

## Program

#SWCA2015

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Program/Cover Design: Lipscomb University Communication and Marketing

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Rachel Donegan, Middle Tennessee State University  
Carolyn Frye, Nashville State Community College  
Arlo Hall, Middle Tennessee State University  
Brandon Hardy, Middle Tennessee State University  
Amy Harris-Aber, Middle Tennessee State University  
Jane Hirtle, Vanderbilt University  
Cami Stacey, Central Magnet School  
Caroline Williams, Middle Tennessee State University

Conference Theme:

As SWCA meets in Nashville, a city whose identity is shifting, we ask what it means to be “southern” in a country where regionalism is becoming less important to identity and more important as a commodity. What does it mean to be a regional writing center when regionalism is not relative to the populations we service? How do we begin to understand emerging educational communities and their developing identities, which include new education standards, shifts in demographics, online instruction, and multimodal writing prompts that move students away from traditional writing tasks? What is the evolving function of a writing center to a generation of students who have spent their lives reading and blogging with their peers throughout the world?

In these new communities, we seek to revise our understanding and implementation of the roles we play as consultants, students, instructors, and administrators. Our developing identities will shape our pedagogy, expand our relevance to our universities and colleges, and amplify the way writing centers operate in the academy.

Letter from the Conference Co-Chairs:

We would like to welcome you to Music City, USA, and to the beautiful campus of Lipscomb University. Our campus community is excited to have you here. SWCA was last held in Nashville in 2007, so it’s about time that you visited again!

Of course, we’d like to especially welcome first-time attendees to the SWCA 2015 Conference. You’ll find so many interesting and informative presentations, workshops, and discussions in this program. It is a reflection of the good work happening in our region and across the writing center discipline, and we are excited that you have decided to join us.

The program has a few non-traditional conference additions. On Thursday and Friday afternoons from 3:30-4:30, panels of experts will come together to lead workshops on assessment, tutoring creative arts, developing high school writing centers, web design, publishing in writing center journals, and tutoring non-native speakers. Another addition to the program is a Tutoring Philosophy Workshop on Saturday morning, which will be hosted by International Writing Center Association (IWCA) President Kevin Dvorak. If you have a philosophy to revise or if you’ve never written one, this will be a great opportunity for you. We hope that you will take the opportunity to ask questions and get feedback on your ideas.

Be sure to download the conference app (more information is located in the program) and the conference playlist. Because you'll be visiting Music City, we drafted Scott Whiddon (Transylvania University) and Brad Walker (Lipscomb University) to help us create the first compilation album released in our field. You'll get a download card in your registration packet. Enjoy listening to music made by your writing center and Rhet/Comp colleagues.

SWCA 2015 will also utilize Google Hangouts to broadcast meetings and sessions to your colleagues who couldn't travel to be with us this year, and these meetings will be archived on the SWCA website.

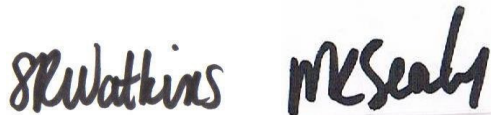
Thursday evening, the opening reception will be held at 12th and Porter, a world-famous music venue, and local band The Arcadian Wild will provide the entertainment. Don't miss this authentic Music City experience. Again, more information is located in the program.

Our Writing Studio is located in the Academic Success Center (Beaman Library 141); many of you will present or workshop in this space, but please stop to say hello even if you don't attend a presentation there.

This conference has come together with the help of so many people, most of whom you will see listed in the program, but while you are here, if you need assistance, please look for the volunteers in the purple hoodies.

Again, welcome to Lipscomb. We're so glad that you're here, and we hope that you enjoy the conference.

Thanks!

The image shows two handwritten signatures in black ink. The first signature, on the left, reads 'Stacia Watkins' in a cursive script. The second signature, on the right, reads 'Katie Sealy' in a similar cursive script.

Stacia Watkins and Katie Sealy

#### 2014-2015 SWCA Executive Board

President: Russell Carpenter, Eastern Kentucky University

Vice President: Stacia Watkins, Lipscomb University

Secretary: Daniel White, Mississippi College

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Past President: Laura Benton, Caldwell Community College & Technical Institute

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Southern Discourse Editor: Sara Littlejohn, UNC - Greensboro

Current Conference Chair: Stacia Watkins, Lipscomb University

Current Conference Chair: Katie Sealy, Lipscomb University

#### 2014-2015 State Representatives

Alabama: : Charlotte Brammer, Samford University

Florida: Glenn Hutchinson, Florida International University

Georgia: Eliot Rendleman, Columbus State University

Kentucky: Scott Whiddon, Transylvania University

Mississippi: Brad Campbell, Mississippi State University

North Carolina: Brandy L. Grabow, North Carolina State University  
South Carolina: Graham Stowe, University of South Carolina  
Tennessee: Gary Jaeger, Vanderbilt University  
Virginia: Sharon Zuber, College of William and Mary

#### Keynote Speaker

\* Joanna Wolfe is Director of the Global Communication Center at Carnegie Mellon University. Dr. Wolfe brings her expertise in Writing in the Disciplines, technology design, and pedagogical research to writing center practice. Her work has been published in major journals including *College Composition and Communication*, *the Writing Center Journal*, *Written Communication*, and *Journal of Business and Technical Communication* and she is the author of two textbooks through Bedford St. Martins: *Team Writing* and *Digging Deeper: Strategies for Reading and Writing Literary Analyses* (with Laura Wilder). Dr. Wolfe received her Ph.D. from the University of Texas at Austin in English with concentrations in Rhetoric and Computers and Writing.

#### List of Award Winners

##### SWCA AWARDS:

##### SWCA Achievement Award

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

SWCA Achievement Award - Laura Benton, Caldwell Community College and Technical Institute

##### SWCA Tutor Award (3 categories)

SWCA Tutor Awards recognize leadership, commitment, and overall excellence of individuals working in an SWCA writing center.

Professional Tutor Award -- Clint Stivers, Georgia Tech

Graduate Tutor Award - James Howard, Emory University

Undergraduate Tutor Award - Katherine Teems, Georgia State University

#### 2015 SWCA Scholarships:

##### Eligibility:

Applicants must have active membership as individuals or under institutional memberships during the year of the conference. Applicants for student scholarships must be affiliated with a writing center within twelve months of the conference for which they seek a scholarship. Leadership roles include director, assistant director, coordinator or facilitator of a specific activity or task such as campus workshops, social media, classroom presentations, data collection, etc.

Gary A. Olson Scholarship (for professionals with leadership roles within their writing centers)

Awards: Two \$375 scholarships - one with special consideration given for first-time presenters. Named in honor of SWCA co-founder Gary A. Olson.

Emily Cosgrove, Wallace Community College

Lingshan Song, Mississippi College

Tom Waldrep Scholarship (for students with leadership roles within their writing centers)

Awards: Three \$300 scholarships - one undergraduate and one graduate student. Special consideration is given for first-time presenters. Named in honor of SWCA co-founder Tom Waldrep.

Hannah Fields, Mississippi College

Sarah MacDonald, Emory University

James Howard, Emory University

Travel Scholarship (for students or professionals without writing center leadership roles)

Awards: Four \$200 scholarships: One professional, one undergraduate, one graduate, and one high school. Special consideration is given for first-time presenters.

Kristen Ruccio, University of Alabama - Huntsville

Maegan Mercer-Bourne, Shaw University

Savannah Stark, Warren-Wilson College

Nathaniel Stickman, Mississippi College

#### Types of Conference Sessions

One presentation listed in the section—the presentation will be a one-hour workshop.

Two presentations listed in the section—each presentation will be allowed 30 minutes for presentation, workshoping, and question time.

Three presentations listed in the section—each presentation will be a traditional 15-minute presentation with 15 minutes at the end for questions.



This icon is for sessions with an available Google Hangout. These sessions will be available to your colleagues across the country and the world, and they will be archived on the SWCA website.

#### **SWCA 2015 Schedule at a Glance**

##### **Wednesday, February 18, 2015**

5:00-9:00 p.m. Registration at Holiday Inn Express

##### **Thursday, February 19, 2015**

7:30-4:30 Registration

7:30-4:30 Sponsorship Fair

8:00-9:00 Session A

9:15-10:15 Session B

10:30-11:30—Collaborative Meetings and Session C

HBCUs

Secondary Schools

Community Colleges

High School, Undergraduate, and Graduate Student “Un-Conference”

11:45-12:45: Awards Lunch

1:00-2:00 Session D and Article Talkback with Joanna Wolfe

1:45-2:30 Snack Break

2:15-3:15 Session E

3:30-4:30 Workshops

5:30-7:00 Opening Reception

##### **Friday, February 20, 2015**

7:30-4:30 Registration

7:30-4:30 Sponsorship Fair

8:00-9:00 Session F

9:15-10:15 Session G

10:30-11:30 State Meetings

11:45-1:15 Keynote Lunch

1:30-2:00 Google Hangout with Joanna Wolfe

Poster Session

Snack Break

2:15-3:15 Session H

3:30-4:30 Workshops

Free Night: Enjoy Nashville!

Come to the Information Table (Ezell Lobby) for recommendations and advice!

**Saturday, February 21, 2015**

7:30-11:30 Registration

7:30-12:30 Sponsorship Fair

8:00-10:30 Executive Board Meeting

8:00-9:00 Session I

9:15-10:15 Session J

10:30-11:30 Tutoring Philosophy Workshop and Session K

11:45-12:45 Session L

**SWCA 2015 Program**

**Wednesday, February 18, 2015**

5:00-9:00 p.m. Registration at Holiday Inn Express, Brentwood North

**Thursday, February 19, 2015**

7:30-4:30 Registration, Ezell Conference Center Lobby

**7:30-5:30 Sponsorship Fair, Ezell 147**

**8:00-9:00 Session A**

Section 1, Ezell 301

Authority in Consultations

Chair, Megan Peters

Tess Stockslager and Kristen Libka, Liberty University, "Power/Play: The Dynamics of Play and Authority in the Writing Center"

This presentation will explore the dynamics of authority and play in writing center culture. Encouraging play within the writing center creates space for the camaraderie and creativity essential to learning and growth. However, creating such a space is not always easy. Interpersonal dynamics such as the age and gender of both the directors and the tutors often directly influence how often, when, and where play occurs. Another complication is the fact that the structures of different writing centers often differ vastly based on the student population that they serve, and so directors who value a culture of creativity will need to find methods of implementing and encouraging play, which fit the structure of their particular center. Finally, the successful implementation of play will often depend upon the director's ability to legitimize creativity to tutors and students as well as administrative powers who may not share their personal convictions about the importance and value of play.

Megan Peters, Lipscomb University, "#Thesis: Characterizing Authority Within Directive and Non-Directive Tutoring Sessions"

Despite recent ideological shifts within writing center pedagogy, many of these new understandings still struggle today to find acceptance in writing centers across the country. Such developments concerning the hierarchy of power and authority within peer tutoring sessions are examples of such hurdles, which collegiate-based writing centers must deconstruct in order to effectively cater to their clientele.

Writing consultants engaging as peer tutors, whether on an undergraduate or graduate level, must be able to implement collaborative tutoring strategies that ultimately give their clients not a better piece of writing but a better writing skill-set. Using research by Peter Carino, Jeff Brooks, Linda K. Shamon, and Deborah H. Burns, my presentation will analyze the appropriate usages of both directive and non-directive tutoring, but more importantly, how peer tutors can make those strategies engaging while maintaining authority throughout their consultation.

Sarah MacDonald, Emory University, "Writing Center Solidarity: Nonviolent accompaniment as a model for the consultant-student relationship"

Drawing on her background as an activist, the presenter reflects on writing center consultation as a practice of being in solidarity, that is, standing in a support role to expand the "safe space" for student

writers to engage in their own processes of learning and revision. The presentation considers how such a paradigm might shape concrete practices during consultation, and perhaps help shift our focus from the end product of a polished text to the relational process of mutual learning.

## Section 2, Ezell 303

### “Right Writing - Eliminating Student Misbehaviors that Interfere with Writing Center Instruction”

Peter Vajda, Educational Consultant

Frustrated by students' misbehaviors? Dealing with discipline matters taking up valuable teaching time? Learn proven core beliefs, theories and research-based practices that eliminate unwanted behaviors by 70% or more. Learn essential steps of teaching to expected behaviors and discover the benefits and the importance of positive interactions with your students.

## Section 3, Ezell 336

### Tutoring Specific Populations

Chair, Clayann Panetta

Clayann Gilliam Panetta, Abbie Stovall, Cathy Holmes, Tiffany Corkran, Christian Brothers University, “Tutoring Nursing Students: What We Learned about Professional Communication and the Role of Southern Discourse”

In 2011, our institution started a new RN to BSN Nursing program. As a Writing Center with a writing-across-the-curriculum emphasis, we immediately made strides to reach out to this new program, clarifying our services to them and seeking to understand the specific communicative needs of the students enrolled in this new campus addition. Interestingly, this type of outreach was new for us; we have had a long history of reaching out to programs on campus, even programs that didn't “understand” us, but we had never found ourselves inserting ourselves in the definition of a new program. We learned a lot in this process, and our newfound knowledge has made us not only a better Center, but it has helped us better define our Center goals. The most interesting revelation was what we learned about the connection between regional communicative practices and the expected ways of communicating in professional writing.

William Taft, Jen Carter, Nancy Paxton-Wilson, and Joe Anderson, Georgia State University, “On Tutoring in Prison: Outreach, Professionalization, and Pedagogy”

In our presentation, we will discuss the impact the Writing Studio @ the Prison program has had on our professionalization and pedagogy. Tutoring at a prison leads us to question the role of a Writing Center as a site of professionalization for graduate students. What are the goals of tutor professionalization? Should it be focused on creating tutors that will work best in academic environments? Should the tutor professionalization work to reach out to marginalized communities even if that means tutors find their more traditional work less than exhilarating? Tutoring outside the university also compels us to question our pedagogy. How does a university Writing Center transfer its teaching philosophy to a space within the space of the carceral state? In essence, our presentation explores the myriad questions and conflicts that arise when tutors move beyond the traditional academic environment.

## Featured Section 1, Swang Chapel, Ezell 241

### “Capitalizing on Diversity in the Disciplines: Building a Peer Tutoring Program at a Public, Urban University”

Kate Hahn, Northeastern Illinois University

\* Kate Hahn is the founding director of the Center for Academic Writing (CAW) at Northeastern Illinois University (NEIU) in Chicago, Illinois. She received a B.A. in Political Science from Drake University, and an M.A. in Teaching English as a Second Language and a Ph.D. in Educational Psychology with a certificate in Second Language Acquisition and Teacher Education from the University of Illinois at Urbana-Champaign. Kate has worked in higher education for almost 20 years in English as a Second Language instruction, linguistics and teaching English as a Second/Foreign Language instruction, faculty development, and as director of CAW.



In October 2007, Kate was named the director of a \$2.8 million Title V grant awarded to NEIU. The grant was for five years and was funded by the Developing Hispanic Serving Institutions Program of the U.S. Department of Education. The grant included activities to improve student writing skills and thus retention and graduation rates. As director, Kate managed activities that included the construction of CAW, the redesign and alignment of English 101 and 102, the design and implementation of writing intensive courses in the disciplines for all undergraduate programs, and the implementation of a peer tutor program for the writing intensive courses.

Kate's interests include faculty development in Writing Across the Curriculum, peer tutor training, and the support of linguistically diverse and underprepared student populations.

*The diversity of students and peer tutors in the writing center presents both challenges and unique opportunities for success in the support of student writers. The presenter will discuss challenges and successes in the building of a peer tutor program for writing intensive courses in the disciplines at a public Hispanic-Serving Institution located in the city of Chicago that is ranked as one of the most ethnically diverse universities in the nation in U.S. News and World Report's "Best Colleges" publication. The presenter will focus on the types of diversity represented in the faculty, staff, tutors, and students at NEIU, and how that diversity presents challenges and unique opportunities for success in the support of student writers. Topics will include tutor recruitment and training, student diversity and needs, and the never-ending pursuit of data and meaningful assessment.*

Section 4, Beaman 141 (ASC)  
Writing Center Administration  
Chair, Mark Bentley

Allie Sockwell, Lipscomb University, Brandon Hardy, Arlo Hall, and Mark Bentley, Middle Tennessee State University, "The Importance of Student Administrators in Writing Studios"

As writing studios develop, many factors must be considered in order to improve. A main focus revolves around the writing studio administration. In addition to the Writing Studio Director and Graduate Student Assistant, many writing studios now allow undergraduate students to fulfill leadership roles as well, with the position of Student Administrator. This presentation argues the necessity of hiring SAs within writing studios. SAs serve writing studios through a variety of tasks, including voicing clients' concerns, overseeing consultants, making sure the studio is running properly, and informing the university of events put on by the writing studio. SAs serve as a source of encouragement for clients and consultants. The purpose of this presentation is to enlighten audience members of the amount of workload directors and graduate student administrators have, and to show how SAs can alleviate this work and make their own contributions, benefitting writing studios presently and in years to come.

Jenna Miller, Jeanette Morris, and Vandana Gavaskar, Elizabeth City State University, "From Theory to Praxis: Tutor and Administrator Identities in Context"

As an HBCU, maintaining a "student-centered focus" is of key importance for Elizabeth City State University's QEP Writing Studio (ECSU Mission Statement). The way the tutors frame their identities in sessions, and in response to the QEP Writing Studio's philosophy, is the subject of our ongoing research. In this project, we are hoping to learn about theory and praxis in the context of tutor and administrator identity. We conducted interviews with our tutors about their understanding of and the applications of Writing Studio philosophy and their needs for tutor training. We encouraged tutors to reflect on their current methods of tutor training, determine what their needs for ongoing training consist of, and develop a plan for their ongoing tutor training, especially for new tutors. In this research, we are hoping to learn about the tutoring processes by which student tutors and student clients can successfully negotiate identities and academic demands.

