWCA Board State Representatives Meeting
 10:30–11:30 | SWCA Board Committee Meetings
 Session A.....10:00–11:00am
 Session B.....11:15–12:15pm

 Lunch.....12:15–1:15pm

 Session C.....1:30–2:30pm
 Session D.....2:45–3:45pm
 Session E.....4:00–5:00pm

 SWCA Opening Reception..... 6:00–8:00pm

Friday, February 7

Session F.....8:00–9:00am
 Session G.....9:15–10:15am

 Poster Session & Morning Break.....10:15–10:45am
 State Network Meetings.....10:45–11:30am
 SWCA Awards Luncheon.....11:30–1:00pm

 Session H.....1:15–2:15pm
 Session I.....2:30–3:30pm
 Session J.....3:45–4:45pm

Friday Reception @ City Hotel & Bistro | 5:30–8:30pm
 Cash Bar5:30–6:00pm
 Keynote Speaker: Vershawn Ashanti Young6:00–7:00pm
 Reception7:00–8:00pm

Saturday, February 8

SWCA Incoming Board Meeting | 8:00–10:00am

 Session K.....9:00–10:00am
 Session L.....10:15–11:15am
 Session M.....11:30–12:30pm

 Special Event: Bowling.....3:00–5:00pm
 Special Event: Pub Crawl.....6:00–8:00pm



Make plans to attend



Southeastern Writing Center Association 2015 Conference

*Identities in Consultation:
 Diversity in the South
 and Beyond*

February 19-21, 2015

**Lipscomb University
 Nashville, Tenn.**

Call for Papers Deadline:

October 10, 2014

Visit www.iwca-swca.org
 for details.

Join us as we address:

What does it mean to be “southern” in a country where regionalism is becoming less important?

How do we begin to understand emerging educational communities?

What is the evolving function of a writing center?

And more!

Session A | Thursday, February 6 | 10:00–11:00 am



Individual Session Rm 1020

A.1 Expanding Consultant Identities

Developing Personal Consulting Identities Within the Classroom

This presenter works towards an understanding of how classroom-based writing consultants develop personal consulting identities within the social context of their classrooms as she discusses the various ways in which writing consultants proactively and reactively construct their identities and negotiate their multifaceted roles.

Janine Butler, East Carolina University

Beyond Communication Differences: Issues of Gender and Comfort

Some students who visit a writing center experience serious discomfort when placed in one-on-one environments with a member of a certain gender. This discomfort towards a specific gender goes beyond communication differences; it can be caused by psychological reasons, such as childhood experiences, past relationships, or trauma.

Lauren Miller, Winthrop University

Tutoring Towards Academic Honesty

It is ethical for tutors to educate students about the adverse consequences of plagiarism, whether intentional or accidental. Moreover, it is ethical for tutors to check student papers for consistent fluency and tone, two important features of academic writing. How can anti-plagiarism tutoring strategies enhance the quality of tutoring?

Deborah Reese, Armstrong Atlantic State University

Roundtable Rm 1014

A.2 Religion, Politics, Race, and Sex: Talking about Controversial Topics on the First Date

When it comes to first dates, some topics are considered dangerous to talk about, but writing center professionals still have to negotiate the tension caused by disagreements with students they just met. Writing center professionals will lead a discussion about what constitutes appropriate reactions to these disagreements.

Michael Ruther, Kennesaw State University

Carolyn Buonomo, Kennesaw State University

Christine Ghattas, Kennesaw State University

Panel Rm 1415

A.3 Emotions in the Writing Studio & Classroom

Getting Emotional: Student Emotions in Writing Center Spaces

Based on a pilot study I am performing, I will address students' pre-session and post-session emotions and the potential for correlation between the two. The study also evaluates moments of emotion during a session with a Writing Consultant. My research focuses on the emotions resulting from a Writing Center/Studio session.

Christina Rowell, East Carolina University

Feeling Silenced: Consultant Emotion in Writing Center Sessions

This presentation explores Writing Center sessions that silence the consultant. In my research, I found that consultants, in particular those who recognize racist rhetoric in student writing, lack the rhetorical skills to respond to students. This inability to guide students away from racist rhetoric not only reduces the credibility of the Writing Center but also reinforces the dominant culture and its practices.

Wonderful Faison, East Carolina University

Situating Emotion in the Transition from Consultant to Teacher

This presentation explores how emotion is situated and transformed in the transition from the consultant to teacher. I will focus on my experiences with transferring consultant emotion from the writing center to the classroom, with the goal of fostering a reciprocal ethic of care and transforming the classroom space into one of comfort and emotional safety.

Jesse Gay, East Carolina University

Special Interest Group Rm 1008

A.4 Social Media and Writing Studios

Advertising and student recruitment for writing studios can be a challenge across disciplines. This SIG is designed to discuss current institutional positions on using social media for writing studio advertisement and to encourage implementation of such tools for recruitment and advertising purposes.

Abigail Scheg, Elizabeth City State University

Workshop (2 hours) Rm 1418

A.5 Creating Space for Diverse Students and Consultants through Awareness and Action Plans

This workshop will help writing center personnel 1) identify and define the ways in which their campuses and centers are diverse, 2) become aware of the needs of diverse students and consultants in the center, and 3) learn ways of addressing these needs through the creation of action plans.

Trixie Smith, Michigan State University

Matthew Cox, East Carolina University

Workshop (2 hours) Rm 2508

A.6 Writing Center Tech Time

What media tools and digital resources are available, and how do we best use them in our writing centers? In this workshop, participants will bring tablets, smartphones, or laptops and engage in a evaluative discussion and creative, collaborative wiki to share tech tools and strategies. #wctechtime

Joy Bancroft, Daytona State College

Workshop (2 hours) Rm 2409

A.7 What Does It Mean to Be Culturally Competent in the Writing Center?

This workshop addresses tools tutors can use to master cultural competency. How do we recognize when our worldview becomes a hindrance to the student-tutor relationship? Learning to assist students in the context of their own cultural framework creates a writing center in which controversial conversation can be more effectively approached.

Sherri-Anne Forde, Kennesaw State University

Milya Delahaye, Kennesaw State University



Session B | Thursday, February 6 | 11:15 am–12:15 pm



Individual Session Rm 1020

B.1 Administration @ the Center

New Center, Old Coordinator

This presentation examines the experiences of a writing center ‘veteran’ returning to the field after seven years of classroom teaching in order to establish a new center that is also the focus of the college’s QEP. Can we actually build community while satisfying a mandate to do so?

Debra Burdick, Alamance Community College

Final Report on a Multi-Year WC Assessment Plan at Coastal Carolina University

This presentation will summarize the methods and findings in a multi-year Writing Center assessment plan at Coastal Carolina University. This quantitative assessment plan involved blind grading of pre-intervention and post-intervention papers by an objective panel of readers.

Scott Pleasant, Coastal Carolina Community College

Writing as Dialogue: Lipman’s Community of Inquiry in the Writing Center

How important is what we say about our Writing Programs? Does it affect the way students and teachers conceive writing? What effect do our words have in the impact of our Writing Program? This presentation will question how our own conceptions may interfere with the success of our programs by analyzing five examples in the context of Latin American Universities.

Abigail Villagran Mora, UPAEP



Panel Rm 1415

B.2 Common Ground: How Writing Centers Share Space and Community

In this panel, we’ll share our experience from a faculty panel discussion that we hosted in the fall in which we sought to answer the question ‘What makes a paper good?’ Based on our experience and observations from this cross-community discussion, three members of our Writing Center community will invite two members from the audience to join us—forging a new community—to discuss how Writing Centers can work across disciplines to identify and connect with ever-changing campus populations.

Allison Bennett, Methodist University
Robin Greene, Methodist University
Baylor Hicks, Methodist University
Celena Brock, Methodist University
Rebecca King, Methodist University



Panel Rm 1008

B.3 Creating a Student Community in the Writing Center

A Writing Center should be a place where students feel safe to express themselves, make mistakes, and learn about writing without having to worry about grades. How does a writing center create a sense of community and make the student feel like it is a safe space, rather than merely an extension of the classroom?

