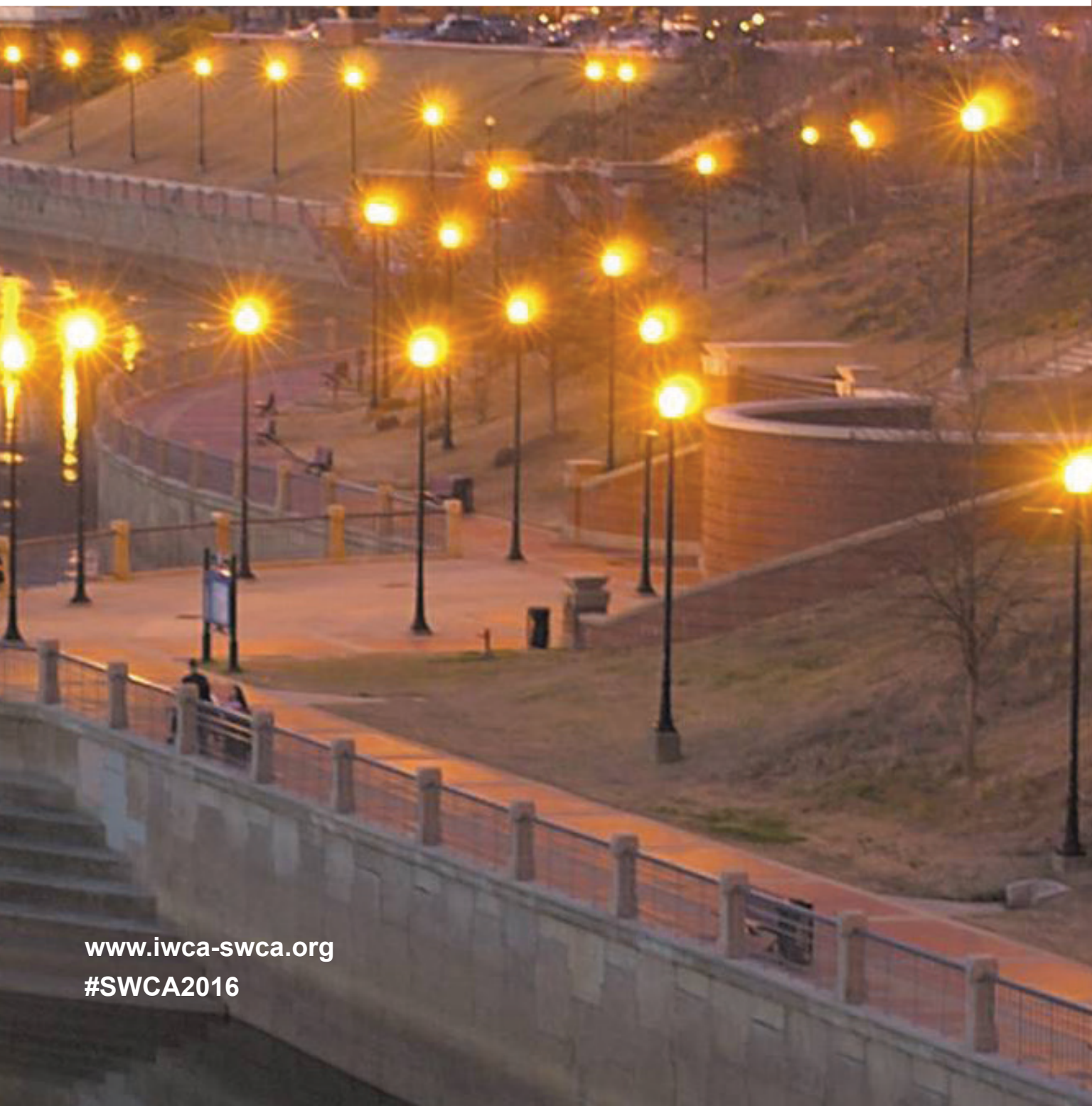Southeastern Writing
Center Association
2016 CONFERENCE

Writing Center Inclusivity

COLUMBUS STATE
UNIVERSITY

www.iwca-swca.org
#SWCA2016

READING THE PROGRAM & TYPES OF SESSIONS

Room numbers of the various presentations are found about the session title, presenter names, and abstracts.

One presentation listed in a session section — a one-hour workshop or roundtable.

Two presentations listed in a session section — each presentation is allowed 30 minutes for presentation, activities (if applicable), and Q&A.

Three presentations listed in a session section — each presentation will be a traditional 15-minute presentation with a 15-minute Q&A at the end.

SWCA
Southeastern Writing Center Association

ACADEMIC
CENTER FOR
TUTORING

MATH & SCIENCE

WRITING & HUMANITIES

COLUMBUS STATE
UNIVERSITY

HISTORIC
1853
IRON WORKS

COLUMBUS GEORGIA
CONVENTION & TRADE CENTER

TABLE OF CONTENTS

At-a-Glance Schedule Thursday

8:30 am – 5:00 pm
REGISTRATION

10:00 am – 11:00 am Concurrent Sessions A
HBCU community meeting

11:10 am – 12:10 am
Concurrent Sessions B
Graduate Student community meeting

12:30 pm – 1:30 pm
Lunch

1:40 pm – 2:40 pm
Concurrent Sessions C
Tutoring Philosophy Workshop

2:50 pm – 3:50 pm
Concurrent Sessions D
Community College group meeting

4:00 pm – 5:00 pm
Concurrent Sessions E
K-12 community meeting

5:00 pm – 5:45 pm
Pre-keynote break

6:00 pm – 7:00 pm
Keynote

7:30 pm – 8:30 pm
Keynote Reception

At-a-Glance Schedule Friday

7:30 am – 5:00 pm
REGISTRATION

8:00 am – 9:00 am
Concurrent Sessions F

9:10 am – 10:10 am
Concurrent Sessions G
State Rep Meeting
Poster session

10:20 am – 11:20 am
State Network Meetings

11:30 am – 1:00 pm
SWCA Awards Luncheon, with guest speakers

1:10 am – 2:10 pm
Concurrent Sessions H
Get to Know SWCA

2:20 pm – 3:20 pm
Concurrent Sessions I
SDC Pitch Your MS

3:20 pm - 3:30 pm
Drinks & Snack

3:30 pm – 4:30 pm
Concurrent Sessions J
SWCA Digital Content Development Meeting

Evening Activities/Events Recommendations

7:30 pm Stamp + Ink @ Carson McCullers Center for Music and Art--FREE (Donations welcome!)

7:30 pm Reawakening Rebekah: The Gift of the Clamor Girls @ Riverside Theatre Complex behind Corn Center for the Arts--Student rate applies. Call 706-507-8444 to reserve tickets. Show badge at pick-up.

7:30 pm Carson McCullers 99th Birthday Celebration Concert @ Legacy Hall, RiverCenter for the Performing Arts--FREE

7:30 pm Alia Musica Pittsburgh @ Legacy Hall, RiverCenter for the Performing Arts--FREE

AT-A-GLANCE SCHEDULE SATURDAY

9:00 am – 10:00 am
Concurrent Sessions K
Incoming Board Meeting

10:10 am – 11:10 am
Concurrent Sessions L
Incoming Board Meeting (cont.)

11:20 am – 12:20 pm
Concurrent Sessions M

Publishing Innovations for Higher Education

www.fountainheadpress.com

Praxis provides a comprehensive presentation of core rhetorical principles. It informs students of the principles of historical rhetoric, including terms such as *ethos, pathos, logos,* and *kairos*, and then applies the concepts to modern issues such as the revolutionary uses of twitter, and climate change. This framework enables students to become critical consumers of the flood of persuasive media that compete for their attention.

The key to this text is flexibility. It can be used as a stand-alone rhetoric with limited readings, or in conjunction with other readers such as the *Fountainhead Press V Series*.
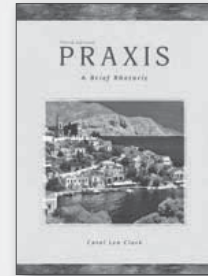
978-1-59871-950-5
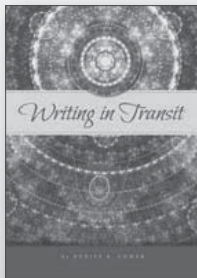
Ideal for both first-year composition and interdisciplinary writing courses, *Writing in Transit* offers a two-tiered approach to multidisciplinary writing. Author Denise Comer presents strategies and instruction for navigating the purposes for writing through *writing transfer*, which encourages students to reflect on what they learn in one context about writing, and about themselves as learners and writers, and then apply, extend, reject, or otherwise modify this knowledge for other disciplinary, interdisciplinary, and transdisciplinary contexts. *Writing in Transit* teaches students how to build practical bridges between disciplines' discourse conventions by learning about the research and writing process.

978-1-59871-803-4

Signs: A Grammar Handbook, a low-cost, student-friendly grammar handbook. By focusing on essentials and eliminating wasteful content, such as unused and unwanted support material, we have created a quality textbook that costs half that of comparable offerings. *Signs* presents grammar and usage in context with related sentences and exercises as well as providing special focus on the most common writing problems.
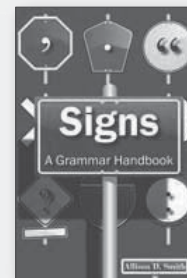
978-1-59871-250-6

Fountainhead Press is a conscientious, eco-friendly publisher that provides innovative yet inexpensive products to the higher education market.

MAP: MARRIOTT & CONVENTION CENTER
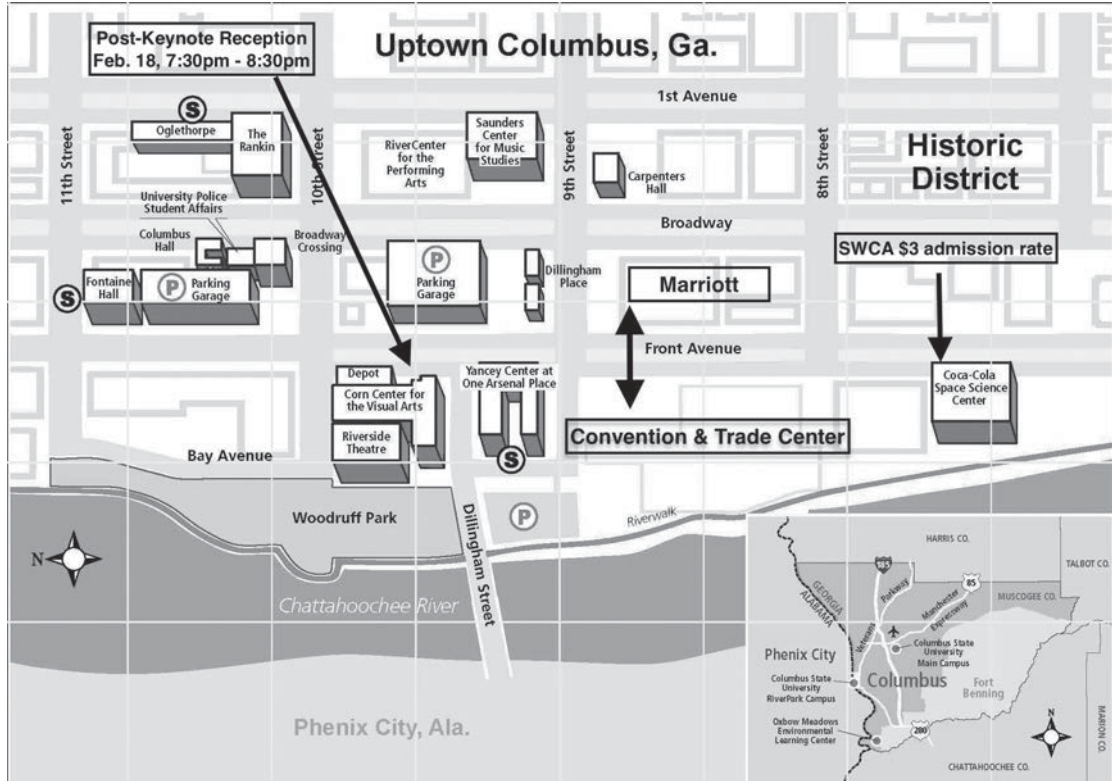
MAP: ACCESSIBILITY & BUS LINES

http://arcg.is/1mpx0B9

MAP: CONVENTION CENTER FIRST FLOOR

The Foundry Room A

Iron Works Ballroom A

Iron Works Ballroom B

Iron Works Ballroom C

The Foundry Room B

HISTORIC IRON WORKS 1853

COLUMBUS GEORGIA CONVENTION & TRADE CENTER

MR 101   MR 102

MR 103

MR 104

South Exhibit Hall

Center Exhibit Hall

North Exhibit Hall
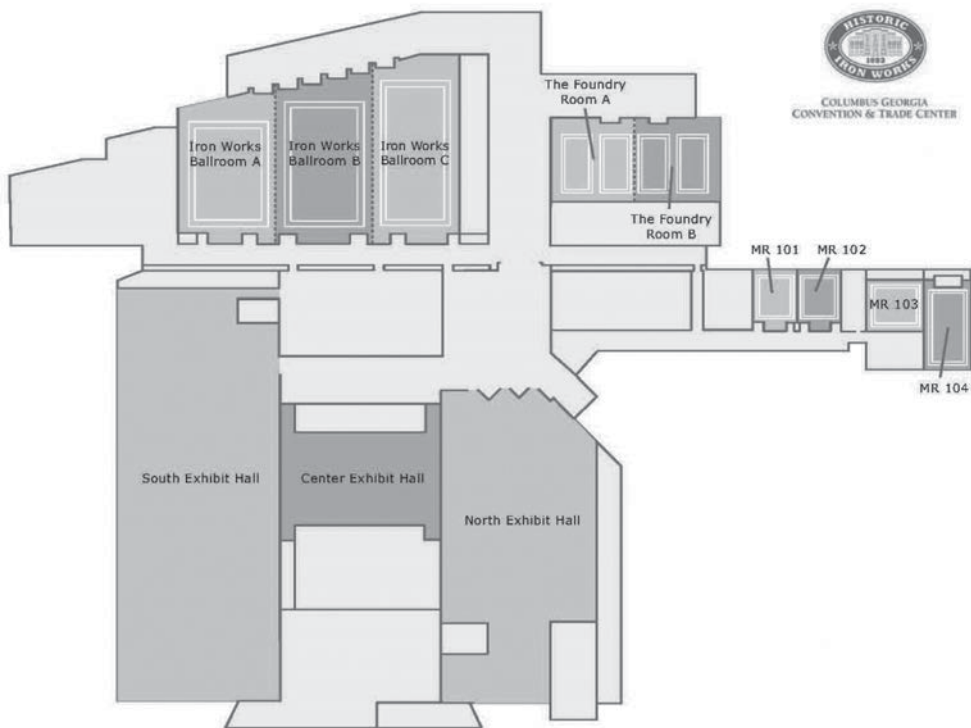
MAP: CONVENTION CENTER SECOND FLOOR