Section 5, Beaman 100 (CTL)  
"Born This Way": LGBT Consultant Identities in the Writing Center"  
Rexford Rose, Kerri Bright Flinchbaugh, and Thomas Passwater, East Carolina University

While WC scholarship has begun to discuss the opportunities that queer theories (QT) offer for understanding the complexities around consultant identities and how sexualities permeate all human interactions, we know that there is still much work to do. By opening conversations with LGBT writing consultants on issues of gender, sexuality, and identity performances in the writing center, our research explores new ground in WC research by asking consultants, writers, faculty, and administrators to reconsider these issues in WC spaces and beyond. Using surveys and interviews of LGBT writing center personnel from various areas in the US, our research project examines how LGBT consultants define and describe the various construction(s) and performance(s) of their identities in the WC and how they perceive the effects of these constructs on the dynamics of writing consultations.

#### Section 6, Beaman 209

“Who am I, and Who are You: The Value of Self and Cultural Awareness in Writing Centers”

Dustin Gibson, Milya Maxfield, and Tyler McNally, Kennesaw State University

The range of cultural differences within universities help make regional student populations unique but can also present scenarios in which tutors feel conflicted in their ability to help students. These conflicts may arise as a result of personal or cultural barriers as well as in behavioral interactions and/or the writing itself. In order to prevent possible issues from becoming problematic, tutors in writing centers must work to become more aware of certain triggers within themselves as well as the populations they serve. As their clientele becomes increasingly diverse, writing centers must be proactive in creating and maintaining relationships with campus entities designed to help students with cultural adaptation. This increased awareness can create an environment in which students and tutors are more comfortable, leading to a productive academic experience.

#### Section 7, Swang 108

Tutor Training

Chair, Nathaniel Stickman

Deborah Brown, Southern Oregon University, “Training to Serve: Preparing Tutors to Work With Military Veterans in the Writing Center”

Acknowledging the unique challenges facing military veterans who enter the university, this presentation will offer specific strategies to improve the training we provide to our tutors in university writing centers. The Writing Center offers an environment that can help ease the transition that veterans must make from active military service member to successful university student. Our student veterans have served our country, and it is now our turn to serve them.

Nathaniel Stickman, Mississippi College, “Online Tutoring Training: A Community-oriented Approach”

This presentation will explain the development of online tutoring training at the Mississippi College Writing Center, and from this will consider ways of approaching online tutoring training in different writing center community contexts. First, this will examine our center’s processes and its developing awareness of local discourse over the course of implementing the training. Through this process, online tutoring began to establish itself in our community, and the presentation will thus consider the effectiveness of the implementation and why it has worked in our contexts. The presentation will then use these considerations in order to elaborate the kinds the differences in approach other community discourses necessitate for implementing the training. Ultimately, this presentation will seek not to prescribe any one methodology for the implementation of an online tutoring program or its training, but will seek to revise the line of approach to one conscientious of the needs of community discourses.

### 9:15-10:15 Session B

Section 8, Allen Arena, Hall of Fame Room--Get involved with SWCA!

Facilitator, Russell Carpenter

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

#### Section 9, Ezell 301

Tutoring Strategies  
Chair, Ruby Rouse

Ruby Rouse, University of Phoenix, and Judith Kaplan, Ivy Tech Community College, "A 'Schoolhouse Rock' Approach to Teach Writing Style"

College students frequently struggle when learning APA writing style. Attendees in this session will hear about two studies with pre- and post-test designs that examined how APA knowledge, self-efficacy, and writing outcomes changed after watching a series of videos presenting APA basics from the sixth edition manual. Data were collected from test groups that watched the videos and comparison groups that did not. Inspired by the award-winning series Schoolhouse Rock, the video intervention included animation, music, and humor to maximize student engagement. Results indicated APA knowledge, self-efficacy, and writing outcomes were significantly higher in the video group than the comparison group. The findings suggest engaging digital interventions may provide writing centers with an effective way to improve student engagement, confidence, and writing outcomes.

Emily Harbin and Anja Golden, Converse College, "Grammar Without Grammar"

Grammar may be the most contested and anxiety-producing term in our profession. For good reasons, we have discouraged the perception of the Writing Center as a proofreading service. Yet if we are truly student-centered, we must commit to pursuing innovative and relevant ways to help tutees understand and improve grammar. My presentation draws on pedagogical research, personal experience teaching literature and composition, and the suggestions of my tutors. It will begin with an overview of basic tutorial practices to help students with grammar. Then I will discuss the techniques promoted by experts teaching grammar in context, such as Constance Weaver, and suggest ways in which these techniques can inform the tutorial process and improve tutor training. I will conclude with a discussion of how the loaded term "grammar" can be recast as the more positive term "style" to encourage tutors and tutees to embrace more formal study of grammar.

Section 10, Ezell 303  
Online Writing Centers  
Chair, Sipai Klein

Sarah Prince and Amber Cook, Walden University, "Virtual Visits: Recreating the Traditional Writing Center Classroom Visit Online"

As more college courses move to an online format, writing center tutors must consider how to make themselves visible in this virtual environment. Working to refashion the traditional in-person writing center introductory class visit, two southeastern tutors explore best practices for virtual course visits to meet the needs of a geographically diverse group of 21st century online learners.

Kahlia Knight, Sipai Klein, and Shante Mowry, Clayton State University, "Dealing with Diversity: Preparing Writing Consultants for Online Consultations with Non-Native English Speakers"

The purpose of this panel is to share ideas on how to improve online consultations with non-native English speakers. The presenters will address three themes in dealing with non-native English speakers: 1. understanding cultural backgrounds and their impact on online environment, 2. addressing cultural miscommunications due to indirect and direct approaches in a southeastern community and its impact on an online communication, and 3. training writing consultants to interact with L2 students in multiple online communication platforms. At each writing center, the focus is to fit the needs of the student; however, online interaction may not fit the needs of each student because of the lack of in-person, personal interactions. Current interactive platforms (e.g. Skype, Webex, TurnItIn) are alternatives to asynchronous feedback through Microsoft Word's track changes because of the use of multimedia as part of the consultant - writer interaction. For example, voice recording cannot replace facial expressions, but synchronous recordings may help students recognize the affective response of the writing consultant. In turn, this will prepare current and future consultants for online consultations with non-native English speakers and hopefully, bridge the gap between current and future writing consultants, so they may better meet the diverse needs of the student.

Section 11, Ezell 336  
Advertising and Outreach  
Chair, Emily Hensley

Emily Hensley and Megan Kirby, Eastern Kentucky University, #YouNoellt: Garnering Studio Publicity and Student Interaction through the Social Media Committee”

The Noel Studio for Academic Creativity has recently formed a Social Media and Public Relations Committee in an attempt to reach more of Eastern Kentucky University’s student population. As this committee aims to increase Noel Studio publicity on campus, the student-led team creates social media posts on the sites most utilized by students. This presentation will examine the Social Media and Public Relations Committee’s effect on student interaction with the Noel Studio and its various social media accounts.

Joseph Cunningham, University of Cincinnati, “The Writing Center’s Role in the Consumer Society: Frameworks, Implications, and Resistance”

Without question, the mission, function, and composition of writing centers are heavily influenced by the college or university that houses it. As the university becomes more beholden to increased demands towards commercialization, writing centers are confronted with challenging questions regarding how we conceptualize the relationship we share with students. This presentation will investigate Marxist and postmodern frameworks regarding the consumer society as it relates to the work of writing centers. Some crucial tendencies of the consumer society reflected in writing centers are the casting of students as consumers, the commodification of the service we provide, and the production and management of writing center space. This presentation will seek to interrogate these tendencies and consider alternative pathways towards greater humanization and organic educational processes in the writing center experience.

Lynee Gaillet, Georgia State University, “Branding the Writing Center: A Case Study”

This presentation offers a case of study of one writing center’s efforts to re-brand its identity among students, tutors, and local communities. This example will hopefully initiate a discussion about branding and identity that goes beyond merely constructing a mission statement, coming up with a catchy slogan, and creating a jazzy website. How might writing centers revisit our geo-spatial identities in consultation with tutors, students, university mandates, shifting technologies, and the changing communities that we serve? How might we strive to honestly assess our existing identities and reputations, along with our strengths/weaknesses, to ask what might be possible if we think outside the traditional writing center box. How might we realistically consider the broad range of communities that we could meaningfully serve if we relied on the varied experiences/interests that our tutors and students bring to our specific geographical spaces to guide us in these branding efforts?

*Featured Section 2, Swang Chapel, Ezell 241*  
*Dianna Baldwin and Trixie Smith, Michigan State University*

\* Dianna Baldwin is the Associate Director of the Writing Center at Michigan State University. She received her PhD from Middle Tennessee State University with a focus in Composition and Rhetoric and has recently received a Master’s Certificate in Serious Games from Michigan State University. Her areas of research include Serious Games, Comics and Queerness, and Virtual Identity/Reality.

\* Trixie Smith is the Director of The Writing Center and a member of the faculty in Rhetoric & Writing as well as the Center for Gender in Global Contexts at Michigan State University. After joining the faculty at MSU in 2007, she has hosted the East Central Writing Center Association and presently serves as the ECWCA Treasurer. She has also hosted the Michigan Writing Center Association Share Fair and serves on the MiWCA board. Her teaching and research are infused with issues of gender and activism even as they revolve around writing center theory and practice, writing across the curriculum, writing pedagogy, and teacher training. Likewise these areas often intersect with interests in pop culture, service learning, and the idea that we’re just humans learning with/from other humans (you know, with bodies, feelings, lives outside the academy). Previously, while the director of the writing center at Middle Tennessee State University, she served on the SWCA board, hosting their conference in 2007, and co-founded the Tennessee Writing Center Collaborative. Recent publications include *Bridges to Writing*

(Fountainhead Press, 2014 with Allison Smith), *The Pop Culture Zone: Writing Critically About Popular Culture*, 2 ed. (Cengage, 2014, with Allison Smith) and articles in *Working with Faculty Writers* (Eds. Geller and Eodice, Utah State UP, 2013), *WAC Partnerships Among Secondary and Post-Secondary Institutions* (WAC Clearinghouse Perspectives on Writing book series, forthcoming), and *The Pleasures of Identity: Living Queer* (forthcoming). She is also co-editing a special issue of *Across the Disciplines* focused on graduate writing (Spring 2014). Trixie attended the first ever Writing Center Director's Summer Institute and is excited to be giving back as a new leader for the SI.

*"Extending the WC into the Community: Outreach at Work"*

*Writing, in all its numerous forms, is more than just a key to success after college. It gives our lives deeper meaning. As such, writing centers may find themselves branching beyond the walls of the academy in hopes of inspiring others by working with the communities in which they live. In this session, we will discuss how The Writing Center @ MSU began its outreach program and how it has grown. More importantly, we will share ways that others might begin their own outreach programs, regardless of size, staff, or funding. In thinking about potential partners, types of events, ways of involving students and community members, ideas participants bring to the session, we should all leave with more informed ideas about the possibilities for outreach in and through our writing centers.*

Section 12, Beaman 141 (ASC)

Advertising and Outreach

Chair, Thomas Brandt

Thomas Brandt, Berkeley Preparatory School, "Make a Joyful Noise: Improvisation and Performance in the Writing Center"

The Eat and Speak: Performance as Promotion and Tutorial Practice

This presentation will present an archival history of a promotional event at our writing center and delve into the benefits that an improvisational approach can bring to the tutorial process. Attendees will be asked to consider how their own promotional activities could include performance and improvisation. I also hope to show how an improvisational approach to tutoring can model the sort of risk-taking we ask of our students and energize the tutorial process by breaking tutees away from scripts and other rote methods of tutoring.

Adam Kassem, Emory University, "Perceived Assignment Difficulty and Writing Center Visit Frequency as Potential Moderators for Tutee Satisfaction"

Research indicates that client satisfaction results not only from service-related factors, but also from other variables, such as cultural context and loyalty. Few studies have explicitly applied these findings to writing centers. As a result, the present study utilizes a behavioral economics perspective to discern whether variables other than service quality affect satisfaction with writing centers. Specifically, this study hypothesizes that the number of times a student has visited a writing center and the perceived difficulty of the assignment have positive correlations with satisfaction ratings. To test the hypothesis, tutors shall administer a two-part questionnaire in which clients first indicate the perceived assignment difficulty and the number of times they have visited the Writing Center, and then they will rate the tutor's performance. Upon collecting the data, linear regressions will be performed to ascertain any relationships between the variables.

Robin Smith, UNC-Chapel Hill, "Write Nights: The Challenges of Designing, Implementing, and Assessing a New Outreach Program"

This year, the Writing Center at UNC-Chapel Hill began hosting weekly "Write Nights" on Wednesday evenings in the main undergraduate library. Write Nights tailored towards a particular writing assignment or genre alternate with open, or theme-less, nights, and these events are staffed by tutors who offer 25-minute sessions. Designing and implementing these Write Nights has raised several questions of broader relevance to the writing center community, including how to promote events to reach a diverse student population, how to anticipate student needs and create relevant events by collaborating with courses across the disciplines, and how to assess the successes and shortcomings of the program. The Writing Center began offering these weekly events based on student feedback, and feedback continues to shape our approach. We gather data from students after their Write Night

sessions, and part of this presentation will be analyzing and summarizing this student feedback. In presenting to the SWCA on the Write Nights, we hope to receive feedback from our colleagues and discuss the broader implications of outreach programs such as these.

#### Section 13, Beaman 100 (CTL)

“How to Make ‘A’s in Writing: Achieving Authority, Authenticity, and Agency Through Code-Meshing in the Writing Center”

Claire Mischker, Brad Campbell, Rachel Johnson, and Jeanine Rauch, University of Mississippi  
Vershawn Young, in “‘Nah, We Straight’: An Argument Against Code Switching,” defines code-meshing as “the blending and concurrent use of American English dialects in formal, discursive products” (51). Code-meshing is inevitable in communities wherein regional identities are enacted. The Southern writing center community cannot ignore how specific regional identities manifest in academia, especially with regards to language. Writing centers, as intermediary spaces between the classroom and the student, are spaces where code-meshing continuously occurs. This roundtable discussion will examine the implications of theoretical code-meshing; discuss how writing center consultants and directors can value, support, and encourage it; and address practical strategies with which writing consultants can help student writers cultivate rhetorical knowledge and critical thinking in order to develop authority, authenticity, and agency.

Roundtable participants will create and work with texts in alternate Englishes, modeling sessions in which code-meshing can occur and how peer consultants might respond.

#### Section 14, Beaman 209

“Dramatic Pedagogy and Tutor Training in an HBCU Writing Center: A Pilot Initiative”

Chavan Stoneberg, Naterea Holley, Bhavin Tailor, Emily Murray, Allen University

Toward the goal of expanding the discussion of Southern identity, this workshop proposes the practical inheritance of Paulo Freire’s philosophy and pedagogy at an HBCU Writing Center for the purpose of tutor training. Despite the omnipresence of Freirean ideas in the vision statements and staff training manuals of Writing Centers in the Anglophone academy, the applied skill-set of dramatic pedagogy pioneered in Freirean-influenced projects like Theatre of the Oppressed are not typically considered as a tool or resource for Writing Center operations. In this workshop’s explorative and interactive modeling of what one small South Carolinian HBCU Writing Center has been able to accomplish through the use of dramatic pedagogy techniques, attendants will recognize character’s such as ‘the listener,’ ‘the reflector,’ and the ‘guide.’ Through participatory engagement, the presenters and participants will perform identities that travel the distance between ‘academese’ and naiveté in terms of familiarity with the conventions of authority within higher education.

#### 10:30-11:30—Collaborative Meetings and Session C



HBCUs, Ezell 301 and Google Hangout



Secondary Schools, Ezell 336 and Google Hangout



Community Colleges, Beaman 141 and Google Hangout

Graduate and Undergraduate Student “Un-Conference” Meetup, Allen Arena, Hall of Fame Room

All current graduate and undergraduate students are invited to meet their peers from other institutions and to make plans for the free night on Friday.

#### Section 15, Beaman 100

“Learning to Teach Writing: A Discussion of Writing Center-QEP Collaboration”

Ann Spurlock, Deborah Lee, Chelsea Henshaw, and Stacy Kastner, Mississippi State University

In fall 2014, Mississippi State University selected “writing” as the focus of its Quality Enhancement Plan (QEP) with two primary goals in mind: (1) Improve students’ writing quality and increase writing frequency and (2) Develop faculty who incorporate writing strategies in their classes. The 2015 SWCA

call for proposals draws attention to the necessity of writing consultants, students, instructors, and administrators being responsive to new and developing communities. As our QEP has developed, so too has a new community on our college campus: Faculty from across the curriculum who are invested in increasing the quantity of and improving the quality of student writing. Thus, our panel discusses the collective effort of the QEP and the Writing Center to disperse writing pedagogy across campus and, more importantly, seeks audience discussion and suggestions regarding how to nurture a collaborative relationship between the QEP and the Writing Center.

Section 16, Beaman 209

“Evolution over Extinction: How Can Writing Centers Adapt to a Shifting Academic Culture?”