Maggie Morgan, North Carolina Central University
Audrey Paquette, North Carolina Central University
Scott Theriault, North Carolina Central University



Panel Rm 1014

B.4 The Language of Auto-Oppression: Self Efficacy and Combating Doubt in the Writing Center

We propose to present a panel addressing client expressions of self-doubt in the writing center. Presenting this problem through the sociological and psychological application of language will allow us to discuss how the words students choose express different forms of auto-oppression and address practical solutions to boost clientele self-confidence.

Marianne Minton, Appalachian State University
Kevin Hagan, Appalachian State University
Joe Beard, Appalachian State University



Panel Rm 1019

B.5 Creative Writing Techniques for the First Year Writer Writing the Personal Narrative

This panel focuses on creative writing techniques that may be beneficial to first year college writers as they write the personal narrative, normally the first assignment in the composition classroom, and the reflective essay. We will discuss Freytag’s Triangle, the differences between ‘scene’ and ‘summary’, and different story structures that novice writers might find useful.

Aaron Geer, East Carolina University
Stephanie Smith, East Carolina University
Tim Buchanan, East Carolina University
Shane Combs, East Carolina University
Sabrina Westerman, East Carolina University

Lunch | 12:15–1:15pm

Lunch tickets have been provided in your registration packets. You may use these at West End Dining Hall. Directions and a map are located in the back of the program.

Session C | Thursday, February 6 | 1:30–2:30 pm



Panel Rm 2409

C.1 Days of Our Consultant Lives: Using Daybooks in the Writing Center

With the support of the CCRGI grant, we integrated daybooks into our centers. We present the results of our research question: How can the integration of daybooks within the UWC demonstrate the growth of consultants? In what ways can daybooks be used as a means of assessment for UWC consultants?

Nikki Caswell, East Carolina University
Kerri Flinchbaugh, East Carolina University
Erin Herrmann, East Carolina University



Roundtable Rm 2508

C.2 When Oppressive Language Comes A-Callin': A Critical Analysis of Shared Expectations from a New Perspective

Students ask us to help 'make my paper right.' After decades of process writing, instructors and students at an HBCU remain focused on grammar and mechanics. In 'Should writers use their own English?' Vershawn A. Young discusses marginalized voices, but what if all the voices in the conversation are culturally marginalized?

Kathi R. Griffin, Jackson State University
Summer E. Graves, Jackson State University
Kathleen Turner, University of Mississippi - Tupelo



Roundtable Rm 1004

C.3 "For We're All Jolly Good Fellows": Course-Embedded Writing Support and Development

This workshop allows faculty, staffers, and consultants already engaged in or in the process of considering course-embedded writing support (often referred to as "fellows" or "associates" programs) to come together and discuss the strengths and challenges that come with such an arrangement.

Scott Whiddon, Transylvania University
Russell Carpenter, Eastern Kentucky University
Kevin Dvorak, Nova Southeastern University
Sophia Gourgiotis, Nova Southeastern University



Roundtable Rm 1415

C.4 What We Did on Our Summer Vacation

In this "how-to" session, the presenters demonstrate how to get messages about good writing beyond the writing center to support students and faculty by using screencast technology and Videoscribe-created tutorials as well as using Google Drive for online peer review.

Beth Vincelette, Old Dominion University
Sharon Zuber, The College of William and Mary



Session Rm 1019

C.5 Language, Dominance, and Accessibility

Seeing Both Sides: Tutor and ELL Student Responses to Dominance in Tutorials

This presentation uses research conducted with ELL students engaged in semester-long pairings with tutors. With video footage of students and tutors responding to questions as they watch video from a previous tutorial, the presentation allows writing center affiliates to see ELL students and tutors reflect on their experiences.

Daniel White, Mississippi College
Lingshan Song, Mississippi College

'Hub? You're Speaking a Different Language': How to Make Writing-Language Accessible

Sometimes the student you're tutoring may seem pretty alien to you. Relating to students can be challenging, especially if you feel like you're speaking a different language. I will discuss how a tutor can get to know a student, pinpoint language the student will understand, and create a relatable example.

Ashley Moore, Winthrop University



Individual Session Rm 1020

C.6 "Spaces" for Reflection

#MyNoelStudio: Using the Writing Center as 'Neutral' Space

As writing centers move away from traditional spaces to non-discipline specific spaces, students have established community ownership of writing centers by converting them to neutral spaces, housing organizational meetings, activities, and checkpoints to serve communities that were previously "spaceless." This presentation focuses on those students and organizations, their reasons for choosing the Noel Studio as developing grounds, and how they utilize the space for the betterment of their communities.

Michael Deaton, Eastern Kentucky University

Portfolios and Action Plans

Honoring writing center roots in experiential education and the importance of reflection to that pedagogy, our center is refining two reflective tools: the portfolio for writers with regular weekly sessions and the action plan for individual sessions. We will share what these tools reveal about student learning in our center.

Julie Wilson, Warren Wilson College
Taylore Huntley, Warren Wilson College



Workshop (2 hours) Rm 1418

C.7 Embodied Literacies: Composing Ourselves through Improvisation

Participants will explore connections between bodies and language through participation in and dialogue around improvisation. In drawing attention to embodied experiences of our words, we will consider Writing Centers as potential sites for reclaiming material experiences of writing as connected to ourselves and not as disembodied assignments, papers or robo-zombie-responses.

Lacy Manship, UNC-Charlotte
Lil Brannon, UNC-Charlotte

Session D | Thursday, February 6 | 2:45-3:45 pm



Roundtable Rm 2409

D.1 Are We only Talking to Ourselves? The Marginalizing Nature of WC Language in Practice

In this roundtable discussion, presenters will offer 4-5 minute position statements on the potential impact of writing center language and practices on the various communities that we strive to serve and with whom we collaborate. Discussion will focus on WC scholarship, common practices, marketing, assessment, policies, and institutional relationships.

Leslie Valley, Eastern Kentucky University
Trenia Napier, Eastern Kentucky University
Meghan Robinson, Eastern Kentucky University
Zachary Griffith, Eastern Kentucky University
Chris Foley, Eastern Kentucky University
Zac Lewis, Eastern Kentucky University
Daniel Floyd, Eastern Kentucky University



Panel Rm 1415

D.2 Student Misconceptions

The presenters will examine conceptions of writing studios in the context of East Carolina University, where students and faculty have two different “writing centers”: a First Year Writing Center and a University Writing Center.

Danielle Lake, East Carolina University
David Sudzina, East Carolina University
Chris Urban, East Carolina University
Thomas Cox, East Carolina University



Panel Rm 2508

D.3 Informed Writers, Informed Designers: Peer Consulting Strategies for Multimodal Compositions

As students bring increasing numbers of multimodal compositions into the writing center, peer consultants will be expected to incorporate multimodal consulting strategies into their work. Based on needs expressed by instructors regarding these assignments, we will offer strategies and tips for peer consultants who seek to practice informed multiliterate consulting.

Stacy Wilder, University of North Carolina-Greensboro
Shaquana Suggs, University of North Carolina-Greensboro



Roundtable Rm 1019

D.4 Avoiding Prescriptivism When Assisting First Year Writers

Many writing center consultants have a background in linguistics. How do we balance our descriptive perspective on language with helping linguistically diverse students prepare for the standard forms expected of them in the academy?

Henry Marx, East Carolina University
Jamie Johnson, East Carolina University
Emilia Johnson-Kerry, East Carolina University



Panel Rm 1014

D.5 Yes, English Majors Can Find Jobs!: Utilizing Tutorial Experience in the Job Search

We will discuss the ways in which tutorial experience can be used for effective resumes and confident interviews. We will relate the revision process of resumes to that of an academic paper, explore how to write tutorial experience into resumes using powerful language, and translate tutorial skills based on specific job applications.

Joanna Tepper, Winthrop University
Alex Muller, Winthrop University
Melissa Gilbert, Winthrop University
Laura Jane Burgess, Winthrop University
Ashley Moore, Winthrop University



Individual Session Rm 1020

D.6 Exploring the Work of a Consulting Session

Actually, We Are a Proofreading Service! We Can Show You How to Proofread!': Addressing Lower Order Concerns in Tutorial Sessions

This presentation offers a comprehensive overview of some of our center's most effective tutorial methods for helping students learn to address lower order concerns such as grammar and sentence structure without jeopardizing writer autonomy or our tutorial philosophy.