HISTORIC IRON WORKS 1853

COLUMBUS GEORGIA CONVENTION & TRADE CENTER

MR 212   MR 213

MR 211

Dining Gallery

Sycamore Room C

Sycamore Room A

Sycamore Room B

Sycamore Room D

MR 210

MR 201

MR 209

MR 202

MR 208

MR 207

MR 203

MR 205

MR 206

MR 204
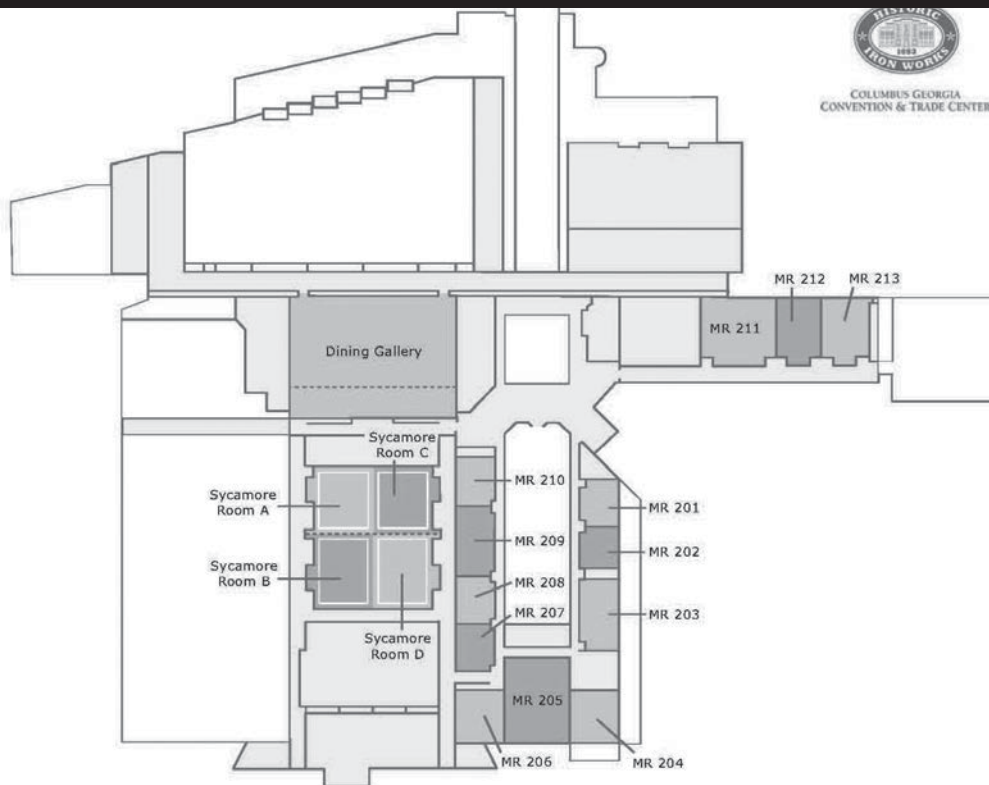
WELCOME FROM THE CONFERENCE CHAIR

Greetings, Colleagues!

In 2011, I attended my first SWCA conference at the University of Alabama in Tuscaloosa. At that conference I met many brilliant people and discovered an equal number of inspiring and informative theories and practices to apply to my writing center work and scholarship. Since then, I've never been disappointed. Whether the 2016 SWCA conference at Columbus State University in Columbus, Georgia, is your first or your 21st, I believe you too will gain insights from creative and helpful research and invigorating intellectual conversation with peers.

This year's conference theme, "Writing Center Inclusivity," was inspired by Margaret Price's *Mad at School: Rhetorics of Mental Disability and Academic Life.* Price's text is a springboard into challenging discussions, debates, and scholarship that seeks to solve problems related to inclusivity and race, class, gender, linguistics, and ability in face-to-face and virtual spaces. This year's conference will host over 140 individual, roundtable, workshop, and poster presentations that address the issues of inclusivity head-on in exciting and significant ways.

Thank you for attending the conference. I would also like to thank the Local Conference Committee, the SWCA Board, the Proposal Review Committee, and many others for their insights, labor, and guidance. None of this would have been possible without you.

Your 2016 Conference Chair,

Eliot Rendleman, PhD
Associate Professor, English
Director, Academic Center for Tutoring
Columbus State University

LOCAL CONFERENCE COMMITTEE

Eliot Rendleman, Conference Chair, Columbus State University
Julie Lowry, Assistant Conference Chair, Columbus State University
Erinn Bentley, Columbus State University
Kaleigh Blessard, Columbus State University
Cailee Davis, Columbus State University

Kelly Howard, Columbus State University
Sipai Klein, Clayton State University
Judi Livingston, Columbus State University
David Mitchell, Columbus State University
Joy Norman, Columbus State University
Adam Newman, Emory University

PROPOSAL REVIEW COMMITTEE

Brad Campbell, University of Mississippi
Brian McTague, Virginia Commonwealth University
Cailee Davis, Columbus State University
Charlotte Brammer, Samford University
Derreka Walkup, Clayton State University
Emily Hensley, Eastern Kentucky University
Ericka Findley, Clayton State University
Erinn Bentley, Columbus State University
Gary Jaeger, Vanderbilt University
Glenn Hutchinson, Florida International University
Joy Bracewell, Athens State University
Julie Lowry, Columbus State University

Kelly Howard, Columbus State University
Molly Starkweather, Kaplan University
Nabila Hijazi, University of Maryland
Nikki Caswell, Eastern Carolina University
Rachel Robinson, Appalachian State University
Rachel Winter, Eastern Kentucky University
Russell Carpenter, Eastern Kentucky University
Sarah Ferry, Eastern Kentucky University
Scott Whiddon, Transylvania University
Sharon Zuber, College of William and Mary
Sipai Klein, Clayton State University
Tom Brandt, Berkeley Preparatory School

2015-16 SWCA BOARD

Executive Board

President: Russell Carpenter, Eastern Kentucky University (2016)
Vice President: Stacia Watkins, Lipscomb University (2016)
Archivist: Joy Bracewell, Athens State University (2017)

Treasurer: Leslie Valley, Eastern Kentucky University (2017)

Board Members

Representative At Large: Vicki Behrens, University of North Carolina (2017)
Representative At Large: Nikki Caswell, East Carolina University (2016)
Outreach Coordinator: Caty Chapman, Middle Tennessee State Univ (2017)
Digital Content Developer (DCD): Christopher Foley, University of Central Florida (2016)

Southern Discourse in the Center: A Journal of Multiliteracy and Innovation

Editor: Karen Head, Georgia Institute of Technology (2018)

Current Conference Chair

Eliot Rendleman, Columbus State University (2016)

Immediate-Past Conference Chairs

Stacia Watkins and Katie Sealy, Lipscomb University (2016)

Community Representatives

Community College Representative: Suzanne Previte, Volunteer State Community College (2016)
Graduate Student Representative: Brandon M. Hardy, East Carolina University (2016)
HBCU Representative: Robert Randolph, North Carolina A&T State University (2017)
Secondary School Representative: Tom Brandt, Berkeley Preparatory School (2016)

State Representatives

Alabama: Charlotte Brammer, Samford University (2016)
Florida: Glenn Hutchinson, Jr., Florida International University (2016)
Georgia: Sipai Klein, Clayton State University (2017)
Kentucky: Scott Whiddon, Transylvania University (2016)
Mississippi: Brad Campbell, University of Mississippi (2017)

North Carolina: Rachel Robinson, Appalachian State University (2017)
South Carolina: Scott Pleasant, Coastal Carolina University (2017)
Tennessee: Gary Jaeger, Vanderbilt University (2016)
Virginia: Sharon Zuber, College of William and Mary (2017)

2016-17 SWCA BOARD

Executive Board

President: Stacia Watkins, Lipscomb University (2018)
Immediate-Past President: Rusty Carpenter, Eastern Kentucky University (2017)
Vice President: Graham Stowe, University of South Carolina (2018)
Archivist: Joy Bracewell, Georgia Institute of Technology (2017)
Treasurer: Maggie M. Herb, University of Tennessee, Chattanooga (20
Immediate-Past Treasurer: Leslie Valley, Eastern Kentucky University (2017)

Board Members

Representative At Large: Vicki Behrens, University of North Carolina (2017)
Representative At Large: Lisa Marzano, Palm Beach Atlantic University (2018)
Outreach Coordinator: Caty Chapman, Middle Tennessee State Univ (2017)
Digital Content Developer (DCD): Christopher Foley, University of Central Florida

Southern Discourse in the Center: A Journal of Multiliteracy and Innovation

Editor: Karen Head, Georgia Institute of Technology (2018)

Current Conference Chair

Immediate-Past Conference Chair: Eliot Rendleman, Columbus State University (2017)

Community Representatives

Community College Representative: Emily Cosgrove, Wallace Community College (2018)
Graduate Student Representative: Alex Funt, UNC, Chapel Hill (2018)
HBCU Representative: Robert Randolph, North Carolina A&T State University (2017)
Secondary School Representative: Rachel Dunaway, Donelson Christian Academy, Nashville (2018)

State Representatives

Alabama: Charlotte Brammer, Samford University (2018)
Florida: Landon Berry, University of Central Florida (2018)
Georgia: Sipai Klein, Clayton State University (2017)
Kentucky: Jennifer Marciniak, Berea College (2018)
Mississippi: Brad Campbell, University of Mississippi (2017)
North Carolina: Rachel Robinson, Appalachian State University (2017)

South Carolina: Scott Pleasant, Coastal Carolina University (2017)
Tennessee: John Bradley, Vanderbilt University (2018)
Virginia: Sharon Zuber, College of William and Mary (2017)

SWCA AWARDS

SWCA Achievement Award

The SWCA Achievement Award recognizes the outstanding, sustained body of work of a writing center director or supervisor to a particular writing center, SWCA, and/or the writing center community at large.

SWCA Achievement Award: Shanti Bruce, Nova Southeastern University

SWCA Tutor Award (3 Categories)

Professional Tutor Award: Caitlin L. Kelly, Georgia Institute of Technology
Graduate Tutor Award: Sarah Ferry, Eastern Kentucky University
Undergraduate Tutor Award: Kiran Rampersad, Georgia Institute of Technology

SWCA SCHOLARSHIPS

2016 SWCA Scholarships

Applicants for all scholarships must be current SWCA members or affiliated with an institution that has a current SWCA institutional membership.

Some scholarships are designated for students; others are for professionals. Professionals include writing center directors, assistant directors, and professional (non-student) tutors, as well as others whose work relates to writing centers--for example, high school teachers or administrators, university/college WPAs, or WAC/WID/CAC directors. Retired professionals who have maintained their SWCA memberships may also apply for scholarships.

Gary A. Olson Scholarship

Margy Stahr, Catawba College
Tracey Rhodes, Hinds Community College

Tom Waldrep Scholarship

Elizabeth Thompson, University of North Carolina-Greensboro
Robin Smith, University of North Carolina-Chapel Hill

Travel Scholarship

Haley Robinson, Appalachian State University
Yuxiu (Isabel) Wu, Appalachian State University
Kylee Hall, Donelson Christian Academy
Rachael Orbeta, G. Holmes Braddock Senior High School

2016 SWCA Conference Keynote Speaker

Dining Gallery, 2nd Floor, 6:00 pm - 7:00 pm

Margaret Price is an associate professor of English (Rhetoric, Composition and Literacy) at The Ohio State University. From 2004 until this year, she taught and served in the Writing Program at Spelman College in Atlanta, GA. Her research areas include disability studies, writing pedagogy, and digital composition. Her book, Mad at School: Rhetorics of Mental Disability and Academic Life, won the CCCC Outstanding Book Award in 2013. The book explores how students, especially those with mental disability, are excluded by the designs of our composition classrooms and curricula, and she develops and applies concepts of kairotic space and universal design to offer practical strategies to make our places of writing pedagogy more inclusive. Dr. Price has work forthcoming and under review that deals with disability, multimodality, and writing center pedagogy.

