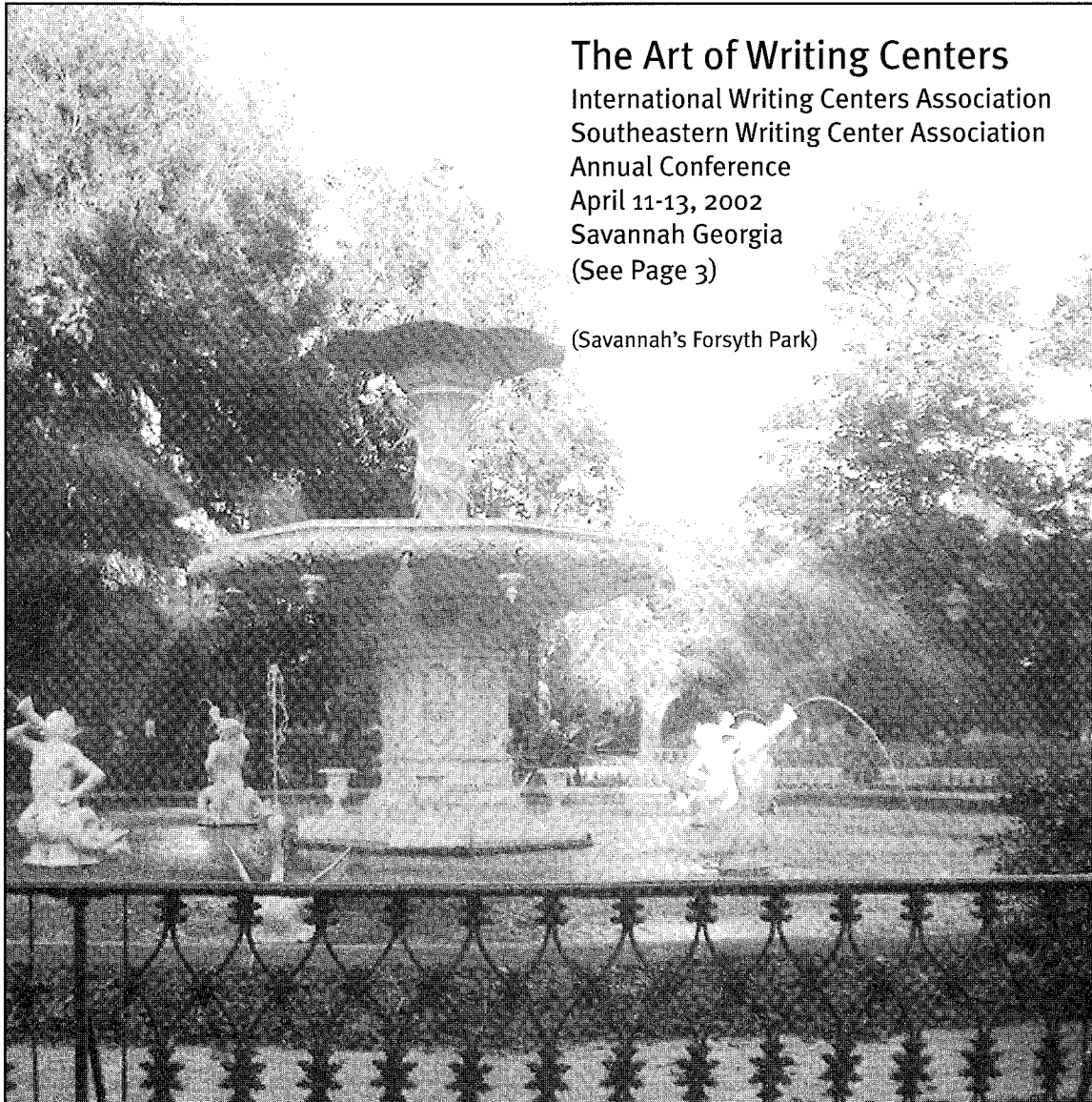


Southern Discourse

Publication of the Southeastern Writing Center Association



Spring 2002 • Volume 5, Issue 2



The Art of Writing Centers

International Writing Centers Association
Southeastern Writing Center Association
Annual Conference

April 11-13, 2002
Savannah Georgia

(See Page 3)

(Savannah's Forsyth Park)

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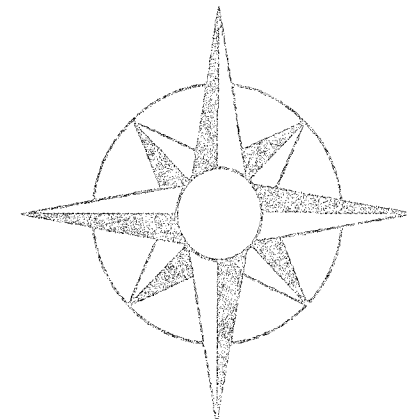
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From the Editor

By Christine S. Cozzens
Agnes Scott College

“For all that moveth doth in
Change delight.”

— Edmund Spenser, *The Faerie Queen*

Though logic dictates that a new look for a publication should debut with the first issue of a volume, the rhythms of the academic calendar have resulted in *Southern Discourse* emerging from its gray cocoon with newly designed wings and distinctive color in our Spring number.

In the last year, almost everything about *Southern Discourse* has changed. In Auburn the SWCA executive board changed our genre from “newsletter” to the broader, more inclusive “publication,” and in the fall we broadened our editorial policy to embrace a wider range of submissions including so-called creative works. As of the current issue, we’ve gone from black and white only to spot-color, from a horizontal orientation to a vertical, from a newspaper-style first page to a journal-style cover, and from Microsoft Publisher to Adobe PageMaker. The new look is meant to signal substantial changes in outlook and to draw your attention to reading and to submitting your own work for publication here. Please let us know what you think of our transformation as we continue to improve and polish the format in the coming months. Do you “in Change delight?”

Many thanks to Mary Zimnik of Studio-MZ (www.studiomz.com), who provided the new design and much sound advice about the production process. Mary also pushed the editorial staff to think more creatively about the whole enterprise. We are very grateful for her efforts to make *Southern Discourse* livelier and more elegant. Hillary Harshman, assistant editor, and Nicolette Lee, assistant editor in training, worked very hard under pressure to get this issue out

FROM THE EDITOR: Continued, Page 13



Christine

Southern Discourse Publication of the Southeastern Writing Center Association

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works—that are related to writing centers and writing center work. *Southern Discourse* follows the style guidelines set forth in the current edition of *The Chicago Manual of Style*. To submit articles, queries, announcements, photographs, or other materials, send an email message to the editor at the address listed below. Photographs must have a resolution of 200-300 dpi; appropriate formats are JPEG, TIFF, or EPS. Completed manuscripts should be sent using MS Word via email attachment or disk.