Michael Ruther, Carolyn Buonomo, and Sarah McGaughey, Kennesaw State University,

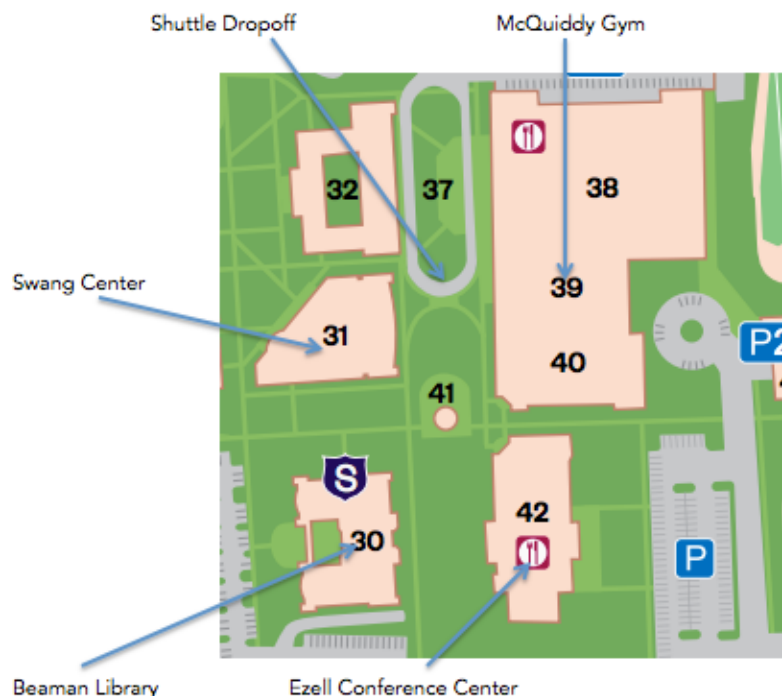
Due to the shift in the culture of higher education toward STEM disciplines, writing center professionals from a large state university that will soon merge with a technical institution will lead a roundtable discussion about how writing centers can adapt to shifting values and priorities in higher education. During the course of this discussion, professionals from other centers are encouraged to share ideas and best practices for acclimating to a STEM-focused higher education landscape, while still providing instruction that will prepare today’s students for a lifetime of communicating in writing.

**11:45-12:45: Awards Lunch, McQuiddy Gym**

Facilitator, Daniel White, Mississippi College, SWCA Secretary

Directions to lunch venue:

The Awards Lunch and Keynote Lunch will be held in McQuiddy Gym, which is located in the same building complex as the Student Activities Center (SAC) and Allen Area. Please ask anyone wearing a purple hoodie if you need help with directions.



**1:00-2:00 Session D**

Section 17, Ezell 301

“Turning our Numbers into Narratives and our Narratives into Numbers: Assessing the Writing Center”

Rachel Robinson and Julie Karaus, Appalachian State University

Part of the hard work done by writing centers is proving the worth of the work we do to university stakeholders in a language we may not be used to—that of assessment. Writing center administrators should embrace the opportunity to think creatively about assessment by identifying research strategies that work with writing center pedagogy while simultaneously meeting the strategic plans set out by governing institutions and programs. In this workshop, Robinson and Karaus will first talk about the role assessment has taken in their own writing center at Appalachian State University. Then participants will work on developing their center's goals and outcomes, brainstorming how to use the language of assessment to their advantage, and fitting their center into their institution's mission.

Section 18, Ezell 303

Multiliteracies and Digital Media

Chair, William Duffy

William Duffy, Don Moore, Jennifer Schnabel, Bethany Webb, Brian Heslop, University of Memphis, “Building an Interdependent Multiliteracy Center: Contexts, Strategies, and Partnerships”

Employing as a case study the recent founding of the University of Memphis's Center for Writing and Communication (CWC), a new multiliteracy center, the presenters on this panel draw on self-regulated learning theory and recent scholarship on the transfer of learning to offer a framework for responding to the types of challenges that opening an independent center inevitably invites. Such challenges include fostering consultant identities not rooted in a single-discipline model, establishing an institutional ethos for the CWC, and establishing reciprocal programming with various constituencies who might benefit from the CWC's support.

Haley Petcher and Tara Lawson, University of Louisville, “Digital Media, Audience, the Writing Center, and You: Using Digital Media to Explain Audience in Consultations”

This panel discusses the relationship between writers and audiences they employ in digital media, and it addresses how the theories and practices already used can be useful in helping writing center tutors explain the concept of audience.

Section 19, Ezell 336

Tutoring ESL/ELL Clients

Chair, Daniel White

Daniel White, Lingshan Song, and Hannah Fields, Mississippi College, “Training for the Best: Using Tutor's Voices to Modify Tutor Training for Working with ELL Writers”

Using primary and secondary research, this presentation explores a method to improve tutor training by better preparing tutors to work with ELL writers. It highlights an approach to modifying tutor training based on tutor feedback on working in a writing center that has 40% of its sessions with ELL writers. The researchers emphasize a local-context driven methodology used to collect data while providing the specific findings developed from the Mississippi College Writing Center. Attendees will primarily engage the methodology used to collect the data while also having access to the original and revised tutor-training curriculum. The research and presentation team include an experienced undergraduate peer tutor, the writing center's assistant director, and the instructor of the tutor-training course.

Megan McIntosh, University of Toronto, “The Centre Will (Not) Hold: Multiliterate Academies and the Writing Centre”

This research engages with a growing body of writing center scholarship that suggests the old, codified practices or ‘lore’ that informs writing center work may be ineffective and disempowering for multilingual speakers. Through engaging writing center tutors in interviews, focus groups and observations, this research paints a complex picture of the changing theory and praxis of modern writing centers in multilingual academies. Indeed, set within the context of a large, urban, Canadian university this research builds upon the theoretical foundations of the multiliteracies project and examines the ways that writing centers may play a role as gatekeepers of privileged notions of English excluding and marginalizing those they claim to ‘help,’ while simultaneously acting as potential access granters to discursive communities. This study presents evidence that significant changes to established



'best practices' that have dominated writing center scholarship since the 1970s are becoming increasingly urgent.

Kristen Ruccio, Georgia State University, "Writing and Listening"

Many writing centers and studios rely on L2 English users as their core clients. In 2009, I undertook an ethnographic study with seven L1 Japanese language users enrolled in EH 100 and EH100 Writing Studio, a new program, at the University of Alabama in Huntsville. Although the full paper explores many aspects of their experience in EH100, this presentation will focus on their experience in the Studio portion of EH100. The presentation is titled, "Writing and Listening," because if I had not stopped to listen to these students, the complexity of their experience in EH100 would have been lost. These students were largely silent in the classroom and studios, but it was in interaction during the one-on-one interviews, which were followed by group interview sessions, that I learned how very much they had to say about their navigation of the new course and the challenge of writing in college.

*Featured Section 3, Swang Chapel, Ezell 241*

*Facilitator, Karen Head, Georgia Institute of Technology*

*Article Talkback with Joanna Wolfe*

\* Karen Head is Director of the Communication Center at the Georgia Institute of Technology, and an Assistant Professor in the School of Literature, Media, and Communication. Since 2006, she has been a Visiting Scholar at Technische Universität-Dortmund, Germany, where she serves as the primary consultant for their tutoring center. Her research areas focus on writing and communication theory and pedagogical practice, especially in the following areas: implementation, development, and sustainability of writing centers, writing program administration, communication ecologies, technical communication, business communication, multidisciplinary communication, and creative writing.

*Wolfe, Joanna, and Stephen Neaderhiser. "Between Technological Endorsement and Resistance: The State of Online Writing*

*Centers." Writing Center Journal. 49-77(2009).*

*[http://eng5317wctheory.weebly.com/uploads/1/9/8/6/1986010/between\\_technological\\_endorsement.pdf](http://eng5317wctheory.weebly.com/uploads/1/9/8/6/1986010/between_technological_endorsement.pdf)*

Section 20, Beaman 141 (ASC)

Tutoring ELL/ESL Clients

Chair, Debra Burdick

Debra Burdick, Alamance Community College, "Rome, London, Paris, Mebane"

Writing Centers are a magnet for ELL students, but the presence of high numbers of ELL students can challenge the perspectives and stretch the resources of community colleges that are relatively small and rural. Nevertheless, in an environment where competition for students is increasing, community colleges are interested in cultivating ELL students, and ELL students are often intensely drawn to the better prospects that an education provides. Once they are drawn, however, how do ELL students fare, in terms of both personal transition and academic success? This small study seeks to explore answers to these questions by way of existing research and by a survey of ELL students who use the Alamance Community College Writing Center.

Nandita Vanka, Emory University, "A Foreign Writer's Experience"

Writing and attending writing sessions in a foreign language can be downright uncomfortable.

Implementing minute grammar and idiomatic corrections while simultaneously clarifying ideas is no easy task, especially in a second language. What makes writing sessions so taxing, for both second-language learners and for writing tutors? What steps can we take to better understand international and ESL students' writing experiences? Drawing from research and my own travails in French writing, I explore such questions about what I call the "foreign writer experience."

Emma Peterson, Lipscomb University, "Lingual Diversification"

Focusing specifically on language ability in the writing center community will help us adapt more readily to the English Language Learner population at our universities. Knowing a second language will allow consultants to access this level of comfort with their clients; because knowing a second language expands the mind of the consultant, an openness is created, and the tutor may better understand what clients are trying to express within their papers.

In addition, it is essential that students know, generally, how various cultures “typically” work--there are exceptions to every rule, and having a base understanding of those rules would allow the writing center community to expand its reach and abilities (Harris and Silva, 533). Becoming a more diversified lingual community will aid us in creating a more positive and understanding Writing Center experience for our English Language Learners.

#### Section 21, Beaman 100 (CTL)

##### “Seeing the Forest for the Trees: Revisioning a Writing Center’s Role in a Time of Change”

Ryan Shirey, Alex Muller, Alejandra Ortega, and Bailey Pittenger, Wake Forest University

Wake Forest University’s shift since the early 1990s from regional university to (inter)national university means that increasing numbers of multilingual students, first-generation students, and other students from a diverse range of domestic cultures and educational backgrounds have joined our community and found the support of the Writing Center to be vital in adapting to university life. This panel presents an overview of these changes in institutional values and demographics followed by the presentations of current peer tutors who address how we can re-imagine the big picture of writing center work at Wake Forest. These presentations will explore such topics as the potential alignment of instructional needs between multilingual writers and students who have experienced the Common Core secondary curriculum, the negotiation of cultural identity and student self-efficacy in the tutor-tutee relationship, and the possibilities afforded by a reframing of all writing as creative work to develop and affirm student agency.

#### Section 22, Beaman 209

##### “Tutor Performance: Developing Tutor Identities through Forum Theatre”

Grace Foster and MaryBeth Schaffner, Presbyterian College

In this interactive workshop, we will demonstrate techniques for tutor training derived from an educational style of theatre called Theatre of the Oppressed. We will lead participants through simple exercises designed to uncover the way that identity politics influence our interactions. After each activity, we will pause to discuss how these exercises apply to tutor/client relationships in the Writing Center. Building on these exercises, we will then introduce a style called Forum Theatre as a tool for helping tutors to collaboratively work through tough conferences. Similar to mock conferences, Forum Theatre allows tutors to recreate their experiences and evaluate solutions in a safe and productive manner. Finally, we will provide a hand out which explains both the exercises we use and Forum Theatre; instructors can use this hand out to recreate the workshop for tutor training or professional development at any institution.

#### Section 23, Swang 100

Tutoring ELL/ESL Clients

Chair, Yuan (Sherry) Jin

##### Yuan (Sherry) Jin, Emory University, “Effects of Bilingual Tutoring Sessions on ESL students”

To understand and recognize the effect of bilingual tutoring sessions on ESL students; how tutors can use their bilingual skills to enhance the experience for ESL students, and whether bilingual tutoring sessions can effectively enhance learning for ESL students. The presenter will reflect on her personal experiences on conducting bilingual tutoring sessions with Chinese international students. She will also share the results of her survey/interview-based research on the impact of bilingual tutoring in her writing center. Finally, she will invite attendees to reflect on the role bilingual tutoring have or can play in their centers.

Sara Elizabeth Wilcox, Winthrop University, “Tutors as Cultural Ambassadors; Valuing Difference in the Writing Center”

Writing centers and tutoring have no place for misplaced regionalism or nationalism because when colonizing attitudes encroach on ESL students then their culture is edged out. Each tutor becomes a cultural ambassador when he or she is tutoring an ESL student. As cultural ambassadors, a tutor's duties are separated into two categories: cultural informers and cultural preservers. It is a delicate balancing act that tutors must navigate in order to ensure both the academic success and cultural integrity of the students' writing, in addition to avoiding becoming a cultural enforcer. It is imperative to teach tutors how to inform foreign students without enforcing their own viewpoint, so as to preserve the integrity of the student's writing and view of his or her culture.

Katherine Teems, Georgia State University, "Tutoring ESL is a Foreign Language"

This presentation will serve as a reflection on the challenges I faced while working as a private ESL tutor with limited experience in the field, and it will allow me to discuss how my initial involvement as a private ESL tutor led me to develop a more strategic, understanding, and ultimately more effective approach to tutoring ESL students within a writing center setting. During this presentation, I will discuss specific challenges during my time as a private ESL tutor and the strategies I used for improvement. I plan to reflect on what I could have done better in light of my recent TEFL instruction while sharing helpful linguistic terms, theories, tutor resources, and materials. In addition, I will talk about my specific experience tutoring a Saudi Arabian Muslim student while breaking fast with her during Ramadan and how this reflects a broader importance of cultural awareness in a writing center that serves a global community.

#### **1:45-2:30 Snack Break, Ezell Lobby**

#### **2:15-3:15 Session E**

Section 24, Ezell 301

"Exploring Writing Center Strengths for Supporting Multimodal Projects"

Jean Schwab, Furman University

This workshop will engage writing center staff, professionals and students, in exploring how to support multimodal projects at their own institutions, even without strong technical multimedia skills. Students are increasingly adept at finding technical resources; they can greatly benefit from the intelligent peer feedback that writing centers already provide for writing. This workshop has three overarching goals. First, we will demonstrate how current writing center methods, training, and pedagogy lend themselves well, with small adjustments, to offering peer tutoring and consulting for multimodal projects just as for writing assignments. Second, participants will practice approaching a multimodal project through the lens of a writing center tutor or consultant. Third, we will generate and share resources for training tutors and consultants in working with students on multimodal projects across the curriculum. Participants will leave with the resources needed to create an action plan to expand writing center services to include multimodal projects.

Section 25, Ezell 303

Writing Center Spaces

Chair, Scott Blain

Scott Blain and Max Eagle, Vanderbilt University, "The Impact of Writing Center Environment: How Physical Environment Affects Consultation Dynamics and Learning Outcomes"

This presentation will explore the impact of the physical environment of a writing center—specifically spatial layout—on consultant-client dynamics and learning outcomes. Data from consultants and clients will be used to assess the relationship between preferences (both consultant and client) regarding the studio environment and the perceived success of consultation sessions in the short and long term. This information will be obtained using surveys administered to consultants and clients at the end of consultation sessions as well as through interviews of select consultants and clients. In order to give the audience a more immediate experience of the environments studied, sound bites, images, and video footage will be incorporated into the presentation. Ultimately, this presentation aims to positively impact writing center pedagogy and training through raising awareness of the impact that physical environment can have on consultation dynamics and learning outcomes.

Giovanna Mangino-Southworth and Abigail Wright, Central Magnet School, "Implementing and Evaluating Strategies Among Writing Centers in Public and Private Schools"

While many collegiate writing centers in the region have flourished, numerous attempts of implementing similar labs in high schools have sparked some success in Middle Tennessee. The opportunity for high school students to experience the help provided by these labs has emerged in both public and private schools. Each of the labs functions by different standards of operation based on the budget provided by the school and methods used for tutoring. The presentation will evaluate tutor strategies, standards for teacher and student involvement, and budgetary situations to conclude the most efficient ways for both public and private high schools to operate a writing center.

Section 26, Ezell 336  
Embedded Tutoring Programs  
Chair, Scott Whiddon

Karen Head, Joy Bracewell, and Dustin Hannum, Georgia Institute of Technology, "Integrating Embedded Tutoring: Two Case Studies"

The Georgia Tech Communication Center recently began investigating embedded tutoring as part of the overall slate of tutoring services already in practice.

Based on our pilot embedded tutoring program, we will present two case studies that detail the planning, implementation, and results of our efforts thus far as a primer for discussion about how embedded tutoring programs present opportunities (and challenges) for other institutions. Additionally we will highlight how our pilots support multimodal communication across the disciplines, and by extension, enhance the work we do with students, especially those from the Science, Technology, and Engineering fields.

Scott Whiddon, Transylvania University, and Russell Carpenter, Eastern Kentucky University, Respondent, Kevin Dvorak, Nova Southeastern University, "'Facts all come with points of view. Facts don't do what I want them to.' Weaving Pilot Faculty Narratives into Course-Embedded Program Development and Support"

This presentation will draw upon a semester's worth of recorded and coded interviews with two groups of instructors who participated in a pilot course-embedded, peer-to-peer writing support program for a single semester. Although locations and contexts widely differed between the two programs (discipline-specific courses /first year writing; a small liberal arts college/a large regional university), our initial findings reflect and complicate current conversations about program development, genre knowledge, and the role that instructors play when working with embedded writing center tutors "on location" (Spigelman and Grobman). Our findings also connect to how course-embedded writing partnerships, and "writing" writ large, are locally situated and subject to transitions in a larger campus culture. By carefully articulating and theorizing faculty voices in this conversation, we hope to offer some considerations for SWCA programs who might be exploring course-embedded work.

*Featured Section 4, Swang Chapel, Ezell 241*  
*"Writing Skills Transfer via Sustained, Interdisciplinary, Self-sponsored Writing Groups"*

\* *Richard (Dickie) Selfe, Ohio State University*

Director, Center for the Study and Teaching of Writing  
Writing Center Coordinator

After 25 years of consulting across the Humanities on communication technology projects and support systems, Dickie Selfe now directs the Center for the Study and Teaching of Writing (CSTW) at the Ohio State University. The CSTW conducts research and provides services for those writing in 21<sup>st</sup> century contexts through several programs: the Writing Center, a Writing Across the Curriculum effort, and a Writing Associates program. Those programs now pay close attention to international students and their writing needs. Selfe's academic interests lie at the intersection of communication pedagogies, programmatic curricula, and the social/institutional influences of digital systems. His most recent electronic, book-length project (as an author and co-editor) is entitled *Technological Ecologies and*

*Sustainability*: free to download from Computers and Composition Digital Press (<https://ccdigitalpress.org>). Selfe's most recent single-authored publication is "Anticipating the Momentum of Cyborg Communicative Events" (2010).