Keynote Reception

Corn Center for the Visual Arts, Main Hall, 7:30 pm - 8:30 pm

UNIVERSITY OF MICHIGAN PRESS

MAD AT SCHOOL
Rhetorics of Mental Disability and Academic Life

WINNER OF THE CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION'S OUTSTANDING BOOK AWARD, 2013

From Author Margaret Price
SWCA Keynote Speaker — February 18 at 6 pm

"The book is a must-read, with appeal for both general academic and disability studies audiences, and is designed to have maximum impact within university culture. The readability of Price's prose makes hers an important book to put in the hands of university administrators and teachers of all stripes."—*Disability Studies Quarterly*

To order call 800.621.2736 or go to www.press.umich.edu
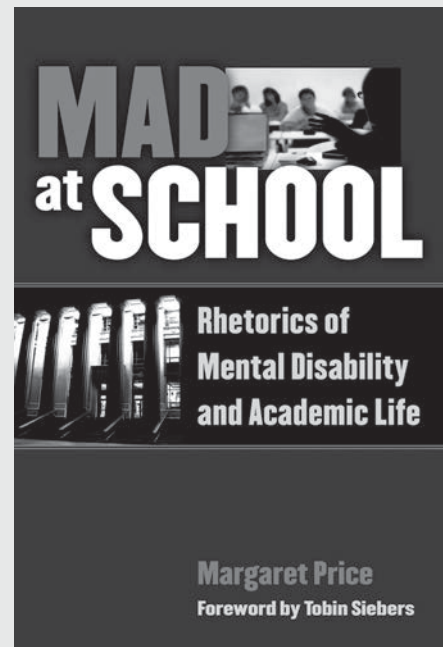
writingcenterjournal.org

Pearson

FEATURED SPEAKERS AND WORKSHOPS

Meeting Room 210

"A Different Angle of Inclusivity: In Search of Status, Labor Parity and Upward Mobility for Writing Center Administrators"

Elizabeth Burmester, Georgia State University

Session D • Thursday, February 18, 2016 • 2:50 pm – 3:50 pm

Let's apply inclusivity to writing center administration. We make writing centers inclusive for students and tutors, while overlooking how the job market and misperceptions about roles for writing center professionals hold us back. By analyzing jobs ads in Writing Lab Newsletter over 30 years, I examine where we've been, and how to create a better place for writing centers in higher education.

Meeting Room 209

"A Fresh Look at Inclusivity"

Christine Cozzens, Agnes Scott College

Concurrent Sessions G • Friday, February 19, 2016 • 9:10 am – 10:10 am

Centers across the country have made great strides in providing more inclusive environments and services and in welcoming diverse populations to participate on both sides of the tutoring equation and to engage with other center activities. But the stark reality is that with a national average of 10-12 percent of the student body using the center, there are clearly more avenues of inclusivity to explore. How can we refresh our thinking about this important topic? What new approaches, strategies, adjustment, and dramatic changes can we make to insure that tutoring in writing and speaking becomes a regular part of more students' lives? Join this session for a wide-ranging discussion of "outside the box" approaches to rethinking inclusivity and to achieving a more inclusive center.

Meeting Room 103

"Advocating a Space for Learning Diversity"

Matthew Kim, Eagle Hill School

Michael Riendeau, Eagle Hill School

Session G • Friday, February 19, 2016 • 1:10 pm – 2:10 pm

We propose to explore a few of the foundational beliefs that underpin the idea of learning disabilities and to suggest "learning diversity" as an alternative set of beliefs that might help us dismantle a failing system—the system of special education—and replace it with no system at all. We hope along the way to help clarify the problems of bureaucratic systems in human affairs. We believe that one space in which to practice learning diversity is the emergent studio space. An emergent studio is one that advocates emergent teaching by recognizing opportunity and acting improvisationally on that opportunity so that students of all abilities have an equitable chance to learn. The emergent studio embraces collaboration, access to multiple ways of meaning-making, divergent and convergent thinking, spatial awareness, and play. We believe that teachers can redesign their classrooms as emergent studios at no cost to them or their schools. Participants of this workshop will have opportunities to engage in hands-on, multimodal activities to engage them in thinking about learning diversity in emergent studio spaces.

2017 SOUTHEASTERN WRITING CENTER ASSOCIATION CONFERENCE

Welcome to Today's MULTIMODAL WRITING CENTER

THE UNIVERSITY of MISSISSIPPI · 1848

Writing centers in general are interested in and motivated to help all writers in whatever ways are possible and to provide support for a variety of composition projects, but what limitations affect the work we do? Many directors, tutors, and students often find themselves asking (or being asked), "What qualifies as a composition?" or "Should the Writing Center provide assistance for this project?" Writing centers continue to evolve in order to support student writing across disciplines and modalities. Physical growth and the need to increase support for digital and multimodal compositions generate many questions: How should writing centers brand and market their services? How should writing center training courses and professional development opportunities shift to reflect a new multimodal writing center landscape? What are the most productive types of partnerships that writing centers have with other departments, centers, and campus organizations, and how do those partnerships emerge? What defines a writing center, and who informs that definition? In what ways can writing centers create and sustain atmospheres that welcome all writers, even those who are not explicitly included in the directives that shape most writing center work?

As we prepare to meet in Mississippi, the Hospitality State, for the 2017 Southeastern Writing Center Association Conference, we invite exploration into how writing centers can become spaces that welcome all academic writers, utilizing challenges to traditional practices and pedagogies as resources that inform and enhance the expansion of writing center services. More specifically, we want to consider how writing centers can translate the increasing demand for multimodal and technological support into collaborative partnerships that contribute to sustainable writing center growth and productivity.

We share here several ideas that we hope to discuss as part of the 2017 conference. We invite submissions that explore the following (with regard to writing center theory and practice):

- Multimodal Tutor Training
- Interdepartmental Partnerships
- Subject Area Tutoring
- Technological Resources
- Spatial Design
- Cross Disciplinary Multimodal Support

- Organizational Identity, Branding, and Marketing
- Online Interface Versatility
- Resource Acquisition and Funding
- Tutor Recruitment
- Quantitative Assessment
- Accessibility Practices

DATES

February 16-18, 2017

PROPOSAL DEADLINE

October 14, 2016

LOCATION

University of Mississippi
Oxford, Mississippi
olemiss.edu

SPEAKERS

Lisa Zimmerelli
Co-Author of *The Bedford Guide for Writing Tutors*

Naomi Silver
Associate Director of Sweetland Center for Writing

PRESENTATION TYPES

Individual Presentations
Roundtables/Workshops
Ignite Presentations
Poster Presentations
Multimedia Installations

Register & Submit at www.iwca-swca.org/Conferences.html

THE SCHWOB SCHOOL OF MUSIC PRESENTS

ENSEMBLE-IN-RESIDENCE
ALIA MUSICA PITTSBURGH

FEATURING SPECIAL GUEST
MICHELLE MURPHY DEBRUYN
SOPRANO

WORDS AND ABSTRACTION
A CONCERT OF OLD & CONTEMPORARY MUSIC

WORKS BY
BRIAN RIORDAN
FEDERICO GARCIA DE CASTRO
PIERRE BOULEZ
IVÁN KNEES

& THE WORLD PREMIERE OF
JAMES OGBURN'S 3 BILLS

FRIDAY, 19 FEBRUARY 2016
7:30 P.M.
LEGACY HALL, RIVERCENTER
FREE ADMISSION
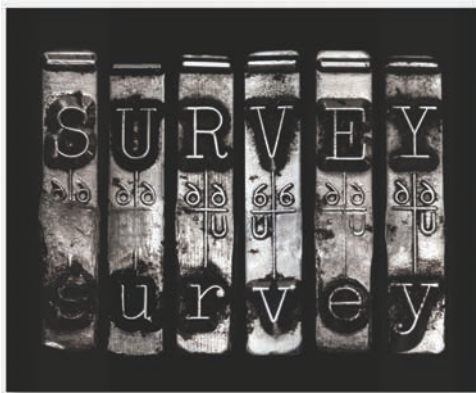
Dear Colleagues:

I am excited to announce the re-launch of the IWCA Writing Center Research Project Survey for the 2014-15 academic year. This survey collects and aggregates research on the usage, demographics, staffing, institutional support, personnel structures and processes of writing centers across the US and world and in a variety of educational contexts. Ideally, this survey will provide peer and aspirant institutions, writing center professionals, consultants, peer tutors, or coaches comparable information against which to assess or measure themselves. This survey will also continue to document the growth and challenges that writing centers and the individuals would work there or use them. Results – past, current, and future – will be accessible from the Purdue OWL and the IWCA webpage.

To participate, click on this link:

http://tinyurl.com/p8vksje

or navigate to the research section on the Purdue OWL.

Thanks for your consideration.

IWCA International Writing Centers Association

Concurrent Sessions A

Tutor Staffing, Training, & Practice

Meeting Room 210

The Role of Inclusivity in Writing Centers

Allie Sockwell, University of Alabama
Candace Chambers, University of Alabama

This presentation seeks to foster conversations about ways writing center administrators can train tutors with strategies to meet the needs of African American, non-traditional, and students diagnosed with learning disorders. Since these populations often experience difficulties in assimilation into mainstream college environments, tutors can increase inclusivity by easing writing anxieties.

Meeting Room 209

Implementation of the Unconventional Consultant

Yuxiu Wu, Appalachian State University
Haley Robinson, Appalachian State University
Veronica Nawojczyk, Appalachian State University
Adrienne Fouts, Appalachian State University

The purpose of this roundtable discussion is to discuss and share experiences, information, and importance of having consultants from a multitude of academic backgrounds within university writing centers. Participants of the discussion include a group of writing consultants who each studies history, business, studio art and English, and public relations.

Meeting Room 208

Confessionals: Including a Writing Center's Many Voices

Carson Williford, Auburn University

"Confessionals," brief discussions informed by consultant perspectives, are allowing The Miller Writing Center to capture its plurality of voices. This presentation shows how the MWC uses surveygizmo.com and iPads to include its diverse staff and how confessionals help restructure parts of training. It will also suggest ways other writing centers can host confessionals to include more members.

Peer Tutoring Classes and the Experiential Learning Approach: Possibilities and Challenges

Ibrahim Ashour, Georgia Gwinnett College

What roles do tutor mentors play in fostering students' practical knowledge? How does theory learned in an experientially-based peer tutoring class transfer to writing center practice? Mentors and mentees were asked open-ended survey questions that explored the interplay between theory and practice. The presenters will share sample data and qualitative findings such as patterns and common themes.

Meeting Room 207

What a STEM Writing Center Can Teach About Inclusivity

Emily Dotson, University of Kentucky
Clinton Woodson, University of Kentucky

This round table discussion by two STEM Based Writing Center Directors offers practical training tips and specific style and structure suggestions to better reach the STEM students who need writing and presentation help. Instead or assuming one size fits all, after hearing this talk you will be able to open the door wide to STEM students with confidence!

Meeting Room 204

Active Inclusivity: Bridging the Divide

Ariel Gunn, Hillsborough Community College
Deborah Andrango, Hillsborough Community College
Jakob Nordstrom, Hillsborough Community College
Gabrielle Steinig, Hillsborough Community College

This presentation will report the peer tutors' role in creating active inclusivity, specifically regarding accessible outreach and resources through the production of handouts that students can relate to more easily and through closed-captioned videos online. We will discuss our efforts to ensure we are fostering an inclusive, intersectional, and positive writing center.

COLLABORATIONS, PARTNERSHIPS, & OUTREACH

Meeting Room 203

STANDING MEETING: HBCU COMMUNITY MEETING

Robert Randolph, North Carolina A&T State University

Meeting Room 202

Prison Outreach Programs: An Inclusivity of All Students

Jennifer Carter, Georgia State University
Emma Baughman, Georgia State University
Keith Freeman, Georgia State University

We will discuss the importance of including prisons in writing center outreach. The results of this inclusivity benefit both students and tutors. What we, as tutors, gain from the sessions with the students at the prison cannot be fully replicated in traditional tutoring sessions and leads us to question how we can take what we learn from these sessions and apply them to sessions back on campus.

Meeting Room 201

If You Show Us Yours, We'll Show You Ours—Resources, That Is: A Collaborative Discussion on Inclusive Resources

Taryn Hall, Indiana University Southeast
Evangeline Flowers, Indiana University Southeast
Trey DiNoto, Indiana University Southeast
Sara Holubar, Indiana University Southeast
Allison Cloud, Indiana University Southeast
Sara Tirsway, Indiana University Southeast

Since writing centers are "kairotic" spaces, we must come together to collaborate, create, and compile inclusive resources to address students' unique needs. We will provide resources that we have found for business, creative, disabled, ELL, and other writers. We ask that you bring your own ideas to share in a workshop discussion in order to build a list of community resources that will only grow.

Meeting Room 104

A Collaborative Studio Pedagogy as Consultants' Professional Training

Elizabeth Thompson, UNC-Greensboro
La'Toya Parker, UNC-Greensboro

This panel investigates how a collaborative model for consultant training encourages greater inclusivity and allows both undergraduate and graduate consultants to become more active agents and stakeholders in the production of knowledge. Panelists examine how we can effectively incorporate a collaborative studio pedagogy in the ongoing training of consultants.

Meeting Room 103

Linguistic Inclusion: Strategies for Implementing Code Meshing in the Writing Center

Katherine Mims, University of Mississippi
Casandra Baumgartner, University of Mississippi
Gabriella Berlanti , University of Mississippi

In order to end the linguistic segregation that Standard English and code switching encourage, we propose the introduction of code meshing into writing center pedagogy. We intend to present the research we have gathered in a round table discussion to begin developing an implementable plan for teaching code meshing in the writing center.