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Deadlines

Summer 2002:
May 1, 2002

Fall 2002:
October 1, 2002

Spring 2003:
February 1, 2003



AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

The *Art* of Writing Centers

Conference of the International Writing Centers Association
Savannah Marriott Riverfront Hotel

Thursday, April 11, to Saturday, April 13, 2002

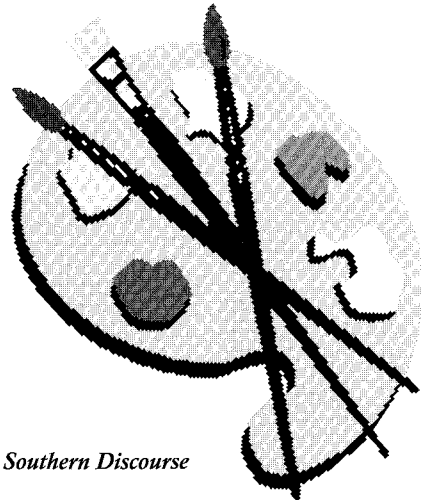
The Spring 2002 conference of the International Writing Centers Association (IWCA) offers informative presentations and interactive sessions on a wide range of writing center topics. Writing center administrators and tutors will explore the conference theme, "The Art of Writing Centers," through displays that integrate visual and language arts and sessions that examine various aspects of writing center theory and practice. The Savannah College of Art and Design (SCAD) and the Southeastern Writing Center Association (SWCA) will sponsor a grand opening reception and a twentieth anniversary celebration of the founding of SWCA. These and other social events will provide additional opportunities for professional development and networking for conference participants.

Conference registration fees include three meals and a reception. For further information and online registration, visit the conference website at iwca.syr.edu/conference. Attendees may also register for the postconference workshop (limited space available) through the website. Preregistration for the conference must be completed before March 15, 2002. Registration fees are as follows:

Faculty/administrators:
preregistration \$140
on-site \$190

Students:
preregistration \$75
on-site \$90

Postconference workshop \$40



Registration information can also be sent by mail (checks or money orders only; no cash please). Please be sure to include name, title, institution, address, email, and phone number. Send to:

Karl Fornes
SWCA Treasurer
Director, The Writing Room
University of South Carolina Aiken
471 University Parkway
Aiken, SC 29801

Room reservations can also be made online through the conference website. A negotiated room rate of \$150 is available at the Savannah Marriott Hotel, located on the riverfront of historic Savannah. In order to receive the group discount, reservations must be made on or before March 13, 2002. Limited student rooms are available for \$125 (on a first-come, first-served basis). The standard room rate for the Savannah Marriott is \$230, so make your reservations early.

Conference Highlights

Plenary Address

Wendy Bishop, Kellog W. Hunt Professor of English at Florida State University and associate chair of the Conference on College Composition and Communication, will give the plenary address. Dr. Bishop's expertise across the disciplines of creative writing, composition, and writing center scholarship position her to make unique connections between her experience and the conference theme.

Writing Centers Research Project

The Writing Centers Research Project (WCRP), recently established at the University of Louisville, conducts and supports research on writing center theory and practice and maintains a research repository of historical, empirical, and scholarly materials related to writing center studies. We are pleased to announce that WCRP will sponsor several events at the Spring 2002 IWCA conference. WCRP board members will lead a presentation during Concurrent Session #3 describing the project's activities. WCRP will also sponsor a table in the registration area to collect archival materials and disseminate information (visit the WCRP Web site for information on the kinds of materials being collected: www.wcrp.louisville.edu/). Finally, WCRP will host a reception on Friday evening to allow conference participants to meet WCRP board members and learn more about the project.

CONFERENCE: Continued, Page 5

General Robert E. Lee and the Micromanagement of Writing Labs

By Bonnie Devet
College of Charleston

During August 1862, in the Civil War's second battle of Manassas (known in history as Bull Run), General Robert E. Lee—in spite of great tension and massive danger—took the time to examine his army's mules: "I observe that some of those mules are without shoes. I wish you could see to it that all of the animals are shod at once" (Kalman 222).

This attention to detail, when war was raging and men were dying, struck a responsive chord with me as a writing lab director. It is true that managing a lab is not quite so formidable as conducting a war (though some directors might argue otherwise). A closer look at the Lee anecdote, however, does reveal an important lesson for directors. Lee's concern over detail was more than valid, since after all, an army without properly shod mules cannot move its supplies. I, too, feel that worrying (and fussing) over details—what the business world calls micromanagement—makes a difference in a writing lab, reflecting a part of what it means to be a director.

Seemingly insignificant, picky details can undermine a lab. Ready for one of those nagging details? Don't laugh . . . but in our lab the consultants and I set the wall clock two or three minutes ahead so clients can get to class without being late. The lab does not want its clients to enter a classroom, excusing their tardiness by saying to the professor, "Oh, the consultant made me late. I was in the Writing Lab getting help." Image is everything, and certainly, letting the lab be used as an excuse would not foster a good reputation with professors.

Another of those nagging details? Consider the reports consultants write about each session with every client. Because our lab's policy is to send these reports, I read every one before it zips through campus mail to the instructors' mailboxes. I keep up with what clients are working on and what consultants are stressing, but, more important, I provide the consultants with support by

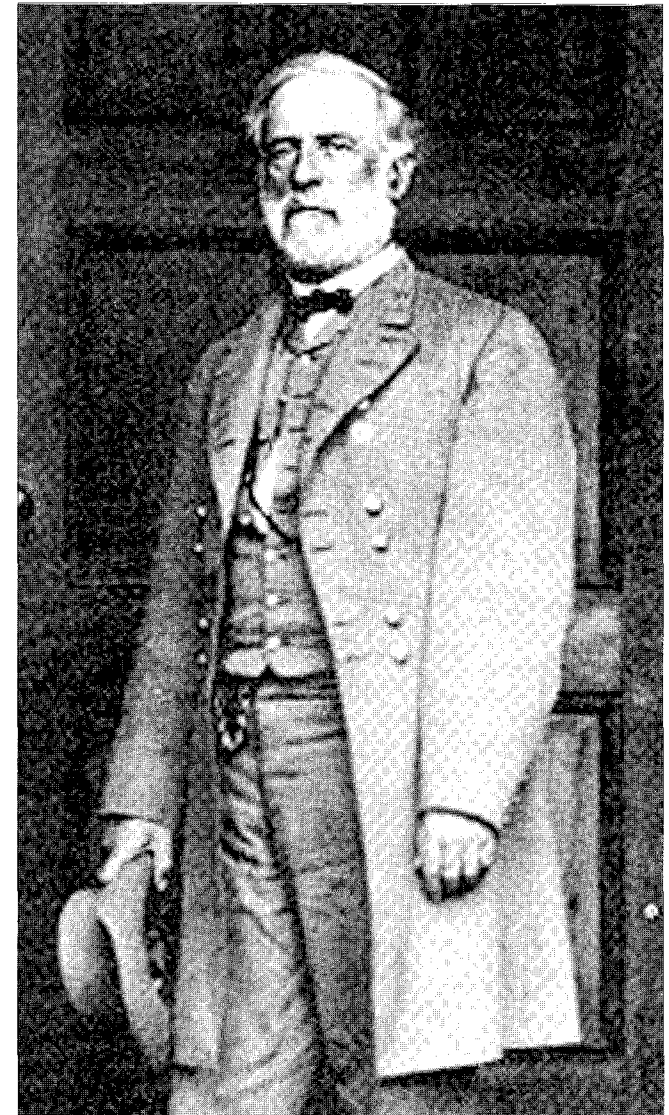


Bonnie Devet

correcting and editing their prose in case they violate a fine point of grammar. Certainly, a professor would fire back to me any inadequately edited report just to prove the lab is not competent.

Still another fussy detail? Take envelopes, yes, envelopes. Using campus mail, I sent progress reports in the school's envelopes in order to indicate the official nature of the correspondence—until a professor pointed out that this custom was wasting money. Okay, thanks for the tip. Another detail to drive a director mad.