Brennan Thomas, St. Francis University

Correct, then Explain: How Not to Handle LOCs

Tutors are using a 'correct, then explain' approach to writing conferences that focus on lower order concerns like grammar and punctuation. Tutors should utilize tutoring strategies that encourage students to proofread their own papers. Research led to a collection of specific tactics that should be taught in tutor training.

Skyler Teal, Winthrop University



Roundtable Rm 1008

D.7 Connecting Communities: Building on the Past, Envisioning the Future in Southern Discourse in the Center

By expanding the journal Southern Discourse, we hope to make center-based research legible to the wider community of communication centers' administrators, scholars, and consultants. After the new editors offer descriptions of decision-making processes and an overview of plans for new features and design, we will open the roundtable for discussion.

Sara Littlejohn, University of North Carolina-Greensboro
Jennifer Whitaker, University of North Carolina-Greensboro
Sunny Stewart, University of North Carolina-Greensboro
Catherine Hawkins, University of North Carolina-Greensboro

Session E | Thursday, February 6 | 4:00–5:00 pm



Roundtable Rm 1418

E.1 Vicarious Traumatization in the Writing Center

This is a roundtable discussion of vicarious traumatization in the writing center. Tutors will have an opportunity to share experiences of secondhand turmoil prompted by emotional sessions and learn strategies for minimizing personal stress while still effectively tutoring.

Logan Wheeler, Georgia Regents University
Amy Buck, Georgia Regents University
Caitlin Creson, Georgia Regents University
John-Michael Garner, Georgia Regents University



Roundtable Rm 1415

E.2 Reading the Writing Center: Creating Space for Developmental Reading Students

Florida A&M University's Writing Resource Center recently underwent a significant shift in its definition of community with a new organizational structure and the introduction of reading students. Administrators will address how they created a space for these students and will also invite attendees to share strategies for accommodating new communities.

Lauren Begley, Florida A&M University
Monique Thomas, Florida A&M University
Veronica Yon, Florida A&M University



Panel Rm 1019

E.3 Academic Environments and Racial Boundaries: Framing the Black/White Rapport in Writing Centers

Since American society fears open discussion of racial and cultural differences, good bi-racial rapport between persons in academic environments is neglected. Essential to a productive learning environment, this rapport is important in classrooms, but essential in tutoring. Impediments to facing this rapport include dialect barriers, inherent mistrust, and racial stereotypes.

Dasia Payne, Winthrop University
Maria DeLaquil, Winthrop University



Individual Session Rm 1020

E.4 Writing Center Spaces: Physical, Flexible, Virtual

Flexible Space, Functional Space, and the Language of Support: Diverse Writing Center Communities at UT Martin

This presentation outlines the center's philosophy of support for diverse writing communities—both traditional communities and online communities—and offers some problem-solving solutions for the most recent community of writers: those seeking writing center assistance from our four satellite campus and from off-campus locations.

Anna Clark, University of Tennessee – Martin

Physical Space and MOOC Space: Writing Centers as Focal Points for Massive Online Open Courses

In the summer of 2013, Georgia Institute of Technology created a MOOC called 'First-Year Composition 2.0.' I will discuss how our Communication Center played a vital role in 'grounding' our large and diverse MOOC student population, and argue that writing centers can do the same for other online courses.

Noah Mass, Georgia Institute of Technology

Completing the SWCA Website's Past Conferences Page: One Enthusiastic Intern's Project

This presentation will discuss the findings of a historical research project that focused on the SWCA's first 26 conferences. The presenter will discuss her data collection process and relevant findings and conclusions. She will also examine the larger question: 'Why does this historical research matter?'

Kamila Albert, Nova Southeastern University



Roundtable Rm 2508

E.5 In Defense of the Academically Simple

Coordinating conjunctions or FANBOYS? In this session, the presenters will encourage a critical discussion on how the language we use in writing centers can exclude students with either its erudite or condescending overtones and the strategies and techniques we can use to prevent this marginalization.

Milya Delahaye, Kennesaw State University
Michael Ruther, Kennesaw State University
Rachel Greil, Kennesaw State University
Jeff Cebulski, Kennesaw State University



Session Rm 2409

E.6 Academic Language & Oppression

Academic Oppression and the Mediating Role of the Writing Center Tutor: Lessons from Theater
This project will explore the role of the writing center tutor as a mediator in situations of academic oppression. To navigate this liminal position, I will show how tutors can employ the methods of analysis used by the Joker character in Augusto Boal's Theatre of the Oppressed.

MaryBeth Schaffner, Presbyterian College

Exploring the Patriarchal Language of Oppression in Student Writing

Armstrong's tutors explore the ways in which gender stereotypes emerge within students' writing. Student essayists sometimes employ sexist assumptions because their writing is informed by imperfect and prejudicial social views. We will offer examples of oppressive language and present strategies for helping students to become aware of oppressive structures.

Austin Deray, Armstrong Atlantic State University
Caroline Braun, Armstrong Atlantic State University

The Oppression of Vague Language

Tutors often encounter students who use vague language at the expense of finding their own voice or saying what they actually mean. This lecture discusses ways tutors can help students to use specific language and word choice not only empower student writers, but strengthen higher order concerns.

Kathryn Kehoe, Appalachian State University



Roundtable Rm 1008

E.7 Creating Writing Center Communities Via the Web

This interactive session will discuss the work of the SWCA website. Participants will 1) learn about the way the site currently works to serve members and 2) engage in conversations about how to make the website stronger and of better service to members.

Shanti Bruce, Nova Southeastern University



Roundtable Rm 1014

E.8 Home Schooling and Writing Centers: Extending the Community

In this workshop, participants will address some of the major questions that instructors, administrators, tutors, and consultants will be asked as the number of homeschooled students in our schools continues to grow. Workshop attendees will be asked to consider certain approaches as well as to offer insight into their own suggestions, ideas, and solutions that they might employ in their own schools and writing centers.

Stacia Watkins, Lipscomb University

Jan Harris, Lipscomb University

Sarah Rivas, Middle Tennessee State University

SWCA Opening Reception

City Hotel & Bistro | 6:00–8:00 pm

Conference attendees are all encouraged to come together on the first night of the conference for an exciting reception back at the conference hotel! There will be drinks and heavy hors d'oeuvre. As part of festivities, we will be celebrating Christine Cozzens's seventeen year tenure as the editor of Southern Discourse.

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Session F | Friday, February 7 | 8:00–9:00 am



Roundtable Rm 1415

F.1 Zen and the Art of Writing Centers: Using Intuition as a Tutoring Tool

Comfortability and effective communication are foundational aspects of successful tutoring sessions. An intuitive tutor is a malleable one and creates cohesive conversation and questions that engage the tutee. This conversation is rendered deeper and more complete by incorporating mindfulness and intuitive techniques into the writing tutor's repertoire.

Khristeena Lute, Middle Tennessee State University
Arlo Hall, Middle Tennessee State University
Tatiana Silvas, Middle Tennessee State University
Mark Priddy, Middle Tennessee State University



Roundtable Rm 1019

F.2 'Transitions' Within and Between Writing Centers

Writing center administrators from a small campus reflect on a changing institutional culture: as the international population increases, how do we assess student writing needs? the needs of faculty? what is the relationship between a writing center and a burgeoning writing program that emphasizes research writing across the curriculum?

Joe Johnson, Oxford College of Emory University
Stacy Bell, Oxford College of Emory University
Emily Brennan, University of Central Florida



Panel Rm 1014

F.3 Cultivating Academic and Interpersonal Empathy in the Writing Center

As Writing Centers remain a place of peer support and community, interpersonal empathy is significant in this exchange. University's panel presentation will focus on three ways Writing Centers can encourage camaraderie: promoting approachability through PR, building relationships during the session, and maintaining clientele by giving tutees a take-away from the conference.

Amy Wilson, Brenau University
Rachel Siegfried, Brenau University
Jazzmine Eaton, Brenau University

Special Interest Group Rm 1008

F.4 Growing the HBCU Writing Center Community

Following a year of exciting growth, the NC HBCU Consortium experienced a year of radical changes. This SIG will focus on how we plan to reinvigorate this vital organization, sustain the connections we have, and create a lasting community across ten or more university campuses.