QUIET ROOM: MEETING ROOM 101

CONCURRENT SESSIONS B

WAC & EMBEDDED TUTORING

Meeting Room 210

Interdisciplinary Perceptions of Student Writing and Motivation in Learning Centers

Jasmine Johnson Standifer, Florida A&M University
Kopper Boyd, Florida A&M University

This roundtable discussion focuses on the ways writing centers can work alongside other student success services on campus. Specifically, the presenters will open up discussion about the ways tutors from all disciplines can encourage writing, especially in the absence of dedicated WAC/WID programs. How can the writing center promote inclusivity by collaborating with tutors from other disciplines?

Meeting Room 209

Implementing Cross Disciplinary Strategies Within Writing Centers

Jeannette Burkle, Agnes Scott College
Estephania Hernández, Agnes Scott College
Erin Pirkle, Agnes Scott College

Previous research shows different tutoring techniques are used depending on tutee discipline, type of assignment, and personal need. Our study seeks to assess cross-disciplinary tutoring techniques between various learning centers at Agnes Scott College. By comparing differences in tutoring, we can adapt new strategies into our writing center and further aid tutees outside the social disciplines.

Meeting Room 208

Creative Writing and the Writing Center

Rebekah Spera, Emory University
Shauna Bowes, Emory University

This workshop will focus on attracting creative writing students to the writing center and preparing tutors to help them more effectively. It will begin with a presentation of research on creative writing and the writing center, followed by a discussion. The goal of the workshop is to generate concrete strategies for improving the efficacy of writing centers for serving creative writers.

Meeting Room 207

Does Your Writing Center Need a TIC-TAC?

Anna L. Boynton, Georgia Gwinnett College
Amanda K. Ashour, Georgia Gwinnett College
Rebecca Dix, Georgia Gwinnett College
Sarah Schlueter, Georgia Gwinnett College

With a focus on student retention rates and academic success, our WC strives to meet students where they are: in the classroom (TIC) and around campus (TAC). Our experiences show these tutors foster communication, build student confidence, and model successful behavior. Panelists will describe how our program bridges learning gaps and embraces our diverse community of learners.

Meeting Room 203

STANDING MEETING: GRADUATE STUDENT COMMUNITY MEETING

Brandon M. Hardy, East Carolina University

DIGITAL TUTORING & TECHNOLOGY

Meeting Room 204

Inclusivity and Social Media Strategies for Writing Centers

Molly Wright Starkweather, Independent Scholar

This interactive workshop will introduce participants to best practices in creating and sharing promotional content for writing centers via popular social media platforms. Participants are highly encouraged to bring a laptop or tablet computer to use during the session to create pins for Pinterest, posts for Facebook, tweets for Twitter, and a promotional video using Animoto.

Meeting Room 202

Using Free Online Tools to Enhance Multicampus Writing Center Work

Rachel Johnson, University of Mississippi
Brad Campbell, University of Mississippi
Andrew Davis, University of Mississippi

This presentation argues for technology as integral to developing and implementing inclusive practices across writing center services and spaces in a multicampus environment. While addressing applications for tutor training, outreach, and institutional memory/sustainability, speakers will show how free technology supports writing center work and provides a platform to expand current initiatives.

Meeting Room 201

ePortfolios and Writing Centers: Developing a Framework for Support

Caty Chapman, Middle Tennessee State University
James Hamby, Middle Tennessee State University

While there is much scholarship devoted to ePortfolios, little seems to have been written about ePortfolios and writing centers, specifically. This roundtable seeks to discuss the challenges and opportunities that ePortfolio systems pose to writing centers, as well as to consider ideas for how writing centers may augment student engagement and success with ePortfolios.

QUIET ROOM: MEETING ROOM 101

COLLEGE OF LETTERS AND SCIENCES
COLUMBUS STATE UNIVERSITY

Graduate programs in the College of Letters and Sciences include:

- **M.A. History (2 tracks)**
  - ◊ General track
  - ◊ Race, Ethnicity, and Society

- **M.P.A. (5 tracks)**
  - ◊ Environmental Policy
  - ◊ Health Service Administration
  - ◊ Criminal Justice
  - ◊ Political Campaigning
  - ◊ Urban Policy

- **M.S. in Natural Sciences (4 tracks)**
  - ◊ Biology
  - ◊ Chemistry
  - ◊ Environmental Science
  - ◊ Geosciences

For more information: *cols.columbusstate.edu*

CONCURRENT SESSIONS C

TUTORING SPECIFIC POPULATIONS, OR NOT

Meeting Room 209

Controlled Chaos: Blending Universal Design and Kairotic Space to Help Students with Disabilities Improve their Writing

Milya Maxfield, Kennesaw State University
Tyler McNally, Kennesaw State University

Writing centers can work with existing campus programs to create inclusive learning environments for students with disabilities by blending the deliberate structure of universal design with the social support and freedom of kairotic space. This workshop will showcase how the facilitators of one such partnership work with students to improve their writing with workshops and individual sessions.

Meeting Room 208

The Elephant in the Writing Center: Accommodating Multiple Learning Styles

Ky Hall, Donelson Christian Academy
Peyton Blair, Donelson Christian Academy

Due to the conversational nature of tutoring, Writing Center tutors often focus on auditory or interpersonal learning styles instead of engaging multiple styles in a session. This workshop gives examples of how to cater to different learning styles, and introduces some technological resources which accommodate multiple learning styles.

Meeting Room 207

Engaging the Invisible: Welcoming and Working with Returning Veterans

Gwendolyn Hale, University of Mary Washington
Golda Eldridge, University of Mary Washington
Molly Garthwaite, University of Mary Washington
Kristopher Hiser, University of Mary Washington
Lydia Phillips-Jones, University of Mary Washington

This panel seeks to discuss veterans and their assets and special accommodations through the lens of a WC director, a faculty veteran coordinator, writing center consultants and the veterans we serve. By examining such issues of accessibility and engagement, this panel will provide directions for others who wish to place emphasis on accommodating veterans in their writing centers.

THEORY, IDEOLOGY, & IDENTITY

Meeting Room 204

Recognizing the Season and Responding to the Call: Kairos and Spirituality in the Writing Center

Veronica Yon, Florida A&M University

This presentation will consider the role religious identity may play not only in what writing center professionals do but also in when and how they do it. The session seeks to address a privately perceived area of scholarship and assist writing center professionals in better appreciating and connecting to the work they do in service to students in general and universities and communities at-large.

Meeting Room 203

Incentivizing Inclusion: The MGSU Macon Writing Center

Sharon Colley, Middle Georgia State University
Shane Trayers, Middle Georgia State University
Calabria Turner, Middle Georgia State University
Katie Gray, Middle Georgia State University
Patty Harrison, Middle Georgia State University

We will discuss ways that The Writing Center on the Macon campus of Middle Georgia State University works to incentivize inclusion. We will touch on programs that encourage attendance, as well as a new tutor training session, which will stress individualized writing assessment over classification.

Meeting Room 202

What Should We Do If . . .? Developing a Code of Ethics for an Inclusive Writing Center

Mary Lou Odom, Kennesaw State University
Rachel Greil, Kennesaw State University
María Badillo-Méndez, Kennesaw State University

Recognizing that writing centers are kairotic spaces that cannot be "rigid nor objectively determined" demands that we carefully examine what principles do exist to guide our work. This interactive workshop will address the question of how to create a truly ethical and inclusive writing center by leading participants in developing their own writing center "code of ethics."

Meeting Room 201

Kairotic Diversity: A Workshop and Critique

Scott Whiddon, Transylvania University
Joy Bracewell, Athens State University
Jennifer Marciniak, Berea College

Even with the best of intentions, writing centers are often asked to support campus-wide diversity initiatives with little fiscal or collaborative support. This workshop will provide a space in which writing center staffers and professionals can develop strategies for diversity and inclusion while recognizing the challenges that come with stretched budgets and minimal staffing.

Meeting Room 104

They? Zhim? Xe? An Expansion on Gender Identity in the Writing Center

Bailey McAlister, Kennesaw State University
Kelsey Medlin, Kennesaw State University
Lesli Goodwin, Kennesaw State University
Claire Bohrer, Kennesaw State University

As Writing Center professionals, we must cultivate a welcoming environment by referring to people appropriately, being educated about diverse genders, and receiving uncommon genders with open minds. Expanding upon our discussion from last year, join us as we dig further into gender identity terms, appropriate Writing Center behavior, and techniques we can employ to maintain a positive environment.

Meeting Room 103

ORGANIZATION FEATURE: TUTORING PHILOSOPHY WORKSHOP

Stacia Watkins, Lipscomb University
Rachel Robinson, Appalachian State University

In this workshop, Stacia Watkins, Incoming SWCA President and Director of the Writing Studio at Lipscomb University, and Rachel Robinson, SWCA's North Carolina State Representative and Assistant Director of the Writing Center at Appalachian State University, will discuss strategies for how tutors might create or revise their tutoring philosophies, and tutors will have time to workshop their ideas or drafts with their peers.

QUIET ROOM: MEETING ROOM 101

CONCURRENT SESSIONS D

Meeting Room 210

FEATURED SPEAKER

"A Different Angle of Inclusivity: In Search of Status, Labor Parity and Upward Mobility for Writing Center Administrators"

Elizabeth Burmester, Georgia State University

Let's apply inclusivity to writing center administration. We make writing centers inclusive for students and tutors, while overlooking how the job market and misperceptions about roles for writing center professionals hold us back. By analyzing jobs ads in Writing Lab Newsletter over 30 years, I examine where we've been, and how to create a better place for writing centers in higher education.

Dr. Beth Burmester is Associate Professor of English and Director of the Rhetoric and Composition Section at Georgia State University in downtown Atlanta. In Fall 2015, she received the SWCA Christine Cozzens Research Grant, supporting her book project, *Position Available: Reading the History of Job Ads and Professional Status to Write the Future of Writing Center Studies*. This archival research examines the language of posted job ads for writing center professionals, between 1977 and 2014, to determine changes in status and professional identity and specialization, and to better create policies that will advance the field. Her study is based on RAD Research (replicable, aggregable, and data-supported), with empirical research methods including corpus linguistics and data coding. Dr. Burmester won the SWCA Achievement Award in 2011, and the GSU College of Arts and Sciences Outstanding Teaching Award in 2008. She joined SWCA in 2004, and served on the SWCA Board from 2006 to 2013, as Vice President, President, and State of Georgia Rep. She has been working in writing centers since 1993, as a tutor and administrator, at DePaul University (Chicago), The University of Illinois at Chicago (UIC), before coming to Georgia State. She was the Director of the Center for Writing and Research, renamed The Writing Studio, from 2003-2011, and continues to be a consultant and mentor for writing center professionals. She is at work on articles related to writing center policy and professionalization for Southern Discourse in the Center, *WLN: A Journal of Writing Center Scholarship* and *The Writing Center Journal*.

ADMINISTRATION & ASSESSMENT

Meeting Room 209

Welcoming "unwelcomed" emotions and reframing failure as a productive activity

Nicole Caswell, East Carolina University
Will Banks, East Carolina University
Rexford Rose, East Carolina University

This panel picks up two concepts traditionally framed as negative moments, failure and shame, to discuss the ways they can function productively in writing center contexts. We consider how failure and shame can promote student learning in the writing center.

Meeting Room 208

Writing Center Efficacy and Assessment: Coding for Argumentation

Jeffrey Shenton, Vanderbilt University
Gary Jaeger, Vanderbilt University

Quantitative studies of writing center efficacy have not shown unambiguous improvement traceable to writing center intervention. We developed an instrument to identify and evaluate argumentative moves writers made in an introductory English course, comparing scores for those who came to the writing center vs. those who did not. Results speak to an expanding literature of writing center assessment.

Beyond Archetypes: Using Self-Efficacy to Re-examine Who and How We Tutor

Matthew Kemp, Auburn University at Montgomery
Phillip Hughes, Auburn University at Montgomery

We created a study to examine how well our center impacted various demographics on campus by looking at writerly self-efficacy. This study allowed us to see what types of students our center served as well as what effect tutoring had on them. Our presentation will show how we used this study to adapt our pedagogies and create quantitative data of the center's role on campus.

MULTILITERACY & MULTIMODALITY

Meeting Room 204

Multimodality and Learning Disabilities: Promoting Inclusivity in the Writing Center

Logan Beyer, Duke University

Emphasizing a universal design for learning within the writing center, especially by incorporating a variety of multimodal tools, can create a more inclusive space for students with learning disabilities. A website outlining effective universal writing strategies was created to aid individual students with LD, writing center staff, and campus disability offices in achieving this goal.

Preparing Tutors for Sessions on Multimodal Compositions

Margaret Swezey, Duke University

Faculty increasingly incorporate multimedia composition assignments into their classes. Taking as a case study a revision to a consultant training course, this talk will discuss the theory and practice of preparing consultants to work effectively with writers on these new kinds of compositions.

Meeting Room 203

STANDING MEETING: COMMUNITY COLLEGE GROUP MEETING

Suzanne Previte, Volunteer State Community College

Meeting Room 202

Multiple Literacies, Multiple Contexts: A Workshop on Integrating Multiliteracies Into Peer Tutor Training

Stephen McElroy, Florida State University
Jason Custer, Florida State University
Joe Cirio, Florida State University

This open-format workshop will facilitate discussion and collaboration among attendees in order to think through opportunities and challenges of including undergraduate peer tutors in a multiliteracy center and/or digital studio; takeaways will include sample assignments, readings, course units, and syllabi.