And, then, there are the table tops. With the constant flow of clients dripping ink and spilling sodas, consultants barely manage to keep the tables clean enough to work on them. Enter the cleaning staff of the school; thanks to their largesse, our lab now has a year's supply of spray cleaners ready to pounce on the



Confederate General Robert E. Lee, a stickler for detail

germs and make the place sparkle. Our little cache of spray bottles is safely hidden but ready for use every time tables become unbearable.

Too many details? Of course, and with so many details, directors are likely to agree with the famous German aphorism: "*De Teufel Steckt im Detail* [The Devil is in the Details]." Directors are, indeed, bedeviled.

It would, of course, be delightful merely to dismiss pesky minutiae as mere trifles, asserting that directors have better things to do with their time. Directors, however, should realize that identifying and handling the trifles are vital parts of their lives as managers of labs. The setting of the clock, the reading of reports, the proper way to mail reports, and the cleanliness of tables reflect that endless need to avoid alienating faculty and destroying the image of the lab as a pleasant, cooperative organization.

General Lee was right. The shoes on the mules must be attended to. Even if labs are "micro" parts in their schools, they should consider "managing" details to present the right image to the rest of the campus. ✨

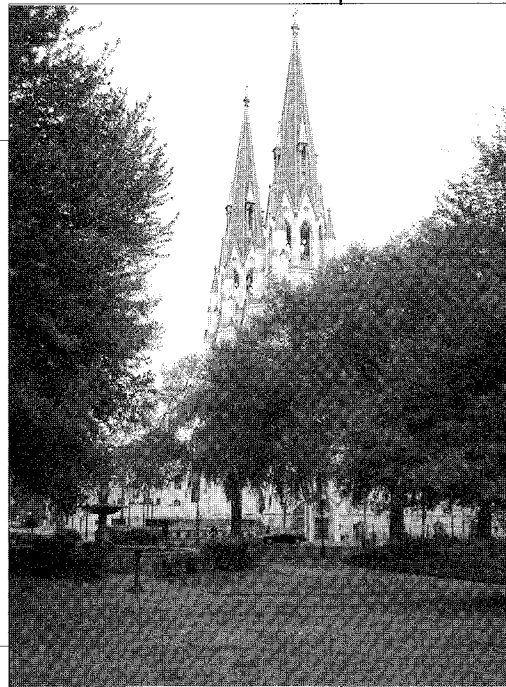
Work Cited

Kalman, Al. *The Genius of Robert E. Lee Leadership Lesson for the Outgunned, Outnumbered, and Underfinanced*. Paramus, New Jersey: Prentice, 2000.

Lafayette Square in Savannah at Abercorn and East Macon Streets

The most imposing structure on Lafayette Square is the Roman Catholic Cathedral of St. John the Baptist, dear to the hearts of Savannah's large Irish-American population. For this reason, every March 17th, the water in the fountain is dyed green, an indication of how important St. Patrick's Day is to the city.

Savannah photos used in this issue of *Southern Discourse* courtesy of the history department of Armstrong Atlanta State University



CONFERENCE: Continued from page 2

Postconference Workshop on Writing Center Administration

This workshop is designed to develop skills and provide resources for those interested in writing center administration, particularly those who are new to their positions or those starting over at new institutions.

Activities will focus on mentoring and networking with an experienced group of writing center scholars and administrators. Participants will explore issues surrounding the hiring and training of tutors, assessing writing center success, negotiating with administrators and faculty, and using the writing center as a site for research and scholarship. Various workshop materials will be provided that participants can adapt for use at their centers, including bibliographies and administrative resources.

Facilitators will include current and former members of the IWCA Executive Board: Jo Koster, Winthrop University (coordinator); Paula Gillespie, Marquette University; Neal Lerner, Massachusetts College of Pharmacy; Leigh Ryan, University of Maryland, and Jon Olson, Penn State. This postconference workshop will be held on Saturday, April

13th, from 12:30-5 p.m. Fee: \$40. Limited to 25 registrants.

The City of Savannah and Free Bus Tours

Every corner and crevice of Savannah appears to cradle a piece of history, charm, or natural beauty. The city transformed 18th century cotton warehouses on cobblestoned River Street into an eclectic array of boutiques, galleries, restaurants and pubs. The four-block City Market plaza also boasts beautifully restored structures, live music and open courtyards. There are 23 park-like squares throughout the historic district, each surrounded by historic homes, churches, moss-draped live oaks, azaleas, Confederate jasmine, monuments, and commemorations. Savannah's pride is also seen in the city-wide historic preservation, museums, restaurants, shops, and general hospitality. Nearby plantations, beaches, golf courses and outlet shops also provide excursion opportunities. As part of the conference activities, SCAD will host campus and city tours on Friday. Conference organizers will provide escorts to local restaurants on Friday evening and a tour information desk on Saturday after the last concurrent session. ✨

From the Deep End of the Second Language Pool

By Carolyn Wunder
and William V. Sinski
Georgia College and State University

The term total immersion course is sometimes used to explain to a hard-working student why he or she is having such a difficult time in elementary Spanish. Before I began elementary Spanish, the subject sounded very promising. Forty percent of the words we use in English are either the same or recognizable in Spanish. Total immersion is associated with Spanish classes in which Spanish only is spoken, but the term sounds as if it would apply more aptly to learning how to swim by being thrown into the deep end of a pool.

After taking three semesters of the subject, I feel as if I have been thrown into the deep end of the second language pool. I am not sure if forty percent of the rules applying to English grammar are the same or even recognizable in Spanish. I have learned one interesting fact while studying Spanish: the poor English grammar we hear and read while teaching foreign students—Spanish-speaking or otherwise—to speak and write English is mostly good grammar in their native tongues. The English grammar and writing of our foreign students improve dramatically when they learn that some of their mandatory native grammar rules do not apply in our language. Since I am an amateur in this area, I consulted with Carolyn Wunder, our Spanish tutor. Carolyn is an English and Spanish major and a fellow student of mine at Georgia College and State University. At my request, she drafted the next three body paragraphs.

Following are three examples of mandatory English or Spanish rules that often cause confusion for Spanish speakers while they are learning English as a second language.

1. Spanish speakers may run into difficulty when using English contractions. While contractions are bountiful in English, there are only two in the entire Spanish language: *al* and *del*. *Al* is a combination of *a* + *el*, meaning roughly “to the.” *Del* is made of *de* + *el* and means roughly “of the.” Since these contractions are mandatory in Spanish in speaking and in writing, Spanish speakers may be tempted to treat contractions the same way in English. This



“The English grammar and writing of our foreign students improve dramatically when they learn that some of their mandatory native grammar rules do not apply in our language.”

tendency would not cause any problems when speaking English, since contractions are completely optional in spoken English. Problems may arise when Spanish speakers are writing papers in English, because when writing in English, contractions are regarded as informal and are strongly discouraged. This idea would be foreign to a Spanish speaker and would have to be explained so as not to cause confusion.

2. A similar problem could arise with the use of double negatives. In Standard English, double negatives are considered incorrect and are forbidden when writing. In Spanish, double negatives are not only acceptable, but also necessary in many cases. The correct way to say “Don’t touch anything” in Spanish would be “*No toques nada*,” which literally translates “No touch nothing.” If a Spanish speaker attempted to use this construction in an English paper, however, he or

she would be penalized. Although double negatives are technically incorrect in Standard English, they are still fairly common in everyday speech. Hearing double negatives often in spoken English may reinforce the idea that they are acceptable when writing.

