

# GROWING OUR CENTERS



SWCA 2020 | BIRMINGHAM, AL



# Getting around the Conference



Conference activities will be in UAB's Hill Student Center (1400 University Blvd.) and Mervyn Sterne Library (917 13th St S).

## Walking

The Hill Student Center (HSC) is a 12-15 minute walk from the UAB Hilton. From the Hilton, head west on University Boulevard. The HSC is on the northwest corner of University and 14th Street South (the building will be on your right if you've followed these directions). Sterne Library is a 5-7 minute walk from the HSC. From the HSC, walk one block east on University Blvd. Turn left onto 13th Street South. Sterne Library is on the corner of 13th Street South and 10th Avenue South (the building will be on your left if you've followed these directions).

## Free Shuttle

Conference attendees are encouraged to use the free shuttle that will run continuously during the conference. The shuttle will pick up in front of the UAB Hilton at 808 20th St S and will stop at the Hill Student Center and Sterne Library. You will be asked to show your conference badge. The shuttle is free for all SWCA attendees; you do not have to be a guest at the UAB Hilton to use the conference shuttle.

Conference patrons can also access a free interactive map of UAB at: <https://www.uab.edu/map/>

*This program was design by Jeff Bacha. Cover photo by Brit Huckabay.*



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# 2019 SWCA Conference Committees

## Conference Chair:

Jaclyn Wells, University of Alabama-Birmingham (UAB)  
Director, University Writing Center & Associate Professor of English  
wellsj@uab.edu

## Conference Planning Committee:

Jeff Bacha, Associate Professor of English, UAB  
Charlotte Brammer, Associate Professor of English & Director of the  
Communication Resource Center, Samford University  
Toby Camp, UWC Graduate Assistant Director & M.A. Student, UAB  
Delores Carlito, Professor, UAB Libraries, UAB  
Erin Chandler, Assistant Professor of English & Director of the Harbert  
Writing Center, University of Montevallo  
Amy Dayton, Associate Professor of English & Director of the Writing  
Center, University of Alabama-Tuscaloosa  
Matt Kemp, Learning Center Coordinator, Auburn University-  
Montgomery  
Chris Minnix, Associate Professor of English & Director of Freshman  
Composition, UAB  
Nicholas Reich, UWC Consultant & Adjunct Instructor of English, UAB  
Jessica Robbins, UWC Graduate Assistant Director & M.A. Student, UAB  
Elizabeth Skinner, UWC Office Manager & M.A. Student, UAB

## Proposal Review Committee:

Charlotte Brammer, Samford University  
Erin Chandler, University of Montevallo  
Amy Dayton, University of Alabama-Tuscaloosa  
Matt Kemp, Auburn University-Montgomery  
Chris Minnix, University of Alabama-Birmingham

## UAB Writing Center Administration, Academic Year 2019-2020

Elizabeth Skinner, Office Manager  
Toby Camp, Graduate Assistant Director  
Jessica Robbins, Graduate Assistant Director  
Harley Thomas, Work-Study Student

## **UAB Writing Consultants, Academic Year 2019-2020**

Miriam Bellis  
Meegan Bleil  
Tammy Blue  
Chase Coats  
Cebastian Cordoso  
Teresa Davis  
Rebecca Foushee  
Madison Frost  
Sarah Goggans  
Alice Grissom  
Ashleigh Hancock  
Sara Hardy  
Kathryn Hargett  
Shannon House

Brett Hurst  
Sam Klipsch  
Nora Krall  
Katherine Poppo  
Dena Pruett  
Marrielle Santiago  
Chloe Seabrooke  
Maggie Sharp  
Carlee Slay  
Cheyenne Taylor  
Amy Thomas  
Ashley Tippit  
Dannyelle Waite

# It's nice to have you in Birmingham!

Thank you for joining us at the 2020 Southeastern Writing Centers Association Conference. I am so happy to welcome you to Birmingham and UAB. We are in for an exciting, productive conference filled with many conversations about **growing our centers**.

This year's conference features a number of panels, workshops, roundtables, and posters that consider growth from a variety of angles. Growth is exciting, not only for writing centers, but also for our discipline, organization, students, and ourselves as writing center consultants and leaders. But, we must grow sustainably, responsibly, and reflectively. During our three days together, we will raise questions about creating goals for, supporting, and measuring sustainable, productive growth. Presenters represent a wide variety of perspectives on topics like growing as writing center professionals, developing partnerships in our institutions and communities, helping students grow as writers, assessing and reporting writing center growth, and much more. I look forward to enjoying a number of exciting conversations during our time together.

Thanks so much to everyone who has helped organize the conference. I am very proud that our conference committee includes writing center directors from several institutions in Alabama, as well as many students and faculty from UAB. We are all eager to welcome you to Birmingham. Thanks especially to Jeff Bacha for designing the conference logo and designing and creating the program. Thanks also to Elizabeth Skinner for keeping us all organized. Thank you to the SWCA Executive Board for their support and guidance. We are especially grateful to April Sikorski for her help in printing the program, getting us fun swag, and advising us on the budget.

Again, thank you for joining us at the SWCA conference. Enjoy the sessions, enjoy the networking, and enjoy Birmingham's great restaurants and breweries!

—Jaclyn Wells, SWCA 2020 Conference Chair



# SWCA 2020 Schedule at a Glance

## Wednesday, February 19

1:00-5:00 PM: SWCA Board Retreat (Sterne Library 174)

5:00-8:00 PM: Registration at UAB Hilton

## Thursday, February 20

7:30 AM-4:00 PM: Registration and Information (Hill Student Center)

8:30 AM-4:40 PM: Poster Sessions & Sponsor Fair (Ballroom A)

8:30-9:30 AM: Concurrent Sessions A

9:50-10:50 AM: Concurrent Sessions B

10:50-11:20: Coffee Break (Ballroom A)

11:20-12:20: Concurrent Sessions C

12:20-2:20 PM: Lunch on your own

2:20-3:20 PM: Concurrent Sessions D

3:40-4:40 PM: Concurrent Sessions E

5:30-7:30 PM: Opening Reception (Ballroom A-D)

## Friday, February 21

7:30 AM-4:00 PM: Registration and Information (Hill Student Center)

8:30-9:30 AM: Concurrent Sessions F

9:50-10:50 AM: Concurrent Sessions G

11:00 AM-1:00 PM: Keynote & Awards Lunch (Ballroom A-D)

1:10-2:10 PM: Concurrent Sessions H

2:30-3:30 PM: Concurrent Sessions I

3:50-4:50 PM: State Network Meetings

5:30 PM: Grad Student Mixer

## Saturday, February 22

9:00 AM-1:00 PM: Registration and Information (Hill Student Center)

9:00-10:00 AM: Concurrent Sessions J

10:00-10:30 AM: Coffee Break (Ballroom D)

10:30 AM-12:30 PM: SWCA Board Meeting (Ballroom D)

10:30-11:30 AM: Concurrent Sessions K

11:50-12:50 PM: Concurrent Sessions L

## Keynote Speaker



*Dr. Dana Driscoll will give her keynote presentation on Friday, February 21 at 11:00 am in the Hill Student Center Ballroom*

### **Come Here, and You will Grow: Connecting Writing Development with Writing Center Practices**

Writing centers have always been concerned with supporting the growth of student writers. Yet, what exactly does “growth” mean? What do student writers need to grow? How might writing centers best support that growth? This keynote addresses these questions by exploring the idea of growth from multiple perspectives and metaphors. Drawing on her longitudinal, 10-year study of writing transfer and broader learning theories, Dana will share different perspectives and models of “writing growth” that are useful lenses for writing center work. Her presentation will offer specific tutoring and administrative practices that support writers’ long-term writing growth and will raise a host of questions we might explore during the conference and beyond.



## Presenter Bio

Dr. Dana Lynn Driscoll is a Professor of English at Indiana University of Pennsylvania, where she directs the Kathleen Jones White Writing Center. She also teaches composition pedagogy, research methods, and writing for publication in the Composition and Applied Linguistics doctoral program at IUP. Her scholarly interests include composition pedagogy, writing centers, writing transfer and writerly development, and research methodologies. Her work has appeared in journals such as *College Composition and Communication*, *Written Communication*, *Writing Center Journal*, and *Writing Program Administration*. Her co-authored work with Sherry Wynn Perdue, focusing on developing research-supported practices in writing centers, won the International Writing Center Association's 2012 Outstanding Article of the Year Award. She has served on the CCCC Executive Board, CCCC Research Impact Award Committee, and on numerous editorial boards in the field. She currently serves as a co-editor of *Writing Spaces*, an open-source textbook for college composition. She has offered keynotes and workshops around the globe on issues relating to writing centers, writing transfer, and learning theory.

# 2020 SWCA Awards and Scholarships

## SWCA Awards

The SWCA Achievement Award recognizes the outstanding, sustained body of work of a writing center director at a particular writing center, for the SWCA organization, and/or the writing center community at large. The SWCA Tutor Awards recognize leadership, commitment, and overall excellence of individuals working in an SWCA writing center. Individuals can be nominated in one of two categories: Graduate and Undergraduate.

### SWCA Achievement Award

Russell Carpenter, Eastern Kentucky University

### Graduate Tutor Award

Erika Nelson, Vanderbilt University

### Undergraduate Tutor Award

Genevieve Onyiuke-Kennedy, Georgia Institute of Technology

## SWCA Scholarships

Each year, SWCA offers scholarships for writing center professionals and students to help cover the costs of conference participation. The scholarships are named in honor of our organization's cofounders: Gary A. Olsen and Tom Waldrep. Congratulations to this year's scholarship winners.

### Gary A. Olsen Scholarship (professionals)

Tatiana Glushko, Jackson State

Rhonda Kavan, Tennessee State

### Tom Waldrep Scholarship (student)

Mikayla Ruiz, Nova Southeastern University

Melissa Vaz-Ayes, Nova Southeastern University

# SWCA-CARE

The SWCA-CARE program stands for **C**enter, **A**cknowledgement & **R**ecognition of **E**xcellence. Through this program, the SWCA provides resources to support, advance, and recognize the accomplishments and achievements of writing centers across the region and nationally. For a complete overview of the certification process through the SWCA-CARE program, please visit the Research & Development page on the SWCA website (<https://southeasternwritingcenter.wildapricot.org/Research-and-Development>).

## **2019 SWCA-CARE certified centers**

Tennessee State University Writing Center

Piedmont Virginia Community College Writing Center

College of Charleston Writing Lab

Augusta University Writing Center

Florida State University Reading-Writing Center and Digital Studio

## **Want to learn about the SWCA-CARE program?**

Attend “Pursuing Center Certification via SWCA-CARE: A Workshop for Preparing Proposals” with Joy Bracewell, Russell Carpenter, Kevin Dvorak, Courtnie Morin, and Scott Whiddon (Session D5).

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# Thursday, February 20

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## **Thursday at a glance**

7:30-4:00 Registration and Information (Hill Student Center)

8:30-4:40 Poster Sessions & Sponsor Fair (Ballroom A)

8:30-9:30 Concurrent Sessions A

9:50-10:50 Concurrent Sessions B

10:50-11:20 Coffee Break (Ballroom A)

11:20-12:20 Concurrent Sessions C

12:20-2:20 Lunch on your own

2:20-3:20 Concurrent Sessions D

3:40-4:40 Concurrent Sessions E

5:30-7:30 Opening Reception (Ballroom A-D)

## 8:30-4:40 Poster Sessions

### Hill Student Center Ballroom A

#### **“How Will They Know Unless We Tell Them?": Growing the Writing Center through Creative Promotions”**

The purpose of this research project is to explore a wide variety of ways to make students aware of writing centers. We need to come up with promotional strategies that will encourage students to walk into their school’s writing center, schedule sessions, work with a writing consultant, and improve their writing. Suggestions include organizing Midnight Madness study events, creating Adobe Spark publications, hosting ice cream socials, etc.

*Deborah Reese, Georgia Southern University-Armstrong*

#### **“Greening the Center: Environmental Sustainability in the Writing Center”**

Given the scale of the climate crisis, what difference can the writing center make? How can we work toward environmental sustainability and justice? This poster presentation will offer strategies and ideas, focusing on the following areas: (1) Reduce-Reuse-Recycle (small changes that add up); (2) Implementing and Sustaining Change; (3) Campus and Community Partners; (4) Thinking Outside the Box (taking action and supporting student activists); and (5) What They Take with Them (the impact on tutors and writers).

*Margaret Swezey, Duke University*

#### **“Game On: Designing a Digital Badging System for Consultant Training and Professional Growth”**

Writing centers do not simply train consultants to work with student authors, they guide consultants’ professionalism and success throughout their academic careers and beyond. This presentation explores the affordances and challenges of using a digital badging system to gamify consultant training and professional growth.

*Eric Mason and Richard Finch, Nova Southeastern University*



## 8:30-9:30 Concurrent Sessions A

### A1 Hill Student Center 203

#### **“Growing and Sharing Our Community Online: Writing Centers and Social Media”**

Social media has become an extension of our writing center’s mission to connect with students and serves as an integral part of communicating our brand. This presentation will provide an overview of how our Writing Center has started to utilize social media to grow our presence online and foster a community of “sharing” to capture our daily Writing Center work. We examine the platforms that we use, along with the data associated with them, and then discuss our goals for integrating our staff into the narrative that we share on campus. In addition to helping document some of our invisible work, we also seek to empower our staff as both producers and consumers of our social media, inviting them to create an online environment that celebrates positive interactions with students, faculty, alumni, and our broader community.

*Kristen Bales and Billie Jo Dunaway, Daytona State College*

#### **“Helping with Multimodal Writing Projects: New Challenges in Writing Center Tutor Training”**

In the digital age, students are faced with writing assignments that involve a broader range of modes beyond the print text. As the New London Group (1996) and Kress (2010) state, different modes offer different potentials for making meaning in communicative processes. Now that more professors assign multimodal projects that require digital literacy skills, the number of students who come to the writing center with such projects has been increasing. Some tutors may not have had experiences with multimodal composition, feeling unprepared for this kind of tutoring. Thus, writing center tutors need to be trained to help students with multimodal writing projects. This presentation will address the challenges tutors may encounter in assisting students with multimodal assignments, discuss new topics that should be included in tutor training, and explore effective strategies that can be adopted to facilitate multimodal composition tutoring.