Meredith Dodson, Shaw University



Roundtable Rm 2409

F.5 The Consultant-Training Course as a Gateway to the Writing Center Community

Four writing center administrators who teach required writing center-focused courses will reflect on the ways their courses' readings, assignments, and activities privilege particular conceptions of writing centers and provide particular language for those who are newly entering the community. The session will include time for small group discussion.

Glenda Conway, University of Montevallo
Sipai Klein, Clayton State University
Gigi Taylor, UNC-Chapel Hill
Jaclyn Wells, University of Alabama-Birmingham



Roundtable Rm 2508

F.6 Through the Looking Glass: Using Writing Center Transparency to Create a Cross-Campus Writing Community

During this presentation, we will show how we have appropriated the idea of writing center transparency and transformed it into an effective method of creating a student-centered service that focuses on fostering an active and engaging writing community for all students.

Melody Pritchard, Francis Marion University
Brooke Rogers, Francis Marion University
Lucas Berry, Francis Marion University
Tiara Felder, Francis Marion University



Panel Rm 1020

F.7 The What and When of ELL in the Writing Center

When is ELL not ELL? When it's a Dialect!: Tutoring Academic Writing for Students with Strong Vernacular

Postulating that Standard Written English is significantly distinct from informal spoken and written English, this paper considers the potential benefits and consequences of tutoring academic writing as a learnable dialect of English by using the same methods applied to tutoring English as a learned language.

Emily Handy, Winthrop University

The Effects of 'Multilingual' vs. 'ESL' Terminology on Writing Center Practice

How does the terminology we as writing center consultants and administrators use to describe multilingual/ESL/ELL writers affect our perceptions of and interactions with those writers and their texts? In this highly interactive presentation, the presenter shares results of a preliminary survey-based study and invites attendees to brainstorm and share additional ways to explore this important yet under-researched question.

Mandy Suhr-Sytsma, Emory University



Workshop (2 hours) Rm 1418

F.8 Outside the Writing Center: Identifying the Work We Do

This workshop explores how writing center staff can conceptualize and position their experience to outside audiences. After identifying staff's core skills, participants will articulate their strengths in writing. The workshop will end by discussing how staff can best capitalize on their skills and experiences in academic and non-academic job markets.

Heidi Giusto, Duke University

Session G | Friday, February 7 | 9:15-10:15 am



Roundtable Rm 1008

G.1 A Multimodal Community: Adaptive Technology in the Writing Center

At Middle Tennessee State University, writing instructors assign English 1010 students multimodal compositions. This challenges writing center consultants, who must apply their knowledge of traditional modes of composition to multimodal projects. This presentation will explore tutoring strategies, identifying the tools and language that consultants can use in these sessions.

Sarah Rivas, Middle Tennessee State University
T. Mark Bentley, Middle Tennessee State University
Tom Cruz, Middle Tennessee State University
Brandon Hardy, Middle Tennessee State University



Panel Rm 1019

G.2 Blurred Lines: Collaborative Leadership in the Writing Center

Writing Center Shared Governance: A Contradiction in Terms?

To increase tutors' opportunities for professional development, our writing center has developed a collaborative leadership structure that includes "lead tutors" and committee-based decision-making processes. These blurred lines of authority raise practical and ethical questions for both the writing center Director and tutors, which are addressed in this panel.

James Truman, Auburn University

Collaborative Community: The Rising of Staff Development

As an undergraduate lead consultant, this speaker will address the process of identifying an issue, proposing a solution, and implementing a sustainable structure for tutor development through interactive scenarios. This unique role blends the responsibility of facilitator with the position of co-worker to establish a common goal among the staff.

Megan Lankford, Auburn University



Panel Rm 1415

G.3 Student Expectations and Experiences with the Writing Center's Asynchronous Online Tutoring Service

Asynchronous online tutoring poses many challenges for consultants. This panel will lead participants through recent findings of a research project conducted with student focus groups. Implications and best practices for both synchronous and asynchronous environments will be discussed.

Percival Guevarra, University of North Carolina-Chapel Hill
Alex Funt, University of North Carolina-Chapel Hill
Sarah Miller Esposito, University of North Carolina-Chapel Hill



Panel Rm 2409

G.4 Decision Points: A Scenario Approach to Tutor Training

The multi-modal Prezis showcased here represent a scenario approach to tutor training, with undergraduate writing tutors offering multiple possible responses to challenging 'decision points' and identifying the theoretical framework for each choice. These are the critical moments in face-to-face sessions when tutors have to decide among a variety of possible choices what to do next.

Vicki Russell, Duke University
Jenny Li, Duke University
Yemi Adewuyi, Duke University



Roundtable Rm 2508

G.5 The Happy Accidents: Reflecting on a New Peer Tutoring Program

Presenters on this roundtable will discuss the implementation of a new peer tutoring program from the perspective of both the tutors themselves and the writing center director, with special attention given to rhetorical contingency.

Graham Stowe, University of South Carolina
Margaret Cole, University of South Carolina
Hannah Davis, University of South Carolina
Jesse Bradshaw, University of South Carolina



Individual Session Rm 1426

G.6 Focusing on Tutors and Take-Away

Assessing Skills: What Do Students Take Away?

As part of our program assessment, Shaw University's Writing Center began asking whether or not the 'skills modeled and practiced' in sessions were mastered during the session or applied later in papers. This presentation will discuss how that focus has shaped tutorial sessions and what information this type of assessment provides.

Meredith Dodson, Shaw University

What My Tutors Have Taught Me

As a writing center director, I spend considerable time encouraging my tutors to slow down and listen. What happens when we apply this advice to ourselves? This presentation explores what happens when I take my own advice, reversing the director-tutor dynamic so that I become the lifelong learner.

Erika Spohrer, Eckerd College



Unpacking a Tutoring Session: Verbal and Nonverbal Messages

What happens when a tutoring session disassembles? Through verbal and nonverbal interactions with tutees, how do tutors convey the core values of peer tutoring such as student-centered and collaborative learning? By probing these questions, this study examines different facets and angles of a tutoring environment through discourse analysis.

SuMyat Thu, Agnes Scott College



Individual Session Rm 1020

**G.7 Rethinking Writing Center Administration & Administrator Preparation
Skydiving without a Parachute: WCAs and the Lack of Staff Management Preparation**

This presentation will share the results of a nationwide survey of writing center administrators about their preparation for, beliefs about, and practices of staff management. The presenter will also discuss the implications of the study for WCA preparation and will make a case that staff management should be of larger interest to the field of Writing Center Studies.

Kelly Elmore, Georgia State University

The Invisibility of the Work of Writing Center Professionals: Defining Ethos and Advocacy in the Profession

Writing Centers are formed, developed and sustained for a variety of institutional reasons. In order to engage a critical understanding of our work in the context of academic labor practices and future trends, I will draw on my research in the shifting sands of our professional ethos and demonstrate the need for advocacy through our professional organizations

Vandana Gavaskar, Elizabeth City State University

Friday, February 7



Poster Session & Morning Break | 10:15 am–10:45 am

As part of the morning coffee break, take a few minutes to meet with publishers and other exhibitors and to view the poster presentations in main lobby of Joyner Library, just in front of the University Writing Center, behind the registration area.

Establishing a Writing Fellows Program: Reaching In to Reach Out

In the last five years, more and more writing centers have founded writing fellows programs. We track the first two years of our program, comparing our experiences with best practices models, examining factors contributing to success, and reflecting on the impact these programs might have on campus community and outreach.

Lauren Kennedy, Roanoke College

From the Window to the Wall: Reflecting on our Changes in Space

Since its inception, the Winston-Salem State University Writing Center has undergone several location changes. Through these transitions—from Hall-Patterson to Hauser to the upcoming move to Hill—we hope to understand how our changing space may affect our Writing Center tutoring culture.

Colleen Ripley, Winston-Salem State University

Using a Car Commercial to Explain Pathos, Logos, and Ethos to Students

It is important for consultants to explain Pathos, Logos, and Ethos effectively, and using a simple car commercial can help the student visualize how people use arguments to get an idea across to an audience through various media modes, whether it is through a speech, movie, advertisement, or song.

Sabrina Westerman, East Carolina University

Including the Scientific Community

There are multiple ways to make a writing center useful for students in STEM fields. One is to employ writing tutors that are studying for a STEM degree, and another is to further educate current writing tutors through extracurricular training in how to approach scientific writing assignments, including lab reports.