3. Personal pronoun may also cause problems for Spanish speakers learning to use English. While contractions and double negatives are necessary in Spanish, personal pronouns are not in many cases. "Wrote a paper" is not an acceptable sentence in English because without the subject we do not know who wrote the paper. In Spanish, however, the grammatical subject is conveyed by the verb ending; the subject need not be restated in the sentence. Therefore, "*Escribi un trabajo*" (meaning "(I) wrote a paper") is perfectly correct in Spanish, since the "I" is implied in the verb "*escribi*," even though the word for "I" ("*yo*" in Spanish) is not included in the sentence. This practice is not possible in English, where verb forms do not always reflect point of view or "person": the verb *to write*, for example, only reflects person in the case of he writes and not at all in the past tense with wrote being the form for I, you, he, we, you, and they. Since English verbs do not always indicate person, personal pronouns are necessary to fill in the blanks. Still, when learning English, Spanish speakers may try to exclude pronouns at times when their own language would allow them to do so, a tendency that could result in confusion when speaking and penalties when writing.

I was in my first Spanish class for three weeks before I realized that a word like "*escribi*" represents the subject and the verb of a Spanish sentence. In the tradition of tutoring well, it is beneficial to the foreign student if he or she can relate the new rule of English grammar being learned to the rule of foreign grammar with which it may be confused.

Carolyn and I would like to see a Web crossing where examples like the three described here could be recorded and made available to the writing centers that make up the SWCA. English tutors could look into folders devoted to a particular language. An English tutor who is not familiar with a foreign student's native language could first consult such a web crossing for advance knowledge of potential interlanguage grammar conflicts. Anyone with access to the crossing could submit detailed paragraphs like the three Carolyn has showed us here. ✨

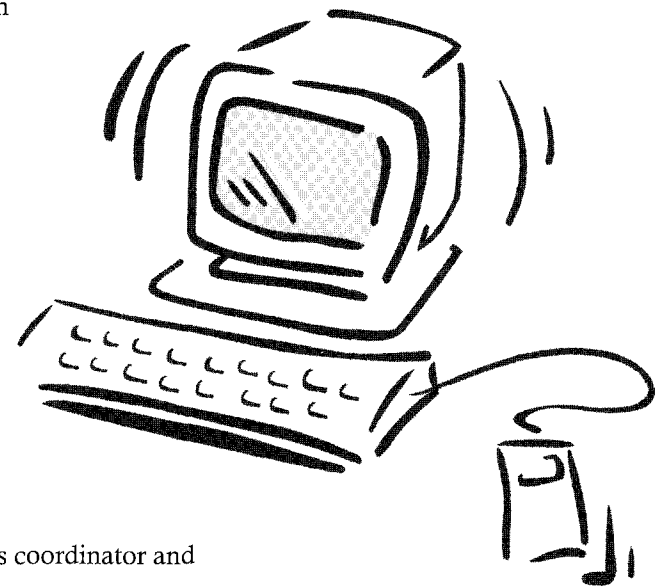
The OWL's Nest Stretching Our Wings: Learning from a Conference Website

By Donna N. Sewell, Valdosta State University
(dsewell@valdosta.edu) and James A. Inman, University
of South Florida (jinman@english.cas.usf.edu)

This past year, we've been working with several colleagues on creating and publishing the official website (iwca.syr.edu/conference) for the 2002 International Writing Centers Association Conference, coming up in Savannah this April. In this column, we thought we'd reflect on the process of creating a web presence for the conference, outlining specific lessons that we've learned.

- First, establish a website design team whose areas of expertise complement each other.

For this year's conference website, we created a four-person team: conference organizer Traci Augustosky, website designer Danae Shell, and the two of us, Donna as proposals coordinator and



THE OWL'S NEST: Continued from Page 7

James as online coordinator. When we're using the term "expertise" here, we're not suggesting that each of us couldn't have taken on another role on the design team; we're simply saying that we were each most familiar with one element of the design process and took advantage of that fact. As proposals chair, for instance, Donna was able to think about not just what the proposal form should look like and include, but also the way proposals could be submitted, forwarded to all readers, and reviewed systematically and equitably.

- Second, establish official communication channels, and make sure that all communications are archived.

Using Yahoo Groups, James created an electronic list for the four of us on the website design team. We relied on this list to keep in touch with each other at all times—from prerelease design development and testing to postrelease revisions and additions. In doing so, we each accepted the responsibility of looking for emails from the list daily or at least every other day; we made a regular and sustained commitment to communication, one we still keep today, as the conference draws nearer and more information is being uploaded to the website. We should also note here that one of the most useful features of our electronic list is that all messages are archived, enabling us to reference specific elements of our earlier discussions.

- Third, include web submission of conference proposals as an option.

Put simply, it works. This year's conference netted roughly 220 proposals (of all kinds), an increase of fifty over the last national conference. Of course, online submission may not be the only reason for the increase: the conference is now international, and Savannah is a nice place to be in the spring. Still, online submission means people can wait until the last minute to send the proposal, and many of us procrastinate. Given how intricately technology weaves throughout our lives, online submission makes sense. In fact, the conference has grown so large now that one of our recommendations for the next conference is to limit presenters to one speaking role. For the next conference organizers, though, we'd suggest adding a page about the proposal process before people get to the form. Especially since we encourage proposals by tutors, we might want to include some sample proposals and discuss the varied presentation format: poster session, individual presentation, panel, and workshop. That way, the website can teach as well as work.

- Fourth, test the forms extensively before, during, and after release of the website.

We conducted what we felt were a detailed series of usability tests to make sure the proposal and registration forms worked well, including testing the forms in different browsers and on different platforms, but what we learned is that such testing must be even more extensive—before, during, and after release. We should have created a more diverse test group that included individuals outside of the design team, for instance. This oversight made reading the proposals a bit more difficult than it should have been. For example, the online submission form asked for name and title. We meant the title of the presentation, but people provided us with their work titles instead. We wanted people to list a strand for the proposal and labeled that category "Topic," but half of the people read that category as title of the presentation. This confusion created an interesting mix of proposals, not barring our ability to read and rank the proposals, but indicating a misunderstanding that we could have prevented with broader usability testing.

- Fifth, make a commitment to the future.

From the beginning, Danae helped us think about possible connections between our website design effort and those possible in the future, and she was right: anyone designing a conference website should think more broadly, reaching outside of that single conference experience. To accomplish this goal, we negotiated with Bruce Pegg, who maintains the official IWCA website (iwca.syr.edu), and technologist George Rhinehart to host the conference website on the IWCA server, thus making access more direct for users and setting a web hosting precedent for future IWCA conferences. What happened next is the real innovation, though: Danae created scripts that can be used to accept online proposals and registrations not just this year, but also in future years. This commitment ensures that future IWCA conference organizers will have much at their disposal before they even begin.

We feel that we've learned a great deal through the website design process and that we're continuing to learn a great deal. We hope the lessons above prove valuable for you, too, both for conferences you may help coordinate and for your writing center's online presence. As always, we'd love to hear from you, particularly if you have specific topics you'd like us to address. ✎

What's the Point?