*Wei Cen, Dalton State College*

**“Advancing Literacy Growth through Checklists and Visual Aids”**

The speaker will argue that tailoring the style and method of tutoring to incorporate checklists and visual aids will maximize tutoring session times of both 30 minute and 60 minute sessions while also striving to reach the overall goal of facilitating a learning environment conducive to the tutee’s specific learning needs. Specifically, using checklists and visual aids in tutoring sessions allow the tutee to not only take control of their own writing needs while also mapping out high-order concerns (HOCs) and low-order concerns (LOCs), but the use of checklists and visual aides also make the tutoring session interesting, which encourages overall learning and advances literacy growth while also helping to alleviate stress.

*Meegan Bleil, University of Alabama-Birmingham*

**“Beyond the Appointment: Growing Access for Students with an Autism Spectrum Disorder”**

The University of Alabama Writing Center (UAWC) serves many clients, each of whom possess communicative strengths and weaknesses which must be considered for the UAWC to grow its accessibility. Clients with an Autism Spectrum Disorder (ASD), for example, may require tutors to be familiar with alternative tutoring techniques that better support their strengths and weaknesses. Yet, for clients with an ASD, the appointment itself is only a small piece of their experience with the Writing Center, and difficulties they may have with completing writing assignments and utilizing the UAWC can go far beyond the 50 minutes spent during an appointment. Therefore, growing an accessible UAWC for students with an ASD must not only focus on tutor training but also on how we promote the UAWC, communicate with clients before and after appointments, and engage with other support services.

*Michelle Hasenkampf, University of Alabama - Tuscaloosa*

## **A2 Hill Student Center 204/206**

### **“Avoiding the Net: How Peer Writing Tutors Should Approach the Issue of Plagiarism in Their Sessions”**

Peer writing tutors may not first think of plagiarism as being a top issue in the writing center, but they also may not realize that plagiarism can be rather difficult to address in a peer-to-peer setting. This presentation will be thoroughly supported by writing center and professional writing research. I will give practical guidelines that tutors can use to ethically communicate the significance of plagiarism to tutees in a manner which does not convey an accusatory message and still encourages tutee’s growth as writers. I argue that tutoring sessions are not the most conducive environment for a confrontational discussion of plagiarism; instead, peer tutors should aim to lead their tutees to independent thinking and appropriate uses of research. In addition, I will offer suggestions as to the ways in which tutors can become effective leaders against the issue of plagiarism both in their tutoring sessions and in their college communities.

*Hannah Rutledge, Gordon State College*

### **“Let the Student Be the Tutor: Writing Center Theory in the Composition Classroom”**

There is often an overlap between writing center tutors and tutors who teach composition. It’s no surprise that tutors who work in the writing center and the composition classroom bring their writing center experience into their pedagogy. There’s no reason the tools of the writing center cannot be further integrated into the composition classroom and placed directly in the hands of students. Through a proposed peer review model, instructors teach students the basic tenets of the writing center—learning grounded in dialogue, asking questions without judgment, and finding that all parties come away as stronger writers. By teaching students the skills of the writing center, students take on the role of tutor and tutee, guiding each other towards better writing and becoming more empathetic writers themselves.

*Cheryl Wollner, Florida Atlantic University*

**“Roots of Knowing and Unknowing: Applying Perry’s Scheme to Decenter Authority and Foster Critical Thinking in Student Writers”**

I propose we should help student writers decenter authority and thereby trust their own ability to critically evaluate sources of all kinds to make effective writing choices. To that end, my presentation will (1) explain the stages of Perry’s scheme for increasingly complex intellectual development in students, (2) suggest approaches to help student writers grow toward critical interrogation, and (3) situate these tutoring moves within an overall effort to decenter authority and foster critical thinking skills among college students. I contend that even a relatively “less effective” writing choice by a student writer who has decentered authority and embraced relativism through an intentional writing choice is a positive move for their growth as a writer and as a student.  
*R.J. Lambert, University of South Florida*

**A3 Hill Student Center 318**

**“From a ‘Center’ to a ‘Haven’: Creating a Place for Readers as Well as Writers Within Writing Centers”**

By exploring and reflecting on the successes and challenges of implementing a community library within the Writing Center at Mississippi College, this presentation will inspire growth in its audience. Our goal is to engage the audience in the current demands the Finders Keepers Library is facing and the demands it has already met. Then, through collaboration and communication, we will encourage growth in writing centers across the southeast.  
*Christine Anderson and Ling-Shan Song, Mississippi College*

# 9:50–10:50 Concurrent Sessions B

## **B1 Hill Student Center 203**

### **“Can One Size Fit All? Designing CRLA Training that Works for Writing Centers”**

The University of North Georgia (UNG) Tutoring Services Department has successfully certified its tutor training program through the College Reading and Learning Association (CRLA), which is one of the few certifying bodies in the field. Because UNG is a five-campus university, our tutoring centers and Writing Center have encountered a variety of challenges and opportunities as we have created a standardized online training module and center-specific in-person trainings. This presentation will examine the development of UNG’s tutor training program, the advantages and disadvantages of meeting CRLA requirements, challenges encountered in the design and implementation of the training program, and the possible tools writing center administrators have for negotiating those challenges.

*James Howard and Jonathan Barefield, University of North Georgia*

## **B2 Hill Student Center 204/206**

### **“More Than a Label: Personality Awareness in Online Tutoring”**

The history of personality tests began with the Swiss psychologist, Carl Jung, who observed patterns and preferences in his patients. Later, Katherine Briggs and her daughter, Isabel Briggs Myers, further developed Jung’s research into the Myers Briggs Type Indicator. All personalities, although not equal in behaviors, are equally valid. Personalities are important in the Writing Center because tutors’ personalities will inadvertently affect the feedback offered to students. Although there are benefits, such as a new perspective, to hearing from a different personality, differing personalities complicate online tutoring. Tutors cannot assume that all online appointments will be the same routine because on the other side of the screen is another human with a unique personality. Becoming aware of how personality types influence one’s writing in online tutoring is imperative for tutors to benefit students who cannot physically come in for an appointment.

*Taylor Peake, Charleston Southern University*

### **“Throwback to the Golden Age of Email: the Surprising Benefits of Asynchronous Online Tutoring”**

Email? Asynchronous writing tutoring? Have we time-traveled?!? Considering the rapid rate of recent technological changes, it's tempting to think that, for today's students, e-mail is obsolete. This is actually NOT the case at all! In fact, failing to offer tutoring via e-mail in today's academic climate is a missed opportunity. An increase in technology-based communication has led to a generation of students who are actually less comfortable with face-to-face interaction, and thus with the traditional tutoring session. This presentation will explain how an in-house, asynchronous, e-mail tutoring program at a mid-size community college manages to attract over 100 enthusiastic student writers each month. Participants will learn how to create and coordinate a low-cost e-mail tutoring system at their institution, receive tips about how to manage the additional workload, and gain advice about how to ensure student engagement.

*Jessica Millis, Pensacola State College*

### **B3 Hill Student Center 314**

#### **“Understanding Students’ Forms of Writing Support”**

This session builds on data from first-year writing students at the University of Tennessee to better understand what forms of writing support they utilize, featuring interviews and survey responses by first-year students regarding their writing habits, hierarchies of who they turn to for writing support, and overall dispositions towards writing centers. Furthermore, the research will address the types of writing support available to students, both externally, such as their academic mentors, teachers, and in their personal lives, as well as internally, through practices such as mindfulness and adapting their writing process. Coming to college, students undergo a transitional period, including changes to the ways they approach, value, and create writing. Therefore, what factors determine students' choices for where to turn for writing support? And how do students' attitudes toward support service change throughout their college careers?

*Allie Johnston, University of Tennessee*



### **“Sprouting a Writing Center at Saarland University”**

Saarland University currently lacks consistent and centralized English academic writing instruction for students. This reduces the university’s ability to support students and maintain international relevance. As European universities foster compatibility with one another through the Bologna Process, writing centers at many German universities have shifted their focus to multilingual writing instruction. It is not uncommon for multilingual writing centers to encounter difficulty when integrating into German institutional contexts. Standardizing educational outcomes can be interpreted as departing from traditional, autonomous norms, which are deeply rooted in German-language writing centers. In order to find a middle ground between tradition and international aptitude, the Department of British, North American, and Anglophone Studies has initiated the creation of a writing center to offer instruction in both English and German. We intend on sprouting this process with a department-based writing center, beginning in the 2019/20 winter semester, and growing it into a university wide resource.

*Amanda Danielle Kopf-Giammanco, Saarland University*

### **“An Opportunity for Mutually Beneficial Partnerships: Finding Common Ground Between the Writing Center and Contract Grading”**

In recent years, labor-based contract grading has become more common in the composition classroom, especially at the University of Arizona. While contract grading does not have one set definition, three general approaches come from the work of Ira Shor, Peter Elbow, and Asao B. Inoue. Using these models to construct a framework of contract grading principles, I have found clear connections between these pedagogical practices and writing center theory and praxis. I argue that this is an important common ground to establish as it allows contract grading classrooms and writing centers to combine resources in a unified effort to help students grow as writers in spaces focused on writing processes and student autonomy. This mutually beneficial relationship gives both sides access to larger bodies of knowledge to inform their work. This premise will be the basis of future research as I seek to develop applications of this common ground.

*Leah Bowshier, University of Arizona*

## **B4 Hill Student Center 316**

### **“Traversing the Middle Ground: Integrating Writing Circles into the Humanities Classroom”**

The Coastal Carolina Writing Center and professors from the English and History Departments have embarked on a collaborative effort integrating writing circles into undergraduate classes. Aimed at developing a culture of writing, these writing circles help students confront writing tasks by providing community support, motivation and discipline. The panelists will discuss their recent experiences with these writing circles; examine the value of undergraduate writing circles in helping students become comfortable and accomplished writers, expand their discourses, and gain experience in collaborative learning and practice; and discuss the design issues and opportunities for further expanding writing circles at Coastal Carolina University. Attendees will be encouraged to discuss and receive group feedback on their ideas for writing circle programs at their own campuses

*Joseph Cannon, Scott E. Pleasant, and Christian D. Smith, Coastal Carolina University*

## **B5 Hill Student Center 318**

### **“Expanding Inclusive Praxis: Toward an Everyday Queering of the Writing Center”**

This workshop will forward the ideas of Harry Denny’s *Queering the Writing Center* with *The Everyday Writing Center* in order to interrogate how to better include queer identities in our current praxis. In the larger context of the writing center field the precarious notion of identity affirmation can be overlooked in both consultant training and administrative priority—especially when concerning LGBTQ+ populations. During this workshop we will provide theory-supported practical skills, a discussion forum to engage with the current queer writing center practices of our attendees, and ways of engaging local community resources. We aim for our workshop to provide attendees with a base for continuing this conversation in their own center and praxis.

*Jordan Guido and Carlos Rodriguez Rosa, Nova Southeastern University*

## **B6 Sterne Library 163**

### **“Serving Audiovisual Needs: Strategies for Tutoring Multimedia Compositions”**

With more employers expecting graduates to have advanced digital literacies, courses across the university increasingly assign multimedia and audiovisual projects to prepare students for the workplace. Many students may be “digital natives,” but they are unlikely to yet possess the composing skills they need in these mediums. The writing center is built on supporting students as they learn to navigate composing processes, and centers should consider ways to grow to accommodate advanced digital composition. This presentation will focus on practical ways tutors can apply existing training to working with audiovisual writing, allowing the center to grow in service without being required to grow in space or significant expense.

*Teresa Davis, University of Arizona/University of Alabama-Birmingham*

### **“Design Thinking in Writing Centers”**

This presentation examines design thinking’s potential influence in writing centers, many of which are modifying their approaches to meet the demands of multimodal communication and working with students across the disciplines. In writing classrooms and writing centers, design thinking models are appealing for at least three reasons: their emphasis on multimodal and creative problem-solving, their attention to materiality, and their encouragement of multidisciplinary collaboration. Through Elizabeth Boquet’s lens of site and/versus method, this presentation considers design thinking in terms of local contexts and sustainable writing center growth. How are writing centers creating, supporting, measuring, and reporting goals for productive growth related to design thinking? Research questions and early study findings will focus on the ways in which design thinking might be conceptualized, introduced, applied, and assessed within individual writing center sites.

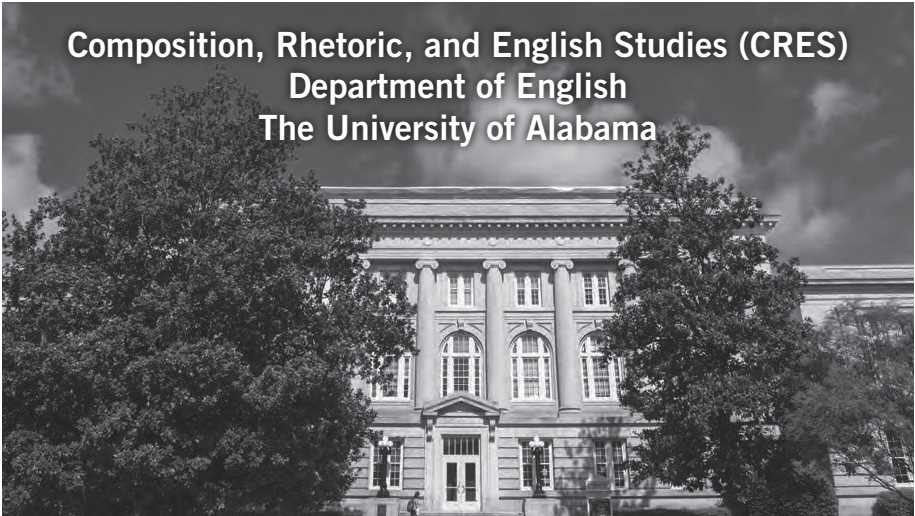
*Kamila Albert, Florida State University*

## B7 Sterne Library 174

### “Insta-Grow: Promoting Growth and Activism through Social Media”

Writing centers frequently look for ways to grow their centers. Marketing through social media is an inexpensive and viable option for facilitating this growth. Through social media, centers can strategically brand themselves, promote their mission and pedagogy, and showcase their ability to adapt to the ever-changing needs of students. This roundtable will share how the Augusta University Writing Center utilized the social media platforms Instagram, Facebook, and Twitter to increase visibility and rebrand itself as aligned with the university’s mission and committed to the promotion of inclusivity and social justice. Since every writing center is different, the presenters will include an activity and discussion that will help writing center professionals develop social media strategies that will fit their local needs and contexts.