Brooke Wilner, North Carolina State University

State Network Meetings | 10:45 am–11:30 am

State Networks are great places to meet other writing center folks from your state to learn about exciting events from your area, like state-level meetings, symposia, and mini-conferences.

Alabama	Rm 1020	North Carolina	Rm 1418
Florida	Rm 1008	South Carolina	Rm 1415
Georgia	Rm 1019	Tennessee	Rm 1426
Kentucky	Rm 2409	Virginia	Rm 1014
Mississippi	Rm 2508		

SWCA Awards Luncheon | 11:30 am–1:00 pm

An Eastern NC lunch of pulled-pork BBQ and some delicious vegetarian options will be provided in the Great Rooms, second floor, Mendenhall Student Center. Follow the signs outside Joyner or use the map/directions in the back of the program.

Session H | Friday, February 7 | 1:15–2:15 pm

Roundtable Rm 2508

H.1 Group Papers in the Writing Center: Where Theory and Practice Collide

Group papers can present logistical and pedagogical challenges for students, for instructors, and also for writing center tutors. This roundtable presents findings from student surveys and faculty interviews, providing insight on how writing centers can facilitate group-paper writing. Audience members will have opportunities to discuss their own group-paper experiences

Teagan Decker, University of North Carolina at Pembroke
Heather Wade, University of North Carolina at Pembroke
Julie Sem, University of North Carolina at Pembroke
Mari DeRuntz, University of North Carolina at Pembroke

Roundtable Rm 1426

H.2 Warp and WEAVE: Turning Assessment Speak into Tutor Talk

Pressed to represent Writing Center effectiveness in assessment software WEAVE's language of learning outcomes and action plans, we developed assessment measures that support tutors' professional development even as they provide persuasive data. We'll describe and reflect on these innovations, share materials, and invite participants to brainstorm more ideas for turning assessment speak into tutor talk, transforming burden to benefit.

Sandee McGlaun, Roanoke College
Stephanie Vinal, Roanoke College
Jessica King, Roanoke College

Panel Rm 1014

H.3 'Always Already Raced': Institutional Alliances to Challenge Institutionalized Bias

This panel will explore the ways in which an alliance between the writing center and first-year critical writing curriculum can serve as an institutional mechanism for negotiating issues of language, oppression, and racism. Panelists will discuss the creation of institutional alliances that allow the writing center to challenge the larger community of academic practices that automatically (and sometimes unwittingly) reinforce systems of racial privilege, regardless of who sits down at the consultation table.

Cecilia Shelton, Saint Augustine's College
Emily Howson, Saint Augustine's College
Paris Miller, Saint Augustine's College
Darnella Reeder, Saint Augustine's College



Panel Rm 1019

H.4 The Virtual Dissertation Writing Retreat: Building Community and Accountability Among Doctoral Students Writing From a Distance

This presentation will provide a detailed reflection and analysis of the University of Louisville's Virtual Dissertation Writing Retreat pilot program created specifically for distance learners. Tutors and administrators interested in starting their own virtual or face-to-face dissertation writing retreat are especially invited to attend. We encourage a 'best practices' discussion.

Jennifer Marciniak, University of Louisville
Meghan Hancock, University of Louisville

Roundtable Rm 1415

H.5 Creating a Writing Culture Across Campus through the University Writing Center

In this roundtable, we aim to uncover and elaborate on the benefits of and best practices for fostering a stronger interdisciplinary campus culture of writing by strengthening the natural connection shared between Writing Across the Curriculum programs and university writing centers.

Julie Karas, Appalachian State University
C. C. Hendricks, Appalachian State University

Special Interest Group Rm 1008

H.6 Creating Community: Collaborating with Neighboring Graduate Student Administrators (GSAs)

Graduate Student Administrators (GSAs) are vital to the management and growth of writing centers. Join us in building a community among GSAs through interactive discussions and creative thinking exercises in order to share our experiences, discuss writing center administration practices and scholarship, collaborate to spark research and scholarship for future presentations and publications, create practical initiatives such as a multimodal listserv to better GSA communication, and brainstorm purposeful professional development opportunities.

Emily Cosgrove, Auburn University

Workshop (2 hours) Rm 1418

H.7 Universal Language: Embedding Universal Design Principles in Tutor Training Practices

In this session, facilitators ask, 'How can universal design inform tutor training practices?' Participants will have the opportunity to reflect on their own tutor training experiences, discuss UD principles and applications, and leave with ideas for re-imagining one or more training topics (based on participants' interests).

Caty Chapman, Middle Tennessee State University
Jenny Rowan, Middle Tennessee State University
Wesley Houpp, Middle Tennessee State University





Individual Session Rm 1020

H.8 Developing New WC 'Communities'

Developing Structured Tutoring Support for a Campus Writing Center

Charting the initial conception and first year of a creative writing tutoring component for the Communication Center at the Georgia Institute of Technology. Based on a hybrid workshop/tutoring model, this addition will offer students, faculty, and staff an opportunity to receive structured tutoring support for their creative work.

Peter Fontaine, Georgia Institute of Technology

I'll Do What You Think We Should Do: Pronouns and the Construction of the Tutoring Community

Recent studies in social psychology show that personal pronouns are crucial markers of social space and accurate indicators of authority roles. How do pronouns shape tutoring relationships in writing centers? Can subtle linguistic practices mediate between the expertise of a tutor and the equality of a peer?

Clara Colombatto, Duke University

Effectiveness of Writing Labs for Developmental Writing Students

At the University of the Sciences in Philadelphia we have established a writing lab component as part of our developmental (WR 100) level writing classes. These labs, held in our writing center and led by trained peer tutors, are thematic and aligned with the weekly writing assignments. The writing labs have become crucial for our developmental students writing success.

Trisha Egbert, University of the Sciences



Session Sponsored by Cengage Learning Rm 2409

H.9 The Persistence of False Dichotomies: Rethinking Approaches to Teaching and Tutoring Research-Based Writing

The dichotomy set up in many writing textbooks between print and electronic resources is a simplistic one that is problematic and misleading to students, yet it is perpetuated in subtle ways. In this session, the presenters discuss how "sources" and "evidence" are approached in a range of writing textbooks, and then they present a new framework that more effectively teaches the use of a variety of resources in writing.

Susan Miller-Cochran, North Carolina State University

Rochelle Rodrigo, Old Dominion University

Session I | Friday, February 7 | 2:30 - 3:30 pm



Roundtable Rm 2409

I.1 Working Towards 'I Hear You': Tutoring and the Politics of Language

In this roundtable session, two tutors will present their experiences in a year-long study group examining the study of error. Two other tutors will present a video of interviews with cross-cultural writing partners. This session will seek to identify how thoughtful writing center work can contribute to the struggle against oppression and language.

Jennifer Lawrence, Virginia Tech

Andrew Van Horn, Virginia Tech

Jonathan Roberts, Virginia Tech

Nneoma Nwankwo, Virginia Tech

Katlyn Econom, Virginia Tech



Session Rm 1020

I.2 Defining Our Work, Defining Ourselves

Collaborative Craft and the Work of Writing Programs/Centers

We explore the benefits and challenges when intentional, progressive, and deep collaboration occurs between writing programs and writing centers and the internal/external constituencies they serve. We also examine the places and spaces where such collaborative praxis happens: between programs, departments, schools and colleges, institutions, or professional and civic communities.

Lynée Gaillet, Georgia State University

Alice Myatt, University of Mississippi

By Any Other Name: Defining Ourselves in the Writing Center

In this presentation, we will consider the importance of writing center names within the context of our college communities and the national community of tutoring programs. Where do we fit? What should we call ourselves? The audience is invited to brainstorm with the presenter, considering our name choices as we (re) shape our identity.

Melissa Daniel Frink, Guilford College

Contending with (Inter)Disciplinary and Specialization in Writing Center Studies

This presentation explores how Writing Center Studies may become more visible within the scholarly conversations central to Composition and WPA Studies. As a field with an increasingly interdisciplinary identity, I hope to explore how the academic expectation of specialization may be achieved for Writing Center Studies within the parameters of these more established fields.