*This presentation explores the value of writing groups sponsored by writing centers (WG-WCs) that have recently been developed at the Ohio State University. They involve 4-8 writers of dissertations, theses, personal statements, similar class assignments, proposals, grants, etc. Writers from all levels of the university—first-year students to advanced academic writers, including faculty—join in weekly, interdisciplinary, self-sponsored groups facilitated by one writing consultant. Our understanding of the importance of WG-WCs follows the scholarship of Nicol and Macfarlane-Dick (2006), Klein, et al (2008), and Nowacek (2011). Following a brief description of the logistics and procedures of the groups, I'll describe why our writing consultants are so attracted to these writing-support experiences from a theoretical, administrative, and gut-level/experiential perspectives. I'll conclude by outlining our plans for research that we expect to both confirm and change the direction we are going.*

Section 27, Beaman 141 (ASC)  
Tutor Identities  
Chair, Brandon Hardy

Brandon Hardy, Middle Tennessee State University, "The Writing Center(ed) Self: A Geocritical Exploration of Peer Tutor Identities"

The active practice of peer tutoring provides substantial professional, personal, and academic development opportunities in which tutors train and utilize a variety of skillsets that will transfer to his or her career post-university, and these skills develop in response to a writing center's regional identity. If the writing center is a localized resource for writing assistance, then we must examine how location affects writing center communities in regions of the U.S. and abroad. Utilizing methods adopted from the Peer Writing Tutor Alumni Research Project, I will present findings of a study conducted with former and present peer tutors at the European University Viadrina (EUV) in Frankfurt (Oder), Germany, to illustrate the evolution of and the nexus between peer tutor identity and regional identity. My findings represent temporal and spatial implications of the writing center as a place whose meaning is designated by the region in which it occupies.

Karissa Wojcik, North Carolina State University, "Developing Your Consultant Identity"

How do we develop our consultant identity and what influences our consulting styles? As consultants, we are always growing, learning, and developing our skill set and knowledge, regardless of our level of experience. Consultants in the Graduate Writing Center and Writing and Speaking Tutorial Services at NC State University come from different educational, consultant, and cultural backgrounds. We are all able to help each other grow and develop as writers and consultants. To better support our university's diverse student population in the future, it is important to understand who we, the consultants, are. For this paper, I will conduct an autoethnography, as well as ethnographies of my fellow consultants to understand and appreciate how each of us is developing our consultant identity. I will analyze and explore what writing center literature says about identity construction in light of my own experiences and the experiences of the consultants in our centers.

Marshal Barth, Independent Scholar (NOTE: Formerly of the University of Louisiana at Lafayette), "Linguistic Identities and Linguistic Trust: An Approach to Consultation and to Tutor Training"

Our conference theme—Identities in Consultation—captures the promise, the danger, and the challenge of Writing Center work today. This presentation draws from theorist Stanley Fish's work on interpretive communities and from the urban literacy and multi-literacies work of contemporary educators such as Valerie Kinloch and David Kirkland in exploring how diverse linguistic identities, each knowledgeable in identity-based linguistic practices, can consult effectively by establishing what I call linguistic trust. Establishing a foundation of linguistic trust is an approach upon which we can both base our Centers' work and train consultants, and it is an approach whose benefits include ways of handling well-known and often encountered Writing Center problems, including producing better writers and not just better pieces of writing, working with students (and sometimes fellow educators) who mistake our Centers for

editing services, and handling the dreaded, ubiquitous question, “What grade would you give me on this?”

#### Section 28, Beaman 100 (CTL)

##### “Setting Standards in a Changing World: The Need for Dynamic ‘Best Practices’ Statements”

Sandee McGlaun and Rachel Barton, Roanoke College, Jennifer Koster and Annette Cashatt, Piedmont Virginia Community College, and Janet Hanks, New River Community College

In this interactive roundtable and workshop, three directors and three tutors will discuss the increasing pressure we face to validate our work and the challenges that accompany the push toward standardized assessments, reflecting specifically on the role played by institutional context (public or private, four-year or community college) as well as individual identity (director or tutor, peer or professional tutor). As an alternative to formal certification, we advocate developing multiple dynamic, responsive “hallmarks” lists describing best practices in writing center work. We invite participants to engage in a collaborative brainstorming session exploring these questions: What are the “hallmarks” of good writing center work? How do they shift, or not, with changing geographical, economic, technological, and/or institutional contexts? How might we build “hallmarks” statements describing best practices that resist codification and remain relevant in a changing world?

#### Section 29, Beaman 209

##### Tutor Training

Chair, Hillary Yeager

Hillary Yeager, Middle Tennessee State University, “Making it Work in the Center: Creating a Positive Work Environment for Writing Center Staff”

This presentation will examine employee-employer relationships and common staffing problems encountered within the work environment as a whole. Your assistants can make or break an effective and efficient writing center or studio. A staff of happy associates—happy in their job placement, with well-managed expectations, and a clear focus of their duties and job spectrum, is one of the fundamental keys in creating the best work and learning environment for students and staff.

Melissa Bird, Georgia State University, “Understanding First-Year Writers: How Community Outreach in High School Writing Centers Can Benefit a College Writing Tutor”

This presentation aims to discuss the mutually beneficial relationship between high school and college writing centers. As many first-year composition students often find it difficult to code switch from the formulaic writing prevalent in high school to a more reader-based approach in college, I have found outreach to high school writing centers beneficial to bridge this gap. Not only do I bring a more comprehensive understanding of the high school writing environment to these “new” students, but I also am able to bring college expectations to the high school student. This helps students begin “inventing the university” and acclimate themselves to a future writing environment. I will relate my own personal experience in this matter and will offer some techniques that I have found useful for approaching a first-year writing tutorial. Through understanding the high school writing environment, it is my hope that we can better serve the first-year demographic.

Kathy Garvin and Ametria Harrison, Converse College, “Strategies to Help Students with Learning Differences become Effective, Efficient Writers”

This presentation will focus on strategies Writing Center tutors can use to help students with learning differences become better writers. The presentation will discuss techniques used to raise a student’s self-esteem, elicit ideas, promote strong organizational skills and facilitate the development and structuring of college level writing pieces. Strategies such as listening for punctuation, role playing, and meaningfully relating a writing assignment to the student will be introduced, as well as practical ways to help a student identify grammatical patterns, and apply both visual and auditory techniques to identify underdeveloped writing segments and common grammatical errors. I will compare all student responses, explaining the implications of the tutors’ and student-writers’ evaluation apprehension and the balancing effect of enjoyment in the act of writing.

### 3:30-4:30 Workshops

#### Ezell 301--Developing and Supporting High School Writing Centers

Chair, Tom Brandt, SWCA Secondary Schools Representative, Berkeley Preparatory School, FL  
Tatiana Silvas, Middle Tennessee State University  
Sarah Esberger/Lando Carter, Central Magnet School, Murfreesboro, TN  
Patricia Denney, Lipscomb University  
Kelli Connors, Franklin Road Academy, Nashville, TN  
Carmen Watts, Hendersonville High School, TN

#### Beaman 141--WC Web Design

Chair, Caty Chapman, SWCA Outreach Coordinator, Middle Tennessee State University  
Brad Walker, Lipscomb University  
Kyle Gregory, Lipscomb University  
Chris Ervin, Western Kentucky University

#### Ezell 363--WC Assessment

Chair, Gary Jaeger, SWCA Tennessee State Representative, Vanderbilt University  
Kevin Dvorak, Nova Southeastern University  
Trixie Smith, Michigan State University  
Rusty Carpenter, Eastern Kentucky University

#### Swang 241--Tutoring the Creative Arts

Chair, Scott Whiddon, Chair, Transylvania University  
Emma Peterson, Lipscomb University  
Donika Ross, Vanderbilt University  
Karen Espenat, Lipscomb University

### 5:30-7:00 Reception, featuring The Arcadian Wild

#### 12th and Porter:

12th and Porter is a local venue where the food is good, and the music is better. One block from Broadway and only a short walk from the riverfront in downtown Nashville, 12th and Porter is located near the Gulch, and offers free parking to guests.

Both Bon Jovi and Neil Young have special Nashville appearances at 12th and Porter, and over the years, it has garnered a reputation of fostering and showcasing new talent. According to its website, "12th & Porter was recently voted by readers of the *Nashville Scene* as second only to the historic Ryman Auditorium as Nashville's best place to hear live music. 12th & Porter operates daily as Nashville's premiere label showcase venue as well as one of the most respected indie rock venues in the Southeast USA."

Aside from the good music and good times, 12th and Porter is a great place to spend an evening with friends, listening to music, eating pizza, and getting to know your writing center colleagues. A map to the venue is in the back of the program.

#### \* The Arcadian Wild:

In the fall of 2013, Lipscomb University students Sarah Wood, Everett Davis, and Lincoln Mick joined together to form The Arcadian Wild. With guitar, cello, and mandolin in hand, the three began composing a handful of original pieces, which they recently recorded and released as, *The Colorado EP*. The band has performed at a number of venues in the Nashville area and spent the summer out west on a tour through Colorado, Arizona, Wyoming, and California to promote their new EP. Since their return to Nashville, The Arcadian Wild have happily welcomed in Isaac Horn, who nicely rounds out the ensemble with his mature songwriting and exceptional instrumental prowess. This indie-folk foursome looks forward to the road ahead, with great excitement about the music they play, and great thankfulness for the people to whom the music connects them.



**Friday, February 20, 2015**

**7:30-4:30 Registration, Ezell Lobby**

**7:30-5:30 Sponsorship Fair, Ezell 147**

**8:00-9:00 Session F**

Section 30, Ezell 301--2016 SWCA Conference Interest Group

Facilitators, 2016 SWCA Conference Chair Eliot Rendleman, Georgia State University, and members of the SWCA Board

\* Eliot Rendleman, Ph.D., is director of the Writing Center at the Columbus State University. In the English department, he teaches a course in writing center theory and practice, courses in the professional writing program, and second-semester composition. Eliot coordinates writing across the discipline activities at Columbus State, including a competitive faculty writing fellowship, the Outstanding Teacher of Writing Award, and the Celebration of Student Writing. His publications discuss aspects of writing program and writing center administration, and these articles can be found in the online journal *Composition Forum* and in *Writing Lab Newsletter*. He is currently serving as the 2013-15 State Representative of Georgia.

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

**Section 31, Ezell 303**

**"Diversifying the Role of the Writing Center: Creating 'The Write Place' for Support of Contingent Faculty"**

Joy Santee, Stephanie Quinn, and Anita Leach, McKendree University

This workshop examines ways writing centers can support contingent faculty and argues that writing centers can make strategic improvements to writing programs and labor conditions by diversifying our missions to include support of contingent faculty. Participants will work in small groups to create action plans to support contingent faculty at their institutions by identifying conditions that enable or constrain support of contingent faculty and alliances that could be leveraged to gain funding. We will also help participants identify tracking measures for assessment, avenues of outreach, long-term goals, and strategies for overcoming challenges. Following small-group discussions, participants will share with the larger group their best ideas, biggest challenges, first steps, and long-term goals in using their Writing Center to support contingent faculty. Ultimately, what we hope will emerge is a discussion of how writing centers can use these strategies to become advocates for contingent faculty and agents for institutional change.

**Section 32, Ezell 336**

**Ideology and Writing Centers**

Chair, Jeff Cebulski

Jeff Cebulski, Jonathan Maxfield, Julia Reidy, Constance Briggs, and Carolyn Buonomo, Kennesaw State University, "Saving Sacred Sources: Guiding the Bible Belt Faithful toward Explanation and away from Proclamation"

Is it possible to have an academic tutorial discussion with a writer whose strong religious beliefs are part of the rhetoric? How does one teach such a student to use and cite a sacred text in a scholarly way? How can such a student be nurtured into explanation instead of proclamation? Panelists will initiate a discussion that shares ways to teach and guide students to craft an academic argument without disdaining religion and will discuss the types of assignments in which this issue arises, suggesting ways to encourage students to write from a religious perspective that acknowledges academic needs and contexts. Attendees will be offered helpful teaching/tutorial methods to assist students in understanding the use of sacred texts and testimony. Panelists will also identify databases and journals that model religious-based arguments.



Section 33, Swang Chapel, Ezell 241  
Regional and Global Identity  
Chair, Becky Butler

Becky Butler, University of North Carolina at Chapel Hill, "The Commodification of Southernness as Counter-Hegemonic Resistance"

By focusing on ideologies - or systems of ideas - we can understand how (1) ideological influences - particularly those regarding language normativity and globalization - affect the role of writing centers in the development of student writing, (2) Southern writing centers can construct a regional identity as a form of counter-hegemonic practice and (3) we can commodify and market this identity as one which affirms dialect differences. To do so, we must recognize that the regionality of the writing center is supremely relevant to the populations we serve and then problematize the notion of Southernness. We must reconceptualize Southern dialects not as substandard but as counter-standard. This can be accomplished in part by increasing staff and tutor understanding of linguistic patterns and reappropriating language norms. In so doing, we not only practice resistance but also support our local student populations.

Xiaobo Wang, Georgia State University, "Babel Building for World Citizens: A Cosmopolitan Perspective on Writing"

Tutoring and teaching in writing studios and classrooms should represent the trend of theory, research, pedagogy, and reflect and guide the practice of intercultural rhetoric and communication. The cosmopolitan ideal of education, aiming at the transformation of individuals to become world citizens that have the moral responsibility for oneself and others should be emphasized in textbooks and pedagogical design so as to help students to become genuine world citizens who can handle cultural conflicts and fulfill workplace tasks in the contemporary clashes of civilizations in the guise of globalization. However, when popular freshman composition and technical communication textbooks, contemporary pedagogies, and tutoring methodologies well serves their end, issues such as students' identities, world Englishes, English as a Lingua Franca, cultural literacy, and so on, are not fully recognized and stressed. The presenter, in the hope of globalizing writing programs and integrating students' identities, proposes a cosmopolitan methodology for the teaching and tutoring of writing, as well as the administration of writing programs.

Sarah Swofford, University of Michigan, "Language Ideologies in the Transition to College Writing: A Case Study of Southern Students"

This study responds to recent conversations in composition studies about the role of first-year composition courses (FYC) in the transition to college, and it offers a new perspective on how writing teachers respond to speakers of non-standard dialects in their FYC classes. Findings from a qualitative study of students from a South Carolina high school, all of whom stayed in-state for college reveal how the transition to college can be complicated by the ways that popular beliefs about their dialect of English mark these students as ill-educated or less intelligent—but more polite and pleasant—than their peers. Rather than feeling that they are being given the opportunity to acquire academic discourses, these students perceived they were asked to give up elements of their home discourses and identities. This research suggests that college instructors must be aware of the local language ideologies that students bring with them into writing classrooms.

Section 34, Beaman 141 (ASC)  
Client Identity  
Chair, Jennifer Marciniak

Chris Scheidler, University of Louisville, "Consulting Identities: The Role of Agency Lending and Student identity"

The connections between identity and writing have been well argued and researched. Given these connections: what role does writing center work have in the students' self-creation of their identities? This presentation explores the processes and values of how tutors lend their agency/(author)ity to students - empowering them to become the agentic authors of their identities.

Jennifer Marciniak, Berea College, "Exploring Reasons Why African American Students Might Hesitate to Work as Writing Center Consultants: A Study of Berea College"

This presentation explores the reasons why students who identify as African American do/do not apply for positions of writing center consultant at Berea College. In order to identify these reasons, students and faculty will be surveyed about perspectives on the value of writing, the value of peer writing consultation, and the perception of the writing center as a service. Survey outcomes will be explored in the presentation. I postulate that student survey results will point toward unfamiliarity with writing center work, to a certain extent; however, that will only be a small part of the students' derision. Results will hopefully not only benefit the center, but also other campus services that are also having problems recruiting African American student workers.

#### Section 35, Beaman 100 (CTL)

"Code-Meshing in Consultation: Are We Really Supporting Linguistic Diversity in our Southern Centers?"

Mandy Suhr-Sytsma, James Howard, and Lmiba Grbic, Emory University

In his keynote at SWCA 2014, Vershawn Ashanti Young inspired us to consider code-meshing (the meshing of multiple languages or dialects) as an often-highly-effective form of communication that we ought to study and support. Inspired by Young, the presenters of this workshop integrated code-meshing-based training into their staff's professional development program. During this workshop, the presenters will share their code-meshing-based training materials and reflect on the challenges tutors in their center faced when actually trying to practice code-meshing-based strategies. They'll also share the results of their research examining whether/how students at their university perceived the writing center to be supporting linguistic diversity. Participants in the workshop will also have ample time to share about a) how they have or could develop code-meshing-based staff training for their own centers and b) how they might articulate their mission of supporting linguistic diversity to constituents at their institutions.

#### Section 36, Beaman 209

"LGBTQI Consultant Identities and Performances in Writing Centers"

Rexford Rose, Kerri Bright Flinchbaugh, and Thomas Passwater, East Carolina University,

Writing Center (WC) research has addressed consultant roles and identities in many ways: social-interpersonal, peer-teacher, directive-non-directive, writer-consultant, active-passive. But, as "Rainbows In The Past Were Gay": LGBTQIA in the WC by Sloan and Rhin (2013) points out, there is a lack of serious scholarship into how LGBTQ identities affect consultant identities. This roundtable workshop will focus on how LGBTQ consultants define and describe the various construction(s) and performance(s) of their identities in WC consultations. We will use a demographic survey and audio recordings of participant interviews to collect the stories and experiences of several (five to seven) LGBTQ participants in a special interest group (SIG) at a professional writing center conference. We would like to invite you to join in on our conversation about this topic as well as explore other areas in which LGBTQ identities interact with dominant discourse so we can fill the gap in LGBTQ WC scholarship.