*Tiffanie Moore and Candis Bond, Augusta University*



## Composition, Rhetoric, and English Studies (CRES) Department of English The University of Alabama

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Department of English  
<https://cres.english.ua.edu/>

# 11:20-12:20 Concurrent Sessions C

## C1 Hill Student Center 203

### **“Growing Partnerships through Tutor Collaboration Day”**

Tutor Collaboration Day (TuColla) is an indispensable collaborative network for the Tennessee division of SWCA. The conference helps us connect, solve problems, and form a shared identity. This year, co-chairs at the Margaret H. Ordoubadian University Writing Center at Middle Tennessee State University harnessed TuColla as a way to grow the network of writing centers across the state and foster deeper partnerships. The co-chairs employed the theme “Connecting the Pieces” as a clear collaborative message to our expanding network of centers. We identified goals during the planning process to enhance participation and the conference experience itself through expanding Skype attendance, adding a keynote speaker, and developing poster presentations and concurrent panels. This presentation will walk participants through the challenges and successes of expanding TuColla. We will discuss planning, advertising, implementation, financial needs, and physical and virtual spaces to help audience members gain ideas for future TuColla conferences and building partnerships.

*Keri Carter and James Hamby, Middle Tennessee State University*

### **“Meaningful Engagement Outside the Writing Center”**

Through the utilization of undergraduate staff or implementation of an ambassador programs, writing centers can experience varying degrees of growth in overall client base and academic program diversity. Employing specific forms of Broad, Targeted, and Passive Engagement can also help foster partnerships with other on-campus organizations and stimulate interdisciplinary relationships. If a writing center can establish a recurring presence outside of its limiting physical space, there exists a greater opportunity to expand a client base. The goal of this presentation is to advance an existing discussion about different engagement strategies and how they can be accomplished most effectively.

*Zach Smith, University of Alabama-Tuscaloosa*

### **“Hosting a State-Wide Conference as a Means of Growth”**

Last spring, Asbury University’s Writing Center hosted a statewide conference focused on “Tutor Initiative and Writer-Centered Work.” Our current and incoming staff collaborated to hold the event. We drafted a CFP, invited Writing Consultants from across our state, and hosted 40 colleagues. Helping plan and run a statewide conference provided multiple opportunities for growth for our staff. We argue that hosting the conference helped develop our current and future consultants’ tutoring skills and transferable skills, such as “analytical power,” for future jobs, post-graduate responsibilities, and other opportunities after graduation. In this presentation, a director, an alum, and a lead writing consultant will assert that hosting a statewide conference offers an opportunity to grow a writing center and to help develop both current and incoming staff. We’ll share theory about how statewide conferences encourage growth, and we’ll share practical tips and advice for those who are interested in hosting a Statewide Conference through SWCA.

*Leah Bowshier, University of Arizona, Corrie Merricks and Jed Smith, Asbury University*

## **C2 Hill Student Center 204/206**

### **“Growing Awareness: Exploring Neurodiversity and Trauma-Informed Practices in Writing Center Praxes”**

This presentation will examine neurodivergence and trauma-informed practices and their potentials for writing center studies. It will also provide practical strategies for incorporating key tenets of trauma-informed care and disability studies into writing center praxes. Such strategies include fostering cultural humility and emotional intelligence, implementing universal design for learning, and raising awareness of/reducing stigma toward neurodiversity. As we consider growing our centers to include a more diverse student population, we must prepare writing center staff to work explicitly with neurodivergent students.

*Kathleen Kryger, University of Arizona*



**“Et Cetera: Differently-abled Students in the Writing Center”**

The writing center is often an inclusive organization within many universities and colleges nationwide which strives to promote inclusiveness, diversity and accessibility. However, oftentimes students with disabilities are placed in an “et cetera” category when engaging in the writing center resources and are lumped in with other minority categories. Many expert tutors and directors such as, Ries, Rinaldi and Babcock, weigh-in on the need for a new approach in helping students with disabilities in the writing center. They suggest that there is no one solution that will apply to all students with disabilities, but that focusing on a student’s particular needs is paramount in the writing center environment. In this presentation, I will discuss specific ways that writing centers can better support tutors and students with disabilities.

*Tammy Blue, University of Alabama-Birmingham*

**“Writing with a Non-Dominant Hand: Cross-Dominant Writing Center Strategies for Non-Dominant Students”**

Offering our research on nondirective and directive tutoring practices in the context of working with diverse students, the Harbert Writing Center’s presentation will feature brief discussions from four current and previous consultants: a graduate student, a recent alumni, and two senior consultants. Levi Pulford is a second-year M.A. student specializing in queer and transnational American literature, and he will be proposing cross-dominant tutoring strategies in the writing center. A senior English major, Emily Holloway has dedicated her writing and research to diverse voices, bringing a disability-centric critical lens to the SWCA conference. Recently graduated with a B.S. in communication studies, Camilla Summerford is pursuing a graduate degree in behavior analysis. She will conduct a focused discussion on autism within the writing center. Erin Green, a senior English major studying African American literature and rhetoric, will present writing center strategies aimed at helping ESL students and nondominant students confronting writing anxiety.

*Levi Pulford, Camilla Summerford, Erin Green, and Emily Holloway,  
University of Montevallo*

### **C3 Hill Student Center 314**

#### **“Expanding Your Boundary: Improving Services to LGBTQ+ Students”**

Every writing center wants to grow in terms of the student population that they serve. We can publicize, hold campus events, and work with professors. But there are some students who are naturally more reluctant to seek services for fear of judgement. Since LGBTQ+ students face discrimination in wider society, they find it harder to open themselves up to new spaces on campus. It can mean coming out again, being misgendered, or having to explain themselves in uncomfortable ways. While there are many ways for centers to become more inclusive physical spaces, growth across campus is another, perhaps more effective, way to reach these students. At Vanderbilt I helped to pilot a satellite location at the Office of LGBTQ+ Life, and seen success. In this presentation, I will share strategies and best practices that I have found effective to both reach this under-served population and help them grow as writers.

*Erika Nelson, Vanderbilt University*

#### **“Changes in Pronouns with Epicene, Singular Antecedents: How They Impact a Writing Center Tutor and Zir Students”**

When addressing singular, genderless nouns, what pronoun should be used—he, he or she, or they? What about zir or vis? Danielle Armstrong, a student at Charleston Southern University, will present her research on what pronouns for epicene singular antecedents are taught in academia versus what is preferred. There will be additional observation of how history and current events that could have encouraged pronominal change and maybe inspired the creation of whole new words. Recognizing a change in pronominal language could ignite consideration in altered pedagogy. Additionally, academia can use the information to become more aware of how nonbinary advocacy may impact students and further understanding of gender-neutral pronouns could help establish a safe space for nonbinary students. Overall, academic instructors and Writing Centers may become more prepared when addressing pronouns for epicene, singular antecedents, and in turn students receive an education more adapted to current events.

*Danielle Armstrong, Charleston Southern University*

## **C4 Hill Student Center 316**

### **“Reaching a Larger Audience: The Benefits of Universal Design for Learning for Multilingual Students”**

The intention of this two-part presentation is to discuss how applying Universal Design for Learning (UDL) principles to consultations benefits both students with disabilities and multilingual students. The goal is to explore practical ways that multilingual students' needs and UDL can work together to grow our center to be more inclusive. This presentation will start by establishing an understanding of UDL. UDL within the writing center attempts to create consultation and workshop environments that are inherently flexible, virtually eliminating the need for individual accommodations. We will then transition to a discussion about the multitude of different backgrounds of multilingual students, fundamental differences between certain languages and English, as well as error patterns that multilingual students often commit. To conclude, we will be weaving together our understandings of Multilinguality and UDL to offer concrete techniques that tutors can use in consultations to assist students in locating and correcting these error patterns.

*Audrey Hager, Jacey Grooms, and Lillian Faulk, Berea College*

## **C5 Hill Student Center 318**

### **“Changing the Culture: Serving Exceptional Students in the Writing Center”**

During this workshop, presenters will discuss ways writing center consultants can interact with and perceive individuals with exceptional cases, such as autism. Throughout the 60-minute workshop, facilitators will allow participants to reflect on their experiences, explore best practices, and apply strategies that promote a more inclusive space for individuals with exceptional cases. These objectives will be achieved through two activities, both followed by group discussions. During the initial activity, attendees will anonymously share their personal or professional experience with autism. Then, there will be a 20-minute discussion where presenters can answer questions and provide insight based on their professional experiences. The second activity includes the attendees experiencing specific and persistent everyday sensations of individuals with autism. Participants will share how this perspective-taking has changed their perception of those with exceptional cases.

Specifically, presenters will use their expertise to provide different techniques to use when working with students who have disabilities.  
*Joy Oni and Mikayla Ruiz, Nova Southeastern University*

## **C6 Sterne Library 163**

### **“Growing Beyond APA: Using Computational Analysis to Define Writing on a Campus”**

Appointment statistics in our Writing Center reveal one reason students seek help: APA. Our Center does far more than explaining APA guidelines, but our data suggests otherwise. In order to address this problem, I present a process of assembling a collection of 4000 writing center client reports from the WOnline software. I use a software program called Antconc to track where APA is used in our client report forms from 2014-2019. I then present words that co-occur frequently with “APA” in order to arrive at a specific definition of the concept. I contrast this process with the available data analysis tools bundled with WOnline. The results of our data show several important contradictions between how students and staff classified appointments, providing our center with a path for growth on our campus.

*Chet Breaux, Athens State University*

### **“What Genres Do Student Writers Struggle With?: A Case Study of One University Writing Center and Overcoming Genre-Confusion”**

A case study of one mid-size public university’s writing center revealed that student writers most commonly struggle with writing in research and reflective genres. Out of 1,538 client report forms of student visits to the writing center during one semester, 10.549% include instances of genre-confusion—or, the lack of understanding genre. The hypothesis that many student writers face genre-confusion was incorrect, as many students do understand genre. Based on previous research in the fields of genre and student writing studies, I argue that first-year writing (FYW) should not only teach students how to transfer writing skills across the university, but across genres. Combatting genre-confusion will not only produce better writing, but better writers. Potential solutions can be found in discussions about genre in tutoring sessions, genre-based portable writing centers, and university-wide workshops on genre.

*Sarah Gill, West Chester University*

**“Metaphor and Writing Center Partnerships Across the University”**

After analyzing university administrator and disciplinary faculty use of metaphor in their talk about writing, I offer an action-based approach to writing center collaborations across the university rooted in the concept of “partnership” and urge writing centers to rename/rethink their relationships with disciplinary faculty in more sustainable ways.

*Rebecca Hallman Martini, University of Georgia*

**C7 Sterne Library 174**

**“Motivation for Repeat Visits: A Roundtable Discussion”**

Due to the influx of students that have been seen at the UNCP Writing Center due to NC Promise, which made tuition \$500 for undergraduate students, we, as consultants, want to ensure that we are promoting writerly growth and independence for these students, who are often nontraditional and first generation. In our roundtable discussion, we will discuss the unique opportunities and challenges with working with students who use the center multiple times throughout the course of the semester. Drawing on Mackiewicz and Thompson’s idea on motivation, we will also discuss strategies like agenda setting and building rapport with students to enhance their writing development.

*Jordan Williams, Heather Boggess, Megan Munroe, and Ariana Farrington, University of North Carolina-Pembroke*

## 2:20-3:20 Concurrent Sessions D

### D1 Hill Student Center 203

#### **“I never understand fully what I did wrong’: Results from a Writing Fellow Pilot Study”**

This presentation will share preliminary findings from a mixed-methods study conducted to determine the impact of piloting a Writing Fellow program in one section of English 1102: Composition II at Augusta University, a mid-sized public research institution in the Southeast. I will present results related to the following research questions: 1) Does the presence of an embedded writing consultant make students feel more confident when writing for English 1102? 2) Does the presence of an embedded writing consultant contribute to students’ perceptions of improved writing ability in English 1102? And 3) Does the presence of an embedded writing consultant increase the likelihood that students will seek external writing support for future courses? By sharing my findings, I hope to aid other writing center professionals in designing and implementing their own writing fellow programs.

*Candis Bond, Augusta University*

#### **“Direct Assessment: Report on an Ongoing Collaboration”**

This presentation will focus on the methods and results of an ongoing assessment program. If you are interested in direct, quantitative assessment of writing center effectiveness, come to this presentation to learn about a multi-year collaboration between the Coastal Carolina University Writing Center and the CCU Department of English. You will learn how the program is organized, and you will hear a summary of the data produced by this ongoing study.

*Scott E. Pleasant, Coastal Carolina University*

### **“Replicating a Student-Led Writing Center Study at an HBCU”**

To complicate recent research on who uses and does not use the writing center (Salem, 2016; Giaimo, 2017), we set out to replicate Giaimo’s 2017 study of student perceptions of the writing center conducted at a community college, a study that has also served as an example of engaging tutors in writing center research. In our presentation, we will describe the process of preparing to replicate the study at an HBCU and will explore how projects like this may allow writing center practitioners and researchers to examine their own entanglements about writing center work and, more importantly, may create opportunities for students to develop their voices as tutors, researchers, and professionals.