Punctuation as Desideratum

by Peter M. Carriere,
Georgia College and
State University

In July of 1797, one T. M. Harris published a second edition of his little booklet on punctuation “for the use of the schools.” Claiming that this second edition was “as nearly perfect, perhaps, as the art will allow,” Harris offered it as “a set of rules, applicable to all instances,” that should be considered a “desideratum in the materials of education.”

Harris’s “desideratum” contains a goldmine of interesting attitudes and ideas from the late eighteenth century concerning the “art of punctuation.”

For example, he combines the idea that punctuation marks are used mainly to delineate vocal pauses with the idea that these same marks are linked to grammatical conditions, thus merging two opposing ideas.

Chapter one of his book begins with this definition: “Punctuation is the art of dividing a discourse into sentences, by points or stops; [sic] for the purpose of marking the different pauses which the sense and pronunciation may require.” How much time does each of the marks indicate? Harris tells us that “the period is a pause in quantity or duration double of the colon; the colon is double



of the semicolon; and the semicolon is double of the comma.” Harris is obviously defining the “points” here as essentially tied to speech: if we read with these vocal stops in mind, we will accurately recover the writer’s own vocal rhythms.

He begins with the comma, calling it “the point by which a sentence is subdivided into its least constructive parts.” The comma indicates a vocal pause “one degree removed from that close connexion which requires no pause in reading or recital.” But the very first rule Harris provides is based on grammar: “Three, or more, nouns, in the same case, and in immediate succession, are to be separated by commas.” Ignoring for the moment Harris’s use of commas in this rule, the rule itself is remarkably similar to rule P1-c from the 1999 fourth edition of Diana Hacker’s *A Writer’s Reference*: “Use a comma between all items in a series.” But there’s one major omission from the rule written 204 years after Harris wrote his. Hacker’s rule doesn’t even hint at a connection between reading with vocal pauses and the use of the point.

Nevertheless, Hacker retains the connection, perhaps unwittingly. She begins the discussion of the comma by saying that it “was invented to help readers,” and that “without it parts can collide into one another unexpectedly, causing misreadings” (244). These remarks are followed by two examples of the kind of misreading that can occur without judicious use of the comma. Here is one: “If you cook Elmer will do the dishes.” If we read Hacker’s example in any way that makes sense, we must insert a vocal pause after “cook”; not doing so creates the misreading. Thus the comma helps us clarify the sense by supplying a mark indicating a vocal pause, for it’s the vocal pause that makes the difference. But her rule is about misreading, not vocal pauses, the oral condition from which all of these rules originated.

In the conclusion to his rules for punctuation, Harris admits that there are some exceptions to his rules. He also says that “it would indeed be impossible to frame such a system of rules as should apply to every variation of phrase and construction throughout the whole extent of our language. And could it be effected their number would destroy their utility.” With fifty-five rules governing the use of the comma in *The Chicago Manual of Style*, with journalism style contradicting MLA style (e.g., in the use of quotation marks or italics for titles), with the comma splice a necessary mark in English usage but a punishable crime in American, we may well have begun to “destroy their utility,” with the inevitable result that both students and teachers often ask themselves, “What’s the point?” ❁

Proposed Revisions to the SWCA Bylaws

By Marcy Trianosky, Hollins University
President, Southeastern Writing Centers Association

In February 2002 the executive board of the SWCA voted to approve certain revisions to the bylaws, which were last changed in 1991. The most significant of these revisions can be summarized as follows:

1. Corrections to the description of the geographic region we represent, deleting areas that are not in our region.
2. A long-overdue inclusion of a specific term designation for the president (two years).
3. Adding to the vice president's duties the coordination of nominations to the board from the membership in advance of annual meetings, replacing the previous procedure where nominations came either from the floor at the meeting or in advance from the executive board only.
4. Changing the treasurer's term from two years to five.
5. Adjusting the description of the treasurer's, secretary's and conference director's duties to reflect the shared responsibility of maintaining accurate membership records, with the secretary as the primary responsible party.
6. Staggering the elections of at-large members.
7. Specifying that the conference director will be a voting member of the board.
8. Changing the term of the *Southern Discourse* editor from two years to five.
9. Deleting mention of publications no longer produced by SWCA.
10. Changing the procedure for altering these bylaws in the future, calling for a majority vote from the membership in general rather than just from the membership present at the annual meeting.

A complete copy of the bylaws follows, with changes indicated in boldface.

The board believes these revisions are necessary to reflect changes in the board's activities since the bylaws were last changed, to correct some omissions in the current bylaws, to provide more appropriate terms for board members, to clarify members' duties, and to allow for a more representative process in nominating executive board members and revising the bylaws in the future.

In order for these revisions to be put into place, they must be approved by a two-thirds majority of the membership present at the annual meeting, which will be held at the IWCA/SWCA Conference in Savannah on Saturday, 13 April 2002. The board welcomes the input of SWCA members on the proposed revisions. Please feel free to email me or any member of the board with your feedback. Thank you for your assistance.

Proposed Revisions

Bylaws of the Southeastern Writing Center Association

(For April 2002 Annual Membership Meeting)

I The purpose of the Southeastern Writing Center Association (SWCA) is to promote literacy among the citizenry, to further the theoretical, practical, and political concerns of writing center professionals, and to serve as a forum for the writing concerns of students, faculty, staff, and writing professionals from both the academic and the non-academic communities.

II Membership in the SWCA will include directors and staff of writing centers and persons interested in writing centers, membership to include those from the states of North Carolina; South Carolina; Virginia; Florida; Georgia; Tennessee; Alabama; Mississippi; Maryland; Arkansas; Kentucky; Washington, D.C.; Puerto Rico; and the American Virgin Islands.

Proposed change: Delete Maryland, Arkansas, Washington, D.C. These states are not part of our geographic region and are contained in other writing center regional associations.

III The SWCA will elect an executive board from the Association's members.

A. Members of the executive board will have demonstrated interest in writing centers and a commitment to the organization. The board will normally have 12 members, ideally with geographic representation from across the region. Each board member shall have only one vote; the president shall vote only in the case of a tie.