#### Section 37, Swang 108

Developing Identities

Chair, Lisa Marzano

Lisa Marzano, Palm Beach Atlantic University, "Imagined Communities: Training to Facilitate Citizenship"

Students come to work in writing centers from disparate geographical and cultural backgrounds. Part of the role of training is to help those students transition from the "outside" to citizens of not only the local writing center, but to see themselves as part of the bigger, imagined writing center community. This presentation focuses on a training process that helps students not only learn tutoring skills, but also to make that transition.

Amy Dennis, Eastfield College, "Re-Writing Oral Tradition: Bridging the Gap For Students Acclimated to the Crises of Poverty"

Despite financial circumstances, over 50% of low-income young adults will seek a post-secondary education at some point. Many of these tenacious learners struggle to acclimate to a print-based, achievement-based environment because they have not been raised in a culture that places trust or value in such systems. How can educators, tutors, and advisors meet impoverished students where they are and build mentor relationships in an effort to bridge the oral-to-print communication gap? This presentation offers nine specific strategies for tapping into the oral tradition in an effort to apply its strengths to print-based learning.

## 9:15-10:15 Session G

### Section 38, Ezell 303

#### “The Ripple Effect: Identity Negotiation for Writing Center and Consultants in Times of Change”

Nancy Reichert, Terry Carter, Katherine Taylor, and Cassie Race, Southern Polytechnic State University

The identity of writing centers as social structures has been created by perceptions concerning past histories, current trends, the institutions they serve, the students they serve, and the consultants who discuss texts with student writers. Using Peter J. Burke and Jan E. Stets’s perceptual model of identity theory, our roundtable examines the ways in which institutional changes in identity ripple down and affect change in identity for the writing center as it navigates fluctuations in student demographics and student needs. Presenters focus on perceptions of change in the identity of our writing center, how these perceptions may impact perceived identity roles and changes in purpose as ELL students and STEM students become the majority of our writing center users.

### Section 39, Ezell 336

#### Identities

Chair, Meredith McCarroll

Meredith McCarroll, Samuel Wilkes, Megan Brovan, Macara Oshida, Clemson University, “Writer Identity: How Race, Learning Style, Religion, and Discipline Inform Tutoring Sessions”

This panel explores the role of identity in the student writer’s perception of writing and tutoring. Four papers explore the roles of race, learning style, region, or discipline on writer identity. Based on research at Clemson University, Writing Fellows and Writing Center Director will explore the intersection of various markers of identity, offering practical approaches to working across identity markers—incorporating, rather than avoiding, areas of diversity.

Sarah Lingo, and Emma Briscoe, Virginia Tech, “Role Call: Regional Identity and the Writing Center”

As the diverse population of writing centers continues to expand, new educational communities emerge. Without the constraints of grading, consultants can help students who visit the center with understanding their developing writer identities. And, as the identities of the writers who come into the center are identified, explored, and navigated, so too are those identities of the consultants who work with them. This panel will address identities--those of consultants, clients, and entire writing centers--and how continually shifting client needs and expectations shape the role of a writing center within its community. The speakers will explore the roles of both students and consultants in the writing center and how their various place and spaces throughout academia affect relationships throughout.

### Featured Section 5, Swang Chapel, Ezell 241

#### “Recentering Multiliteracy Pedagogy: Access, Identities, and Literacies”

Russell Carpenter, Eastern Kentucky University, Sohui Lee, Stanford University, and David M. Sheridan, Michigan State University

\* Russell Carpenter is director of the Noel Studio for Academic Creativity and Program Director of the Minor in Applied Creative Thinking at Eastern Kentucky University where he is also Assistant Professor of English. He is President of the Southeastern Writing Center Association. Recent books include *The Routledge Reader on Writing Centers and New Media* with Sohui Lee and *Cases on Higher Education Spaces*. He is currently working on several book projects, including *Sustainable Learning Spaces* with

Dickie Selfe, Shawn Apostel, and Kristi Apostel, and co-editing a special issue of *Computers and Composition* on multiliteracy centers with Sohui Lee. He recently co-edited a special issue of *Praxis: A Writing Center Journal* on course-embedded writing support programs in writing centers with Scott Whiddon and Kevin Dvorak.

\* Sohui Lee received her B.A. in English at UCLA and M.A. and Ph.D. in English at Boston University. She worked several years as the Assistant and then Associate Director of the Hume Center of Writing and Speaking at Stanford University, and founded its Digital Media Program. Currently, Dr. Lee is a Lecturer and Course Coordinator of second year multimodal writing and communication at Stanford's Program in Writing and Rhetoric, where she has been teaching since 2001. Starting July 2015, she will be Assistant Professor and Faculty Director of the Writing and Multiliteracy Center at California State University, Channel Island. During the last five years, she has been researching and publishing in digital literacy, visual rhetoric and communication, and multimodal pedagogy as it relates to writing center and English studies. She is co-editor with Russell Carpenter of *The Routledge Reader on Writing Center and New Media* (2013) and her article "Situated Design for Multiliteracy Centers: A Rhetorical Approach to Visual Design" recently appeared in *SDC: A Journal of Multiliteracy and Innovation* (Fall 2014).

\* David M. Sheridan is an associate professor in Michigan State University's Residential College in the Arts and Humanities, where he directs the Language and Media Center. Recent publications include *The Available Means of Persuasion: Mapping a Theory and Pedagogy of Multimodal Public Rhetoric* (2012), co-authored with Jim Ridolfo and Anthony J. Michel, as well as articles in *Enculturation* and *Computers and Composition*. He co-edited, with James A. Inman, *Multiliteracy Centers: Writing Center Work, New Media, and Multimodal Rhetoric* (2010).

*What does it mean for a writing center to be a multiliteracy center serving a diverse population of students? The speakers in this panel argue that multiliteracy centers must be more than writing centers with technology. Speaker one uses survey data in a multimedia composition course to suggest ways that multiliteracy centers reimagine our centers as Daniel Anderson's multimedia "construction site." Speaker two explores what multiliteracy centers might learn from gaining a better understanding of first-generation students' familiarity with technology. Finally, speaker three draws upon Ernest Morrell's work on "critical media pedagogy" to show how multiliteracy centers can move beyond academic and alphabetic literacies to the inclusion of nonschool literacies that are often multimodal.*

Section 40, Beaman 141 (ASC)  
Tutoring Specific Populations  
Chair, Kara Wilson

Kara Wilson and Ariana Yeatts-Lonske, Vanderbilt University, "Updating the Discussion on Gender in the Writing Center"

This presentation explores the effects of gender in the writing center from both the clients' and the consultants' perspectives. The panelists will discuss gender correlations in the comment section of post-session evaluations as well as findings from interviews with fellow practitioners, then present ideas for navigating the effects of gender on sessions.

Elbert Liang and Emily Li, Emory University, "Working Across Socio-Economic Backgrounds"

As writing centers become increasingly popular in the United States, they must now cater to a more diverse demographic and take into account the role socio-economic factors play in both the development and structure of writing centers. The presenters will share the results of their research that focuses on the various structures writing centers employ in high schools across the state of Georgia as it relates to socio-economic diversity. They will engage attendees in discussing the role that socio-economic factors have on high school education, how this manifests itself in the structure of a writing center, and various socially conscious strategies that writing centers have employed in the past or can employ in the future.

Section 41, Beaman 100 (CTL)

“Alternative Approaches to Collaboration and Assessment Practices that Value Diversity”

Katie Garahan, Prabin Lama, and Alexis Priestley, Virginia Tech Polytechnic Institute and State University

Historically, the terms diversity and difference have been part of conversations about writing center theory and practice. As tutors work with a growing population of non-mainstream students, scholars have questioned the belief that writing center tutorials are collaborative and non-authoritative. They have suggested that tutors, who are mostly mainstream students, serve as ‘gatekeepers’ and impose literacy standards on non-mainstream students. Similarly, as writing center tutors work with a growing number of students from different disciplines and language-learning backgrounds, scholars need to account for the intellectual diversity of tutors during assessing to give a more comprehensive view of writing center tutorials. This panel builds on this conversation and outlines how traditional writing center theoretical and methodological approaches work to universalize, not erase, difference. By focusing on both tutor-client and center-institution collaboration as well as assessment, the panel will explore possible alternative approaches that can help writing centers recognize, value, and respect the views of the diverse student body it serves.

Section 42, Beaman 209

Tutoring and Multimodality

Chair, James Truman

Margaret Swezey, Duke University, “Preparing Tutors for Sessions on Multimodal Compositions”

At Duke University, faculty increasingly incorporates multimedia composition assignments into their classes. How can we best prepare tutors to work effectively with writers on these new kinds of compositions? This talk will discuss methods applied in a tutor training course in which students read scholarship on multimodal compositions, which provided a theoretical framework for their work as readers, composers, and tutors of these new modes. They also engaged with online resources relating to multimedia composing, and created their own multimodal projects on a topic of their choosing involving multimodality and writing or tutoring. Furthermore, after first tutoring writers on a traditional paper, they adapted their tutoring practices to tutor each other on their multimodal projects, gaining practical experience in tutoring writers working on new media compositions.

Jasna Shannon, Coker College, “Teaching students to see; using art to improve observation skills in writing”

In the age of the digital revolution, prolonged observation is not rewarded and students of traditional college age have rarely had the opportunity or the reason to observe deeply and to consider thoroughly. Students need to learn the difference between seeing and looking, and take time to truly perceive details and think critically, without any distractions that social media imposes. By creating specific situations and engaging our students in deliberate assignments, and giving them opportunities to slow down and become skeptical of social media’s surface appearance and instant search results, and actually see, they will experience critical thinking and writing on a much deeper level. This presentation will explore ways to promote observation skills in a composition class as well as the writing center.

James Truman, Auburn University, “ePortfolios, Reflective Practice, and Multimodal Consultant Training”

This paper describes how we are using ePortfolios in our consultant training to develop our staff’s skills for supporting multimodal projects. Each staff member will design and build an individual ePortfolio in weekly workshops across the semester; through that process, we will move organically from reflective critical thinking about writing center pedagogy (which we already do) to a broader engagement with visual and digital media.

Section 43, Swang 108

Writing Apprehension and Learning Differences

Chair, Jane B. Smith

Lindsey Chiles, Winthrop University, "Confessions of an Anxious Tutor: An Exploration of the Effect of the Tutor's Writing Anxiety on Writing Tutorials"

Since Daly and Miller's groundbreaking research, writing apprehension has become a major issue in the field of Composition and Rhetoric; however, too often it is approached only as though it is an issue for the struggling writer. Writing apprehension can, and does, affect many writing tutors as well. My paper addresses this issue by expanding upon the work of Wendy Bishop and explores the issue of writing apprehension as experienced by tutors. Specifically in my project, I will be looking at the ways in which tutors handle stress that results from writing assignments and how they react to their writing apprehension. Further, I will detail how these methods and techniques they have acquired in reaction to any writing oriented stress affects their tutoring. I argue that tutors' experiences with writing apprehension have a profound effect on the formation of their identities as tutors, and that they use many of the same creative methods in their tutoring sessions that they use to combat their own writing apprehension. In conclusion, this paper, by examining the issue of writing apprehension from the perspective of the tutor, provides greater knowledge of how writing apprehension can affect tutorials. Such knowledge will help tutors prevent writing apprehension from impacting their tutorials negatively, but it will also allow tutors to share with the students their methods for dealing with writing apprehension. This study will prove that for tutors, writing apprehension does not have to be a detrimental barrier to their tutoring, but instead can be a beneficial tool used for the betterment of their tutorials.

Jane B. Smith, Winthrop University, "Differentiating Among Types of Writing Apprehension in Writing Center Tutors and Their Student-Clients"

Laura J. Solomon and Esther D. Rothblum cite studies suggesting that 95% of college students procrastinate, and 46% of the students they surveyed procrastinated when writing papers. For four years, I have administered the Daly-Miller Writing Apprehension Test to tutor-interns. They are surprised when their scores reveal low or moderate apprehension. While their results suggest some evaluation apprehension, responses showing enjoyment in writing itself balance this. Their evaluation anxiety parallels Solomon and Rothblum's results: 49% of the students surveyed procrastinated because they feared failure. To discover if "last minute" students have these fears, I tested 42 students (not tutors). Most scored in the "moderate anxiety" category, but a few were low apprehensives; several were high. However, very few expressed engagement with writing.

Laurie Hilburn, Winthrop University, "Disabled but Able: Assisting Students with Disabilities in the Writing Center"

Students with learning disabilities are not always obvious; learning disabilities often are invisible, manifesting as cognitive problems, as seen with attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), dyslexia, or dysgraphia. There even exist students with learning disabilities that are not clearly defined, placed in an "Other" category. A lack of communication between a learning disabled student and a tutor can lead to problems in writing centers; learning disabled students do not want to draw attention to unseen impediments, yet still have accommodations that need to be met. The purpose of the writing center is to help students improve not only his or her writing assignment but writing ability as well. This message needs to be shared without bias to all students that come to the center, while equally taking into account individuality and the special needs that some students may require.

10:30-11:30—State Meetings

Alabama, Ezell 301

Florida, Ezell 303

Georgia, Ezell 336

Kentucky, Ezell 241

Mississippi, Beaman 141

North Carolina, Beaman 100

South Carolina, Beaman 209

Tennessee, Allen Arena, Hall of Fame Room

Virginia, Swang 108

## 11:45-1:15 Keynote Lunch, McQuiddy Gym

### 1:30-2:00

Google Hangout with Joanna Wolfe, Ezell 301



Facilitator, Brandon Hardy, Middle Tennessee State University

Dr. Wolfe will answer questions and discuss her keynote talk with participants both in the session and online.

Poster Session, Ezell Lobby

Ariel Slotter, Shippensburg University, "Can You Motivate Tutors to be Successful?"

Megan Starling, Central Magnet School, Murfreesboro, Tennessee, "Come to the Writing Lab: Our Use of Media and Advertising"

Snack Break, Ezell Lobby

### 2:15-3:15 Session H

Section 44, Ezell 301--*Southern Discourse* informational session

Facilitator, Sara Littlejohn

*Southern Discourse in the Center* Editor Sarah Littlejohn will lead a discussion for those interested in publishing writing center scholarship,

Section 45, Ezell 303

"Identities in Consultation and Construction: Community Building and the Creation of Identity in the Writing Center"

Brandy Grabow, Kimberly Lilienthal, and Brooke Wilner, North Carolina State University

This panel explores Mobius strip of community building and identity construction in a writing center from administrative and consultant perspectives. The writing center administrator will discuss the challenge of purposeful community development within the center. Consultant perspectives come from an established, thriving undergraduate writing center, and from a fledgling, growing graduate writing center.

Section 46, Ezell 336

Embedded Tutoring

Chair, Meagan McManus

Sarah Page, Julie Barcroft, and Evans Jarnefeldt, Chattanooga State Community College,

"Experimentation and Collaboration: Bringing Writing Center Tutors into the Classroom"

A panel presentation on how Chattanooga State Community College's Theater Department and Writing Center collaborated to bring tutors into classrooms to assist students with writing across the curriculum. The aim is to help instructors create better writing-related assignments, and then help their students by bringing direct writing instruction and tutoring to the classroom. Two writing center faculty tutors and a theater professor will discuss why they decided to collaborate, the process and stages of their collaboration, the successes and failures in the classroom, and their plans to continue to improve interdisciplinary writing and tutoring in the classroom.

Meagan McManus, Jenna Caviezel, Wes Spratlin, Paige Hendrickson, and Nicholas Bush, Motlow State Community College, "De-centering the Writing Center and Expanding into the Co-requisite Classroom"

At the urging of the Tennessee Board of Regents, Tennessee community colleges are moving toward a co-requisite Learning Support model. What role will writing centers play in this new composition classroom? How will tutors interact with instructors and developmental students to help them internalize good writing practices? And while doing so, how can writing centers continue to avoid the stigma of remediation we've worked so hard to shed?

With the ever-evolving identity of the writing center, we have a potential role in future Learning Support classrooms. By embedding the writing center tutor into the co-requisite Learning Support model, the tutor provides these students with a different, more personalized learning experience. We plan to “de-center” and integrate the writing center into the co-requisite Learning Support classroom, discuss the successes and failures of our initial pilot, and analyze our simultaneous attempts to revive our institution’s defunct Writing Center.

*Featured Section 6, Swang Chapel, Ezell 241  
High School Writing Centers  
Chair, Sarah Esberger*

\* Sarah Esberger holds a B.A. in English from Rhodes College and a M.A. in English from MTSU. While at MTSU, she worked alongside Lando Carter as a writing assistant in the University Writing Center. After graduating, she returned to working as a high school English teacher in Rutherford County Schools. Inspired by her experiences at MTSU, she often advocated for writing centers at the high school level. It was not until she and Lando Carter reunited as English faculty at Central Magnet School in Murfreesboro, TN, however, that the two were given the opportunity to bring their dream of a high school writing lab to life. The Central Magnet Writing Lab is currently in its first year of operation with a staff of around twenty students, and Sarah Esberger and Lando Carter serve as instructors for the course and co-directors.

\* Lando Carter is a Rutherford County teacher at Central Magnet School. He teaches senior English and Creative Writing and is also the co-director of the new Central Magnet Writing Lab along with Sarah Esberger. Lando is a Middle Tennessee State University graduate and is currently studying writing assessment and school improvement as a member of MTSU’s new Ed.D. cohort program.

\* Caroline Swanson received her B.A from Clemson University in English with a focus in Writing and Publication Studies in 2013. She is currently a graduate student in English at Clemson University with interests in 20<sup>th</sup> Century British Literature as well as interwar and post war fiction. She is a graduate assistant in the Writing Center, working as a tutor for a range of students including undergraduates and graduates. She has worked as a private tutor for middle and high school students for over ten years, and is training to begin teaching Freshman Composition at Clemson in the fall of 2015.