Jennifer Forsthoefel, Georgia State University



Panel Rm 1415

I.3 Tutor Talk: Difference and power in the Tutoring Session

This panel draws from tutor experiences to discuss how issues of cultural exchange, identification, mis/understanding, and difference play out in the individual tutoring session. Specifically, tutors will address the imperative to help ESL students learn academic-writing conventions while emphasizing that there is not 'one' correct writing style; the 'cultural tax' experienced by tutors of color, who may have special challenges due to their perceived difference or sameness with their student-collaborators; and the way stereotypes of Others (rural students, athletes, non-ESL students of color) influence tutor expectations and emphasis during one-on-one appointments.

Cynthia Greenlee, Duke University

Beth Long, Duke University

Chris Bautista-Ramos, Duke University

Jamie Browne, Duke University



Panel Rm 1014

I.4 The Politics of Space: Crossing and Creating Borders in the Writing Center

Whether bragging about knocking down walls or lamenting our current layout, writing center staff and space have a contested relationship. This panel discusses writing center space from three perspectives, an administrator's, a consultant's, and a client's, while also considering how these perspectives inform daily operations in our center.

Rachel Robinson, Appalachian State University
Meg McSwain, Appalachian State University
Catherine Talley, Appalachian State University
Beth Carroll, Appalachian State University



Panel Rm 1019

I.6 Her English Is Not Your English: Tutoring Speakers of the African-American Dialect in 2014

When Rachel Jeantel testified during the George Zimmerman trial, the country became captivated by her dialect. As HBCU writing center directors, we noticed the discourse and questioned, How can we embrace dialects of all students while preparing them for mainstream success? Here four writing center professionals from three historically black universities explore assisting students speaking the African-American vernacular.

Karen Keaton Jackson, North Carolina Central University
LaKela Atkinson, North Carolina Central University
Robert Randolph, North Carolina A&T State University
Cecilia Shelton, St. Augustine's University



Individual Session Rm 2508

I.5 Exploring New Writing Center 'Communities'

Developing Writers in an Academic Community: Partnerships Between Writing Centers and Graduate Students

How can writing centers play an integral role in helping graduate students develop as writers within an academic community? This presentation discusses the challenges facing returning-to-school and international graduate writers as they learn to write within academic communities and suggests ways for writing centers to help them through this transition.

Julia McKinney, University of South Carolina



Roundtable Rm 1008

I.7 Where Are We Going, Where Have We Been? The Logistic and Aesthetic Pathologies of Writing Centers

All aspects of writing center architecture contribute to the efficacy of consultations and the development of writer identities. Thus, it is paramount to consider how writing center logistics and aesthetics may counteract with the goals and efficacy of writing center practice and the establishment of writer identities.

Brad Campbell, University of Mississippi
Stacy Kastner, Mississippi State University
Wilson Knight, Mississippi State University
Chelsea Henshaw, Mississippi State University

A Shift in Community Dynamic: The Lipscomb University Writing Studio Evolves Past English Majors

This program delves into the new diversified community of the Lipscomb University Writing Studio through a presentation of research and exploration of how different majors can contribute to the writing studio, the strengths of employing English and non-English majors, as well as the weaknesses of employing non-English majors.

Katie Sealy, Lipscomb University
Leeanna Case, Lipscomb University

Curriculum, Consultants, and Common Core: Creating Community through High School Writing Centers

The Common Core State Standards (CCSS) require the incorporation of critical writing and reading skills into all subjects. This presentation will discuss how writing centers in high schools can be paired with CCSS to establish communities where all writers across the curriculum feel comfortable creating, reading, and revising written work.

Patricia Denney, Lipscomb University



Panel Rm 1014

J.1 Bridging the Interdisciplinary Gap Between History and English: How Working in Writing Centers can Aid Future Teachers

Working with writing in the Writing Center allows us to bridge the gap between academic disciplines. We present that bridging the gap between disciplines in the UWC is a skill that can influence the community as it can be incorporated into classrooms.

Danny Franch, East Carolina University
Kayla Carr, East Carolina University

Friday, February 7

Session J | 3:45-4:45 pm

Special Interest Group Rm 1426

SWCA Future Conference Planning Session

Interested in hosting a future SWCA conference? Come to this special meeting to talk with SWCA board members and past conference chairs about how you and your institution can host a future conference – a great chance to learn about how conferences work!

Laura Benton, Caldwell Community College and Technical Institute
Rusty Carpenter, Eastern Kentucky University



Panel Rm 2409

J.2 Renaming 'Our' Language in a Multilingual Writing Center

Our multilingual writing center, set in an international urban university, is place for code-meshing and the celebration of language diversity. Spanglish is a Lingua Franca in our center, as is a mixture of French, Creole, and Urdu. Our tutors are multilingual, often L2 speakers of English.

Paula Gillespie, Florida International University
Charles Donate, Florida International University
Glenn Hutchinson, Jr., Florida International University



Panel Rm 2508

J.3 Welcoming Student Writers' Conversation into the Academic Discourse Community: Debunking the Oppressive Myths of 'Privilege' in University Writing Centers

Writing centers should be spaces where we can change struggling students' perceptions of their own discourse to make them more confident members of the academic writing community.

Carrie Busby, University of Alabama-Birmingham
Rachel Landers, University of Alabama-Birmingham
Jody McKinley, University of Montevallo
Jennifer Gabel, University of Montevallo



Special Interest Group Rm 1019

J.4 Writing Centers as Safe Zones

Join this SIG about writing centers, spaces that negotiate oppositions within academic institutions as well as in individual tutoring situations. We will pose questions and present scenarios to encourage conversation about discrimination and how to create a writing center space that is truly a safe zone.

Sharon Zuber, The College of William & Mary
Brian McTague, Virginia Commonwealth University



Roundtable Rm 1008

J.5 Your Community, Your Voice: The Future of SWCA

Having a strong community means having involved members. Come share your ideas about SWCA with executive board members. Come prepared to participate in an interactive session that focuses on strengthening the writing center community.

Laura Benton, Caldwell Community College and Technical Institute
Rusty Carpenter, Eastern Kentucky University



Roundtable Rm 1418

J.6 Center and Classroom Collaboration

The Writing Center has traditionally been perceived as a space located outside the classroom, both in physical domain and in ethos. What then are the merits and implications of merging these two communities in the capacity of a lab component wherein consultants—along with the instructor—may facilitate group conferences?

Robert Lang, Shaw University
James Berkey, Duke University
Meredith Dodson, Shaw University
Hugh Fisher, Livingstone College



Individual Session Rm 1415

J.7 Communication Across Borders

Cross-Cultural Communication in the Writing Center

The Communication Center at Georgia Tech prioritizes visual and nonverbal as well as linguistics forms of communication. For tutoring sessions involving international students, awareness of nonverbal communication is crucial to establishing rapport. We will present a brief overview of the opportunities and challenges of serving a large English Language Learner population, lead a role-play for conference participants, and discuss a pilot study that examines the role of nonverbal communication within a tutoring session.

Melissa Aberle-Grasse, Georgia Institute of Technology
Joy C. Bracewell, Georgia Institute of Technology

Accepting International Students in the Center: Assessing Tutors' Intercultural Competence

Increasing numbers of international students visiting learning support centers requires tutors to learn to establish rapport and assist students from different cultural backgrounds and with different expectations of learning center support and to do so across language boundaries and variations. In other words, tutors must learn to be interculturally competent communicators in order to assist ELL students and accept them into the writing center community. This session will address assessment tools and strategies for training tutors to be adept communicators with ELL students.

Charlotte Brammer, Samford University



Individual Session Rm 1020

J.8 New Beginnings, Sustainable Futures

A Year of New Starts: Building Community in On-Campus and Online Academic Support Centers

This presentation from the Bryan College academic support centers will discuss how to create community in diverse environments. The on-campus coordinator will discuss improving her program during a year of pressure for assessment data. The online coordinator will discuss creating alternative support for online adult students.

Caroline Redmond, Bryan College
Bethany Smith, Bryan College

Creating a Sustainable Online Student-Led Teaching Archive: Using Videos to Reinforce Learning

Learning to Critique Design through Public Speaking was a grant project designed to support innovations in technical communication. This presentation explains how our tutoring center was a significant partner both in the research and the resulting archive, and will offer suggestions about why/how other centers might replicate the project.