B. The executive board will be composed of the following persons elected by the SWCA members:

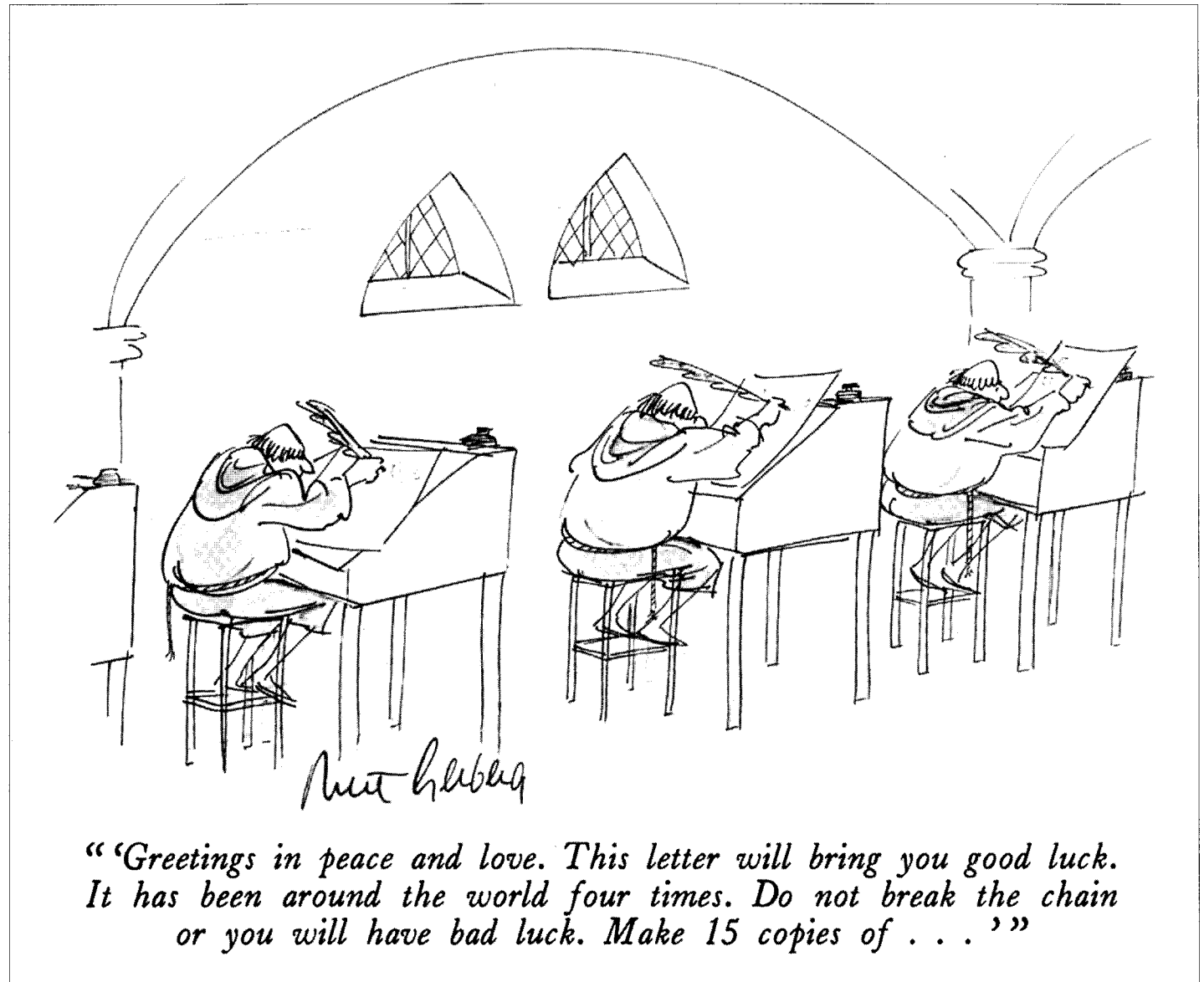
1. President: The president of the Association will chair the executive board; moderate the annual general business meeting; serve in an ex-officio capacity on editorial boards of journals, on all committees (including in planning the annual conference), and in coordinating states representatives; serve as liaison to the International Writing Centers Association.

Proposed Change: Add term for president: "Term: 2 years."

2. Immediate past president: During the first year of the president's term, the immediate past president will serve as advisor to the current president and prepare within three months of the new president's election a written report to be given to the entire executive board in which the following three pieces of information are offered: (1) a list of presidential responsibilities' for the year, including dates by which specific tasks must be completed; (2) a statement in which old business is identified, so that the new president will be prepared to act on that business during the upcoming year; (3) a statement in which the past president identifies issues that the new president

may (or should) encounter during the next year. This document should become a permanent part of the Association's archives. Term: One year.

BYLAWS: Continued Page 12



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BYLAWS: Continued from Page 11

3. Vice president: A vice president will be elected who will work closely with the president. The vice president shall assume the duties of the president in the president's absence and shall undertake such responsibilities as delegated by the president, including coordinating state representatives and conducting a meeting with state representatives at the annual convention and serving as parliamentarian during the annual business meeting. Term: Two years with no immediate succession.

Proposed change: Delete phrase "coordinating state representatives...at the annual convention." Add: "The vice president shall be responsible for issuing a call for nominations and developing a slate of nominees in time for voting by the annual conference."

4. Secretary: The executive secretary will be in charge of taking minutes at all business meetings and will serve as custodian of the organization's records (except those concerned with the treasurer's duties). Term: Two years (renewable).

Proposed Change With This Motion:

Deletion: "(except those concerned with the treasurer's duties)."

Addition: "The secretary will serve as the custodian of the organization's membership records and work with the treasurer and the conference director in managing the membership list."

5. Treasurer: The treasurer will be in charge of collecting dues and recording membership and will file reports concerning financial transactions of the SWCA. The reports will be presented to the SWCA board at its annual meeting and published in *Southern Discourse*. Term: Two years (renewable).

Proposed change: Addition and change of term: "The treasurer will work with the secretary in managing the membership list. Term: five years (renewable)."

Deletion: "and recording membership"

6. At-large members: Other members at large will be elected each year to serve on the board to ensure a total of twelve members. Two of these members at large will be the two subsequent conference directors. Term: Two years.

Proposed change: "Four members at large will be elected to serve on the board to ensure a total of at last 10 members. Term: Two years, elected in alternating years."

7. Conference directors:

a. Current conference director: The current conference director will plan the annual program in consultation with the past director and the Association's president and make other conference arrangements as needed. Term: One year.

Proposed addition: "The conference director will work with the secretary and the treasurer to manage the membership list, given that membership dues are often contributed at the time of conference registration. The conference director will be appointed by the executive board and will be a voting member. If there are codirectors of the conference then such codirectors shall share one vote between them."

b. Immediate past conference director: The immediate past conference director will assist the board and the current conference director concerning procedures for organizing the conference. Term: One year.

Proposed addition: "The immediate past conference director will be a voting member of the board."

Proposed addition: "c. Future conference directors: If conferences are being actively planned for future years, those directors shall be additional but non-voting members of the board."

8. Newsletter editor: The newsletter editor will publish and mail three newsletters per year, in January/February, June, and October. Term: Two years (renewable).

Proposed changes: "Southern Discourse editor: The Southern Discourse editor will publish and mail three issues per year. The Southern Discourse editor will be appointed by the executive board. Term: Five years (renewable)" (note change in title of publication, deletion of months, addition of appointment terms, and change in term).

9. The editor of the *Selected Papers* of SWCA will be responsible for annually publishing refereed papers from the conference and other submitted or solicited papers. Term: Two years.

Proposed change: Delete this item. Selected Papers is no longer published by SWCA.

10. The editor of *Focuses* will be responsible for publishing that journal in cooperation with the editorial board. Term: Four years (renewable for three).

Proposed change: Delete this item. SWCA no longer publishes *Focuses*.

11. All nominees for positions on the executive board of SWCA must be writing center directors or staff members who teach in the centers regularly.

Proposed change: Delete this item. Qualifications for membership on the executive board are covered under III-A.

C. Executive board members will have the following responsibilities:

1. To meet annually preceding the SWCA conference.
2. To set annual dues (the fiscal year begins on July 1) and to allocate financial support for the publication of *Southern Discourse*, *Selected Papers*, and *Focuses*.

Proposed Change: Delete "Selected Papers" and "Focuses." SWCA no longer publishes these items.

3. To appoint a nominating committee which will report the slate of officers to members present at the annual business meeting.

Proposed Change: Delete this item. See description of vice president's duties as coordinator of nominations from the general membership, rather than having executive board preselect nominees.