*Tatiana Glushko and Kathi Griffin, Jackson State University*

## **D2 Hill Student Center 204/206**

### **“Helping Writing Center Tutors Grow as Professionals”**

When students work in a writing center, they develop a range of skills. These include the ability to tutor writing one-to-one, but also extend to the professional behaviors and habits of mind necessary for a successful transition into the workplace. As a recent essay from Tom Earles and Leigh Ryan illustrates, writing center training and experience facilitate the development of essential workplace competencies such as personal accountability, problem solving, communication, collaboration, and intercultural fluency. Writing center directors can further encourage tutors to develop their professionalism through administrative structures, as well as individual and team projects, that help them engage the writing center as a professional space and take ownership of its effectiveness. In this presentation, we will envision the writing center as a place tutors encounter and practice meaningful, transferable life skills and grow as members of a workplace community, and we will share strategies for encouraging tutor professional development.

*Lori Jacobson, College of William & Mary and Nicole Emmelhainz, Christopher Newport University*

### **D3 Hill Student Center 314**

#### **“When Encouraging a Writer Hurts: Reconciling the Cycle When a Writer’s Confidence Exceeds Their Ability”**

The goal of our writing centers is to produce successful and confident writers who are equipped to not only produce material for essays but also review and edit written content in the revision process. As students cycle in and out of our writing centers, we do our due diligence to grow them into confident writers and revisers who grasp concepts of global revision and sentence-level revision. However, what happens when a writer leaves an appointment with confidence that exceeds their ability? Such confidence, while beneficial for the writer in terms of producing content, may lead to issues if the student does not see the need to return to the writing center for sentence-level revision. How can we foster a sense of independence yet facilitate their decision to return with the final draft?

*Bethani England, Hinds Community College*

#### **“Helping New and Anxious Writers Grow”**

In my experience as a Writing Tutor, my most frequent clients are novice writers who express discomfort and disbelief in their writing ability. Many have not written frequently, and lack a solid base of writing techniques, essay organization, and the general mechanics of writing. Without fail, every shift includes at least one student who walks in, plops their bag down, and dejectedly proclaims, “I’m the worst writer you’ve ever seen.” Oftentimes, I will meet with three of these self-proclaimed ‘worst writers’ in a row. I would like to discuss different techniques for helping diffuse the anxiety these writers feel, especially when it comes to revision, as revision is a crucial part of growing as a writer, and one perhaps especially useful for novice writers. I would like to outline my methods and strategies for helping students revise and share my experiences and suggestions for helping anxious and new writers grow.

*Mary Beacham, University of Alabama-Tuscaloosa*



**“Fear of Growth: Revision Isn’t That Scary”**

Revising work makes people feel both stressed and vulnerable. Ever wondered how William S. Burroughs can connect to it? There is a bridge to the gap of creative individualism and fearing revision.

*Danny Woomer, Western Carolina University*

**D4 Hill Student Center 316**

**“Maintaining Writer Identity of ESL Students in the Writing Center”**

ESL students frequently visit the writing center and often struggle with maintaining writer identity in the world of academia. Existing research has found that multilingual student writing is not considered “wrong” or “flawed” by the writing center community, just different; and yet writing center tutors are often instructed on how to change these “differences.” At present, there is little research/conversation around actual tools tutors could use to avoid “appropriating” and “silencing” a multilingual student’s writer identity. Our research attempts to answer two questions by conducting an online survey: how is writer identity among ESL students being maintained at Mississippi State’s Writing Center and what practical ways can tutors help ESL students keep their writer identity while in the world of academia. This research is significant because it will provide a space to discuss the importance of writer identity against/alongside the rigor of grammar expectations.

*Samantha Dean and Toria Folsom, Mississippi State University*

**“The Neglected Native Speakers of English: Effective Tutoring Methods for Caribbean Creole English Speakers”**

After noticing the variations of English, particularly in written English, by native English speakers from the Caribbean, I examine how writing centers can develop tutoring methods that incorporate Caribbean English or non-standard English when working with native English speakers from countries outside of the United States. I discuss ways we can effectively tutor Caribbean English speakers as well as how to include Caribbean English in academic writing.

*Wardha Mowla, Emory University*

## **D5 Hill Student Center 318**

### **“Pursuing Center Certification via SWCA-CARE: A Workshop for Preparing Proposals”**

In this workshop, participants will gain a detailed sense of the benefits for writing center certification via the SWCA-CARE program. After reviewing the process for certification design, current SWCA Research & Development committee members will guide workshop participants through a series of brainstorming activities to help directors begin to develop materials for application packets. The goal of this workshop is to help demystify the process of application, to prompt reflection on materials that centers might already have, and to encourage participation in the SWCA certification program.

*Russell Carpenter, Eastern Kentucky University; Joy Bracewell, Georgia College & State University; Kevin Dvorak, Nova Southeastern University; Scott Whiddon, Transylvania University; and Courtnie Morin, Eastern Kentucky University*

## **D6 Sterne Library 163**

### **“Digital Wasteland: Rethinking Multimodality in the Writing Center”**

The workshop focuses on exploring strategies for working with writers who bring multimodal assignments to the Writing Center for assistance. It hones in on several modes of writing that are traditionally under-represented in Writing Center training and argue for the importance of increasing consultant familiarity with multimodal forms of writing, such as infographics. In addition, this workshop provides participants with tips and examples that will assist them if they encounter such writing in an appointment while working in the Writing Center.

*Aolani Robinson, Nova Southeastern University*

## **D7 Sterne Library 174**

### **“The Integration of Teams into the Writing Center”**

Research shows that the integration of teams in professional settings has many integral benefits to the atmosphere and success of any workplace. At our center, we have incorporated this idea with our staff and seen the resulting success and growth firsthand. Working together and fostering a community atmosphere has a lasting impact on the efficiency, organization, and growth of writing centers. In this roundtable, we will explain our various teams and their respective responsibilities, and then you will have an opportunity to explore ideas for creating teams tailored to your writing centers' needs. Work in groups of peers to identify specific areas of growth and develop SMART goals to implement in your own writing centers!

*Sabrien Abdelrahman, Alex Johnson, and Kelly Konrad, The College of William & Mary*

## 3:40-4:40 Concurrent Sessions E

### E1 Hill Student Center 203

#### **“Growing our Profile and Status: A Story of a Staff Reorganization”**

This panel will share how recent staff updates have allowed our writing center both growth and notability across our campus. As a small writing center at a small school with one director, who also teaches, we have often found ourselves limited on our ability to employ outreach across campus that is representative of writing center theory and scholarship. This year we reorganized our staff designations to an organic, interconnected profile that not only maintains a solid cross-disciplinary focus, but it has increased our status and credibility at our institution. The first speaker will present the theoretical stance that guided our decisions and choices during our reorganization. The second speaker will offer examples and detail our system, clarifying how it works in our programming. The third speaker will discuss ways of employing similar reorganizing efforts and offer advice for other writing centers interested in making similar changes.

*Clayann Gilliam Panetta, Ana Garcia, and Alexis Mitchell, Christian Brothers University*

### E2 Hill Student Center 204/206

#### **“How to Rebuild a Writing Center in 5 (or 6 or 11) Easy Steps”**

The author presents his account of transforming a writing center struggling to understand what it was into a thriving, contemporary center thanks largely to a clear sense of itself derived from help from others and harnessing the power of story. The presentation is offered a roadmap for other new, inexperienced directors who may also find themselves in charge of writing center in need of updating.

*Nathan Henton, Harding University*

#### **“Recovering from Disaster in the Gulf Coast Writing and Reading Lab”**

When Category 5 Hurricane Michael tore through Panama City, Florida, in the fall of 2018, the entire community suffered devastating damage. At the Panama City Campus of Gulf Coast State College, situated on the northern edge of St. Andrew Bay, almost every building was affected,

and the college remained closed for nearly five weeks. The community's significant population loss after the storm was reflected in the falling enrollment at the college; the number of visitors to the Writing and Reading Lab dropped 22 percent. The students who were able to return when the college reopened faced many issues in addition to catching up in an abbreviated semester. This presentation will discuss how the Lab expanded its services to accommodate the changing needs of the students, and in the process, began to restore its numbers and more accurately track the wider range of factors motivating students to come into the Lab.

*Mary Middlemas, Gulf Coast State College*

### **“The Endowed Center: Engaging the Rhetoric of Institutional Advancement to Grow Writing Centers”**

This presentation uses rhetorical analysis to engage the narratives of endowed writing centers and outline an endowment theory for Writing Center growth. Current research on Writing Centers lacks conversation on funding models, with this pragmatic concern instead be discussed on writing center listservs like the International Writing Center listserv. Even so, these conversations focus on funding options that are short-lived like institutional grants. My research thus fills an existing void in writing center research while providing practical advice for writing center directors who wish to grow their centers using the endowment model, a model grounded in theories of institutional advancement. With endowment methodology in mind, centers could create more meaningful pay for tutors, provide additional resources for students, create community outreach programs, and strengthen alumni relationships, to name only a few positive outcomes.

*Erin Chandler, University of Montevallo*

## **E3 Hill Student Center 314**

### **“Weeds or Wildflowers? Examining Writing Center and Academic Success Center Collaborations”**

While some institutions have welcomed mergers between writing centers and academic success centers, other institutions have bristled against it. In this session, undergraduate consultants from a Writing Center and a newly cultivated Academic Success Center share and contrast their experiences with pedagogy, space, resources, training,

and collaborating together. Both centers are overseen by one director who, charged with replicating the success of the writing center for all subject areas campus wide, will share insights about universalities and differences in pedagogy, hiring practices, staffing needs, and physical space across the two centers. Now, both centers face a crossroads and must decide: is one center a weed in the garden of the other? Or can the two centers grow together as wildflowers do, blanketing campus with a variety of blossoms and support resources?

*Liz Egan and peer consultants, Millsaps College*

## **E4 Hill Student Center 316**

### **“Got Media?: How Writing Center Tutors Learn to work with New Media”**

Students who are nervous about new media assignments—presentations, digital posters, or video projects, etc—don’t always know where to go for help. Does your writing center offer help for those types of assignments? Ours does! Come learn how William & Mary’s Writing Resources Center trains its consultants to work with traditional papers and new media, and how the implementation of this new media training has grown our center and how it can help grow yours.

*Sydney Hamrick and Aria Austin, The College of William & Mary*

## **E5 Hill Student Center 318**

### **SDC: Pitch Your Idea Session**

The editors of Southern Discourse in the Center will explain the process of submitting to the SWCA’s peer-reviewed journal and serving as a peer reviewer. After reviewing plans for forthcoming issues, the editors will invite attendees to ask questions and pitch their ideas for possible submissions to the journal. Come to this session to discuss your ideas with the editors and other conference attendees.

*Scott E. Pleasant, Coastal Carolina University*

## **E6 Sterne Library 163**

### **“‘Linked-In’ to the Writing Center”**

This workshop will focus on how writing center administrators and consultants can effectively use LinkedIn to grow their writing centers. This 60-minute workshop will be divided into two parts. Part One (approximately 25 minutes) will focus on an administrative perspective

of how writing centers can effectively implement LinkedIn as a marketing strategy that can strengthen and influence their reputation, connect centers with university stakeholders, and act as a space to network with employees. Park Two (approximately 20 minutes) will introduce tips consultants can use to help grow their professional network and portfolio on the website and engage participants in networking and community-building activities. Throughout each section, facilitators will provide time for participants to brainstorm strategies, discuss in small and large groups, and establish/examine their LinkedIn presence. Participants will leave with the ability to market themselves based off the hard and soft skills acquired through their writing center work.

*Sabrina Louissaint and Monique Cole, Nova Southeastern University*

## **E7 Sterne Library 174**

### **“Assessing Writing Center Accessibility: Evaluating Pedagogical and Physical Spaces While Embedding Universal Design into Every Day Practice”**

How do writing centers continue being accessible, student-centered spaces? The VCU Writing Center is attempting to address this concern through a multi-tiered partnership with disability services across their campus. This student service collaboration now hopes to push their partnership further through an evaluation tool for writing center spaces. Roundtable attendees will be presented the first draft of a writing center assessment, but the focus will be discussion and feedback to better inform the utility and practicality of this evaluation tool. Please come to this roundtable with questions about writing center growth, disability service partnerships, and be prepared to evaluate your particular writing center through a set of questions inspired by Universal Design. We will be focusing on both physical and pedagogical spaces, writing center consultation techniques, and growth opportunity for both writing centers, administrators, student workers, and students alike.

*Trey Burnart Hall, Seb Prohn, and Brian McTague, Virginia Commonwealth University*



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# Friday, February 21

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## **Friday at a glance**

- 7:30-4:00 Registration and Information (Hill Student Center)
- 8:30-9:30 Concurrent Sessions F
- 9:50-10:50 Concurrent Sessions G
- 11:00-1:00 Keynote & Awards Lunch (Ballroom A-D)
- 1:10-2:10 Concurrent Sessions H
- 2:30-3:30 Concurrent Sessions I
- 3:50-4:50 State Network Meetings
- 5:30 Grad Student Mixer

## 8:30-9:30 Concurrent Sessions F

### F1 Hill Student Center 203

#### **“(Re)Examining the Social Media Landscape for Writing Centers: Preliminary Findings on Usage and Non-Usage”**

One potential avenue for writing centers to grow their presence, both online and within their physical spaces, is social media.

Although research about writing center social media usage is limited, practitioners and scholars alike discuss approaches and purposes in less formal venues, including writing center conferences, writing center blogs, the WCENTER listserv, and in writing center groups on social media. To better understand the broader landscape of social media usage by writing centers, this presentation shares preliminary findings from a national survey distributed to writing center administrators about whether or not writing centers engage in social media usage. As well, this survey investigates motives for making those decisions and, for centers using social media, targeted audiences and platforms used.