Karen Head, Georgia Institute of Technology

Friday Reception @ City Hotel & Bistro | 5:30–8:00 pm

5:30–6:00 pm | Cash Bar

6:00–7:00 pm | Keynote Speaker: Vershawn Ashanti Young

Vershawn Ashanti Young is associate professor of African American Studies and English at the University of Kentucky. He is the author or editor of four books, including the recent co-authored monograph, *Other People's English: Code Meshing, Code Switching and African American Literacy* (Teachers College Press, Columbia University, 2013) and co-editor (with Frankie Condon) of "Anti-Racist Activism: Teaching Rhetoric and Writing," a recent special issue of *ATD (Across the Disciplines: A Journal of Language, Learning, and Academic Writing)*. He is also the proud father of a new baby girl, Ari Zhah, to whom he dedicates all of his current work.

7:00–8:00 pm | Reception

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Saturday, February 8

8:00 am–10:00 am | Directors Room
SWCA Incoming Board Meeting

Session K | 9:00–10:00 am



Roundtable Salon 1

K.1 Consulting At the Crossroads: Faculty- Writing Center Relationships and Discourse

We examine the position of our writing center at the crossroads of discourses and pedagogies – that of the faculty who teach writing at our university and that of our own. We discuss how we often bridge the gap between students and faculty and the expectations of assignments and writing processes.

Lauren DiPaula, Georgia Southwestern State University
Alison McCarter, Georgia Southwestern State University
Hannah Mercer, Georgia Southwestern State University
Jairus Whitley, Georgia Southwestern State University
Catheren Shirah, Georgia Southwestern State University
Ashley Bratcher, Georgia Southwestern State University



Panel Salon 2

K.2 Empowerment and Social Work Praxis in an HBCU Writing Center

We discuss the problematic disciplining of students into Anglophone Academic conventions in an HBCU Writing Center and review a Writing and Literacy Support pilot program that integrates Social Work praxis designed to mediate between hegemonic linguistic biases and alternative pedagogical strategies that affirm and empower students from historically aggrieved communities.

Chayah Stoneberg, Allen University
Lee Fletcher, Allen University
Charlene Spearen, Allen University
Matthew Boedy, Allen University,
Emily Murray, Allen University,



Panel Salon 3

K.3 A Critical Examination of Authority Relationships in Writing Center Communities: An Interdisciplinary Study of ELL, STEM, and Freshman Writers

This panel examines how authority dynamics in tutoring sessions impact writing center and university communities. Kelly explores how critical pedagogy relates to sessions involving ELL students. Becky examines sessions with STEM students from a rhetorical perspective. And Prabin shares a discourse analysis of tutor-tutee authority relationships.

Diana George, Session Chair
Becky Morrison, Virginia Tech
Kelly Holler, Virginia Tech
Prabin Lama, Virginia Tech

Session L | 10:15–11:15 am



Workshop (2 hours) Directors Room

K.4 Cultural Infusion and Collaboration – The Road to Relativism

Saint Augustine's University has utilized the influence of the Writing Center, its Advisory Board, and the Freshman Writing Initiative to change the narrative about writing on its campus. This workshop will showcase examples of its interdisciplinary collaborations and use of culture to engage stakeholders in conversations about writing.

Erica Russell, Saint Augustine's University
Christopher Massenburg, Saint Augustine's University
Breona Hayes, Saint Augustine's University
Christopher Solomon, Saint Augustine's University
Cecilia Shelton, Saint Augustine's University
Emily Howson, Saint Augustine's University



Individual Session Salon 1

K.5 Tutor Translators, Consultant Ninjas

Watching our Language: End-Comments and Non-Confrontational Feedback

This presentation will focus on the end-comment as a feedback genre, based on the research of Summer Smith, as a way to address the language of oppression. Through identifying pronoun markers when referring to student work, this presentation suggests ways that consultants can address writing that appears oppressive without being confrontational.

Denise Sawyer, North Carolina State University

'I Don't Know What My Professor Wants!': Tutor Translators of Pedagogical Language

One key role a tutor performs is that of professor-to-student translator. When instructors outline assignments using overly complex language, students can become confused and discouraged. This presentation investigates decoding techniques that tutors can teach (e.g., extracting main ideas, eliminating unnecessary text), sharpening the writer's understanding and inner ear for conciseness.

Jessica Buford, Winston-Salem State University

Kung Fu in the Academy: Addressing Challenges, Redirecting Resources, and Developing Intentionality among Writing Programs

Synthesizing previous theoretical scholarship on educational models of collaboration among teachers and administrators, this presentation will share a new, comprehensive model that writing centers can implement to create non-hierarchical and sustainable partnerships and communities of practice between two or more writing programs

Eliot Rendleman, Columbus State University



Roundtable Salon 2

K.6 Peer Tutoring at HBCUs and Dominant Rhetorics: A Case Study

In this presentation, peer tutors at an HBCU will discuss their encounters with academic writing in the politics of their location. How does a writing center at an HBCU view the mandates for student's right to their own language on the one hand and the need to write in specific acceptable ways on the other? The tutors are on the frontline of this work and will present a variety of viewpoints and approaches which will resonate with the audience.

Vandana Gavaskar, Elizabeth City State University
Jenna Miller, Elizabeth City State University
Jenee' Phillips, Elizabeth City State University
Valerie Edwards, Elizabeth City State University



Session Salon 3

K.7 Literacy & Language: Exploring Communication and Collaboration

Bridging the Information Literacy Gap: A Trilateral Approach to Collaboration

Inundated with information, students struggle to integrate sources effectively into their writing. While libraries and writing centers have collaborated to address such challenges, most examples discuss shared space and complementary services. We will share the results of a trilateral approach to collaboration that included the writing center, the library, and FYC.

Leslie Valley, Eastern Kentucky University
Trenia Napier, Eastern Kentucky University

Gender? Or Something Different? Jungian Personality Type and Tutors' Language Use

Differences in tutoring styles are often attributed to gender; however, Jungian personality theory suggests an alternative. Feeling types, whether male or female, value harmony and collaboration; thinking types, both male and female, prefer objectivity. A study of four tutors' reflections suggests that one's type may outweigh the implications of gender.

Jane Bowman Smith, Winthrop University

Session M | 11:30 am–12:30 pm



Roundtable Salon 1

M.1 Is This Seat Taken?: Interacting with Difference and Embodiment in the Writing Center

This roundtable explores what it would mean for the work and membership of our communities if we were fully aware of the bodies that occupy our spaces. Bodies that carry cultural meanings, past experiences, and other social and ideological commitments, can affect what they write, how they write, and how they view writing and school in general.

Trixie Smith, Michigan State University
Elizabeth Keller, Michigan State University
Katie Manthey, Michigan State University



Session Salon 2

M.2 Communicating in the Center

Tutoring Students in the STEM Disciplines: A Collaborative Experience

To address the particular writing and speaking needs in the STEM disciplines and provide a collaborative learning experience among tutors and students, our research explores ways to cooperate with the STEM faculty, their content tutoring centers, and the students to adapt our tutoring approach and help students become better writers and speakers in science.

SuMyat Thu, Agnes Scott College
Christine Cozzens, Agnes Scott College
Sofia Barrera, Agnes Scott College
Chelsey Jenkins, Agnes Scott College
Meiqing Xiong, Agnes Scott College

Body Language and Androgyny in the Writing Center: Nonverbal Communication and the Interaction of Gender Normative Behavior

In the Writing Center, nonverbal communication can impede or facilitate the student's learning and how receptive he or she will be to what the tutor is saying. An effective tutor should be cognizant of the implications of nonverbal cues, specifically immediacy behaviors, the nonverbal cues which encourage participation and relay messages of involvement; the enactment of these nonverbal cues, such as immediacy behaviors, require tutors to break free from gender normative behavioral tendencies and expectations that are not conducive to the tutorial session in lieu of an androgynous nonverbal approach.