4. To work in conjunction with the International Writing Centers Association.
5. To serve as liaison between the SWCA and related organizations.
6. To sponsor the annual conference, conduct the business meeting, and report to members at the annual conference.
7. To review and propose revisions in the bylaws as needed.

IV Changes in these bylaws shall be made by a majority vote of the executive

board and must then be ratified by a two-thirds vote of the general membership present at the annual business meeting.

Proposed change: "Changes in these bylaws shall be made by a majority vote of the executive board and must then be ratified by a two-thirds majority of the membership." (By allowing voting to take place by mail and e-mail outside the yearly conference, we hope to invite greater participation among the membership in the parliamentary process of the organization.)

FROM THE EDITOR: Continued from Page 2

in time for the conference in April—and they did so cheerfully. What more could an editor ask from her staff?



***Southern Discourse* assistant editors Hillary Harshman and Nicolette Lee**

Renovation and renewal help us move forward in our work, as well as in our publication. In a few weeks most of us will meet in Savannah, Georgia, for the annual Southeastern Writing Center Association conference, which is held this year in conjunction with the International Writing Centers Association conference. (Note which organization is mentioned first here!) In addition to sharing knowledge, conversation, and (no doubt) good humor about writing centers and related work, we will each be looking to find ways of renewing our commitment to our difficult, time-consuming, but ultimately rewarding jobs of helping people learn to write. I love coming back from these yearly conferences energized with new ideas and a renewed sense of the importance of writing center work.

Organizations must change with time, as well. As part of the general renewal of the conference, the SWCA will be electing new officers for two-year terms. While some current officers may be elected for additional terms, others will rotate off the executive board, having given a great deal of their time over the last two years to revitalizing our organization. I want to take this opportunity to thank all the officers of the outgoing SWCA board for two outstanding years of service. The work this board has done to strengthen and expand the SWCA has transformed the organization and given us the resolution and the courage to bring the international body to our region this spring. The board has also showed its faith again and again in *Southern Discourse*. I think I speak for many SWCA members when I say that I am grateful for their leadership, their openness, and their dedication to making the SWCA a force in the region and beyond.

From Savannah to Savannah: Marcy Trianosky's Presidency Transforms the SWCA

By Nicolette Lee, Agnes Scott College

In the spring of 2000, the Southeastern Writing Center Association was recovering from a period of low participation when Marcy Trianosky was elected president at the annual conference in Savannah, Georgia. According to Karl Fornes, treasurer of the SWCA, Trianosky "has been an incredible leader over the past couple of years at a time when the organization critically needed direction and support."

In the two years of her presidency, Trianosky encouraged the SWCA executive board to take on many of the organization's most daunting problems. Finding a venue and a director for the annual conference was one of these. During Trianosky's presidency, conference planning has improved tremendously. Conference dates and locations are now planned well in advance: interested hosts submit proposals that the board reviews. Conference planning now includes a board meeting that is held over the summer at the site of the coming year's conference, so that board members can assess the plans and the location. Experienced board members and past conference directors work closely with the new directors to make sure every aspect of the upcoming conference is covered. Having a summer meeting means that the board can address other pressing issues and ensures that the organization runs smoothly all year long.

Trianosky guided many such improvements in the way the SWCA is managed. These changes in practice and the related boost to the organization's confidence in itself made it possible for the SWCA to agree to host the International Writing Centers Association conference in Savannah this year. Shortly after her presidency began, the SWCA had to turn down an offer to host the IWCA because board members felt the organization wasn't ready. Within

a year, though, under Trianosky's leadership and with a strong proposal from Traci Augustosky and the Savannah College of Art and Design, the board felt ready to accept the IWCA's invitation to be the regional host for 2002. Bryan Moten, a member-at-large, says of Trianosky, "She has met the challenges of heading this organization for the past two years remarkably! Just being able to negotiate successfully a combined regional and national conference while navigating through potential pitfalls, helps one understand the level of character and ability she possesses."



"Marcy [pictured at left] is not only a hard worker but a humble and gentle-spirited person . . . She has met the challenges of heading this organization for the past two years remarkably! Just being able to negotiate successfully a combined regional and national conference while navigating through potential pitfalls helps understand the level of character and ability she possesses." – SWCA Member-at-Large Bryan Moten

In addition, Trianosky has worked diligently to improve diversity and representation in the SWCA. Christine Cozzens, editor of *Southern Discourse*, summarized this effort: “[Marcy] made it a goal that the SWCA should have a more diverse and more representative executive board. She made staunch efforts to invite wider participation and to make new SWCA members and new board members feel that they were welcome and that their contributions were valued.” To transform the membership in these ways, Trianosky assigned Bryan Moten to lead a membership drive that brought awareness of the SWCA to a far greater number of writing centers in the region. Trianosky and Vice President Sonja Bagby also revised the organization’s elections process, making it more equitable and more accessible. This transformation of the membership may be Trianosky’s most important contribution because it will alter the future of the SWCA by encouraging the participation of many more colleges and universities, writing centers, and writing center personnel.

Perhaps the most thankless of all Trianosky’s jobs while in office has been the revision of the outdated SWCA bylaws. The job is tedious yet undoubtedly important. Trianosky did most of the work of revising herself, seeking to eliminate outdated practices and language and redundancy and to make the bylaws more realistic in terms of the present-day SWCA. As Sonja Bagby says, Trianosky has been “courageous in the face of “bylaws and other such seemingly insurmountable obstacles.” The revised bylaws will be voted on in Savannah in April.

Besides being a strong organizer and leader of the SWCA, Marcy Trianosky has also been a friend and colleague to its members. When she steps down at the end of her term this year, she’ll be leaving behind a legacy of improvements and many fond memories in the hearts of new and old friends. The list includes Sonja Bagby, who remembers Marcy’s love for “parrots, singers on Savannah’s River Street, and apples with worms in them.” It seems that no one can ignore the bright light that Marcy brings to the organization. Glenda Conway, secretary of the SWCA, said, “Every time I have seen Marcy take the podium for SWCA, I’ve observed that her eyes become brighter and her voice becomes urgent.” According to several board members, her buoyant, fun-loving, and dedicated personality has made Trianosky a pleasure to work with over the last two years.

Upon her return to Savannah, Marcy Trianosky will finish her term as president where she began it. During her presidency, the SWCA has become a far different and better organization than it was two years ago in the same place. ✨

Letter from The President

By Marcy Trianosky, Hollins University

Dear Colleagues,

This will be my last letter to you as president of the Southeastern Writing Center Association. At the April membership meeting in Savannah, you will have the opportunity to select an almost completely new board (see the article regarding nominations and voting in this issue). I believe the new board members will inherit a strong, vital organization. Among the accomplishments of the outgoing board are

- 1. Sponsorship of the International Writing Centers Association conference in our region, for the first time in our history,*
- 2. A comprehensive membership drive encompassing all five states in our region,*
- 3. Development of proposal guidelines for future regional conferences (plan now for our conference in Charlotte in 2003!), and*
- 4. Establishment of a web site for the Southeastern Writing Center Association.*

At the IWCA/SWCA conference in April, we will celebrate our twentieth anniversary as a regional writing center association. As part of that celebration, we will be honoring former board members of SWCA. Their hard work and dedication, as well as that of many other long-time members of SWCA, have contributed to our longevity. When you come to Savannah, be sure and seek out these dedicated writing center professionals and thank them for their efforts on behalf of writing centers in our region.