*Lando Carter, Central Magnet School, “The Central Magnet Writing Lab: Why Students Visit and Keep Coming Back”*

*Central Magnet School is an outlier. We have a unique and diverse population funneled into one demographic: high achieving students. The best and brightest in Rutherford County attend Central regardless of socio-economic status, zoning, or racial and ethnic backgrounds. Even though Central has a rich diversity within its student body, our school combats an often crippling stigma. At schools like Central, a temptation exists to succumb to the myth that we do not need or cannot experience improvement. Sarah Esberger and I decided to debunk this myth by creating a writing center at an award-winning STEM school.*

*In this presentation, I will reveal how we blend highly effective schools philosophy with foundational writing center principles. I will open our appointment book and showcase our statistics to reveal why hundreds of our diverse students visit the Central Magnet Writing Lab, what they desire to learn, and why they keep coming back.*

*Sarah Esberger, Central Magnet School, “Tennessee’s RTI<sup>2</sup> Mandate: Transforming a Problematic Reform into an Opportunity for High School Writing Centers”*

*This presentation will review Tennessee’s mandate for the implementation of Response to Remediation and Instruction (RTI<sup>2</sup>) in all public schools. Looking at particular schools in Rutherford County as examples, it will highlight some of the problems schools are having with meeting this mandate, including staffing and scheduling. More importantly, however, this presentation will show the negative effects of labeling students in need of remediation on their self-efficacy in English*



*Language Arts (ELA) skills and primarily focusing on student weaknesses. Despite these negatives, RTI<sup>2</sup> may provide time, space, and resources for beginning high school writing centers in Tennessee. These centers could, in turn, address the flaws of RTI<sup>2</sup> by providing student-focused differentiated instruction to all student writers, not just those deemed deficient.*

**Caroline Swanson**, Clemson University, “Marking the Path: The Transition from Common Core to College Writing”

*The Common Core State Standards have currently been adopted by forty-three states, as well as the District of Columbia. All incoming freshmen after 2014 will have been taught under Common Core standards for the entirety of their high school careers. It follows that to effectively transition freshman from high school writing standards to college standards, teachers and writing center tutors must have an understanding of what students have learned thus far in their academic careers. While there is much information on educating high school students using Common Core, as well as information on helping freshman adjust to the expectations of college, there is very little literature that links the two together. Training teachers and tutors to build upon Common Core standards and to use the familiar language of Common Core to talk to students about writing will help freshman more seamlessly transition to the standards of college writing.*

Section 47, Beaman 141 (ASC)

“The Stigmatization of ADHD in the Writing Center”

Chair, Julie Wilson

Taylor Huntley, Warren Wilson College, “Any Process is Good Process: Improving Tutor-Writer Learning Using Experiential Learning Practices”

The peer tutor in the writing center is given the unique opportunity to foster their own learning while facilitating the same kind of learning in writers whom they tutor. Using a model of the experiential learning process, I have been working to examine the most powerful way for this learning to take place for both peer tutor and writer. A particular aspect of this examination was the ability of tutors and writers to tailor writing center sessions in order to accommodate and understand unique and diverse writing processes. The goal of this presentation is for peer tutors to begin understanding writing processes that are different from their own and be able to facilitate writers’ individual enlightenment of their own process. My hope is that the writers who visit our centers will be empowered to become self-directed learners with a definitive ownership and understanding of their own writing—and therefore learning—process.

Rebecca Johnson, Warren Wilson College, “Applying Freire’s Generative Themes to Tutoring”

This presentation applies Freire’s concept of generative themes to writing center tutoring as a means of helping students discover agency through their writing. We live in a society in which students are required to learn into a set curriculum as opposed to learning through a curriculum. Conventional educational curricula leave little room for students to explore their interests or the interests of communities they may belong to or care about. In *Pedagogy of the Oppressed*, however, Freire outlines a method by which teachers can draw out students’ generative themes, those concepts (for Freire, connected with social and environmental justice) that matter to them and to their communities. I will model how we can use this method during tutoring, working with students to critically analyze course material and name the themes within that material that they find generative. This process can give writers voice and allow them to enter broader conversations.

Savannah Stark, Warren Wilson College, “The Stigmatization of ADHD in the Writing Center”

The peer tutor will explore the connection of ADHD stigma to Writing Center tutoring. Preliminary research results from interviews conducted with Writing Center tutors and students with ADHD will be presented, and implications of the research will be analyzed. Using the research, the tutor will make recommendations for tutoring strategies and approaches to appointments with writers with attentional difficulties. The use of experiential learning, as a way to reflect on successful tutoring strategies, will be incorporated as a framework for tutors working with writers with learning difficulties.

Section 48, Beaman 100 (CTL)

“Against the Ghosts of Tiger Mothers and Chulitas: Building Visibility of Subtle Values in Writing by Chinese and Spanish-speaking International Students” Vanessa Nelsen, Emory University  
Native Chinese and native Spanish speaking multi-language learners comprise the majority of the international student body on college campuses within the United States. Many educators lack cultural and linguistic familiarity with writing concerns particular to these student populations. Feedback on student evaluations often intersects with systemic institutional blind spots. Through identifying higher and lower order writing choices specific to American, Chinese, and Spanish cultures, workshop participants will increase their capacity to address cross-cultural writing. Whereas writing centers emphasize non-directive pedagogical methods, foreign language instructional methodology prioritizes pattern-identification and modeling in order to correct multi-language learners. This workshop asks: Do international student concerns necessitate a blended pedagogical approach? How do we integrate diverse instructional methods into instructional practices at Writing Centers democratically? To respond here, we will examine concrete examples taken from native Chinese and native Spanish speaking patterns of rhetoric, style, and vocabulary.

Section 49, Beaman 209

“The Writing Center as Transfer Hub”

Margaret Stahr and Anna Fields, Catawba College

In this roundtable, Writing Center peer tutors will briefly explain some key tenets of “transfer”-related research. They will then ask participants to imagine how Writing Centers might serve as “hubs” for transfer and related writing behaviors. The session will end with results from preliminary research about whether and how the Catawba College Writing Center helps facilitate transfer.

Section 50, Swang 108

Adult and Online Clients

Chair, Emily Cosgrove

Emily Cosgrove, Wallace Community College, “Y’all Aren’t All the Same Age, Are Y’all? Incorporating Adult Learning Methods into Writing Center Tutor Training Programs”

While often categorized as adult or nontraditional students, the return or admittance of adults to higher education programs has continued to rise over the last several years to the extent that at some point adult learners might become the new normal in our colleges, universities, and writing centers (Casselman; “Yesterday’s Nontraditional Student”). As either returning or first-time students in higher education settings, these adult students bring both unique perspectives and experiences to their academic work, as well as challenge longstanding beliefs and practices of pedagogy and instruction. Through this presentation, participants will learn about andragogy (Knowles 351) and other basic adult learning principles, consider how their approaches to either clients, fellow tutors, or administrators who are older or younger than them might be affected by the varying ages of their counterparts, and learn strategies to effectively implement discussed approaches into both tutor training programs and individual sessions with adult learners.

Sarah Newman, Wallace Community College, “Not Enough Time in the Day: Boundaries and Solutions for Adult Learners Utilizing Writing Centers”

Adult learners are busy with responsibilities. Many have full-time jobs, multiple children, and are going to college full-time. Time is precious for adult learners. When they have worked an eight-hour day, fed their children supper, and begin their essay for homework, the last thing on adult learners’ minds is the writing center. Writing centers are useful tools for adult learners, but they require extra time. What happens when adult learners feel there is just not enough time in their day to attend a writing center session? Sadly, many abandon writing centers, the revision process, and choose procrastination instead. What strategies can writing centers utilize to help time-constrained adult learners? The Center of Writing and Writing Instruction has found that required visits encourage busy adult learners to utilize our services; however, the Center is considering online tutoring and increased hours in order to better serve our student populace in the future.

Elise Dixon, Ohio University, “The (Online) Idea(s) of the Writing Center: Revisiting a Quieted Conversation”

This presentation explores the question of why, despite a growing number of online distance users in the U.S., writing center directors and scholars seem hesitant to incorporate online synchronous tutorials into their centers. Scholarship suggests that student-centeredness is the crux of the writing center, and yet many writing centers relegate their online tutorials to an email inbox instead of to more student-friendly tutoring technologies like Google Hangouts. Indeed, inexpensive synchronous online tutoring options are available, but much literature on the subject often denigrates it as inferior to the organic, collaborative face-to-face session. Limiting ourselves to what most resembles traditional values leaves little room for considering the future of the writing center. The writing center must now evolve to incorporate the various transformations that technology can provide. Before this can be done, writing center scholars and directors should consider how and where some traditional scholarship no longer fulfills the needs of the center, specifically regarding online technology.

### **3:30-4:30 Workshops**

Ezell 301--Developing and Supporting High School Writing Centers, Ezell 301

Chair, Tom Brandt, SWCA Secondary Schools Representative, Berkeley Preparatory School, FL  
Tatiana Silvas, Middle Tennessee State University  
Sarah Esberger/Lando Carter, Central Magnet School, Murfreesboro, TN  
Patricia Denney, Lipscomb University  
Kelli Connors, Franklin Road Academy, Nashville, TN  
Carmen Watts, Hendersonville High School, TN

Ezell 303--*Southern Discourse*, "Pitch Your Project" (specifically for undergraduate and graduate-level research)

Chair, Rachel Robinson, Incoming SWCA North Carolina State Representative, Appalachian State University

Sara Littlejohn, Editor, *SDC*, UNC-Greensboro  
Joanna Wolfe, Carnegie Mellon University  
Brandy Grabow, North Carolina State University  
Cole Bennett, Abilene Christian University

Ezell 336--Working with English Language Learners and Non-Native Speakers

Chair, Katie Sealy, SWCA 2015 Conference Co-Chair, Lipscomb University  
Shanti Bruce, Nova Southeastern University  
Bethy Butler, English for Academic Purposes, Lipscomb University  
Todd Beard, English for Academic Purposes, Lipscomb University  
Brad Walker, Lipscomb University  
Kelly Kidder, Lipscomb University

Free Night: Enjoy Nashville!

Because Nashville is such a dynamic city with venues for every interest, your friends at the Writing Studio at Lipscomb University and the Middle Tennessee Writing Center Collaborative want to invite you to explore the city on Friday evening, February 20. To prepare for your outing, we have an information table for visitors who would like advice or suggestions about how to spend your limited time in Music City. Also, if you have questions, ask anyone wearing a purple hoodie.

**Saturday, February 21, 2015**

**7:30-11:30 Registration, Ezell Lobby**

**7:30-12:30 Sponsorship Fair, Ezell 147**

**8:00-10:30 Executive Board Meeting, Hall of Fame Room, Allen Arena**  
For 2015-2016 Board Members

## 8:00-9:00 Session I

Section 51, Ezell 301

“The Writing Center and the New, New South: Responding to Shifting Identities and Changing Demographics of Student Populations”

Carrah Royal and Robin Greene, Methodist University

Like many colleges in the South, Methodist University, originally founded as a small, regional, liberal arts institution designed to educate a homogeneous residential population of traditional undergraduates, has now become a booming, diversely-populated university.

After providing a historical overview that highlights demographic shifts, we will use our home institution writing center as a model to discuss the needs of five sample student sub-groups—veterans and active-duty military students, international students, disabled and special-needs students, student athletes, and non-traditional graduate students—and to discuss the challenges these groups present. We’ll break into five small groups to identify strategies for successfully dealing with these challenges, each group focusing on a different student population. Attendees will be encouraged to move from group to group.

At the end of the presentation, we’ll share our challenges and strategies, and an email list will be created so that the group can continue to network.

Section 52, Ezell 303

Assessment Practices

Chair, Elaine Day

Elaine Day, Katie Vann, Ethan Moore, Clemson University, “Assessing Assessment: The Impact of Writing Assessment on Assessors and the Assessed (or Where Does the Writing Center Fit In?)”

The papers in this panel work to understand the role of the Writing Center in the contentious context of writing assessment. Exploring the impact of grading on students in writing intensive courses and the SAT Writing Section on university commitment to writing instruction, panelists use a critical lens to consider the uses and abuses of grading and testing. Looking more broadly at the assessment of writing, another panelist asserts that the Writing Center is a productive point of intersection and communication about writing and assessment.

Robert Lang and Laura Mercer-Bourne, Shaw University, “What We Actually Do: Shaw University’s Assessment Practices”

In an age where more concrete “proof” of the efficacy of the work we do in writing centers is demanded from administration and sources of funding, the Shaw University Writing Center has implemented a variety of assessment practices—both qualitative and quantitative—that provide a greater insight into our actual impact on our unique student body. Aligning our center’s practices with those of others that have taken a more quantitative approach, we conduct written pre/post-tests using a rubric that has undergone reliability testing, portfolio evaluations that also use a rubric, grammar pre/post-tests, surveys, as well as a method of assessing a student’s ability to demonstrate the primary skill modeled and practiced during a consultation. This presentation will discuss the results of our practices and provide a space for examining the merits and possible revisions of these methods for our center and others.

Section 53, Ezell 336

Research and Writing Centers

Chair, Elizabeth McCormick

Elizabeth McCormick and Sarah Newman, Wallace Community College, “Improving Best Practices for Developmental English Students Through Qualitative Research”

Writing center pedagogy stresses the importance of making consultations simultaneously directive and non-directive based on the student’s needs (Brooks 132; Burns, Shamon 142); however, too little research has neither explored the impact of directive and non-directive tutoring on developmental English students at the community college level, nor how these research findings might affect tutor training for consultants working with this population. This panel will discuss a study they conducted to address these issues, including their data collection and qualitative research procedures employed for

identifying which parts of directive and non-directive tutoring affect this population at their institution, and how these findings impact their tutor training practices.

Alexis Poe Davis, Jenny Hall, Emily Shaw, Kierston Matheson, Jessica Kennedy, and Caley Breese, University of Mount Olive, “We Can Do It!: Undergraduate Research in a Writing Center Context”  
Peer Writing Coaches, as we call them at the University of Mount Olive, engaged in research in the UMO Writing Center; all research projects were designed to gather data to be utilized in the assessment and provision of services for both students and faculty. Breese and Kennedy surveyed faculty to gauge their usage of the Center for themselves and for their students. Hall identified a small pool of students who agreed to share their work when they first came to the Center and the work they turned in to professors; Hall then analyzed the differences in the writing and surveyed students to gauge their perceptions on why their work changed. Shaw and Matheson asked Coaches to track what students thought they needed help with and what the Coach actually helped them with, in order to determine any gaps between perception and reality of writing needs.

Section 54, Swang Chapel, Ezell 241  
Writing Center Histories  
Chair, Jennifer Forsthoefel

Cristin Busser, Roger Austin, and Pam Logan, Georgia State University, “Not So Fast: Archiving the Lab’s Past for the Studio’s Future”

In this presentation, panelists will discuss the results of uncovering Georgia State University’s writing center history. Presenter one will discuss the process of archiving thirty years of writing center history, collected in the form of agendas, emails, training manuals, statewide examinations etc. Drawing from several years of untapped online demographic data, tutee survey responses, and tutor reports, presenter two will show how the narrative woven by a center’s digital past can impart lessons for the center’s holistic future. Finally, presenter three will provide implications changing in staffing, budget, and leadership have on developing writing center research, and how understanding these changes can lead to more effective strategies in the future. Together, this panel argues for the value in collecting and archiving a thorough writing center history that can be accessed and sustained when and wherever the field finds itself in the future.

Jennifer Forsthoefel, Georgia State University, “The Changing Student Body: Looking to Writing Center History to Explore Future Contributions”

Both Women’s Studies programs and writing centers were initially implemented into the university due to emerging educational communities and their developing identities that resulted from shifts in demographics and new education standards. What happens when we look to writing center history to engage with current changes in the university student body? I explore how the intellectual histories of Writing Center Studies and other interdisciplinary spaces initially founded to address new student populations meet each other. These intersections influence future theory and the professional identity of Writing Center Studies in the 21st century. This presentation describes the historic and current boundaries of our field, as well as others (Rhetoric and Composition, Women’s Studies), with the goal of better seeing the objects of study most visible and critical in each, and making suggestions for how to go beyond the gates and doors of each field, pushing us into new territory.

Section 55, Beaman 141 (ASC)

“English Learners in the Writing Center: Practical Strategies from the Field of Second Language Acquisition”

Kristie Kannalev, University of South Carolina

This workshop presents practical strategies for working with English language learners that are rooted in theories of second language acquisition yet accessible to a general audience of tutors. Specifically, it addresses techniques, such as recasting, to help language learners without simply proofreading essays for grammatical errors. Common second language learner concerns, such as the exclusion of determiners (the, an, a), the construction of confusing syntactic structures, and the resistance to making direct claims, will be addressed. With the incorporation of strategies for both higher and lower order concerns, this workshop serves as a seminar for tutors interested in learning how to answer the

questions of English language learners through a combination of lecture and simulations that are relevant to the writing center environment.

Section 56, Beaman 100 (CTL)

“Bridging the Technology Gap with Adult Learners at Columbia Southern University”

Dana Matthews, Columbia Southern University,

Adults who are returning to school to finish their degrees are having to cope with technology. Yet much of what they are doing in their coursework involves technology-based tools. Not only are students having to make sure they can write essays, reports, and research papers in grammatically correct English, they are also needing to be proficient in the use of software programs such as Microsoft Word. The Columbia Southern University Writing Center seeks to instruct and assist adult students through web-based venues to improve their writing skills and to aid in the use of writing software. Over time, the CSU Writing Center has surveyed students and tested varying types of instruction to ascertain what best fits the students’ learning needs. Tools and strategies have been developed to provide writing and limited technical support to adult learners. These strategies can be integrated into a variety of instructional settings to improve the overall success of students.