*Amanda May, Florida State University*

#### **“Social Media Wizards and the Golden Tweet”**

On September 25, 2019, our Writing Center’s social media team hit it big; we had a tweet that hit over 460 likes and 80 retweets. Prior to this “golden tweet,” our top posts would, at best, receive around six likes, so this sudden attention and positive reaction to our post made us excited, but puzzled: What exactly did we do RIGHT? Writing Center presence on social media is a delicate thing. We want to be personal and relatable enough to draw the attention of our student writer population, but we also want to be impersonally professional enough to validate our unique presence on campus and demonstrate the importance of our work. Through a discussion of this “golden tweet,” an instance when we accidentally got it right, our social media team will talk about the steps that we took to increase our online presence both before and after this moment. We hope that this reflection will facilitate much needed discussion about growth in the relationship between writing centers and social media discourse.

*Jessica Flowers, Juliana Jones-Beaton, Karleigh Kimbrell, and Emma Moffett-Taylor, Mississippi State University*

## “Likes and Literacies: An Analysis of Writing Center Social Media Images”

While some writing centers only use social media platforms to augment their online presence by sharing announcements, a sub-population of accounts also share memes, GIFs, and infographics. In the past, the scholarship about centers’ practices on social media has centered on how writing centers might use these platforms and for what purposes (Grutsch McKinney, 2013; May, 2018). However, little consideration has been given to the types of literacy that writing centers promote through these images. Based on findings from this presenter’s two qualitative studies, a contradicting narrative occurs when centers share writing/reading-related visuals from the internet versus when they create the materials themselves. Regardless of whether their centers use social media or not, attendees will gain insight as to how participating in reflective practices about their respective centers’ missions can contribute to avoiding such narrow and potentially harmful narratives about writing as they grow their centers.

*Amory Orchard, Florida State University*

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## **F2 Hill Student Center 204/206**

### **“Translating Academic Tutoring Skills to Creative Writing Sessions”**

Universities offer creative writing classes with increasing frequency, which has led more students to visit writing centers for help with creative writing. Although writing centers welcome students working on any type of writing, tutors often find themselves translating strategies initially meant for traditional academic assignments to meet creative writers’ needs. Creative writing requires expansion of a tutor’s “toolbox” because such sessions necessitate greater sensitivity, increased caution about work ownership, and knowledge of new genre conventions. However, preexisting tutoring strategies can be adapted to straddle the creative and academic spheres overlapping in these sessions. This panel will discuss how tutors can adapt their academic tutoring skills to support creative writers by exploring differences and similarities in academic and creative writing and examining new questions that creative writing tutoring generates for our centers. Additionally, we will provide suggestions for tutors who are not yet comfortable with tutoring a creative writer.

*Kristen Roberson, Nikki Branum, John Thornton, and Amber Stokes, Kennesaw State University*

## **F3 Hill Student Center 314**

### **“Expectations vs. Reality: Growing in Unfamiliar Disciplines”**

Often times, tutors show up to their respective writing centers with certain expectations about how their appointments are going to go. However, sometimes differences in tutor and student expectations of the writing center experience can cause misfires and lead to disappointing results. This panel seeks to highlight the different expectations and realities that often occur in the tutor-tutee relationship and to discuss recommendations for managing expectations on each side to improve writing center realities. Additionally, this panel seeks to recommend strategies for improving interdisciplinarity among tutors that are primarily English majors and to demonstrate the benefits for writing centers that put in the work to narrow the gap between tutors and tutees.

*Brittney Byrom, Em Gates, and Pablo Fierro Andrade, Georgia State University*

## **F4 Hill Student Center 316**

### **“Growing a Writing Center via Course-Embedded Consultant Programming, Part I: Connecting to First-Year Composition Courses”**

If writing center stories are “dominated by growth,” as the 2020 SWCA Conference CFP suggests, then it is critical to explore the ways in which centers can grow. This (first of a two-part) panel will explore how two SWCA-based writing centers have experienced substantial growth through the creation of course-embedded consultant (a.k.a., writing fellows) programming that targets first-year composition courses.

*Kevin Dvorak, Nova Southeastern University; Russell Carpenter, Eastern Kentucky University; Danielle Pierce, Nova Southeastern University; Richard Finch, Nova Southeastern University*

## **F5 Hill Student Center 318**

### **“Growing Our Campus Partnerships: A study on Faculty Communication and Involvement”**

Writing centers are in constant search for how to better market their services and aid their various communities. Through the analysis of original research, the gaps within the perception of writing centers and the growth of partnerships within the institutions they serve will be addressed. The presentation will discuss how centers can incorporate an individualistic feedback system with their campuses’ faculty. An in-depth study of Christian Brothers University’s (CBU) Writing and Communications Corner (WCC) will display how the incorporation of campus faculty improved both the WCC and the CBU community mutually.

*Ana Garcia and Ariel Earnest, Christian Brothers University*

## **F6 Sterne Library 163**

### **“Independent Collaborative Training Juxtapositions: A Digital Training Model for Writing Center Consultants”**

This 60-minute panel discussion aims to present a how-to guide on the expansion of writing center services and training based on practices implemented in the Spalding University Writing Center over the last year. Specifically, this presentation focuses on staff training through the use of online training modules that utilize paired, thematic readings based on the consultant’s experience level alongside reflective essay writing and short essay open-ended questions. Digital independent training is supplemented with collaborative practices of onboard training, peer observation, mock consultations, professional development meetings, and continuous collaborative conversations with writing center administrators and peers.

*Abbie Gale Lemmon and Charles Maynard, Spalding University*

## **F7 Sterne Library 174**

### **“Developing and Implementing Direct Assessments for Writing Centers”**

The presenters of this round table will discuss best practices for direct assessment in Writing Centers. They invite participants who wish to workshop their assessment materials and/or who need to create their own for their center.

*Lindsey Banister, Francis Marion University; Meredith Reynolds, Francis Marion University; and Scott Pleasant, Coastal Carolina University*

# 9:50-10:50 Concurrent Sessions G

## **G1 Hill Student Center 203**

### **“Situating the Student-Athlete: Exploring Identity in Academic Spaces”**

Last year at SWCA, we proposed a new naming of student-athletes as “non-traditional students” in the writing center to better situate their dual roles within the university. This year we have conducted a mixed methods IRB-approved research study focused on how student-athletes at Florida State University perceive themselves; specifically in different academic spaces on campus. In this panel we will be presenting our findings, which we believe can help writing center personnel better understand student-athletes and their dual-identities. First, we will situate our research within the larger field of writing center studies, and then we will share our findings from our mixed-methods approach which includes an analysis of our interview and survey results. Lastly, we plan on sharing short anecdotes from our experience, introducing ethical concerns, and discussing the possible institutional hurdles that can stall research progression along with the positive networking that can take place during cross-departmental research.

*Sidney Turner and Katherine Kelly, Florida State University*

## **G2 Hill Student Center 204/206**

### **“Grammarly in the Writing Center: Exploring Methods for Incorporating Grammarly Use in Writing Consultations”**

This presentation explores the results of a pilot semester where undergraduate consultants at a small liberal arts college were encouraged to test out Grammarly Premium as a tool to be used in their sessions. Students at our school were offered a full year of the program for free through the office of Disability and Accessibility Services, which partnered with our writing center to help contextualize the program’s strengths and weaknesses and simultaneously advertise the use of the writing center. We provide the results of a writing consultant survey of Grammarly use in consultations, exploring the tool’s potential, pros, and cons during face-to-face writing consultations.

*Amy Nichols and Samantha Vaccaro, Berea College*

### **“Examining the Use of Scheduling and Management Technology in the Writing Center”**

Our research will examine current trends in the use of writing center scheduling and record-keeping technology. This research will be conducted in the following ways: by (a) surveying writing centers operating within the SWCA about their use of management and assessment technology, (b) investigating the reasons why some writing centers decide not to use management software programs, (c) gathering information about prominent writing center software programs currently being promoted, and (d) reviewing field scholarship addressing this issue. Our research will follow up on Brian Hotson’s call for substantive feedback regarding how writing centers employ tracking technology.

*Brea Yates, Rebecca Thiele, Susan Montanari, and Chandler Hanton,  
Georgia Southern University-Armstrong*

### **“User-Friendly and Mobile-Ready Writing Center Websites”**

This individual presentation will explore how growth can impact the online spaces writing centers use to promote and support their tutorial services. More specifically, this presentation demonstrates how a usability study can help writing center administrators and their staff better understand if their online products are actually meeting the needs of their clients or hindering their clients’ attempts to get help with their writing. Drawing on my experiences running one of the most popular OWLs and the usability work I did for the writing center at my current university, the bulk of this presentation will focus on how to set-up and run a usability study to see if a writing center’s website is ready for “mobile only” students. And, more importantly, how to interpret data collected from a usability study to make, or suggest, usability related changes to a writing center’s website.

*Jeffrey Bacha, University of Alabama-Birmingham*

## **G3 Hill Student Center 314**

### **“Watering Our Flowers: Revamping Consultant Training for a Dynamic and Holistic Space”**

The assistant director explores changes and challenges in staff and faculty relations, observed through implementing innovative and comprehensive training materials. While striving for writing



center certification, consultants embrace new administrative roles that develop their professionalism and craft while providing adequate resources for increased campus interest and usage. This specialized knowledge is used to form engaging and impactful campus relationships as the space grows in popularity and notoriety.

*Ariel Earnest and Maya Donald, Christian Brothers University*

## **G4 Hill Student Center 316**

### **“Growing a Writing Center via Course-Embedded Consultant Programming, Part II: Connecting to First-Year Biology Courses”**

If writing center stories are “dominated by growth,” as the 2020 SWCA Conference CFP suggests, then it is critical to explore the ways in which centers can grow. This (second of a two-part) panel will explore how two SWCA-based writing centers have experienced substantial growth through the creation of course-embedded consultant (CEC; a.k.a., writing fellows) programming that targets first-year biology courses. This session will provide audience members with CEC-based opportunities for growth that transfer beyond biology and into other discipline-specific majors.

*Kevin Dvorak, Nova Southeastern University; Russell Carpenter, Eastern Kentucky University; Clint Stivers, Eastern Kentucky University; Kelly Concannon, Nova Southeastern University; and Melissa Vaz-Ayes, Nova Southeastern University*

## **G5 Hill Student Center 318**

### **“Responsible Online Writing Center Growth: A Plan for Getting What You Need and Skipping What You Don’t”**

At the beginning of each of her Lazy Genius Collective podcasts, Kendra Adachi reminds listeners that her goal is to “help you be a genius about the things that matter and lazy about the things that don’t.” By retroactively applying this mantra to our own online writing center’s growth and the resulting challenges of that growth, we guide workshop participants through a list of important questions and considerations to better prepare their centers for intentional expansion online and/or responsible reflection on the sustainability of a center’s current online growth.

*Sarah Prince and Amber Cook, Walden University*

## **G6 Sterne Library 163**

### **“Engaging with Online Graduate Students through Writing Support and Employment”**

Is your online graduate student population growing? Providing writing support for online masters and doctoral students can be a daunting task to undertake. Learn about how University Academic Success Programs at Arizona State University set up and runs an online graduate writing center to provide writing support and connection to the University for remote graduate students.

*Jessica Jones, Arizona State University*

## **G7 Sterne Library 174**

### **“Growing Your Center One International Student at a Time: A Roundtable on Serving International Students in the Communication Center”**

The number of International students attending many US institutions of higher education has grown over the last several years. These students come well-prepared with the content knowledge to pursue their degree; at the same time, however, they may lack basic linguistic skills required to convey such knowledge. These matriculated students need to have access to support services and the campus communication/writing center often fulfills this role. This roundtable addresses strategies to assist the international student with their linguistic, cultural and psychological needs as they adapt to their new surroundings. Faculty, and consultants from the Naugle Communication Center at Georgia Tech will host this forum to exchange experiences and explore opportunities for further collaboration.

*Rob Griffin, Karen Head, Brandy Ball Blake, Jeff Howard, and Kendra Slayton, Georgia Institute of Technology*

# 1:10-2:10 Concurrent Sessions H

## H1 Hill Student Center 203

### **“A Summer Without Our Director: A Reflection on Our Growth as Writing Center Leaders”**

The presenters in this panel will reflect on the ways their administrative roles in the writing center have given them opportunities to grow as leaders in the center. They will focus specifically on the work that they accomplished during the summer of 2019, when their writing center director was on leave, and the majority of the administrative work fell to these three individuals. The first presenter will discuss her growth as an administrator through the innovations that she worked to achieve for the writing center during her first summer in the position. The second presenter will argue that his previous management experience in a retail position helped him overcome his self-doubt that came with being new to writing center administration. Finally, the third presenter will discuss how she was able to become more confident in her role as she was forced to make decisions that typically would have fallen to the director.

*Jessica Robbins, Elizabeth Skinner, and Toby Camp, University of Alabama-Birmingham*

## **H2 Hill Student Center 204/206**

### **“Why Don’t They Come?: An Exploration of Adult Students’ Perceptions of the Writing Center”**

Students at colleges and universities across the country are encouraged to view the center as a place where any student can bring any type of writing at any stage of the writing process and receive assistance without judgment; however, despite our idealized approach to writing, some groups of students are still hesitant to make use of our services. Nearly half of the students enrolled at NCWC are part of our Adult and Professional Studies (APS) program, but these non-traditional adult students account for less than 8% of our total appointments. Our presentation will discuss the results of a survey of these students’ perceptions of the Center and outline a plan for changes to our rhetoric and policies that we hope will encourage more APS students to seek our assistance.

*Keely Mohon-Doyle, Mary Reynolds, Savannah Flanagan, Cody Fogleman, Sean Dancy, and Maria Padron, North Carolina Wesleyan College*

## **H3 Hill Student Center 314**

### **“Honoring Home Languages in the Writing Center: Effective Tutoring Practices that Value Linguistic Diversity”**

This presentation analyzes the current debate between requiring the use of Standard English and allowing students to write in their native dialects. Presenters introduce some of the main problems that occur when an institution forces students of diverse regions and nationalities to eradicate their dialects for academic purposes. Additionally, the presentation will promote ways in which writing centers can create spaces that are safe for dialectal-speaking and -writing students to work, and offer methods tutors can use to determine if students can/should write in dialect and ways in which to do so.