QUIET ROOM: MEETING ROOM 101

Concurrent Sessions E

Theory, Ideology, & Identity

Meeting Room 210

Identifying Identities: Exploring the Concept of Writer Identity in Writer-Consultant Relationships

Brandon M. Hardy, East Carolina University
Daniel Franch, East Carolina University
Joshua Gardner, East Carolina University

Panelists will examine how students articulate their writer identity when scheduling an appointment; offer strategies for creating inclusivity in the writing center through tutor recruitment, training, and development; and explore ways of promoting writer identity that also creates a safe space for other identities embodied by writer and consultant.

Meeting Room 209

Grappling with Grammar: Achieving Inclusivity through Grammatical Discourse in the Writing Center

David St.John, Georgia State University
Jennifer Carter, Georgia State University
Charles Grimm, Georgia State University

Drawing from composition scholars such as Paul Kei Matsuda and WC pedagogy scholarship from Beth Rapp Young and Peter Carino, this roundtable addresses how discussing grammar can further improve writing center inclusivity. The participants will utilize a wide range of critical focuses, including recent developments in multilingual and translingual composition studies, and utopian theory.

Meeting Room 208

Bridging Values and Practices in the Kairotic Space

Elbert Liang, Emory University
Lamija Grbic, Emory University
Emily Li, Emory University
Yuan (Sherry) Jin, Emory University

Kairotic spaces are central to writing center work. However, the implicit role of the instructor is often left unexamined. The presenters will explore how this relationship requires reconciliation of two competing goals during a session—improving the student's writing ability and producing a text that will suit the instructor's expectations of how a "good" writer writes.

Meeting Room 207

The Writing Center as Transfer Hub

Margaret Stahr, Catawba College
Anna Fields, Catawba College
Nathan Wyatt, Catawba College
Hope Woods, Catawba College
Joan Hedrick, Catawba College

In this workshop, presenters will summarize recent scholarship about writing-related transfer, and findings from a multi-year study at our institution. Then, workshop participants will generate ideas about how the Writing Center might help facilitate the transfer of writing knowledge, practices, and skills from one context to another.

Meeting Room 204

Breaking the Invisible Wall: Negotiating Perceptions of Exclusivity

Gabrielle Helo, Florida Atlantic University
Melissa Villalobos, Florida Atlantic University
Cailey Millar, Florida Atlantic University
Natalie Rowland, Florida Atlantic University
Dr. Jeffrey Galin, Florida Atlantic University

Although writing centers pride themselves on inclusivity, many potential clients still feel excluded; everything from employee demographics, policies, culture, and gender to the writing center space can drive students away. These invisible walls affect student perceptions. This roundtable discussion will highlight several of these invisible walls while also highlighting some potential solutions.

DIGITAL TUTORING & TECHNOLOGY

Meeting Room 203

Exploring the Extracurricular: The Merits of Moving Beyond Assignment-Motivated Writing

Allison Bennett, Kennesaw State University
Sarah Cook, Kennesaw State University
Valerie Smith, Kennesaw State University
Tequila Jackson, Kennesaw State University
Casey Black, Kennesaw State University

Drawing on Anne Ruggles Gere's article "Kitchen Tables and Rented Rooms: The Extracurriculum of Composition," we will explore the importance of extracurricular texts in Writing Centers. Through roundtable discussion, we will delve into the benefits of extracurricular writing, discuss how we can achieve inclusivity of all writing, and observe how experiences differ for both students and staff.

Meeting Room 202

Dictation Devices and Voice Recording Memos: Usefulness and Inclusivity Considerations

Thushara Gunda, Vanderbilt University

As consultants, many of us have experienced moments where we have wanted to capture what had just been saved but we cannot recollect things verbatim. A pilot project will assess if readily available dictation and voice memos can meet this need. We will pay particular attention to issues of inclusivity associated with these technologies, both at the institutional and individual levels.

Right Writing - Eliminating Student Misbehaviors that Interfere with Writing Center Instruction

Peter Vajda, Time to Teach

Learn how to dramatically increase the amount of time you spend on instruction and decrease the amount of time giving multiple warnings and repeated requests to stop misbehavior.

Meeting Room 201

Inclusivity in Online Tutoring

Robin Smith, UNC Chapel Hill
Dr. Vicki Behrens, UNC Chapel Hill
Alex Funt, UNC Chapel Hill

In an online tutoring context, the question of writing center inclusivity raises unique questions of how we as tutors regard the writer when s/he is not physically present. We gather information from these writers but still we risk making assumptions about them. The UNC Writing Center seeks to address this challenge through our tutor training and creating a universal rubric for an online response.

Anonymity and Identity in Synchronous Online Tutoring

Molly Wright Starkweather, Independent Scholar

This presentation will demonstrate how, in writing centers, synchronous online tutoring acts as the best setting for developing personality elements germane to the context of improving writing through forming a meaningful academic relationship between tutor and tutee.

Meeting Room 104

STANDING MEETING: K-12 COMMUNITY MEETING

Tom Brandt, Berkeley Preparatory School

Meeting Room 103

ORGANIZATION FEATURE: SWCA CONFERENCE INTEREST GROUP

Russell Carpenter, Eastern Kentucky University
Stacia Watkins, Lipscomb University

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

QUIET ROOM: MEETING ROOM 101

Concurrent Sessions F

High School Writing Centers

Meeting Room 210

"Can We Eat Lunch Here?" The High School Writing Center as Inclusive Social Hub

Tommy Jolly, Georgia State University

This presentation is an argument for including social activities as part of a high school writing center's mission. Doing so will aid the writing center in reaching out to students who may be intimidated by the prospect of sharing their work with others or capable writers who are alienated by the hegemony of writing curriculum in their classes.

Meeting Room 209

STEM Writing in High School Writing Centers

Sarah McGaughey, Kennesaw State University
Theresa Kusumadjaja, Kennesaw State University
Bailey McAlister, Kennesaw State University

Some students and professionals in STEM fields may not feel as comfortable with writing as they do with the other components of their work. For this reason, we would like to discuss how writing centers can help STEM students at every level, high school and college, verbalize their scientific research before they embark upon their college careers or enter the professional world.

Meeting Room 208

High School Writing Centers: Spaces for Partnerships & Possibilities

Paula Gillespie, Florida International University
Glenn Hutchinson, Florida International University
Tom Brandt, Berkeley Preparatory School
Rachael Orbeta, G. Holmes Braddock Senior High

This roundtable will focus on possible spaces and universal design for high school writing centers. Presenters will discuss an established high school writing center, university-high school partnerships, and a student created lunchtime space. After short presentations, participants will engage in a conversation and share ideas about high school writing centers.

Administration & Assessment

Meeting Room 207

Rubric-Based In-Consultation Assessment

Robert Lang, Shaw University
Laura Mercer-Bourne, Shaw University

Shaw University has implemented a method of assessment that measures a client's ability to apply a particular writing skill modeled and practiced during the consultation, which is documented on a report using a rubric developed by the staff. Results of these reports, along with a presentation of staff training exercises designed to continually orient consultants to the rubric, will be shown.

Meeting Room 204

Navigating the Diversity of Qualitative and Quantitative Data in the Writing Center: Making Numbers Matter

Emily Unwin, Auburn University
Isabella Premont, Auburn University
Katie Kirk, Auburn University

This series of presentations will discuss the implementation of iPads into the Miller Writing Center, the subsequent training steps for staff members, the effect of iPads on Writing Center pedagogy, and survey rate return. It will discuss the survey questions that glean the most responses from clients, and will introduce basic concepts of data analysis to help utilize the data you already have.

Meeting Room 203

CONFERENCE EXTRA: CONVERSATION WITH KEYNOTE MARGARET PRICE

In this special conference extra, writing center professionals are invited to follow up with Margaret Price for an intimate dialogue about her comments in the keynote presentation from the previous night. All are welcome, but we especially encourage graduate and undergraduate students to attend. Space is limited! We hope to see you early.

QUIET ROOM: MEETING ROOM 101

Concurrent Sessions G

Meeting Room 209

Featured Speaker

"Presentation Title"

Christine Cozzens, Agnes Scott College

Centers across the country have made great strides in providing more inclusive environments and services and in welcoming diverse populations to participate on both sides of the tutoring equation and to engage with other center activities. But the stark reality is that with a national average of 10-12 percent of the student body using the center, there are clearly more avenues of inclusivity to explore. How can we refresh our thinking about this important topic? What new approaches, strategies, adjustment, and dramatic changes can we make to insure that tutoring in writing and speaking becomes a regular part of more students' lives?

Join this session for a wide-ranging discussion of "outside the box" approaches to rethinking inclusivity and to achieving a more inclusive center.

Christine S. Cozzens is Charles A. Dana Professor 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 Ph.D. 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 at Agnes Scott as director. Cozzens teaches a variety of writing courses, including the nonfiction sequence in the creative writing program, nineteenth-century British literature, and Irish literature and film. She has led program reviews and conducted workshops for faculty and students on writing and writing across the curriculum at many colleges and universities. Her essays about travel, writing, and other subjects have appeared in The New York Times, the Boston Globe, the Baltimore Sun, Cara, Ireland, and the Agnes Scott Alumnae Magazine, among other publications. Cozzens was the founding editor of Southern Discourse: Publication of the Southeastern Writing Center Association from 1998 to 2014. She has been an SWCA member since 1989, served on the board for twenty-five years,

and was the recipient of the Southeastern Writing Center Association Achievement Award in 2003.

COLLABORATION, PARTNERSHIP, & OUTREACH

Meeting Room 210

Accommodating and Embracing Our Global Neighbors: How We Transitioned into a Better Writing Center for our International Students and Led Our Institution Toward a Spirit of Inclusiveness Across Campus

Clayann Panetta, Christian Brothers University
Payton Powers, Christian Brothers University
Andrea Perez-Munoz, Christian Brothers University
Megan Murphy, Christian Brothers University

Our Writing Center recently initiated campus-wide changes for international students, where there was no programming for these students. In the Writing Center we started a Writer's Workshop series and a new training program. We also helped design a new section of Composition I that focuses on international students' writing. In the end, our initiates led to systemic changes across campus.

Meeting Room 208

Increasing Diversity by Building Cooperation between Writing Centers and Foreign Language Labs

Brittany Speller, Armstrong State University
Perrin Price, Armstrong State University
Miguel Lo, Armstrong State University
Paul McMullen, Armstrong State University

Our project focuses on the shared goal of foreign language labs and writing centers, namely, the development of better writers. Academic inclusivity and effectiveness in our tutoring environments might be increased if we cultivate cooperative outreaches.

Meeting Room 207

Encouraging Creative Writing in the Writing Center

Laura McCarter, Kennesaw State University
Samantha Maxwell, Kennesaw State University
Aaron Fuchs, Kennesaw State University

The Creative Writing Workshops help students explore different ways that they can express themselves in a low stakes setting. The students discuss several texts, learn new ways to discuss them, and gain a deeper appreciation for literature by learning to write creatively relating to the literature discussed. These workshops encourage students to look at literature in a new way and show them their own creative capabilities.

Meeting Room 204

Decentering: Cross Campus Collaborations in Support of Writing at Mississippi State University

Stacy Kastner, Mississippi State University
Chelsea Henshaw, Mississippi State University
Kayleigh Few, Mississippi State University
Kiley Forsythe, Mississippi State University
Michelle Wait, Mississippi State University

This panel reflects on experimental outreach projects at Mississippi State University, focusing on how our Writing Center is (re)imagining and (re)shaping its social presence on our campus. In micro-exchanges, presenters discuss what happens when tutors co-position themselves as administrators, bridge-builders, researchers, and sponsors.

Meeting Room 203

TESOL and Writing Center Collaborations: Tensions, Pitfalls, and Possibilities

Mandy Suhr-Sytsma, Emory University
Mina Ivanova, Agnes Scott College

What are some confluences and tensions among TESOL and writing center professionals? How can we make the tensions productive? While referencing scholarship and giving attendees the chance to share about their own experiences, the presenters, one of whom is an L2 learner herself, focus on their own more and less productive exploration of these tensions with tutors.

Meeting Room 202

STANDING MEETING: STATE REPRESENTATIVES MEETING

POSTER SESSION: 2ND FLOOR LOBBY

Getting Along Together: A Collaboration Between a Writing Center and a Student Success Center

Graham Stowe, University of South Carolina
Rachel Brunson, University of South Carolina

This poster will outline the ways a large university's writing center, housed in an English department, can collaborate with a student success center. This collaboration allows both centers to provide students with the best teaching possible and maintain the autonomy of each space. We hope to demonstrate how these collaborations can work to benefit both success centers and writing centers.

Metacognition in the Noel Studio: Redefining Academic Creativity

Emily Vinson, Eastern Kentucky University
Russell Carpenter, Eastern Kentucky University

This poster examines a case study of metacognitive practices within the Noel Studio at EKU using a content analysis and provides recommendations for integrating metacognition into writing centers and similar programs.

QUIET ROOM: MEETING ROOM 101

Standing Meeting: State Network Meetings

Meeting Room 210

Georgia: Sipai Klein, Clayton State University

Meeting Room 209

Mississippi: Brad Campbell, University of Mississippi

Meeting Room 208

Virginia: Sharon Zuber, College of William and Mary

Meeting Room 207

Kentucky: Scott Whiddon, Transylvania University

Meeting Room 204

North Carolina: Rachel Robinson, Appalachian State University

Meeting Room 203

Alabama: Charlotte Brammer, Samford University

Meeting Room 202

South Carolina: Scott Pleasant, Coastal Carolina University

Meeting Room 201

Tennessee: Gary Jaeger, Vanderbilt University

Meeting Room 104

Florida: Glenn Hutchinson, Jr., Florida International University

Quiet Room: Meeting Room 101

CONCURRENT SESSIONS H

Meeting Room 103

FEATURED WORKSHOP

"Advocating a Space for Learning Diversity"

Matthew v, Eagle Hill School
Michael Riendeau, Eagle Hill School

We propose to explore a few of the foundational beliefs that underpin the idea of learning disabilities and to suggest "learning diversity" as an alternative set of beliefs that might help us dismantle a failing system—the system of special education—and replace it with no system at all. We hope along the way to help clarify the problems of bureaucratic systems in human affairs. We believe that one space in which to practice learning diversity is the emergent studio space. An emergent studio is one that advocates emergent teaching by recognizing opportunity and acting improvisationally on that opportunity so that students of all abilities have an equitable chance to learn. The emergent studio embraces collaboration, access to multiple ways of meaning-making, divergent and convergent thinking, spatial awareness, and play. We believe that teachers can redesign their classrooms as emergent studios at no cost to them or their schools. Participants of this workshop will have opportunities to engage in hands-on, multimodal activities to engage them in thinking about learning diversity in emergent studio spaces.