Section 57, Beaman 209

“He? She? They? Gender Identity in the Writing Center”

Bailey McAlister, Kelsey Medlin, and Maggie Johnson, Kennesaw State University

Because of the personal nature of writing, coming to the Writing Center can be a struggle for many students. As Writing Center professionals, we have the important job of cultivating a welcoming environment for students to feel comfortable bringing us their writing. This responsibility includes referring to people appropriately, being educated about diverse genders, and receiving uncommon genders with an open mind. Join us as we discuss appropriate behavior, common assumptions and mistakes, and how to handle the situations when gender issues arise while still maintaining the positive, safe environment of the Writing Center.

Section 58, Swang 108

Research and Development

Chair, Mina Ivanova

Ruth Johnson, Jamie McClure, Imani Young Bey, and Meiqing Xiong, Agnes Scott College,

“Undergraduate Journals and the Writing Center”

In the spirit of the 2015 SWCA Conference theme, Identities in Consultation: Diversity in the South and Beyond, we intend to analyze the potential impact of the launch of an undergraduate interdisciplinary journal by the Center for Writing and Speaking (CWS) at Agnes Scott College. We are interested in assessing how this project would affect the CWS’s identity and position on campus with respect to and in consultation with students, faculty and administrators. In addition, we will evaluate the process of establishing an undergraduate journal on a college campus by highlighting the administrative and distributive challenges and interactions with other modes of campus publications. Our data will come from surveys and interviews. We expect that the establishment of the undergraduate journal would raise the academic and administrative profile of our already well-utilized Center and solidify the Center’s role as an essential part of the campus community.

Solomohn Ennis-Klyczek, Eastern Illinois University, and John Adam Klyczek, Lake Land College,

“Andragogical Regionalism in the Writing Center”

Research has shown that poor confidence and personal disconnection from a discourse community will handicap student reading comprehension and writing ability.

It is our opinion, therefore, that student writing experiences can be improved at the Writing Center by incorporating Yvette Jackson’s Pedagogy of Confidence, Urie Bronfenbrenner’s Ecological Theory of Development, Dr. Carol D. Lee’s Cultural Modeling Example, and Place-Based Education Methodology. Aggregating psychosocial science theories that build self-confidence and greater self/social-awareness, our andragogical-methodological amalgam re-configures the academic discourse(s) and establishes

connections with students' cultures and communities while welcoming and challenging students to explore and cultivate the mores of academic discourse(s).

Heather Blain Vorhies, University of North Carolina at Charlotte, "Graduate-Level Disciplinary Writing and the Writing Center"

How can writing centers provide effective disciplinary writing consultation when universities are fractured into countless disciplines and sub-disciplines? And as many writing centers are called to work with increasing numbers of graduate students, how can writing centers augment their tutor training? This presentation suggests ways for the complementary use of activity theory and English for Specific Purposes/English for Academic Purposes to help graduate students better understand discipline-specific and department-specific writing.

### **9:15-10:15 Session J**

Section 59, Ezell 301

"Regional Institution, Diverse Population: The Common Ground of Georgia Tech's Communication Center"

Noah Mass, Sara Miller, Joy Bracewell, and Judy Cho, Georgia Institute of Technology

At Georgia Institute of Technology, our students come from a diversity of backgrounds, yet the city of Atlanta, Georgia and the Georgia Tech campus, work to "ground" those students in common geographical spaces. Two of our ongoing research projects at the center focus on the ways in which writing center spaces serve to bring diverse populations together and provide those students with a sense of common purpose. Research Coordinator of the Communication Center Noah Mass, along with undergraduate research assistant Sara Miller, will discuss their upcoming project, "Professional Tutoring Centers and Scientific Writing." Assistant Director of the Communication Center Joy Bracewell, along with undergraduate research assistant Judy Cho, will discuss their project, "Nonverbal Communication in Tutoring International Students." These research studies share a common theme: how our Communication Center functions to address the specific communication needs of diverse populations within the increasingly international city of Atlanta, Georgia.

Section 60, Ezell 303

Tutor Preparedness  
Chair, Deborah Reese

Ashwini Joshi, Gabriel Lazarus, and David Shuck, Vanderbilt University, "Preparedness in Writing Center Hospitality"

This panel seeks to explore best practices for preparing before a session, based upon consultant and client feedback. We aim to promote discussion about what it means for a tutor to be "prepared" for a session at both an academic and interpersonal level. Our discussion will look at three aspects of preparation: First, gathering detailed information on clients' concerns and aims for sessions at the time they register. Second, we will look at the mise en place necessary for a session, and how to provide a student with, literally, the tools he or she needs to make the most of a session. Third, our panel will explore methods of reaching out to clients at the beginning of a session to make them feel at ease and in order to facilitate meaningful dialogue during the consultation.

Deborah Reese, Caroline Braun, Kristen Powell, and Chantel Britton, Armstrong State University, "The Value of Writing Center Tutors: An Argument for Increasing Tutor Wages"

Armstrong's Writing Center has been experiencing staffing difficulties. The main reason cited by qualified students for refusing an offer of employment from the Center is that they have been offered better paying positions and assistantships elsewhere on campus. By paying tutors less than students in other campus jobs, the University communicates the message that tutoring is less valuable than other student work. We will explore reasons for why the administration holds on to this misunderstanding. Our goals are to raise wages for tutors and to raise awareness that writing tutors are valuable members of campus workforces and communities.

Section 61, Ezell 336

Voice and Personality  
Chair, Carly Johnson

Carly Johnson, Mariah Douglas, and Jessica Winck, University of Louisville, "Challenging the Voice in Writing Center Sessions"

This presentation will focus on the challenges students face during tutoring sessions with claiming their voice due to the institutional pressures that encourage students to "write up" in an academic setting. Our presentation will focus on the idea of "exchanging" one's colloquial dialect for the nebulous "academic English." We will pose the following questions: What are the assumptions students are making about "writing up" in order to achieve a satisfactory grade? How do these assumptions affect the student's agency as the author of their paper? Is the exchange of their dialect for academic English a painful process, or an expected rite of passage? In this presentation, we will be focusing on adult students in particular, and exploring the effects of the tutor-student power dynamic on their acceptance/resistance of their "revised voice" through collaboration with their peer tutor.

David Fox, Jasmine Wilcox, Mary Beth Wrather, and Nic Sissel, Central Magnet School, "The Write Personality: Unlocking the Contributions of Different Personality Types in the Writing Lab"

This presentation will share the findings of our observations on how a person's personality type affects his or her tutoring style. The presentation group consists of two people with the same personality type, one that is the complete opposite, and one that is a mixture of both types. We have analyzed how these personalities affect the tutoring experience in our high school's writing lab. Along with these personal practices, other studies and sources have been analyzed and incorporated into our conclusions.

*Featured Section 7, Swang Chapel, Ezell 241*

*"Imagining the Professional Consultant: A Workshop on Digital Identities and ePortfolios in the Writing Center"*

*Julie Platt and Leigh Graziano, University of Arkansas at Monticello*

\* Julie Platt is Assistant Professor of English and Director of the Center for Writing and Communication at the University of Arkansas at Monticello. She serves as an At-Large Representative to the International Writing Centers Association, and as the State Representative to Arkansas for the South Central Writing Centers Association. Her critical work has appeared in *Computers and Composition*, *Computers and Composition Online*, and *Kairos*, and she publishes widely as a poet and essayist.

\* Leigh Graziano is an assistant professor of English and the Coordinator of Composition at the University of Arkansas at Monticello. Her research interests include visual-material rhetorics, modern articulations of classical rhetoric, and ePortfolios. Her recent co-authored publication "Reflection, ePortfolios, and WEPO: A Reflective Account of New Practices in a New Curriculum" explores three pedagogical models for the inclusion of ePortfolios in an advanced composition classroom.

*ePortfolios are a digital incarnation of the traditional portfolio, designed to showcase an individual's professional identity through representative works that are frequently connected with a reflective, narrative thread of text. While ePortfolios are a key artifact for professional writers and career academics, they have heretofore been absent from discussions of writing center consultant development. In this interactive workshop, we showcase ePortfolios created by the consultants of the University of Arkansas at Monticello's Center for Writing and Communication. We share their professional documents—including consulting philosophy statements grounded in pedagogical and writing center theory—and how the process of imagining, collecting, polishing, and delivering ePortfolios allowed them to form a complex and integrated professional self, of which "writing consultant" is an integral but singular part. We invite you to bring your laptops and/or tablets as we offer practical advice and hands-on activities aimed at helping you create ePortfolios of your own.*

Section 62, Beaman 141 (ASC)  
Writing Center Administration  
Chair, Glenda Conway



Glenda Conway, University of Montevallo, "Rewarded Visits: Extra Credit and the Writing Center"

This presentation reports on a study of two first-year composition classes at a public liberal arts university for which extra credit is given to students who visit the writing center. The preliminary findings indicate that such extra credit policies motivate high numbers of students to visit the writing center, and that most of these visits result in improvements not only in students' papers, but also in their engagement and enthusiasm for their topics. Simultaneously, these rewarded visits place a significant burden on writing center staff, particularly when students from multiple sections of the same class want to meet with consultants during a limited time span. In an effort to reconcile the benefits and burdens associated with practices of giving extra credit for writing center visits, the presentation will synthesize findings based on session observations, session reports, and interviews with consultants, students, and the two instructors.

Jaclyn Wells, University of Alabama at Birmingham, "'Just One More Thing I Gotta Do': Helping Instructors to Reframe Required Tutoring as Opportunity, Not Punishment"

The speaker presents findings from a mixed-methods study of student views on required tutoring. In the first part of the study, the speaker surveyed students from developmental English courses that required regular writing center use. In the second part, the speaker interviewed 15 participants selected from survey respondents. Overall findings support Babcock and Thonus's recommendation that the writing center community reconsider common lore against mandatory tutoring, as well as Bishop's conclusions that instructor intervention offers an effective method for encouraging writing center use. The presentation focuses primarily on interview findings, and particularly the findings that support Olson's argument that how instructors refer students significantly impacts their views of the center. The speaker offers strategies for helping instructors reframe mandatory tutoring from just another requirement to an opportunity to develop help-seeking habits and join a community of writers.

Scott Pleasant, Coastal Carolina University, "Required Appointments: The Debate and the Data"

Every writing center director has to answer this question: "Is it ok for me to require my students to come in for tutoring?" Without evidence to back up their decision, many directors say no and defend their answer by saying that students must be intrinsically motivated to visit the WC in order for their writing to improve. Is it really true that students who are required to make an appointment don't get as much benefit from a tutoring session as those who come in voluntarily? This session presents not only an overview of the available literature on this issue but also some quantitative data from a recent study. While the question is not a simple one and is far from settled, this presentation will argue in favor of allowing required appointments.

Section 63, Beaman 100 (CTL)

"The Virtual Writing Center" Kim Snyder, Columbia Southern University

A virtual writing center is a means of providing access for writing assistance to students who are constantly evolving their learning process, and as they do, they are relying more on technology and online resources to do so. Utilizing online instruction with synchronous and asynchronous sessions will allow writing instructors to provide innovative and engaging feedback that will allow students to participate at their own pace. Columbia Southern University, a completely online university, utilizes various educational technologies to instruct students depending on their assessed needs. Students access the writing center through several modes including a link in the university student portal, a writing center email address, and traditional email and phone access. Writing instruction is then given by utilizing interactive tablet technology, screen sharing software, screen recording software, virtual meeting spaces, and online resources. Students can then review the work or recorded sessions at their own pace, and also review them over again in order to ensure the concept has been learned. These methods can be adapted by utilizing various technologies within writing centers in order to create a virtual writing center.

Section 64, Beaman 209

"The More Things Change the More They Stay the Same: Negotiating Authority with the Language Center in Virtual Space"

Suzanne Previte, Jill Chafetz, and Samantha Michaels, Volunteer State Community College

Year after year writing center directors prepare to, once again, speak to the point of fatigue in an effort to dispel the myth that the Center is the “proofreading-shop-in-the-basement” (North 444). Many are beginning to realize that we work with students who are writing, not the writing itself; we have made strides. The brick and mortar classroom is often supplemented by a virtual space that is electronically accessible when physical accessibility is burdensome. The Center is now able to serve the often removed population, but serving this population requires much consideration. The first thing we need to do is define the population. After defining the population, we need to determine how we can best work with them and still retain our identity as a writing center. Ultimately, we still work to dispel the “proofreading-shop” myth, but now we need to determine the rules of engagement in virtual space.

### **10:30-11:30 Session K**

*Featured Section 8, Ezell 301--Tutoring Philosophy Workshop*

*Kevin Dvorak, Nova Southeastern University*

\* Kevin Dvorak is Associate Professor and Writing Center/WAC Coordinator at Nova Southeastern University. He is the President of the International Writing Centers Association and a past president of the Southeastern Writing Center Association. His book, *Creative Approaches to Writing Center Work* (Hampton, 2008), won the 2009 IWCA Outstanding Scholarship Award for Best Book/Major Work. He has also published articles in *ESL Writers: A Guide for Writing Center Tutors* (2004 & 2009), *The Writing Center Director's Resource Manual* (2005), and *The Successful High School Writing Center* (2011), as well as in *Praxis* and *The Writing Center Journal*. Dvorak earned the 2014 SWCA Achievement Award and co-chaired the 2013 and 2014 IWCA Summer Institutes.

*In this workshop, tutors will discuss how to create or revise their tutoring philosophies and will have time to workshop their ideas or drafts with other tutors.*

### **Section 65, Ezell 303**

**“Making the Asynchronous Interactive: Tutoring and Training with Visual/Verbal Technologies”**

John Bradley, Vanderbilt University, and Mike Shapiro, University of Wisconsin-Madison

This workshop will introduce participants to two technologies that any writing center can adopt to bring new levels of depth and interactivity to asynchronous online feedback and to tutor training. Time will be divided between an overview and demonstration of a program for screencasting and another for building tutor training simulations. Attendees should bring laptops, if possible, for a hands-on experience, or be prepared to look on with another audience member.

### **Section 66, Ezell 336**

**Techniques for Engagement**

Chair, Cheyenne Taylor

Cheyenne Taylor, Adele Leon, Kayla Light, and Halley Cotton, University of Alabama at Birmingham, “Snapshots of Insecurity: A Collection of Confidence-Building Techniques for a Diverse Student Body” Four graduate student tutors from the University of Alabama at Birmingham will discuss methods of building confidence in a wide array of insecure writers. The presenters will draw from their experiences with UAB’s writing center, which attracts many medical, international, and returning adult students who feel uncomfortable with writing. Focusing on Developmental English (091) students and English as a Second Language (ESL) students, whose insecurities branch out of many different backgrounds and situations, the presenters will discuss methods they have found particularly useful for helping students overcome their nervousness and gain experience. Topics include creating visual formulas for students who are uncomfortable with the abstract quality of writing, fostering a compassionate environment for under-confident students, using a directive approach modeled after the creative writing workshop environment, and the importance of reading aloud as a crucial element for ESL students to build their understanding and help them catch their own mistakes.

Alex Funt and Vicki Behrens, University of North Carolina—Chapel Hill, “Meme-ing-ful Engagement: Uses for Memes in the Writing Center”

Inspired by our own and our students’ enjoyment of the Internet and by research on the role of humor in the workplace, the staff of the UNC Writing Center have recently begun experimenting with memes as a pedagogical and training tool. Creating image macros--amusing images with text added to them--has been a fun and effective way to enhance staff communication with tutors, help tutors articulate and remember their goals, and encourage student writers. We are proposing a half-hour session in which we’ll share our experience with memes and invite participants to create their own to capture their takeaways from the conference. Attendees will be asked to bring their computers or mobile devices to the session; they will have the opportunity to view each other’s memes and perhaps broadcast them on social media to anyone who is following the conference.

Section 67, Swang Chapel, Ezell 241

“Writing Center Involvement in the Tutor Transition to Classroom Teacher”

Pamela Logan, Georgia State University

Studies have found that tutors quickly learn strategies to teach composition in the writing studio setting. However, no studies have evaluated the impact of tutoring in a writing center on making the transition from graduate student to classroom professor. The transition from student to classroom professor is a difficult one, requiring new knowledge acquirement and skill development. In this study, I will evaluate how writing center tutoring can ease the transition from student and tutor to classroom professor of composition. The findings of this study could be helpful to writing centers as they seek to hire selectively for tutoring positions. Having data to promote the tutoring experience as one that has professional value to graduate students may expand the applicant pool. These study findings could also help writing centers administratively as they stress their value to universities and argue for greater funding and other necessities.

Section 68, Beaman 141 (ASC)

“Administration, Tutoring, and the Circulation of Power”

Graham Stowe, Melissa Dugan, Joseph Hendyx, James Jacocks, Grace Schneider, University of South Carolina

Discussions of administration are common in writing center scholarship, but typically these discussions focus exclusively on the relationship between directors (or other full-time administrators) and tutors, whether these tutors are professional tutors, graduate students, or undergraduate students. This roundtable will focus on a discussion of the circulation of power when there are multiple “levels” of tutors in one space, focusing specifically on the relationships between administrators, graduate student tutors, and undergraduate tutors.

Section 69, Beaman 100 (CTL)

“Conflict in Consultation: Transforming Conflict in a Synchronous, Online Environment”

Lauren DiPaula, Brittnea Holland, Megan Vonier, Alison Cantrell, Jairus Whitley, Ashley Bratcher, and Brigitte Locke, Georgia Southwestern State University

We will share our experiences and the scholarship of online, synchronous consulting and explain changes we have made to our own training because of them. Specifically, we look at conflict and the online consultation and how to educate consultants in rhetorical and conflict resolution skills that might be effective when these conflicts happen in that online environment. We look closely at three major kinds of conflict, offering scenarios and giving concrete responses. This includes conflict due to rapport breakdown, conflict over goals, and conflict over ideas. While we are sharing our ideas, we will invite the group to share their conflicts and resolutions as well.