*Colby Johnson and Evie Eastham, Berea College*

**“Fostering a Space For Diverse Experiences in the Writing Center”**

Through investigating literature on language and connecting to real life experiences, we explore reasons students might not feel represented by the racial, cultural, and/or socioeconomic demographics usually present in writing center spaces. Framed primarily through the context of African American Vernacular English we look at how a student’s language, ethnicity, and class might make them feel alienated when it comes to utilizing the writing center as a resource for their courses. We discuss how the obstacles set in place by the obligations and constructs perpetuated by academic standards create challenges for bridging the gap between writing centers and underserved students. We hope to come up with suggestions to help underrepresented students become more comfortable in the writing center.

*Avery James, Shereka Poole, and Margaret Delisle, Georgia College*

**H4 Hill Student Center 316**

**“Expansion: Above and Beyond Writing Studio Convention”**

Explored is the viability of writing center expansion within the tutorial session and the various arenas of student academic experience. Supporting the feasibility of expansion efforts, the adequacy and effectiveness of the tutorial is discussed along with writing center responsiveness to institutional progression and writer culture. The researcher examines the need for writing center responsibility coupled with expansion efforts that facilitate or follow growth trends. Considered also is how sustainable and measurable goals help to dispel notions of writing legitimacy and ethics.

*Ahna Cain, North Carolina Central University*

### **“Shooting for the Moon: Moonshots at the Tennessee State University Writing Center”**

In his address to the Midwest Writing Centers Association Conference in March 2016, Brad Hughes, director of the Writing Center at the University of Wisconsin-Madison, encouraged writing center professionals to develop moonshots—ambitious goals for themselves as tutors, for the writing center, and for the profession. The Writing Center at Tennessee State University has used collaborative partnerships to establish moonshots. Within our division, by partnering with the Reading and Math Centers, we have participated in a summer bridge program for students with learning support requirements, and by partnering with Tiger Tutoring, we have expanded tutoring and workshop offerings with peer tutors and campus outreach. Outside of our division, by partnering with Research and Sponsored Programs, we have offered workshops for faculty, and we have also taken our services to the residence halls. Our presentation will discuss these achievements as well as future moonshots, which include continuing to expand our services.

*Rhonda Kavan and Lori Danley, Tennessee State University*

### **H5 Hill Student Center 318**

#### **“Helping Engineering Students Grow: A Methodology”**

Many writing centers want to help engineering students improve writing and communication but worry that consultants who aren't specialized in engineering might struggle in a session. After working for several years with engineering students on projects directed to non-expert clients, usually local businesses or nonprofits, I developed a methodology that addresses some of their most common difficulties – the big-picture communication problems that most often lead these engineering students astray. Consultants can use this methodology to help STEM clients explain their very complicated, jargon-filled ideas to a general audience.

- Focus on the Why
- Shift the Narrative
- Remember the Role

*Brandy Ball Blake, Georgia Institute of Technology*

## H6 Sterne Library 163

### **“For the Expanding Ensemble: Create Connections in a Growing Writing Center with Improv”**

In this workshop, participants will gain the skills to build connections within growing writing centers. The group will examine what it means to work as an “ensemble” within a writing center by building productive discussions, brainstorming active ideas, and adapting to new and uncomfortable situations while using improv games and techniques. The games and tools introduced will call upon the theories of Kenneth Bruffee’s collaborative methods in higher education and Viola Spolin’s utilization of play and spontaneity to enhance unity in an ensemble.  
*Angelica Zadak, Nova Southeastern University*

## H7 Sterne Library 174

### **“Cultivating WC Roles: Professional Growth from Tutor To Administrator”**

This roundtable of new, seasoned, and former Writing Studio admins welcomes Writing Center professionals of all levels to discuss professional development’s cultivation of a community who allows us to grow not only as tutors but also as rising professionals in our fields. We will challenge prevailing perspectives that paint mandated professional development as burdensome and highlight specific examples of career milestones we met while working at the Writing Studio. We encourage incoming grad students focusing on rhetoric, literacy studies, creative writing, and other concentrations to share their own experiences and talk about next steps for their professional roles in the Writing Center. Admins are also invited to discuss their strategies for professionalizing varying numbers of new hires.

*Nicole Turner, Bailey McAlister, Brittney Byrom, Stephanie Graves, and David St. John, Georgia State University*

## 2:30-3:30 Concurrent Sessions I

### I1 Hill Student Center 203

#### **“Writing Center Committees: Expanding the Roles of Student Tutors”**

In the fall semester of 2019, our writing center started a series of committees made up of student tutors to perform various tasks for our center such as event planning, marketing, and social media management. In this presentation, we will discuss our firsthand experience from working on these committees and the benefits to ourselves and our center.

*Hailey Slaughter, Shannon Merrell, Keaton Wilson, and Aly Rusciano, University of Tennessee at Martin*

#### **“Graduate Students, Mentorship, and the Affective Dimensions of Writing Center Administrative Work”**

This presentation reports on preliminary results of a study of student administrative mentoring relationships in writing centers. This project, supported by a Christine Cozzens Research Grant, aims to understand graduate student administrative emotional experiences, relationships, and sense of responsibility. By cultivating a deeper understanding of student-student mentoring relationships in writing centers, this presentation will provide guidelines and best practices to support students in administrative positions.

*Janine Morris and Kelly Concannon, Nova Southeastern University*

### I2 Hill Student Center 204/206

#### **“Writing, Speaking, and Reading: Growing Writing Center Programs for English Language Learners”**

At Savannah College of Art and Design, twenty-five percent of students are international, but only about eleven percent go through the ESterne Library program. Faculty often have questions about how to support the English language learners in their classes, especially students who didn't complete ESL. In my presentation, I'll describe the programs that the SCAD Writers' Studio has developed to answer these questions and support its growing population of international students. In addition to one-on-one tutoring, we hold workshops geared to



international students, taught by international students. We also host weekly English language conversation groups covering a wide range of topics, from pop culture to American etiquette. Finally, I work with the ESL department to create workshops for faculty about supporting their international students. Using this multi-faceted approach, I've increased Writers' Studio satisfaction among English language learners by eight percent over the last year, and the conversation groups have grown dramatically.

*Rebecca Johnson, Savannah College of Art and Design*

**“Small but Growing Challenges: Assisting Chinese International Students and Graduate Students in a Small College Setting”**

Converse College is a liberal arts college currently enrolling 893 undergraduate and 487 graduate students. Like many small colleges, we are cultivating new revenue streams by adding specialized programs. These include an International School for Chinese students, a Doctorate in Professional Leadership, and other programs offered at a satellite campus. In the past three years, the International School has resulted in fundamental shifts in our writing center usage patterns. We moved from providing services primarily to traditional students with humanities papers to providing over a quarter of our conferences to Chinese ELL students (often with science papers). The EdD and satellite campus are in their second year and are also forcing shifts in our practices. I will discuss how our writing center has modified our training practices, redistributed job duties, and added more flexible conference options. Our growth has created both pressures and opportunities.

*Emily Harbin, Converse College*

### **“The Communication Center: A Locus for Language and Mental Health Among International Graduate Students”**

This presentation examines the cultural and linguistic challenges international students face as they acclimate to US institutions of higher education. Specifically, the role of the Communication Center as a “safe place” links linguistic and cross-cultural awareness and the mental well-being of our international graduate student clients. Suggestions for using the resources of a Communication Center for the benefit of international student well-being will be discussed.

*Rob Griffin, Karen Head, and Brandy Ball Blake, Georgia Institute of Technology*

### **13 Hill Student Center 314**

#### **“Writing Relations: Storying Constellations in the Writing Center”**

Discussion of writing center spaces has long been a topic of discussion in our field, with more and more conversations sprouting up with regards to expansion, sustainability, and justice within the spaces we create (Hadfield; McKinney; Singh-Corcoran & Amin; Waller). This panel will discuss the ways that the Clemson Writing Center is grappling with and engaging the complex histories of the land on which it is situated while cultivating opportunities for responsible and sustainable growth through the lens of constellating. The active session will include a 20-minute period in which session attendees consider the layered presences, stories, and histories of their own centers while considering the ways that they can implement the four Rs to better negotiate their relations.

*Chelsea Murdock and Whitney Jordan Adams, Clemson University*

### **14 Hill Student Center 316**

#### **“Growing our Centers through Correspondence Tutoring: How Asynchronous Tutoring Expanded our Writing Centers”**

In 2017, we realized that the main campus and regional campus writing centers were bypassing a significant portion of our student population. An increasing number of students come from what are usually referred to as non-traditional settings and most are distance learners who take online only classes. Having a Writing Center tutor support their writing projects was unattainable because of our decision to use only synchronous tutoring. In this session, experienced Writing Center

administrators discuss the rewards, challenges, and lessons learned from recognizing this growth opportunity and implementing a type of tutoring that, frankly, has surprised us with its popularity. We report on how we adjusted tutor training and marketed this type of session to students and teachers. We also report on a current research project to better understand the ways in which tutors and students respond to asynchronous sessions, while also discussing robust ways of evaluating the sessions.

*Alice Johnston Myatt, Jeanine Rauch, and Rachel E. Johnson, University of Mississippi*

## **15 Hill Student Center 318**

### **“When Tutor Training Outgrows the Classroom: A Workshop for Designing Alternative Tutor Education Programs”**

While comprehensive, for-credit pedagogy classes have long been considered the gold standard for writing center tutor training, growth factors like the size and disciplinary diversity of our tutoring staffs make scheduling such courses more challenging than ever. What then are the options for writing centers who wish to provide comprehensive, robust tutor education but who must do so without the benefit of the time and structure provided by a formal course? This workshop will present strategies for tutor preparation outside of formal course structures and share both quantitative and qualitative tutor feedback data to illustrate tutors’ experiences with such methods. The workshop will then lead participants in designing training activities best suited to their centers’ tutor populations and to the needs of their clientele. The workshop will conclude with a brief discussion of participants’ progress and an opportunity to continue sharing their training designs post-conference.

*Mary Lou Odom and Rachel Greil, Kennesaw State University*

## **16 Sterne Library 163**

### **“Considering the Promises and Challenges of Podcasting in Writing Centers”**

In “Expanding Composition Audiences with Podcasting” Dangler et al. point out the potential in using podcasts to not only reach beyond typical writing center audiences (faculty, clients, writing center practitioners), but also to recognize how audience interests overlap

around discussions about writing. Our 60-minute workshop works to reveal the challenges of podcasting as multimodal compositions impacting writing center curriculum, design, and development. Allison Marchetti and Rebekah O'Dell (2018) remind us “by broadening the definition of text, we connect our students so much more with the real world of writing. We prepare them for the world [...] so that they can participate in that conversation.” Our workshop identifies podcasts as making space for participation in that conversation while acknowledging constraints of the genre, including access, technology shortfalls, and university support. Ultimately, podcasts impact writing center growth, and have the potential to influence stakeholders from student writers, to writing center staff, and the field.

*Devon Ralston, Winthrop University and Charles Woods IV, Illinois State University*

## **I7 Sterne Library 174**

### **“Welcoming and Growing with our Multilingual Students”**

The global importance of English in academia, business, technology, and other fields has, in part, led to a high demand for education in that language; its history as a colonial language has led to a wide proliferation of “global Englishes.” This means that in the writing center, we work with students of many different English language backgrounds who, like all of us, are learning to navigate the university and its language demands. However, when tutors in our writing center are primarily composition teachers, we are often not well-versed in second language scholarship. The welcome we provide our students can be impacted by this lack of knowledge. This roundtable will include panelists of a variety of professional and academic backgrounds discussing our work to professionalize as specialists with multilingual students, critically reflecting on our own strategies and professional growth to provide insight into this significant aspect of our work.

*Elizabeth Topping, Brianny Paulino, Rachel Woods, Andrew Lamb, Anastasia Latson, and Storm Murray Georgia State University*

## 3:50-4:50 State Network Meetings

This hour is reserved for state meetings. During the meeting, your SWCA state representative will update you on issues related to the organization as a whole and your state's role in the organization. Attendees may also discuss ideas and plans for statewide programs such as tutor-training events and directors' retreats. Please attend your state's meeting in the following locations:

Alabama meets in Sterne Library 174

Florida meets in Hill Student Center 203

Georgia meets in Sterne Library 163

Kentucky meets in Hill Student Center Ballroom A

Mississippi meets in Hill Student Center 101

North Carolina meets in Hill Student Center 204/206

South Carolina meets in Hill Student Center 314

Tennessee meets in Hill Student Center 316

Virginia meets in Hill Student Center 318

# WCONLINE



## THE SCHEDULING, RECORDKEEPING & REPORTING SOLUTION

### EASY, WEB-BASED SCHEDULING

Students browse available times, find tutors by specialty or course, and make individual, group, face-to-face, and online appointments. Staff review, manage and enter appointments, students' histories, and post-session reports.

### CUSTOM & SECURE RECORDKEEPING

Administrators define registration, appointment, survey and post-session forms, set up no-show and scheduling policies, and implement the included time clock, check-in, waiting room, online consultation, and eTutoring modules.

### GRAPHICAL & EASY REPORTING

Every visit to the center is logged, allowing administrators to collect and review the data that they need. All data is instantly available via custom, graphical reports, collated summaries, and utilization reports. All data can be instantly exported.

The screenshot displays the WCONLINE web application interface. The main area shows a calendar for January 24, 2016, with a grid of time slots. A sidebar on the left contains a 'HELP' section and a 'MAKE AN APPOINTMENT' form with fields for 'Name of Appointment', 'Date of Appointment', 'Time of Appointment', and 'Location of Appointment'. A 'GO' button is at the bottom of the sidebar. On the right, a 'Your Center's Site' sidebar contains a 'YOUR CURRENT APPOINTMENTS' section with a 'select to view' dropdown, a 'MAKE A NEW APPOINTMENT' section with a 'Center Schedule' dropdown, a 'DAY' field set to 'January 24', a 'LIMIT TO:' dropdown set to 'please select', and a 'GO' button. Below this is an 'AVAILABLE APPOINTMENTS ON SELECTED DAY' section with a 'select to reserve' dropdown and a note 'Access the January 24 waiting list.' and an 'EXISTING APPOINTMENTS ON SELECTED DAY' section with a 'select to view' dropdown and a note 'A Client Report Form has been entered for appointments labeled "CR".' and a 'Select an appointment to add a Client Report Form, or an OFF-SCHEDULE Client Report Form.'