Matthew Kim teaches composition and is co-chair of the English department at Eagle Hill School in Hardwick, MA. He received his Ph.D. in English Studies from Illinois State University, where he studied writing studio pedagogy with Professor James Kalmbach. In 2004, Matthew received the NCTE ACE award for his research on the intersections of digital literacies and learning disabilities. Along with teaching writers' workshop, college writing, and technical communication, Matthew directs the Central Massachusetts Writing Collaborative which is an organization he created in 2013 to bring innovative, fun writing programming to public school students in grades 6-12 and professional development workshops on writing studio pedagogy to public school teachers.

Michael Riendeau has directed the academic programs at Eagle Hill School since 1997. He continues to teach in the English department where he began at Eagle Hill School in 1989 after completing his A.B. in English at the College of the Holy Cross. Michael completed his doctoral degree at the University of Massachusetts in 2003. His professional and research interests include disability theory, multicultural education, and teacher preparation and induction. Michael is the founding director of the EHS Institute for Teacher Induction, created in 2005 in response to the teacher attrition crisis in urban public schools. The Institute has trained more than 1,200 teachers from urban districts including Boston, Worcester, and Springfield—as well as working with groups of teachers from cities across the country. In 2010, Michael created Learning Diversity, a blog for educators, parents, and students (http://blog.eaglehill.school/). Michael's publications include articles in English Journal, Independent School, and The Washington Post.

TUTOR STAFFING, TRAINING, & PRACTICE

Meeting Room 210

Do Graduate Students Have Specific Needs? Graduate Student Perceptions of Writing Center Tutorials

Prabin Lama, Virginia Tech

As writing centers work with a growing population of graduate students it is important to assess their needs and expectations. This presentation examines whether graduate student have specific needs that may be different from the needs of undergraduate students. The speaker will present the results of a survey that assessed how graduate students perceive writing center tutorials.

Recruiting Bilingual Tutors

Derreka Walkup, Clayton State University

Many international students enlist the help of writing center tutors not only to assist with the completion of college-level writing assignments, but also to help them build and strengthen their understanding of the American English language. For this reason, international clubs, along with foreign language clubs and degree programs, become advantageous recruitment resources.

Building Writing Centers with Undergraduate Tutors

Peter Fontaine, Georgia Institute of Technology
Kiran Rampersad, Georgia Institute of Technology

An inquiry into the potential, practical ways that undergraduates tutoring in the writing center can contribute to the design and structure of the center they serve. Presentation covers a pilot of this at Georgia Tech's Communication Center where undergraduates are involved in designing training, pedagogical, and marketing resources and policies.

Meeting Room 209

Inclusivity: Writing a Research Report in Behavioral Sciences

Ralf Schuster, Auburn University
E. Kelley Mautz, Auburn University

Some writing tutors as well as students may not be entirely familiar with the underlying "skeleton" and the APA requirements for research papers in behavioral sciences. Knowledge of the structure and content will enhance the quality of collaboration between tutor and client. The presentation provides substantial guidance for writing and editing research papers in behavioral sciences.

Meeting Room 208

The Educated Tutor

Sara Marie Klucking, Auburn

In looking at how education majors are trained, taught how to write, communicate clearly, and with their specialized fields of study these students should be heavily recruited for the writing centers. Because of their own education, and what they have to offer the students both in writing and specialized fields.

Undergraduate Student Perceptions of Writing Anxiety and Writing Centers

Jonathan Loar, Emory University
Amy Bower, Emory University

Drawing on research on the experiences of undergraduates in first-year expository writing courses, this presentation examines student perceptions of writing anxiety and writing centers as spaces that can generate and alleviate anxiety. We will discuss how viewing the writing center as kairotic space provides new and useful tutoring practices for addressing writing-related anxieties.

What We Talk About When We Talk About Tutor Training: Inclusivity in General Tutor Training and How It Works

for Writing Tutors

Jessica Holley, Hillsborough Community College: Brandon Campus

Although a marginalized part of the institution for so long, writing centers have a rich tradition of working towards inclusivity. Despite these attempts, we still maintain the unique nature of our work. This presentation will examine how general tutor training can be beneficial for the writing tutor and can create even more inclusivity for the writing center throughout the college.

Meeting Room 207

Composition Kitchen: Adjusting the Focus from the Recipe to the Flavor

Michael Ruther, Kennesaw State University
Victoria Banks, Kennesaw State University

Chefs and writers are more alike than they might appear. They create products that must be consumed, yet why do student writers so often overlook the audiences that must ingest their work? Presenters will lead a discussion on the advantages and disadvantages of focusing students' attention on the flavor of their voices rather than merely following recipes for completion.

Meeting Room 204

Eliminating Stigmas within the Writing Center and Redefining the Writing Tutor

Liliana Lim, Emory University
Heather Wang, Emory University
Grace O'Duffy, Emory University

Whilst providing a valuable resource for second language speakers, the label of "ESL" tutoring is often stigmatized. If we work to eliminate these labels and to broaden the skills of writing tutors, we believe that writing centers will serve as more inclusive and approachable spaces for students with all language abilities.

Meeting Room 203

All Together Now: Creating Inclusive Mindsets through Tutoring Training and Development Opportunities

Emily Cosgrove, Wallace Community College
James Truman, Auburn University
Susan Bargainer, Auburn University Montgomery

As a writing center community, we strive to create environments that promote sharing ideas, exchanging knowledge, and positively reinforcing student attempts. However, the "how" of training staff to accomplish this work is complex. This roundtable seeks to unpack the topic of inclusivity in our writing centers, as well as discuss development strategies that discourage polarizing actions.

THEORY, IDEOLOGY, & IDENTITY

Meeting Room 202

First Impressions: A Semiological Study of Writing Center Misconceptions

Sarah Lingo, Virginia Tech

Ideas across academic institutions about their writing centers are numerous, varied, and often inaccurate. This speaker will explore the misconceptions surrounding writing centers and will argue that a writing centers can combat student misconceptions through semiological analysis of the intentional and unintentional messages communicated in its physical places, online spaces, and documents.

Ethical Reading of Bodies in Writing Center Work

Katie Manthey, Salem College

This presentation will discuss the idea of "ethical reading" as a methodology for enacting an embodied approach to writing center work. Ethical reading is the idea that visible identity categories are often seen ("read") through the lens of personal bias. The presentation will end with a discussion of how ethical reading and embodiment are tied to the social justice mission of writing center work.

Shifting Privilege of Psychological Types in the Writing Center: Toward a More Inclusive Approach to Relationships and the Writing Process

Andrew McIver, Winthrop University

A viable solution to privileging the extrovert ideal in writing center tutors and tutees is to flip the current pedagogical approach and shift the emphasis back toward tutoring as a more introverted, feeling process, I conclude that effective learning happens in the moment when students feel they matter. These moments require a relationship that introverted-feeling tutors create more effectively.

Meeting Room 201

Recovering Identities: Student, Tutor, and Writing Center

Sarah Newman, Wallace Community College

Technology has the reputation of enhancing academia, but how can it help writing centers with the daily challenge of training tutors, marketing services, and establishing identity? At our writing center, we are implementing a project that uses video of tutoring sessions and student experiences to improve our training, marketing, and identity to reflect the bigger, and more realistic, picture.

Writing Centers and Learning Commons: A Question of Place and Identity

Charlotte Brammer, Samford University

As writing centers move/are moved to learning commons, their identity, to the extent it is tied to place/location, will likely shift. In this session, we will discuss relevant identity theory and implications for writing centers, tutors, and directors in learning commons.

Queer Rhetorical Practice in the Writing Center

Jennifer Ansley, Duke University

This paper builds on Harry Denny's work in "Queering the Writing Center," and considers how we can not only be attentive to invocations of gender and sexual identity as moments of insight grounded in alternative epistemology, but encourage students across identities to reflect on their social positions—both their marginalization and their privileges—as a way of generating insights.
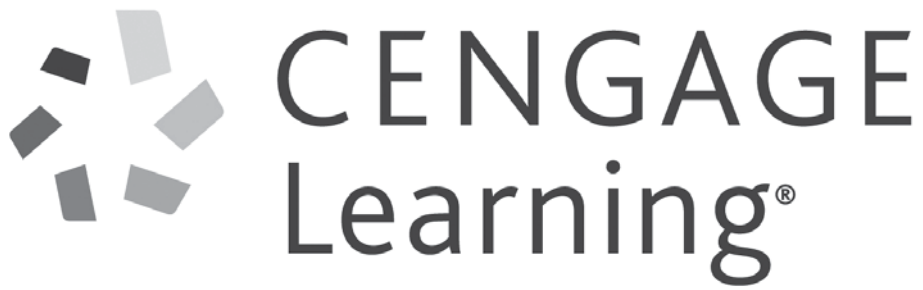
Meeting Room 104

ORGANIZATION FEATURE: GET TO KNOW SWCA

Russell Carpenter, Eastern Kentucky University
Stacia Watkins, Lipscomb University

SWCA President Russell Carpenter, SWCA Vice President Stacia Watkins, and other board members will lead a discussion of how you can be more involved with SWCA.

QUIET ROOM: MEETING ROOM 101

CONCURRENT SESSIONS I

Meeting Room 203

ORGANIZATION FEATURE: SOUTHERN DISCOURSE IN THE CENTER: PITCH YOUR MS

Karen Head, Georgia Institute of Technology

The SDC Editor invites you to learn more about the journal, and to pitch your article idea to the group. This will be a working group session. Please bring an abstract of your proposed paper to the session. Be prepared to offer feedback to others as we all work together to develop our ideas.

Southern Discourse in the Center: A Journal of Multiliteracy and Innovation (SDC) is a peer-reviewed scholarly journal published by the Southeastern Writing Center Association (SWCA) biannually from the University of North Carolina Greensboro. As a forum for practitioners in writing centers, speaking centers, digital centers, and multiliteracy centers, SDC publishes articles from administrators, consultants, and other scholars concerned with issues related to training, consulting, labor, administration, theory, and innovative practices.

Our editorial board welcomes scholarly essays on consulting, research, administration, training, technology, and theory relevant to writing centers, speaking centers, and digital/multiliteracy centers. Article submissions may be based in theoretical and critical approaches, applied practices, or empirical research (qualitative or quantitative). Submissions are evaluated by the editors, and promising articles are sent to our national editorial board for double-blind review. To honor Southern Discourse's historical context, future issues will include special sections that profile the work of regional associations, emerging undergraduate research, and centers across the country, providing a sustained look at regional and national concerns that centers face in the 21st century.

To submit, visit http://www.iwca-swca.org/SouthernDiscourse.html

You should submit your article via email at SDC@iwca-swca.org. Generally submissions should be fewer than 20 pages. If you have something longer, please send a query to the editor with an explanation of the project.

TUTOR STAFFING, TRAINING, & PRACTICE

Meeting Room 210

Incorporating Active Listening and Validation Tactics into Writing Sessions

Zachary Fowler, Duke University
Kelly Goyette, Duke University

Every writing session consists of a snapshot of a relationship between writer and consultant. How do we best communicate our understanding and support while ensuring that we are aware of the intangibles that inform our advisory tactics? This workshop will explore the role that active listening and conscious validation can play in effectively relating to all types of writers in an intimate setting.

Meeting Room 209

Building the Babel of Transnational Literacy: A Tutoring Model

Xiaobo Wang, Georgia State University

I build a model to help students with their transnational literacies in a world of conflicts and violence. I use McGee's ideograph to negotiate different subjectivities and evaluate students' awareness and transnational literacy. I use Baudrillard's simulations to help students to look at medias critically. I apply cosmopolitan ideal to tutoring so students will become genuine world citizens.

One Size Doesn't Fit All: Addressing the Different Language Acquisition Backgrounds of ELL Tutees

Alexandra Rongione, Emory University

The presentation will assess the strengths and weaknesses of aural and classroom ELL tutees based on research and examine different possible approaches to tutoring these students that takes into account their language acquisition backgrounds.

"I Don't Know How to Ask These Questions": Why Students and Tutors Struggle with Reflective Questioning

Jane Bowman Smith, Winthrop University

Questions are essential to collaboration, yet both tutor-interns and student writers can struggle with them. Students complain that questions don't help; interns may unconsciously model the more directive ways in which they have been taught. Marcia Baxter Magolda's explanation of "absolute knowers" provides a potential answer to using questions that can be effectively used in tutor training.