Laura Jane Burgess, Winthrop University



Panel Salon 3

M.3 We're All Intersectional Here: The High School Writing Center in the Community College

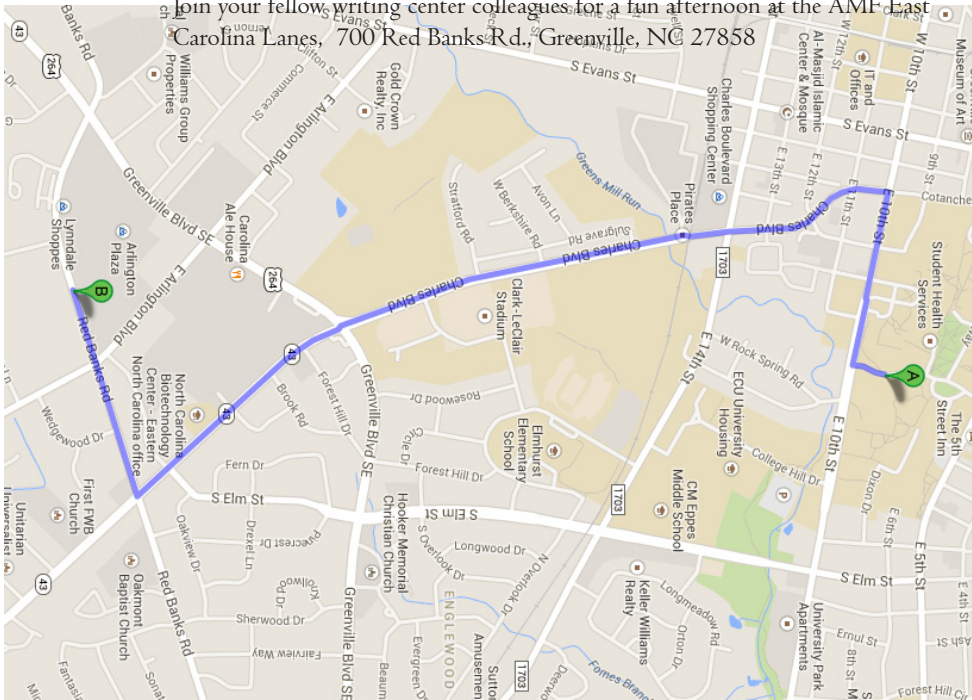
The writing center at Hertford County Early College High School is situated at the intersection of two school communities: a high school embedded within a community college. What are the challenges of this intersection for students? In what ways do writing center tutors serve as an embodiment of these kinds of intersections? In this interactive session, participants will explore these questions by talking, writing, making, and acting in community with high school writing center tutors.

Jennifer Smyth, Hertford County Early College

Saturday, February 8 Special Events

Special Event: Bowling | 3:00–5:00 pm

Join your fellow writing center colleagues for a fun afternoon at the AMF East Carolina Lanes, 700 Red Banks Rd., Greenville, NC 27858



Special Event: Pub Crawl | 6:00–8:00 pm

For those adventurous folks who want to enjoy Uptown Greenville, Winslow's Tavern is a great place to start a pub crawl – actually, it's a good place to end it, too. Okay, it's our only pub, really, but it has over 40 beers on tap from around the world, so if you want finish the chats and plans you started over bowling, Winslow's is a good place to do it.



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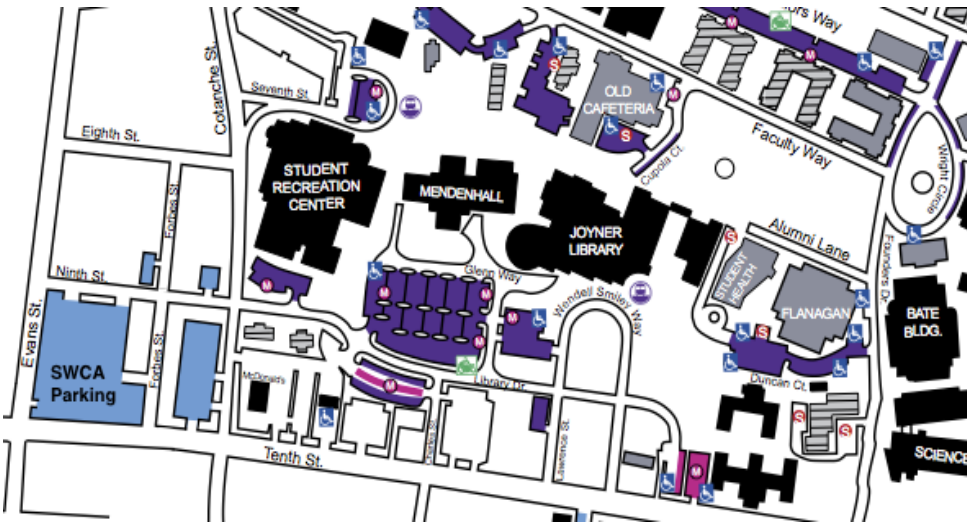
Our newest effort in this arena is **Pedagogy & Practice**, an open-access resource gallery that provides a space in which English faculty at all growth stages of their careers can find and share teaching resources.

To learn more about this resource and other Pearson Partnership Programs, course materials, and digital solutions, please visit:

www.pearsonhighered.com/english

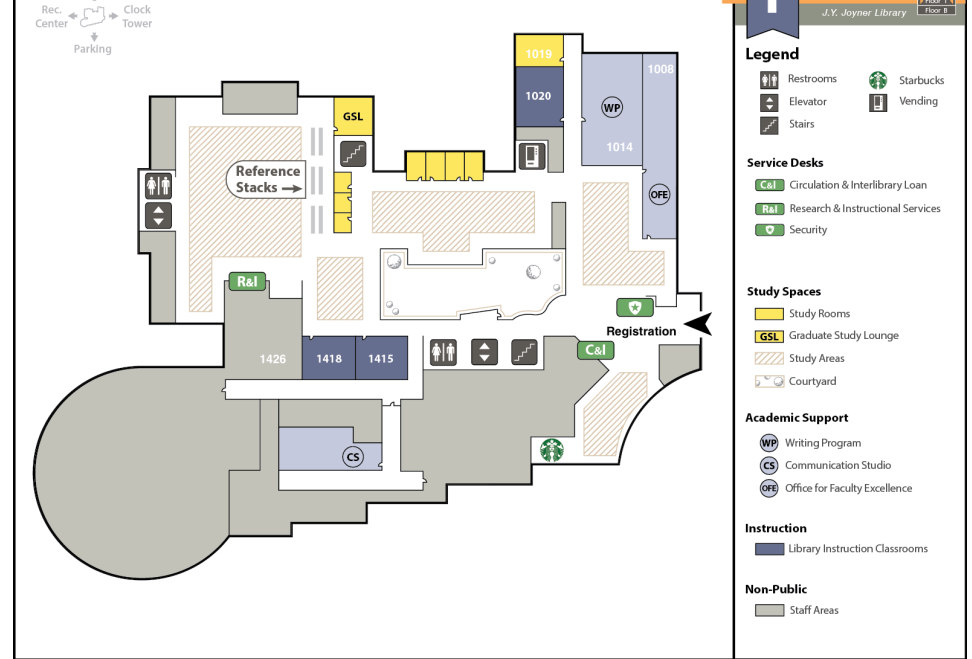
Resources

Campus Map — West End



Wi-Fi Information

Campus Map — Joyner Library



Campus Map — Joyner Library



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The screenshot displays the WCONLINE web interface. On the left, there is a navigation menu with options like 'Update Profile & Password', 'Edit Email Preferences', and 'ADMINISTRATIVE OPTIONS'. The main area shows a scheduling grid for 'March 30 - April 5, Writing Center 2013'. The grid has columns for time slots (10:00am, 11:00am, 12:00pm, 1:00pm) and rows for staff members (Alex Tutler, Jane Taylor, John Taylor). To the right of the grid is a 'System Statistics' section. It includes filters for 'Limit to Schedule', 'Limit to Staff/Resource', 'Limit to Client', and 'Limit to Date Range'. Below these filters are two pie charts: 'Appointments by Schedule' and 'Number of Times Cash Client Visited'. The 'Appointments by Schedule' chart shows 31.5% for Academic Advising, 31.5% for another category, and 37.0% for a third. The 'Number of Times Cash Client Visited' chart shows 100% for one category and 0% for another. At the bottom, there is a table for 'Appointments by Staff or Resource' showing 2 appointments for Alex Tutler.

"Simply put, WCONLINE allows me to do what I most need and like to do much more easily and cost-effectively. Its capabilities enable me to make smarter staffing and scheduling decisions. It has vastly facilitated student appointment-making. It has been customized and upgraded with no hassles. Most importantly, its report capabilities have helped me to demonstrate clearly our center's success and to argue compellingly for our center's needs." Margaret Mika, Director: UWM Writing Center

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