**\$715 PER YEAR OR \$65 PER MONTH | NO-RISK TRIAL**  
MORE INFORMATION: [MYWCONLINE.COM](http://MYWCONLINE.COM) | [SUPPORT@26LLC.COM](mailto:SUPPORT@26LLC.COM)

## Saturday, February 22

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### **Saturday at a glance**

9:00-1:00 Registration and Information (Hill Student Center)

9:00-10:00 Concurrent Sessions J

10:00-10:30 Coffee Break (Ballroom D)

10:30 AM-12:30 SWCA Board Meeting (Ballroom D)

10:30-11:30 Concurrent Sessions K

11:50-12:50 Concurrent Sessions L

## 9:00–10:00 Concurrent Sessions J

### **J1 Hill Student Center 203**

#### **“Growing Relationships: Reciprocity and Community Building with GTPD”**

Georgia Tech’s police officers, composed in part of sworn officers and civilian “public safety officers,” regularly present to groups around campus. When asked to work with the Georgia Tech Police Department on a series of workshops intended to help them improve presentation skills, the professional consultants at the Naugle CommLab were excited both to help and to learn more about what they do around campus. We saw this as an opportunity to build community, which is vital to the growth of our center and our consultants as we strive to fulfill our mission. Ten officers attended our training, with concerns that mostly revolved around preparation, audience awareness, delivery and fluency, as well as audience perceptions and biases. As we worked with the GTPD, we recognized other major issues that we needed to concentrate on – issues that would allow us to really make a difference in the GT community.

*Jeff Howard, Brandy Ball Blake, and Karen Head, Georgia Institute of Technology*

### **J2 Hill Student Center 204/206**

#### **“Don’t Give Up the Fight”**

This presentation will explain that with each new stage in growing as a tutor, growing first as a person will come with its challenges. It will touch base on therapeutic methods to inform tutors on how to stay motivated during their struggles. It will also give insight on different exercises they can use when trying to think outside the box in order to get a better and different understanding of life. Whenever a person feels lost, they may want to give up, but they need to know that stepping outside their comfort zone is not as terrifying as they make it out to be.

*Atima Adams, Auburn University-Montgomery*



### **“Self-Care for Tutors”**

The panel will include a discussion of methods for handling emotional situations during tutoring sessions and ways tutors can prevent becoming overwhelmed through practicing self-care. The presenters will explain why self-care is so important to the overall health and the effectiveness of a tutor.

*Ashley Tippit and Kathryn Hargett, University of Alabama-Birmingham*

### **“The Middle Ground: Reframing Tutor Guilt in the Writing Center”**

Even though writing center directors are moving away from strict adherence to the binary of directive and non-directive tutoring approaches, tutors often feel guilt and self-doubt about the efficacy of their sessions. This guilt is often motivated by the tutors’ concerns that they have given too much or too little help to students on a particular assignment, which suggests that the directive/non-directive binary is still influencing their concept of an effective tutor. Inspired by the research of Jennifer Nicklay and Elise Dixon, this presentation explores the causes of tutor guilt and insecurity in the writing center, especially when those causes are connected to the binary of directive and non-directive tutoring approaches. Through a survey of writing tutors across multiple universities, we hope to identify patterns of tutor guilt in order to develop training discussions and activities to promote positive growth in our tutors’ abilities and self-confidence.

*Anna Orlofsky and Matthew Kemp, Auburn University-Montgomery*

## **J3 Hill Student Center 314**

### **“Creating and Expanding Training Opportunities: Internships in the Writing Center”**

To expand the training of graduate students in the writing center, a pilot internship was developed at the University of North Alabama. The Center for Writing Excellence partnered with the MA in Professional program. While completing her internship in the CWE, the intern was asked to keep a daily log of her day-to-day learning experiences. This presentation will reveal the graduate student’s (intern’s) learning experiences and the advantages and limitations of interning in the writing center. Dr. Tammy Winner, Director of the MA in Professional Writing program, and Dr. Kat Richards, Director of the Center for Writing Excellence, will reveal the processes, advantages, and

limitations of this partnership/internship for both departments.  
*Kathleen Richards, Tammy Winner, and Kris Trzaskoma, University of North Alabama*

## **J4 Hill Student Center 316**

### **“Survey Says. . . Results of a Three-Year Client Study to Guide Growth”**

For the past three academic years, our Writing Center has conducted a survey to determine who our clients are and how we can reach out to our student audience. When we first reported our results at SWCA’s 2018 conference, we were surprised to learn that a number of our clients reported being Nursing and Biology majors. To retain these students as they moved through their majors, we began marketing to these students and their professors; we reported on our results at SWCA’s 2019 conference. We hope to discover if the rising attendance in our center is related to our efforts or if there are other factors and patterns in attendance that we should be aware of.

*Sharon Colley, Haley Carter, Ben Fincher, Reid Bloodworth, Heather Dudley, Rebekah Lowery, and Olivia Lunceford, Middle Georgia State University*

### **“Cultivating STEM Growth: Outreach Events as a Tool for Attracting STEM Students to the Writing Center”**

Our research focuses on growing our center by expanding STEM student participation with the Center for Writing and Speaking (CWS) at Agnes Scott College. This research continues work done by our center in 2014 that focused on evaluating perceptions of the CWS and creating methods and strategies for tutoring STEM students. Building upon their recommendations, we created workshops that focused on writing lab reports/abstracts and presenting scientific research. Prior studies have indicated both the importance of incorporating writing and communication into STEM learning and the difficulties of tutoring STEM writing. (Morris, 2006; Reynolds et al., 2011; Harrison, 2017; Mackiewicz, 2004; Liang et al., 2010) We hope that events like these can continually build connections between STEM students at Agnes Scott and the CWS. This research will provide both our center and others with a potential model for strategies to grow the STEM student population who utilize peer writing tutors.

*Abigail Breuker, Claire Moore, and Elizabeth Dudley, Agnes Scott College*

### **“Writers Without Borders”**

A translingual approach to writing center pedagogy can transform the realm of academic writing to make it more inclusive of non-native English speakers. In this sense, translingualism is defined as operating between different languages to negotiate meaning. With this approach, L2 learners can confidently navigate the complexities of academic language in the context of an ever-evolving cultural landscape. Translingualism in the writing process is ultimately more than just breaking free of the monolingualistic writing culture in academia; it’s about helping writers believe in the novelty of their experiences and the validity of their perspectives. For this reason, I will propose a framework for implementing translingualism in writing consultations and in the classroom and discuss the compelling merits of such an approach in light of today’s increasingly globalized world.

*Rebecca Melaku, Duke University*

### **J5 Hill Student Center 318**

#### **“The Comedy in Collaboration: Improv Principles as Tutoring Techniques”**

Writing tutoring is daunting, because every paper and writer are unique—similar to how every improv scene and improviser are unique in improvisational theatre. As an improviser and tutor, I have created a workshop that explores the parallels between both practices. In this workshop, we will both discuss and practice improv. We will focus on how basic improv principles such as “Yes, and” and physical openness can be applied in writing center sessions to create a more welcoming, trusting, and collaborative environment.

*Brooke Daly, Emory University*

# 10:30-11:30 Concurrent Sessions K

## K1 Hill Student Center 203

### **“What Does a Center Do? Whom is it For?: Addressing Student Perceptions of Writing Center Services and Users”**

In the two decades following Anis Bawarshi and Stephanie Pelkowski’s 1999 article, “Postcolonialism and the Idea of a Writing Center”—which critiqued writing center pedagogy as an instrument of acculturation—much headway has been made in the development and implementation of anti-racist, decolonial, and accessible writing center pedagogy. But have students themselves come to view writing centers as multilingual, multicultural, or “postcolonial”? And how do students’ impressions of writing centers’ services and user demographics affect their own propensity to either visit or avoid writing centers? In this presentation, I discuss the findings of a 2019 survey which measured the accuracy of students’ understandings of the Georgia Tech Communication Center’s services and clientele. I argue that in order to grow writing centers in equitable dimensions, modifications to center practices, policies, and outreach must be tailored to the specific impressions (or misimpressions) held by various, institution-specific student populations.

*Aaron Colton, Georgia Institute of Technology*

### **“Love is Not Too Strong a Word: Radical Hospitality in the Community College Writing Center”**

Radical hospitality requires meeting students where they are with honesty and compassion, and doing everything possible to create an onramp to academic habits and discourse. When students face overwhelming obstacles, their distress can be contagious. As we experience growth and take on new challenges as writing center tutors and directors, we experience mushrooming paperwork, time management crunches, overlapping demands and increased reporting. In this session, I will discuss the philosophy of Radical Hospitality and its contribution to growth in the writing center at a predominantly-black institution in a low-income area, the challenges that have arisen in conjunction with the implementation of this philosophy, and the efforts I’m making to address those challenges. Time will be provided

for attendees to share strategies for opening our doors wider than we imagined possible and for managing the complexity that come through them with growing numbers of students.

*Alissa Elliott, Hinds Community College-Jackson*

### **“Examining Factors of Tutee Retention Among Domestic and International Upperclassmen”**

This presentation will examine strategies for how writing centers can improve their outreach and services to be more accessible to the specific needs of upperclassmen students. Drawing on interviews from both international and domestic upperclassmen, we will explore the reasons why some students in these two demographics have never used the writing center, why some no longer use the writing center, and why others continue to use the writing center.

*Emma Kantor and Merry Chen, Emory University*

## **K2 Hill Student Center 204/206**

### **“Growth Through Critical Thinking: Revising A Tutor Training Course”**

This presentation will share insights from an ongoing grant funded project to redesign a tutor training course with the aim of enhancing tutors’ critical thinking skills. The project is being conducted in multiple phases, beginning with revisions of learning goals and assignments with specific attention to conceptualization, interpretation, and creation on the part of students. Since writing tutors have to absorb complex information, weigh different ideas and points of view, and make quick decisions, more focus on cultivating such a mindset can prepare students for their roles as peer mentors. Another important goal of this project is to promote the transfer of critical thinking skills between students during writing consultations. The presenters will share examples of revised course content, tools for attendees to more deeply consider critical thinking elements in their own courses, insight into the research informing the course redesign, and strategies for obtaining institutional support for similar projects.

*Claire Mischker, Rachel Johnson, and Jeanine Rauch, University of Mississippi*

### **K3 Hill Student Center 314**

#### **“Talking to the Boss: Neoliberalism and Writing Center Administration”**

Writing Centers across the country are helping students successfully complete college coursework across disciplines, yet despite this good work, the decreasing level of support from the state as well as a backlash against increased tuition have resulted in budget constraints in institutions of higher education, private and public alike. Understanding the way market based policy framework and neoliberal ideology have influenced policy makers, state legislatures, and ultimately local higher ed leadership, can help Writing Center Administrators make the case for their centers.

*Elizabeth Barnes, Daytona State College*

#### **“Commodify Me / Transmogrify Me”**

Can commodities think? Having recently transitioned into an “industry” career doing technical editing for NASA, where I work in addition to tutoring writing and teaching at the university, I’ve carved out a particular vantage for seeing how writing center practice compares to the “products” expected of me out there in the corporate otherworld. This presentation will focus on the extent to which writing center faculty and staff are expected to commodify themselves under a paradigm of endless growth, how that commodification compares to editing careers outside the university, and what effects this kind of commodification can have on those potential humans-turned-computers.

*Nicholas Reich, University of Alabama-Birmingham*

### **K4 Hill Student Center 316**

#### **“Growing into Writing Center Needs: Addressing Trauma in Writing Centers”**

Writing Center Studies has only begun to consider the role that trauma and mental health plays in tutoring practices. At the 2019 SWCA conference, our panelists hosted a discussion about this growing focus, which was met with an urgent and impassioned response. It considered: how trauma might impact tutoring; how trauma relates to the writing process; how tutors might handle this traumatic and/or traumatizing writing? What remains is: how can writing centers address these

ever-present writing-related psychological concerns, and what (or who) is impacted by this venture? Our presentation hopes to restate the relevance of considering writing centers as spaces where trauma either is brought or is created. With the help of evolving bodies of work within trauma studies and feminist theory, our goal is to begin crafting a vision of empathetic and compassionate writing centers that practice mindful, cautious, and informed intervention in other's psychological experiences.

*Nicole Turner and Caitlin Creson, Georgia State University*

## **K5 Hill Student Center 318**

### **“Growing a Culture of Reflection in Writing Centers”**

At the University of Alabama Writing Center (UAWC), we often come together as administrators and tutors to reflect on past experiences so that we may improve our practices. This reflection allows the UAWC to experience growth in its many forms. When we reflect on how our pedagogical approaches are successful or unsuccessful and for which clients those approaches are most and least effective, we are able to identify how to adapt ourselves and the culture of the UAWC so that we are providing useful services for a wide range of clients. This consistent revision results in the growth of a more diverse client base, which opens our eyes to how we can promote more inclusive and productive tutoring and administrative practices.

*Tori Halbert, Alexandra Borchardt, Rachael Gracyalny, Victoria Carl, Michelle Hasenkampf, and Rachel Morgan, University of Alabama-Tuscaloosa*

# 11:50-12:50 Concurrent Sessions L

## L1 Hill Student Center 203

### **“Literacy Narratives and the Role of Reflection in Consultant Growth”**

Consultant training may take many forms. It can have a traditional structure, much like a seminar, practicum, or workshop series. It might include lectures, quizzes, essays, reflections, or presentations. It can also exist in an online space, with LMS modules covering areas such as professionalism, diversity, communication genres, directive and nondirective consulting strategies, and even grammar and mechanics. In Georgia Tech’s Naugle CommLab, we are seeking to grow our notion of what consultant training can look like by expanding and diversifying our methods. By requiring our peer consultants to write literacy narratives, we strive to help consultants grow as reflective and critical thinkers by helping them transform their past experiences with language and literacy into skills they can use as consultants and as future professionals.