It has been a pleasure and a privilege for me to work with the members of the executive board, with former members of the board, and with all of you in our region. Thank you for that opportunity.

See you in Savannah!



CALL: Continued from front of Endnote Flap

Vice President

Donna N. Sewell directs the Writing Center at Valdosta State University. She has been actively involved in writing centers since 1988, tutoring as a graduate student, both at Valdosta State and at Florida State. In addition to presenting at numerous writing center and composition conferences, Donna coedited *Taking Flight with OWLs: Examining Electronic Writing Center Work* (Erlbaum, 2000) with James A. Inman, with whom she also writes a regular column on technology use for *Southern Discourse*. Winner of the SWCA Achievement Award, Donna recently served as proposals chair for the IWCA conference in Savannah. dsewell@valdosta.edu

Treasurer

Karl Fornes is director of the Writing Room at the University of South Carolina at Aiken. He has served as treasurer of the Southeastern Writing Center Association (SWCA) since the summer of 1999, stepping in to complete the term of the previous treasurer. For the past three years, he has served as chair of the SWCA Achievement Award committee. He developed and maintains the SWCA website and currently serves as registration coordinator for the 2002 International Writing Centers Association conference being sponsored by SWCA. karlf@aiken.sc.edu


Secretary

Christina (Van Dyke) Bourgeois has been an active member of the SWCA since 1995. She is currently a member of the conference planning committee for the spring 2002 conference in Savannah, Georgia, which is being jointly sponsored by SWCA and the International Writing Centers Association. Christina also acted as conference chair in 2000, coordinating SWCA's annual meeting also held that year in Savannah. From 1998-1999 she was interim director of the writing center at Armstrong Atlantic State University where she also taught several courses in the English Department. Currently she coordinates the Undergraduate Professional Communications Program in the School of Electrical and Computer Engineering (ECE) at the Georgia Institute of Technology; she also directs the ECE Writing Lab and teaches discipline-specific writing to engineering students. christina.bourgeois@ece.gatech.edu

At-large Member

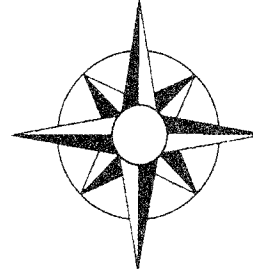
Dean A. Hinnen is in his third year as director of the University Writing Center at The University of North Carolina at Pembroke. He previously served as assistant to the director and acting director of the writing center at Southwest Missouri State University and as associate director of composition at Texas Christian University. He has published in the *Journal of Psychological Type* and collaborated on articles and reviews in the *Writing Lab Newsletter*, *Rhetoric Review*, and the *Kentucky English Bulletin*. He is coeditor of an annotated bibliography on *Teaching Revising and Editing* to be published by Greenwood later this year. hinnen@uncp.edu

At-large Member

Jennifer Liethen Kunka is an assistant professor of English and director of the writing center at Francis Marion University (FMU) in Florence, South Carolina. Prior to joining FMU, Jennifer served as the assistant acting director of the Purdue University Writing Lab. She has contributed a variety of materials to the Purdue Online Writing Lab, including a virtual tour and several downloadable workshops that have been used by educational professionals around the world. Her current research interests include writing center outreach programs, educational technology, collaborative learning, business writing tutoring, and tutor training and professionalization. 

Southern Discourse

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141 E. College Avenue
Decatur, Georgia 30030-3797

Get Involved in the Southeastern Writing Center Association! Call for Nominations for the Executive Board Continued

By Sonja S. Bagby
State University of West Georgia

Are you "suited" for leadership? If so, the Southeastern Writing Center Association's executive board will "fit" you perfectly! We encourage SWCA members to nominate, to run, and to vote for open positions on the executive board. We are continuing the call for nominations, which were published on WCENTER and in *Southern Discourse*.

Nominations for the following positions are open:

President (1 year term)

Vice president (2 year term)

Treasurer (2 year term)

Secretary (2 year term)

At-large members (four positions, 2 year term)

All nominations must include a brief biography. Nominations are open until 1 April 2002. Voting will take place at the annual SWCA meeting to be held at the IWCA/SWCA Conference in Savannah, Georgia, on 11-13 April 2002. Nominations will also be accepted from the floor at that time. Ballots will be distributed with nominations made previously; those accepted from the floor may be written in.

Nominate by email to Sonja S. Bagby (sbagby@westga.edu).

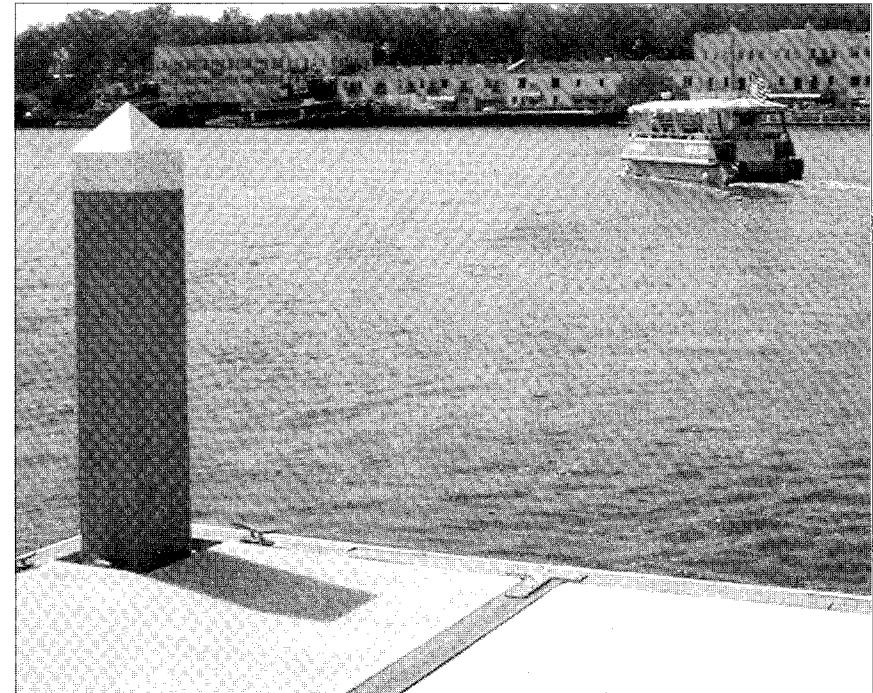
Here are the nominees to date and their brief biographies are:

President

James A. Inman is director of the writing center at the University of South Florida, where he also teaches graduate and undergraduate courses in composition pedagogy and in professional and technical writing. Inman's publications specifically addressing writing centers include *Taking Flight with OWLs: Examining Electronic Writing Center Work* (Erlbaum, 2000), *The OWL Construction and Maintenance Guide* (NWCA Press, forthcoming) and articles and reviews in *Writing Center Journal*, *Writing Lab Newsletter*, and *Southern Discourse*. He currently serves on the executive board of the International Writing Centers Association, as well as serving as coeditor and copublisher of *Kairos: A Journal for Teachers of Writing in Webbed Environments* and as cocordinator of the Netoric Project. jinman@english.cas.usf.edu

CALL: Continued back of Endnote Flap

The IWCA/SWCA Annual Conference begins on April 11 in Georgia's historic Savannah. Be sure to register as soon as possible (see page 3).



River Street in Savannah as seen from Savannah Convention Center.