Meeting Room 208

Increasing Variety in Client Options

Ericka Findley, Clayton State University
Maia Morris, Clayton State University
Meghan Deal, Clayton State University

This panel will propose solutions for writing centers to assist clients that may benefit from sessions geared towards the mastery of specific skills. Suggestions include workshops and individual remediation sessions addressing concerns ranging from formatting to punctuation with the goal of providing clients with more options to help them on their journey to become better writers

Meeting Room 207

What's Your Type? Myers-Briggs Visits the Writing Center

Denise Dolan, Georgia Gwinnett College

What unconscious choices in behavior do tutors make under the influence of their Myers-Briggs Personality Type? The presenter will share findings from a qualitative study exploring how Type influences tutoring style. Tutors speculate on how preferences such as introversion/extroversion or thinking/feeling illuminate choices in questioning, feedback, rapport-building, and instructional techniques.

Why Not Both?: A Case for Collegiate Writing Centers to Utilize Both Generalist and Specialist Peer Tutors

Kathryn Burt, Winthrop University

The argument between writing center directors over the efficacy of generalist and specialist peer tutors has a practical solution. Generalist and specialist tutors are suited to solve different problems with writing. As such, a collegiate writing center needs both in order to meet the needs of students who seek guidance with writing.

Training Tutors in Sentence-Level Editing

Scott Pleasant, Coastal Carolina University

This presentation will focus on a tutor-training exercise aimed at helping tutors improve their skills with sentence-leveling editing. Results of both quantitative and qualitative assessments of the exercise will be presented.

Meeting Room 204

Can the Writing Studio Include the Private Tutor?

Charles Grimm, Georgia State University

Questioning to what degree the private composition tutor deserves inclusion in the academic conversations surrounding English tutoring and how our working definitions allow inclusion for the private tutors.

Habits of Mind in the Writing Center: The Inclusion of Uncertainty

Kelly Elmore, Georgia State University

This presentation will apply recent research on habits of mind to the writing center tutorial. Participants will leave with practical suggestions that can be used immediately to make our centers more attentive to critical thinking and intellectual development.

DESIGN, SPACE, & PLACE

Meeting Room 202

Seamless Inclusivity: Imagining Designs for Inclusive Writing Centers

Mary Hocks, Georgia State University
Kristen Ruccio, Georgia State University

This interactive roundtable discussion will focus on ways to make the Writing Center a space of seamless inclusivity. The presenters will briefly outline the concept of seamless inclusivity, then participants will collaborate on designs that implement the concept.

Meeting Room 201

Reaching the Four Corners: Writing Center Space Across the Campus

Lisa Marzano, Palm Beach Atlantic University

This session will discuss the ways decentralizing the writing center promotes inclusion of non-traditional tutoring clients. It will also discuss some of the utopian dimensions of decentralization and the gap between expectation and reality.

(Re)creating Kairotic Space through Writing Workshops at a Women's Prison

Sarah MacDonald, Emory University

Drawing on the workshops my fellow tutors and I have held at a local prison, I examine how writing centers' community outreach efforts may foster empowerment and inclusivity. I discuss ways we can attend to and reshape the power relations that characterize kairotic spaces.

From Quiet to Dynamic: Reinventing a Writing Center

Tracey Rhodes, Hinds Community College

How does an established, yet quiet writing center become a visible, helpful, and dynamic part of every student's campus experience? This presentation will discuss ongoing efforts to broaden the use, appeal, scope, and outreach of the writing center on a large community college campus. Attendees who have been through the trenches to update writing centers are encouraged to share insights.

Meeting Room 104

"Free College Education," Co-Requisite, and the Language Center: How TN Promise and Embedded Remediation have modified the Space of the Writing Center

Suzanne Previte, Volunteer State Community College

Tennessee's post-secondary environment has changed because of Tennessee Promise and the co-requisite for first semester English. Focus here will be on the purpose of the Language Center and how its mission and practices have changed. Authoritative sources will be used, but the primary support will be anecdotal evidence from the Director, consultants in the Center, and faculty who use the Center.

Reserved for Us: Creating Third Spaces in Writing Centers to Include Students with Disabilities

Matthew Gray, Florida Agricultural and Mechanical University

This study will offer effective techniques utilized by the presenter that may help other tutors broaden the reach of the writing center to include students with disabilities and succeed in creating third spaces, that is, spaces where students can feel comfortable, self-identify, and fully grasp the standards of written English.

Meeting Room 103

Inviting Voices to the Table: The Writing Studio as an Inclusive Space

Leah Schweitzer, High Point University
Kathy Shields, High Point University
Christian Garber, High Point University
Brailey Lisath, High Point University
Jennifer Swiger, High Point University

This panel describes a Studio model which brings together student tutors, librarians and self-selected composition students in a studio run in cooperation with-- rather than as a mandated course taught by-- the English department. The presenters are representative of the many people who are included in this Studio model.

QUIET ROOM: MEETING ROOM 101

Concurrent Sessions J

Collaborations, Partnerships, & Outreach

Meeting Room 210

Developing Campus Partnerships to Maintain Innovative Spaces: Approaches for Centers and Programs

Karen Head, Georgia Institute of Technology
Russell Carpenter, Eastern Kentucky University
Lindsay Sabatino, University of North Carolina at Greensboro
Shawn Apostel, Bellarmine University

This panel examines strategies for maintaining/enhancing writing center spaces through collaborations and alliances: What strategies do you employ when making decisions about space? What considerations do you make when updating/designing spaces? Who are our allies and collaborators when designing/updating writing center spaces? What spatial considerations should you make when updating spaces?

Meeting Room 209

Turning toward Each Other: Cultivating Inclusivity among Staff and the Community

Cristine Busser, Georgia State University
Roger Austin, Georgia State University
Paige Arrington, Georgia State University
Katie Teems, Georgia State University

Each presenter will discuss how they have worked to employ a more universal, and thus more inclusive, approach to staff recruitment and community building, staff training, and outreach programs, in order to capitalize on each stakeholder's strengths, rather than their perceived deficiencies.

Meeting Room 208

Engaging Diverse Student and Institutional Needs: Maintaining Effective Partnerships between Libraries and Writing Centers

James Truman, Auburn University
Bridget Farrell, Auburn University

Partnerships between libraries and writing centers in Learning Commons have become well established over the past decades. But how do we develop these institutional partnerships and maintain long-term support of student learning and success? This roundtable will address the opportunities and challenges of growing collaborative relationships between the reference desk and the writing center.

Meeting Room 207

Reflecting Peaceful Pedagogy to the Community: Rhetorical Listening and its Role in Community Outreach

Joshua Anderson, Western Carolina University

Writing tutors practice rhetorical listening on a daily basis in tutoring sessions, but the writing center community has yet to deeply examine the possibilities that this practice presents for the community as a whole. This presentation examines tutor listening practices and how a similar practice might be used to better connect with the community beyond the writing center walls.

"If You Build It, They Will Come": The Importance of Writing Studio Outreach & Play to STEM Clients

Megan Peters, Lipscomb University

In my presentation, I argue that employing outreach and play can help peer consultants better serve STEM clients in their mission to

make their centers more inclusive. As these centers should be a space for students to receive assistance in their writing, consultants can use creative tools which allow them to reach out and work specifically with STEM students and their varied learning modalities.

The Center of the Universe(ity): The Writing Center as a Hub for Faculty Development in Writing

Alexis Poe Davis, University of Mount Olive
Brianka Morgan, University of Mount Olive

At UMO, we have intentionally expanded the Center's scope of inclusivity. Recently, we have begun to gain a reputation as the go-to resource for instructors of all disciplines to learn how to more effectively integrate writing into their courses, leading to an organic, bottom-up development of a WAC/WID program. Our presentation will explain how we've managed to pull this off (so far).

Meeting Room 204

Gift Horses: Sharing the Rent with Another Center

Mary Wright, Christopher Newport University

In this presentation I use my experiences as a WPA in a small liberal arts university and data collected in the past three years since the Student Success Center joined the Writing Center to argue for inclusivity and address what happens to these spaces and kairotic moments where writing and subject tutors occupy and work shoulder to shoulder and directors share assets.

Meeting the Expectations and not Crossing the Boundaries

Deepak Pant, Southern Illinois University

This presentation discusses the dilemma of the tutors when they get into a proof-reading trap while trying to meet the expectations of the tutees which is the goal of the tutoring session. I will bring examples of how training sessions attempt to address those issues, and how tutoring sessions are viewed by tutees and faculty across the discipline in terms of expectations and outcome.

Meeting Room 102

Lessons From the Students We've Never Met: A Tutor-Led Study on Who Does Not Use Our Writing Center

Maggie Herb, University of Tennessee at Chattanooga
Sarah-Grace Battles, University of Tennessee at Chattanooga
Troy Bryant, University of Tennessee at Chattanooga
Logan Clem, University of Tennessee at Chattanooga
Olivia Haynes, University of Tennessee at Chattanooga
Hayden Matlock, University of Tennessee at Chattanooga
Chasidi Rodgers, University of Tennessee at Chattanooga

As we discuss writing center inclusivity, we must not simply consider the student writers that we serve, but also those we do not—and why. In this roundtable, we will present the results of a peer tutor-led study in which we surveyed students who do not use our center. We will discuss how centers might use such knowledge, not only to improve outreach, but to better achieve true inclusivity.

ESL/ELL TUTORING

Meeting Room 203

Reflecting a Multilingual University: Support Networks, Outreach, and Collaboration with International, ESL, and Heritage Language Communities

Jennifer Schaefer, Emory University
Bellee Jones-Pierce, Emory University
Shunyuan Zhang, Emory University
Yuan (Sherry) Jin, Emory University
Vrinda Pande, Emory University

Jonathan Peraza, Emory University

At large universities, writing centers are part of a broad support network for undergraduate and graduate students. Focusing on the experiences of international, ESL, and heritage language students, we will explore how outreach can make the writing center more inclusive and how the writing center can contribute to university inclusivity through connections with other organizations and services.

Meeting Room 202

Potayto Potahto: The Strategies and Techniques of ESL Tutors Tutoring ESL

Katalin T. Stupek, Agnes Scott College
Tiantian Zhang, Agnes Scott College
Mina Ivanova, Agnes Scott College

ESL students require different tutoring techniques than native speakers. But what if the tutor is also ESL? Could native-speaking tutors learn from their bilingual colleagues? This presentation, led by two tutors and an administrator - all L2 learners - discusses our study examining different tutoring techniques for ESL tutoring from a multilingual tutor perspective.

Meeting Room 201

Stigma and Cultural Biases among ESL Students

Shamara Battle, Emory University
Margaret Quinn, Emory University
Alexandra Nuñez, Emory University

Inspired by our experiences as ESL tutors with various identities (e.g. race, gender, sexual orientation, etc.), we have decided to investigate the pre-existing biases that ESL students may consider when scheduling an appointment. A survey will be used to collect quantitative and qualitative data about ESL students' potential stigma or preferences in terms of ESL tutoring and tutors themselves.

Meeting Room 104

Foreign Language Learners in the Writing Center

Hannah Harkey, University of Mississippi
Madison Passmore, University of Mississippi

As writing centers grow towards better inclusivity, it is important not to forget second language learners. English Language Learners as well as learners of second languages are often excluded from writing centers. Ideally, writing centers would acquire tutors who speak foreign languages, however second language learners could still utilize the writing center to talk about their writing.

Meeting Room 103

STANDING MEETING: DIGITAL CONTENT DEVELOPMENT MEETING

Christopher Foley, University of Central Florida

QUIET ROOM: MEETING ROOM 101

stamp + ink

Graham Stowe
University of South Carolina

Scott Whiddon
Transylvania University

an intimate evening of (mostly) acoustic music
at
The Carson McCullers Center
1519 Stark Avenue
(10 minute drive from Columbus Marriott)

Friday, February 19, 2016
Doors open at 7:30pm / Free

Concurrent Sessions K

Administration & Assessment

Meeting Room 210

Cross-Institutional Network-Based Mentorship in Writing Center Administration

Jennifer Forsthoefel, Georgia Institute of Technology
Karen Head, Georgia Institute of Technology

While mentor configuration may take many forms, the least explored has been the benefits of cross-institutional partnerships. In this panel will discuss how to approach and implement a cross-institutional network-based mentorship, establishing professional writing center conferences and partnerships as kairotic spaces of professional engagement.

Meeting Room 209

Access Granted: The Shift to Inclusion in the Writing Center

Taylor Cochran, Florida Southern College

In Florida Southern College's transitioning Writing Center, my recent thesis on inclusion has become reality. By implementing tutor training focused on Universal Design, Universal Design for Learning, and multi-modal approaches to learning, FSC's tutors learn to establish individualized session plans to meet specific needs of tutees.

Writing Center Administration: Improving Diversity and Inclusion through Staffing

Deborah Reese, Armstrong State University

Writing center directors and administrators would do well to participate in conversations about inclusivity and diversity by, first, examining their center's staffing practices; second, conducting research into how clients respond to the diversity, or lack of, represented by their staffers; and third, maintaining or adjusting hiring processes as appropriate.

Meeting Room 208

"Everyone Needs Us": Progress toward Inclusivity in the Center for Writing and Languages

Tess Stockslager, Liberty University
Kristen Libka, Liberty University
Shelah Simpson, Liberty University
Alisha Castaneda, Liberty University

The directors of our Center for Writing and Languages (which includes four writing centers and two foreign language labs) will narrate an oral history of our growth from a small GWC to a multi-center department that serves all types of learners, including online students, second language learners, graduate students, and students with disabilities.

Meeting Room 207

Beyond the Tutorial: A Discussion of Alternative (and Inclusive) Writing Center Services and Assessment

Amanda May, Keiser University
Lauren Gregory, Florida A & M University

Although many writing centers offer student workshops (Grutsch McKinney, 2013), services outside of individual tutorial sessions have not been fully studied. This roundtable discussion aims to fill this gap in research by engaging participants in a conversation that explores methods for reaching students beyond one-on-one tutorial sessions and how best to assess these services.