*Jeff Howard, Georgia Institute of Technology*

### **“Examining the Effects of Multi-Disciplinary Tutors in a Research University Setting”**

This panel explores the role of tutors with a multi-disciplinary or interdisciplinary background in the writing center through a discussion of the experience of tutors working in the University of Alabama at Birmingham’s (UAB) writing center. Through qualitative data extracted from interviews with current and former tutors and survey data from students, we consider how to best negotiate the complex role of a tutor bringing discipline-specific expertise to the tutoring session.

*Alice Grissom and Marrielle Santiago, University of Alabama-Birmingham*

### **“The Role of Genre Theory in Viewing Generalist and Specialist Tutoring in a Continuum”**

Even today, the ongoing debate between specialist and generalist tutoring is still changing the ways writing centers are established and viewed. Not only has the debate traversed topics of writing and tutoring, it has led to a reconsideration of the definition of literacy and whether



the tutor's literacy (I expand this definition to include "the ability to gain knowledge and utilize skills that are required to communicate effectively within a specific social context), a reliable indicator of the effectiveness of writing consultations, is dependent on the amount of knowledge these tutors have. Building on this finding, the current conference presentation aims to further expand the definition of tutor literacy and ways it could be applied when looking at generalist and specialist tutoring in a continuum.

*Xuanyu Zhou, Duke University*

## **L2 Hill Student Center 204/206**

### **"A World of Communicators: Building Writing Confidence in Students With Diverse Majors, Backgrounds, and Abilities"**

This panel presentation will explore how to create a judgment-free atmosphere in which students of all backgrounds and majors (including first-year students, ESL students, remedial students, and students with disabilities) can build confidence in all academic areas. Four presenters will share about their work in the Birmingham-Southern College Writing Center and their experiences in guiding struggling students to think of themselves as communicators with valid ideas even if they are not naturally gifted writers. All four presenters will discuss methods for working patiently and efficiently with various types of learners and encouraging students to be their best selves in all areas of life.

*Thornton Muncher, Mallory Schirm, Olivia Seckinger, and Hope Tucker, Birmingham-Southern College*

### **L3 Hill Student Center 314**

#### **“Technology in the Writing Center: Defining the Digital Spectrum of Growth”**

This panel of master’s students and tutors from Georgia State University are seeking to explore how writing centers use technology. Through an examination of GSU’s usage of the online writing center platform, WOnline WriteChat, Panelist One will establish ways in which such online tools can grow the traditional writing center space in new directions. This analysis will break with normative notions of writing centers and digital writing classrooms to better encompass the ways in which technology fosters an intersectional space of safety and learning. Panelist Two will explore the ways that sharing digital literacy practices and tools with incoming tutees fosters growth beyond just writing practices. Enabling tutees to ask questions about digital literacy practices used during writing allows tutors to further empower tutees’ use of digital writing tools.

*Dylan Maroney and Brianny Paulino, Georgia State University*

### **L4 Hill Student Center 316**

#### **“Expanding Access to Writing Centers in Community Colleges”**

This panel presentation will examine the role community college writing centers play in preparing students who plan to continue their studies at a four-year university. More specifically, the presenters will discuss how expanding the role of writing centers, streamlining their marketing, and developing particular tutoring techniques at community colleges can be beneficial to these students. These ideas can be helpful when facing the challenges unique to two-year colleges: smaller faculty and staff, tighter budgets, fewer resources, and students hoping to progress at incrementally faster rates to make the transition to four-year institutions. Many community colleges around Birmingham offer tutoring, but struggling students have less opportunities to receive feedback and tutoring windows are minimal. Expanding writing centers in community colleges would encourage and help students thrive in their writing, while also providing tutors with experience in the field.

*Brett Hurst, Rebecca Foushee, and Dena Pruett, University of Alabama-Birmingham*

## **L5 Hill Student Center 318**

### **“Growing Support for Graduate Student Writers through Cross-Institutional Collaborations”**

Does your center support or seek to support graduate students, professional students, and/or advanced undergraduate students? If so, this workshop is for you. Facilitated by one Director of a Writing Center and one Director of a Graduate English Language Support Program, this interactive session will give participants opportunities to learn from relevant published research as well as research from the facilitator’s home institution. Ultimately, this presentation aims to assist you in developing new initiatives at your own institutions while enhancing both your support for graduate writers and your cross-institutional collaborations.

*Mandy Suhr-Sytsma and Mackenzie Bristow, Emory University*



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# Resources

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# 2020-2021 SWCA Board

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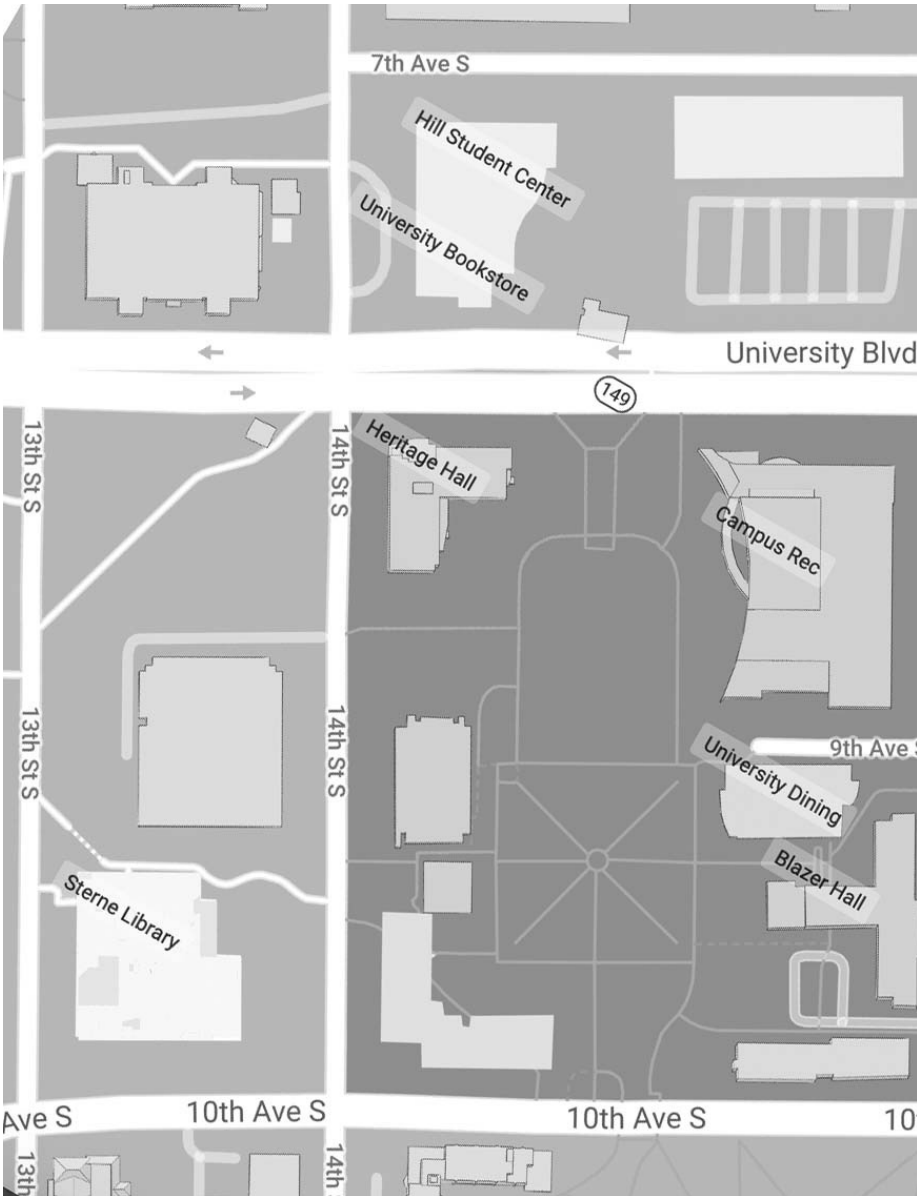
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Tennessee: James Hamby, Middle Tennessee State University

Virginia: Jenny Koster, Piedmont Virginia Community College

# Campus Map and Building Floor Plans

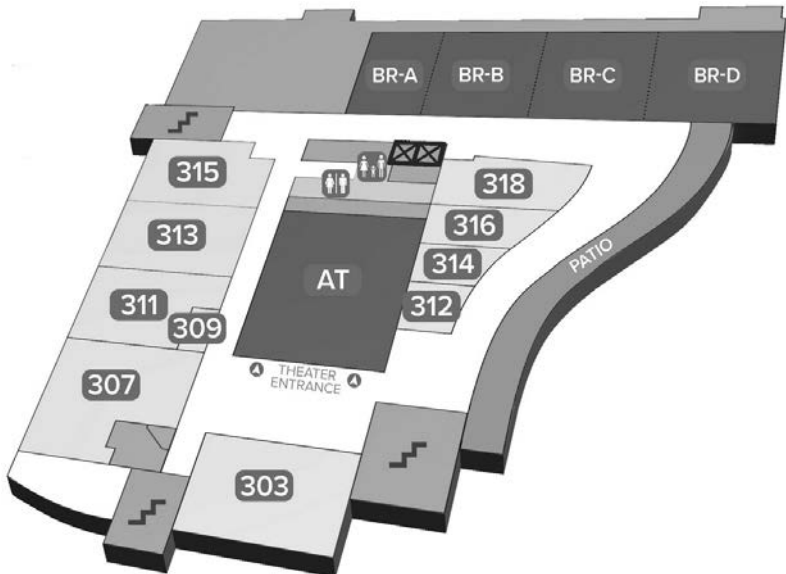
Unless otherwise noted, all conference activities will take place on the 2nd and 3rd floors of the Hill Student Center (1400 University Blvd) or the 1st floor of Mervyn Sterne Library (917 13th St S).



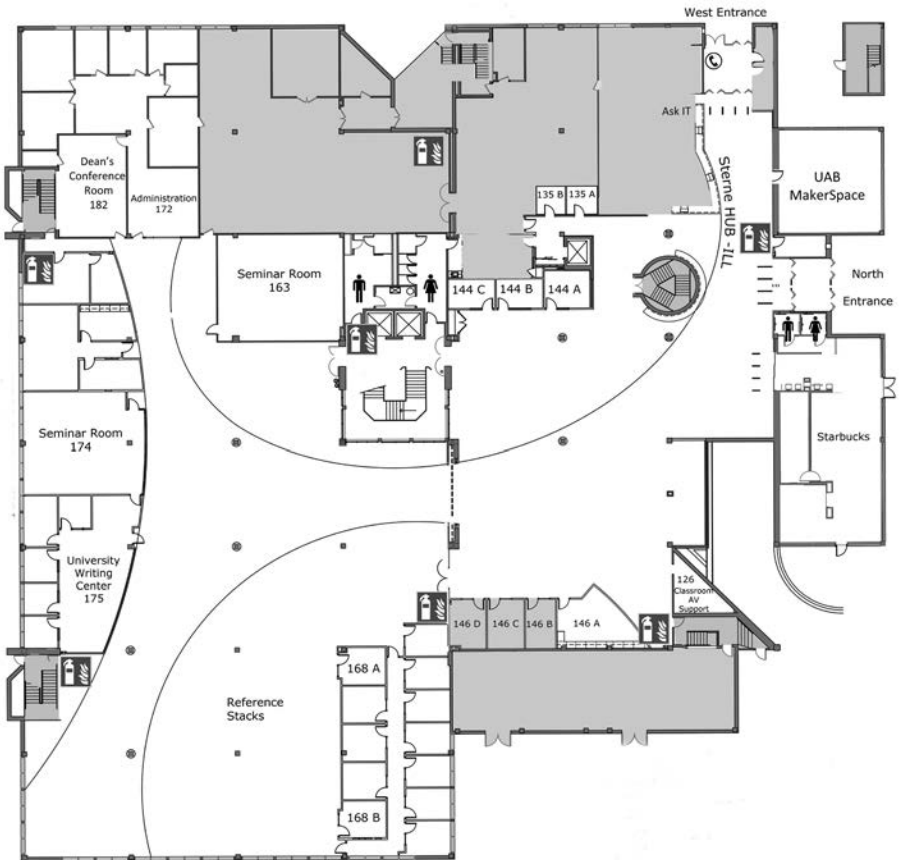
**Hill Student Center (2nd Floor):** Conference Sessions will take place in rooms 203 and 204/206



**Hill Student Center (3rd Floor):** Conference Sessions and Events will take place in rooms 314, 316, 318, and Ballroom A (BR-A)



**Mervyn Sterne Library (1st Floor):** Conference Sessions will take place in rooms 163 and 174



# Graduate Student Mixer

**Graduate students:** Please attend the graduate student mixer at The Woolworth! There will be light appetizers, free bowling, ping pong, and more. The first 50 attendees will also get a free drink. Located in Five Points South, The Woolworth is only .2 miles from the UAB Hilton.



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## Accessing Sterne Library

Sterne Library has two entrances: The main entrance on 13th Street South and the side entrance next to Starbucks. Please use the main entrance, which is intended for visitors (you must have a UAB badge to use the side entrance). At the door to the main entrance, ring the bell. Please wear your SWCA nametag so you are not asked to show your license.

## Free Wifi Access (UABStartHere)

Free Wifi is available to conference participants in any UAB building. Here is how you can get connected:

1. Connect to UABStartHere
2. Open a Web browser
3. When prompted, select "Register for Guest Access"
4. Fill out the registration form
5. You will be provided a personalized password

For more information, visit: [https://www.uab.edu/it/home/images/WiFiinstructions\\_UABStartHere.pdf](https://www.uab.edu/it/home/images/WiFiinstructions_UABStartHere.pdf)