Meeting Room 203

Confronting the Giant: Strategies for Rediscovery and Assessment in the Face of a Corporate Take-Over

Lauren DiPaula, Georgia Southwestern State University
Megan Vonier, Georgia Southwestern State University
Brigitte Locke, Georgia Southwestern State University
Brittnea Holland, Georgia Southwestern State University
Jairus Whitley, Georgia Southwestern State University
Megan Dolan, Georgia Southwestern State University

Recently we have been faced with the challenge of competing with a new, online tutoring service at our institution. We saw this as an opportunity for a collaborative redesign and re-articulation of our center's work and for an in-depth look at how we build relationships with writers. We will offer strategies others can use to strengthen their centers to avoid being taken over.

Meeting Room 104

STANDING MEETING: INCOMING BOARD MEETING

Extends to Concurrent Sessions L in the same location.

QUIET ROOM: MEETING ROOM 101

Concurrent Sessions L

Tutoring Specific Populations, or Not

Meeting Room 210

Accommodating Students with Learning Disabilities in the Writing Center

Gwendolyn D. LaBelle, Columbus State University

This presentation focuses on developing an effective universal instructional design that peer and professional writing center staff may employ in order to facilitate an inclusive environment in university writing centers, ensuring the diverse needs of postsecondary students of all abilities and intelligences are satisfied.

"I Should Not Be Here": Imposter Syndrome, Inclusivity, and the Writing Center

John Mol, Winthrop University

According to researchers like P. Clance and S. Imes, imposter syndrome is a problem in today's state of academia. According to research, this phenomenon is described as, "an experience of feeling incompetent and of having deceived others about one's abilities". Through further understanding and inclusive behaviors, we can make our centers more comfortable for those with these types of thoughts.

'Including' Anxiety in the Writing Center

Debra Burdick, Alamance Community College

What are the benefits of eliciting and acknowledging students' anxiety about writing in writing center sessions? Both current science and ancient philosophy suggest that how students feel about writing may affect their efforts more than willpower and determination, which in turn suggests that helping students access and recognize their feelings about their work may free them to do better work.

Meeting Room 209

"After All These Years: Incorporating Strategic Methods in the Writing Center to Aid Adult Learners"

Kelly Glass, Georgia Gwinnett College

How can Writing Centers effectively serve adult learners? This presentation will: (1) Address the rising number of adult students attending college and the specific challenges they face, and (2) Strategies Writing Centers can employ to assist the specific needs of adult learners (learning new technology, acclimation to college life, etc.…) during their college experience.

When First Year Experience Is Not THE First Year Experience: Transfer Students and Academic Writing

Alice Johnston Myatt, University of Mississippi

Presenter discusses how transfer students experience academic writing when transitioning from one place of study to another. Also, attendees will examine stereotypes often linked to first-time students transferring from other educational settings, learning from recent and emerging scholarship on what writing center administrators and tutors should know about the writing needs of transfer students.

Meeting Room 208

For Hearing People Only: How To Create Inclusive Space for Deaf Cultures

Hannah Mayfield, The University of North Carolina at Charlotte

Conversation models for the writing center conference can create an exclusive environment in tutoring practice especially when the student's first language is not an oral language but a signed one. This presentation outlines the tools and training needed in the tutor experience in order for Deaf culture and the hearing community to negotiate inclusivity in the university writing center.

Learning Differently in the Writing Center

Jacob Pinkston, Beacon College

The Beacon College Writing Center plays an important role in supporting the college's mission to offer academic degrees to students with learning disabilities and ADHD. This presentation discusses the layout, tutoring strategies, and technologies that the Beacon College Writing Center uses to assist students and how these same techniques can be used at any writing center.

Inclusion for the Isolated: Writing Tutoring Strategies for Students with ASD

Kristeen Cherney, Georgia State University

Autism spectrum disorder (ASD) is certainly not a new phenomenon. Increased prevalence means that more college students also have the disorder. As writing center professionals, we might assume that increased enrollment in college must certainly mean that these same students will end up using our tutoring services at some point, but the very nature of ASD can pose challenges.

Meeting Room 207

Accommodating Invisible Disabilities: Using Universal Design of Learning Strategies to Increase Accessibility of the Writing Center

Lindsey Chiles, Winthrop University
Laurie Hilburn, Winthrop University
Lauren Caponigro, Winthrop University
Ryan Loyst, Winthrop University

The purpose of our panel is to cultivate an informed discussion that explores "invisible disabilities" present in the writing center and to offer possible solutions and resources intended to make centers more accessible to all types of students.

WAC & EMBEDDED TUTORING

Meeting Room 204

Building a Bridge between Students and Professors: Using History to Examine Cross-Discipline Expectations and Miscommunications

Abby Gibbons, Columbus State University

Contributing to the scholarship on writing across the disciplines, this presentation offers a new tool to be implemented in university writing centers that will lessen the miscommunications of expectations between students and professors in lower division courses, those courses that fit within the general education requirements for all majors' curricula.

Transformations: A Case Study of a Faculty Writing Fellows Program at an Open Access HBCU

Jonathan Elmore, Savannah State University
Lisa Yount, Savannah State University

Our presentation offers a case study of our writing fellows after they complete our program.   It is our hope that studies such as ours will offer writing center directors at similar, open-access institutions and HBCUs positive models with which to convince administrators of the value of faculty writing programs for the long term development of faculty across the curriculum .

Meeting Room 203

Hitting the Road: Taking the Writing Center to the Students with Embedded Tutoring

Janet Hanks, New River Community College
Philip Clark, New River Community College
Carl Hanks, New River Community College

Developmental writers often fail to get needed help in the writing center due to their own discomfort with the act of going there. Embedded tutoring brings writing consultants to the classroom and benefits student writers, faculty, and consultants. A panel discussion with our embedded tutors about practices and protocols can help others develop or hone existing embedded tutoring

programs.

Meeting Room 202

The Embedded Academic Support Experience: Including and Empowering Academically Underprepared Students

Jonathan Barefield, University of North Georgia
Karen Redding, University of North Georgia

This roundtable discussion will be about the Embedded Academic Support Experience (EASE), which is an ongoing grant-funded pilot program. EASE embeds tutoring in a learning support English lab course that is combined with a regular ENGL 1101 course. The program fosters inclusion and student achievement and promotes the access mission of the University of North Georgia.

Meeting Room 201

Embedding Writing Fellows in the Basic Writing Classroom to Create a "Kairotic Space" within a "Universal Design"

Kathleen Richards, University of North Alabama
Bethany Pierce, University of North Alabama
Annelise Kennedy, University of North Alabama

This presentation will reveal the outcomes and experiences of embedding writing fellows into a Basic Writing course. The presenters include one writing center director who will reveal the methodology and final results of the study, and two writing fellows who will disclose their own personal experiences working with students in the classroom.

Meeting Room 104

STANDING MEETING: INCOMING BOARD MEETING (CONT.)

Extended from Session K in the same location.

Meeting Room 103

Revision in Two Forms: Workshop vs. Writing Tutor

Isabelle Lang, Mississippi State University
Elisabeth Rupp, Mississippi State University
Jessica Ferrebee, Mississippi State University
Ciera Higginbotham, Mississippi State University

How can Writing Centers cater more to creative writers? This project and panel seek to discuss: the importance of new research in the subject of creative writing in an evaluative classroom setting compared to a peer tutor-centered Writing Center, how to make creative writers feel more comfortable utilizing the Writing Center, and how peer tutors can change the dialogue in their appointments to be more effective in a creative writing session.

QUIET ROOM: MEETING ROOM 101

Concurrent Sessions M

Ideology & Identity

Meeting Room 210

Who Are We?: Negotiating Graduate Student Identities as Stakeholders in the Writing Center

Stacy Rice, University of North Carolina at Greensboro
Landon Berry, University of Central Florida
Brandy Dieterle, University of Central Florida

There is a distinct lack in writing center scholarship exploring graduate student identities as stakeholders, though they serve in peer consulting, research, and administrative roles. This roundtable discussion invites graduate students and their mentors to reflect on the roles graduate students occupy in the center and how those roles shape their identities as they consult, research, and direct.

Meeting Room 209

Occupying the "Etc."

Jessica Gokhberg, Duke University
Jamie Browne, Duke University

This panel explores the potential of Butler's "etc.," asking how we can occupy rather than avoid the "etc." We discuss what we might gain by treating categories as ever-changing combinations and also look at the hierarchization of categories. Finally, we examine the writing center as a promise of safety through inclusivity, asking what potential we may inhibit through this process.

Meeting Room 208

Experts Meeting Experts: Intersecting Professional Identities in the Communication Center

Sarah O'Brien, Georgia Institute of Technology
Melissa Aberle-Grasse, Georgia Institute of Technology
Jennifer Forsthoefel, Georgia Institute of Technology
James Howard, Georgia Institute of Technology
Joshua King, Georgia Institute of Technology
Caitlin Kelly, Georgia Institute of Technology
Clint Stivers, Georgia Institute of Technology

This roundtable seeks to include diverse perspectives of professional tutors in writing center discourse. We will focus this conversation around paired, power-laden terms such as "(professional) tutor/student" and "consultant/client"; disciplinary divides between tutors and tutees; and the differing conceptions of tutoring work as it focuses on "writing" and/or on "communication."

Meeting Room 207

Inclusive Transparency: Incorporating Multiple Intelligences Into Writing Center Spaces

Rachel Donegan, Middle Tennessee State University
Amy Harris-Aber, Middle Tennessee State University

This workshop provides a new framework for addressing diverse learners' writing center needs and practical ideas to use in sessions. The presenters encourage participants to apply Universal Design for Learning (UDL), transparency, and Howard Gardner's theory of multiple intelligences to bring a variety of strategies into the tutoring space and better address students' writing needs.

Meeting Room 204

Making Grammar Accessible: Obstacles and Solutions

Emily Harbin, Converse College

This presentation discusses obstacles to making grammar accessible in writing centers and proposes solutions. Our aversion to traditional grammar instruction wars against increasing pressures to teach grammar, and everyone misunderstands what "grammar" even means. I suggest ways to include grammar in tutor training, overturn misconceptions, and reinvigorate our grammar tutorials.

Exploring the Cracks: Foundational Writing Center Scholarship and the Ideology of Ability

Taylor Gathof, University of Louisville

Using a Disability Studies framework, this presentation will explore the underlying "ideology of ability" in foundational writing center essays by Stephen North and Jeff Brooks. The goal of this presentation is to consider the lasting implications of these texts' characterizations of and concerns with student ability and knowledge.

ESL/ELL Tutoring

Meeting Room 203

ESOwls: Understanding and Improving the Writing of Multilingual Students

Bailey McAlister, Kennesaw State University
Laura McCarter, Kennesaw State University
Samantha Maxwell, Kennesaw State University
Theresa Kusumadjaja, Kennesaw State University
McKenna Hight, Kennesaw State University

ESOWLs is a club to help non-native English speakers with their writing skills. The meetings are a mixture of tutoring sessions and workshops. ELLs bring writing samples and work with a group of Writing Assistants to discuss specific writing concerns. Our workshop will display how having an organization like ESOwls has helped our multilingual students and our Writing Assistants.

Meeting Room 202

Hospitality as Help for English Language Learners

Molly Wright Starkweather, Independent Scholar

Recent research in writing pedagogy suggests that inclusive space for English Language Learners can promote more successful overall student experiences. This presentation addresses current evidence-based approaches (including Hospitality Theory and Culturally Responsible Pedagogy) to establishing hospitable space in online support for ELL students, including informative and encouraging takeaways.

Helping Tutors Face Diversity

Ruth Holliday, Columbus State University

Addressing a minority group in colleges, this presentation is on meeting the needs of English as a Second Language (ESL) students through the unified effort of the writing center's staff, tutors, and ESL teachers in addressing specific and critical needs of each individual ESL student by social, cultural, and directive/non-directive means.

What We Really Worked On...:Communicating, and Modeling, Inclusivity with L2 Writers

Beth Long, Duke University

We periodically encounter situations where an L2 writer has been "sent" by a faculty member to "fix" their writing. Compounding this situation, faculty can have unrealistic expectations regarding the rate of progress of L2 writers. Sending summaries of sessions to faculty is an opportunity to communicate progress and promote an expanded, more inclusive understanding of the L2 writing process.

Meeting Room 201

Writing Concerns of ESL Writers Compared to Native English Writers

Xueqing Shan, Vanderbilt University
Leah Spann, Vanderbilt University
David Shuck, Vanderbilt University
Gabriel Lazarus, Vanderbilt University

This project examines whether English as a Second Language (ESL) writers seek help with different writing concerns than native speakers during initial visits to writing centers, and if so, what the qualitative differences are. We will conduct statistical and content analysis on session notes from fall 2014 to fall 2015 in order to develop strategies to offer more focused assistance to ESL clients.

QUIET ROOM: MEETING ROOM 101

LOCAL DISCOUNT SPONSORS

Cannon Brewpub

http://thecannonbrewpub.com/

1041 Broadway Ave, Columbus, GA 31901

(706) 653-2337

Show your conference badge and receive a 10% discount on your purchase.

Your Pie

http://www.yourpie.com/your-menu/

1019 Broadway, Columbus, GA 31901

(706) 221-6899

Show your conference badge and Your Pie will give back 20 % of your purchases to SWCA.

http://www.ccssc.org/

701 Front Ave, Columbus, GA 31901 (Next to the convention center.)

(706) 649-1470

Space museum offering simulators, film screenings & observation events appropriate for all ages.

Show your badge to receive the $3 student entrance rate, with access to all exhibits and shows.