Section 70, Beaman 209

“Training Our Tutors to Work with English Language Learners”

Brian McTague, Virginia Commonwealth University, and Sharon Zuber, College of William and Mary  
Join this roundtable conversation about how we can best prepare our tutors to work with English language learners. This rapidly growing student population is diverse in backgrounds, skill sets, and

language acquisition and, as such, provides learning moments for student and tutor alike. We will discuss how to guide our tutors to fully engage in sessions with ELLs, regardless of the wide range of factors involved. We will pose questions and present scenarios that help us to think critically about the differences and similarities between sessions with native speakers and ELLs, with an emphasis on embracing diversity and focusing on strengthening the work of all writers.

#### **11:45-12:45 Session L**

Section 71, Ezell 301

“The Ins and Outs of Inclusivity”

Rebekah Barton, Tana Young, and Terri Coleman, Eastern Illinois University

We will begin with short summaries of the results of our individual research projects, which are reconsiderations of inclusivity of our writing center praxis—from tutoring the student with Autism Spectrum Disorder, moving increasingly outward from the walls of the center, to making training more welcoming for minority tutors—from a variety of perspectives. The heart of the session will be small group discussions in which participants consider the implications of this research for their own writing center. We hope to expand on themes in the research on inclusivity in Writing Center praxis as we collaborate with peers who also want to implement changes that respect the promise of inclusion that is fundamental to our community of practice.

Section 72, Ezell 303

“Is This What We Should Be Doing? Ethical Dilemmas and Writing Center Identity”

Mary Lou Odom and Rachel Greil, Kennesaw State University

One of the many consequences of the evolving identity of today’s writing centers is that tutors, administrators, and students can face new and unexpected ethical dilemmas on a seemingly daily basis. As writing centers respond, as they have always done, to the circumstances and pressures shaping higher education, the role of the center grows and evolves. But as writing center practitioners, are we always comfortable with the direction of that growth? This workshop will ask participants to 1) examine new areas in which our best ethical intentions may be challenged; 2) determine the underlying assumptions we hold that cause these ethical tensions; and 3) consider solutions that will allow us to more effectively and ethically direct, work in, or visit a writing center today.

Section 73, Ezell 336

Serving an ELL Population

Chair, Danielle Farrar

Danielle Farrar, Megan Mandell, Sandy Branham, and Rachel Efstathion, University of South Florida, “Writing Center as Watershed: Exploring the Confluence of Embedded Tutoring, First-Year Composition, and English Language Learners”

In response to ongoing concerns in WAC/WID programs, research has often urged writing centers to be more open to revising missions and philosophies to establish and better the bi-directional relationship between classroom and center, thus allowing centers to more comprehensively support in-need populations. This panel explores the building of such a relationship between a writing center and first-year composition classroom vis-à-vis an embedded tutoring pilot program. This program serves a high volume of English Language Learners, and it adopted both traditional and multimodal consultations to best serve this population’s writing needs in an attempt to increase writer agency, engagement, and identity-making, as well as, through accommodating various learning styles, furthering the relationship these students have with the writing process.

Whitney Knight, Greg Marcus, Farnaz Didar, Antoinette Hayden, Caitlin Branum, Rachel Davis, and Elizabeth West, Mississippi State University, “An Empirical Study of Effects of L1 and L2 Use in Writing Center Sessions”

This panel presents the results of an empirical research study focusing on the use of L1 and L2 in tutoring sessions. In order to better understand how tutees respond to tutoring in L1 and L2 contexts, three tutors were recruited: a Mississippian who identifies as white and Southern, an African-American tutor who has lived in multiple areas of the United States, and an international, multilingual tutor.

Sessions of each tutor recruit with a native speaker and with a multilingual writer were video recorded and transcribed, documents were collected via photographs, and tutees were interviewed after sessions to determine resulting attitudinal factors. Our panel presentation discusses the results and implications of our study for writing centers as it relates to multilingual tutors, reflecting on patterns of L1 and L2 use in the tutoring session and how those interactions affect tutee perception of the session, including satisfaction and affective perception.

#### Section 74, Swang Chapel, Ezell 241

Julie Wilson, Warren Wilson College, "Self-Directed Placement, Writing Centers, and First-Year Student Success"

This year, our Writing Center tried a new approach to first-year student success, whereby in a survey of incoming students, we described the writing center, asked students to state their interest level in the center, and pre-enrolled a dozen students into weekly sessions in the center. We will report on the motivation, methods, and results of this program, giving early insights into whether and how student-directed regular writing center use in the first-year could improve student success and retention at our institution and others.

#### Section 75, Beaman 141 (ASC)

Creating WC Environment

Chair, Rachel Winter

Rachel Winter, Eastern Kentucky University, "The 'Flipped' Teaching Trend and Physical Classroom Design: Implications for Writing Centers"

With the development of Writing Centers (WC) into more comprehensive learning centers and the extension of their operations into the classroom via course-embedded tutors, it becomes ever more important for WC administrators to stay abreast of developing teaching trends. One innovative teaching method, "Flipping the Classroom," functions best in flexible environments, quite unlike the traditional learning spaces. Thus, teaching resources, both formal and informal, must be evaluated for their potential to facilitate or hinder newly developed teaching and learning styles. In order to remain a consistently up-to-date resource for students and faculty, WC staff must seek to adapt services and spaces to accommodate evolving ideas regarding teaching and learning.

Carrie Busby, University of Alabama at Birmingham and University of Montevallo, "From Tutor to Teacher: Examining Tutoring-Influenced Teaching Practices"

While currently tutoring at the University Writing Center at the University of Alabama at Birmingham (UAB), I am also a part of the UAB Composition Program as an adjunct instructor of first-year writing courses. In addition, I teach freshman composition courses at the University of Montevallo, where I was also a writing consultant at the Harbert Writing Center. I have been tutoring writers for almost four years and have been teaching composition for a little over four months. What I have noticed about my teaching practices is that I teach similarly to how I tutor students in the writing center. Therefore, as a newcomer to teaching college-level composition courses, I would like to examine how my tutoring experiences have influenced my teaching practices in a session of open dialogue with other writing center consultants, directors, and composition instructors to explore how others might implement writing center tutoring practices in teaching.

Kalauren McMillan, Winthrop University, "Becoming the Teacher: The Effect of Collegiate Retention on Pedagogical Styles in the Writing Center"

With growing emphasis in the workplace on higher education, universities are focusing on retention rates more. Support programs in universities are providing additional instruction to help students remain in the institutions. Linda Posiwilko, Gary Griswold, John Trimbур and others discuss the connection between retention and writing centers and the need changes in tutorials. However, tutors are unprepared for authoritative and direct roles within tutorials. Steven J. Corbett cites the need for utilizing directive methods. Little work has been done to discuss tutors taking a teacher role. Interviews with writing center tutors at Winthrop University show that tutors are taking on such a role.

Tutors must employ directive methods and take the role of the teacher when needed to support universities' retention goals. The variable peer tutoring theory addresses such needs. By assuming the role of a peer teacher based in collaborative tutoring, tutors will contribute to retention and student success.

Section 76, Beaman 209  
Collaboration and Partnerships  
Chair, Cassandra Book

Holly Ratcliff and Justin Eastwood, King University, "Finding Their Voice: How a Library-Writing Center Partnership Helps Non-traditional Students Join the Academic Conversation"

Traditional, private, liberal arts colleges and universities that establish off-campus instructional sites in surrounding geographical areas open up opportunities for a diverse student population that is not limited to one specific degree track, one singular location, nor one particular learning environment. Who are these students, and how does their experience and professional knowledge both serve as strengths and weaknesses in their quests for academic success? How do their multi-layered home and work lives intersect and mesh with their scholarly identities? How can university personnel best serve such an array of students in the most positive and effective ways, usually with limited resources, space, and staff? Often, combining academic support services, such as bringing together the library and the writing center, can give non-traditional students a collaborative system of support that makes their accelerated schedules and limited on-campus presence anything but limitations.

Cassandra Book and Michael Strawser, Bellarmine University, "Reaching Across and Forging a New Identity: A Writing Center Collaboration with a Hybrid Introduction to Public Speaking Course"

This presentation explores the outcomes and implications of integrating writing center and peer review practices into a hybrid (classroom/online) introduction to public speaking course. In essence, students in the course also meet periodically with a small peer group facilitated by a writing consultant. To expand the undergraduate writing consultants' competencies in understanding multimodal communication (oral, written, and visual) and to enhance students' rhetorical flexibility, our writing center reached out to the course and offered to facilitate small peer groups. What has emerged thus far are peer learning communities within the course, new campus partnerships, and the changing identity of our Writing Center. Our IRB-approved methods for assessment include: end-of-semester survey of students, reports from the writing center consultants after each meeting, interviews with the writing center consultants, and the written and oral coursework submitted by students.

April Dierks, Anna Clark, and Jenna Wright, University of Tennessee at Martin, "Building on a Solid Foundation: Establishing and Advancing a Newly Formed Writing Center"

Established writing centers play a vital role in establishing and advancing newly formed writing centers. The Hortense Parrish Writing Center, located at the University of Tennessee -Martin, has worked to mentor and support the establishment of an on-site writing center located at the UTM Selmer campus. This presentation will emphasize the collaborative efforts of the two writing centers and the need for "mentoring" new writing centers.

Section 77, Beaman 100 (CTL)  
Writing Center Identities  
Chair, Charlotte Brammer

Charlotte Brammer, Samford University, "Writing Centers and Learning Commons: A Question of Place and Identity"

Learning commons have become somewhat trendy at colleges and universities. As libraries adapt to rapid changes brought about by technology, they are redefining their role(s) in the university, and universities are looking for ways to best use their libraries' prime locations and facilities. At some universities, including my own, this situation has led to questions of whether writing centers should be moved to a learning commons, hosted by the library. As writing centers move/are moved to learning commons, their identity, to the extent it is tied to place/location, will likely shift. In this session, we

will discuss relevant identity theory and implications for writing centers, tutors, and directors in learning commons.

Kelly Elmore, Georgia State University, “Developing Identities as Risk-takers and Challenge-seekers: Applying the Theory of Mindsets to the Writing Center”

The theory of mindset was developed by psychological researchers to explain why some people embrace the possibility of failure, take risks in their learning and seek out challenges, while others do not. This presentation will explain the mindset model and the research that supports it and make practical suggestions that writing center workers can use to help writers embrace challenges and take risks when writing. This presentation will also argue that writing center researchers, because of the similarities between the mindset theory and writing center philosophy, should be early adopters of this theory in the field of composition and should conduct research that adds our experiences writing and talking about writing to the growing interdisciplinary body of knowledge about mindset.

Holly Hamby, Fisk University, “Reconstructing the Fisk University Writing Center”

This paper examines the institutional history of the Fisk University Writing Center and promotional strategies implemented to reconstruct a functional tutoring space. By conducting qualitative interviews and collecting surveys, along with analyzing assessment data related to writing center attendance, it is determined that gaining support directly from both the administration and the faculty is the missing essential component for success under strict financial constraints. Likewise, possible conflicts that could result from a volunteer, limited, tutoring program are mitigated by shifting power and allowing tutors the freedom to determine and create pertinent workshops, schedule their own sessions outside of pre-set hours, and join forces with other student organizations as necessary for joint causes. The challenges of recreating a writing center space in this case study have wider implications for how small HBCUs and SLACs both create/recreate center identity and agency.

SWCA 2015 Conference App

\* Created by Charles Humphreys, a software engineering student at Lipscomb University. He specializes in creating mobile applications and games.




To download the conference app, follow the QR code or the link below:

<https://itunes.apple.com/us/app/swcac/id920056759?ls=1&mt=8>

### SWCA Parking Directions:

1. Exit I-65 southbound at exit 278B. You will be on Harding Place heading west.
2. Turn right at second traffic light onto Lealand Lane.
3. Stay on Lealand Lane approximately 1 mile.
4. Enter parking lot on left at Caldwell Lane (4-way stop).

Driving directions

 via Franklin Pike


11 min without traffic · [Hide traffic](#)

**13 min**


6.1 miles

**Holiday Inn Express & Suites Brentwood North-Nashville Area**


5566 Franklin Pike Circle, Brentwood, TN 37027

 Head east on Franklin Pike Cir toward Old Hickory Blvd


0.1 mi

 Turn right onto Old Hickory Blvd

0.5 mi

 Turn right onto Franklin Pike

4.9 mi

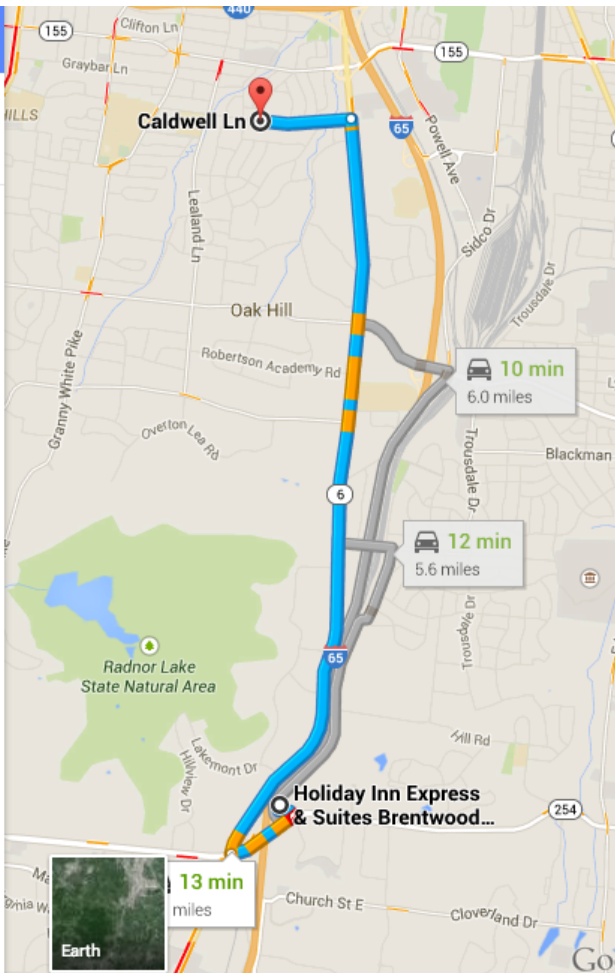
 Turn left onto Caldwell Ln

0.6 mi

**Caldwell Ln**

Nashville, TN

These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the map results, and you should plan your route accordingly. You must obey all signs or notices regarding your route.



The map displays a route starting on Franklin Pike, heading east, then turning right onto Old Hickory Blvd, then right onto Franklin Pike, and finally left onto Caldwell Ln. The route is marked with a blue line. Key landmarks include Radnor Lake State Natural Area and Oak Hill. A satellite view inset is labeled 'Earth'.



Segment	Distance	Time
Franklin Pike Cir toward Old Hickory Blvd	0.1 mi	
Old Hickory Blvd	0.5 mi	
Franklin Pike	4.9 mi	
Caldwell Ln	0.6 mi	
<b>Total</b>	<b>6.1 miles</b>	<b>13 min</b>


Other map details: Caldwell Ln, Lealand Ln, Oak Hill, Robertson Academy Rd, Overton Lea Rd, Radnor Lake State Natural Area, Lakemont Dr, Hillview Dr, Church St E, Cloverland Dr, Holiday Inn Express & Suites Brentwood..., 155, 65, 254, 6, 10 min 6.0 miles, 12 min 5.6 miles.



## Map to 12th and Porter

Driving directions



 via 12th Ave S


12 min without traffic · [Show traffic](#)


15 min


4.4 miles

1 University Park Dr


Nashville, TN 37204

 Head north on University Park Dr toward Belmont Blvd


 Turn right onto Belmont Blvd

 Turn right onto Clairmont Pl

Take 12th Ave S to Grundy St

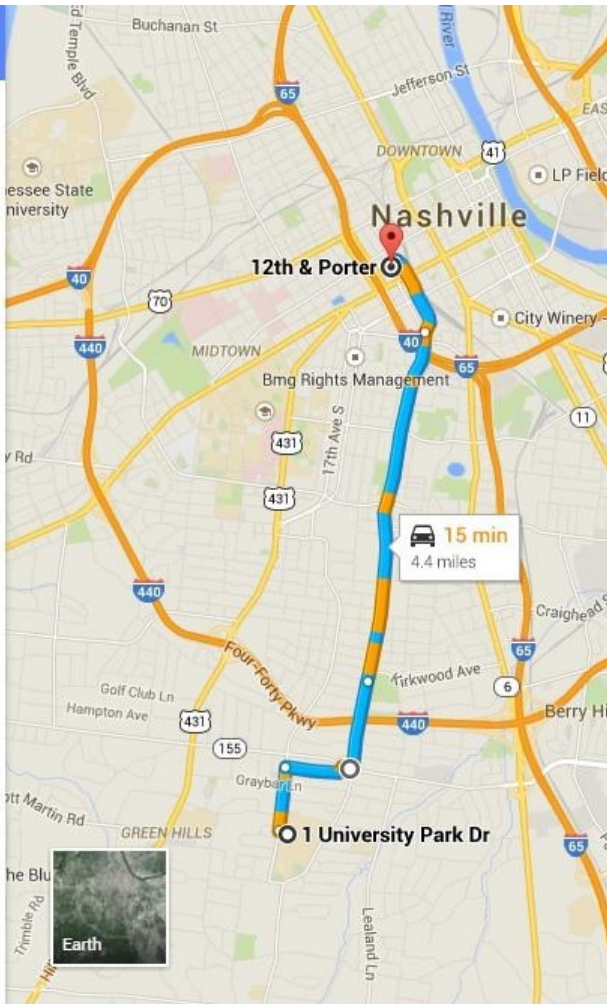
 9 min (3.4 mi)

Continue on Grundy St. Drive to 12th Ave N

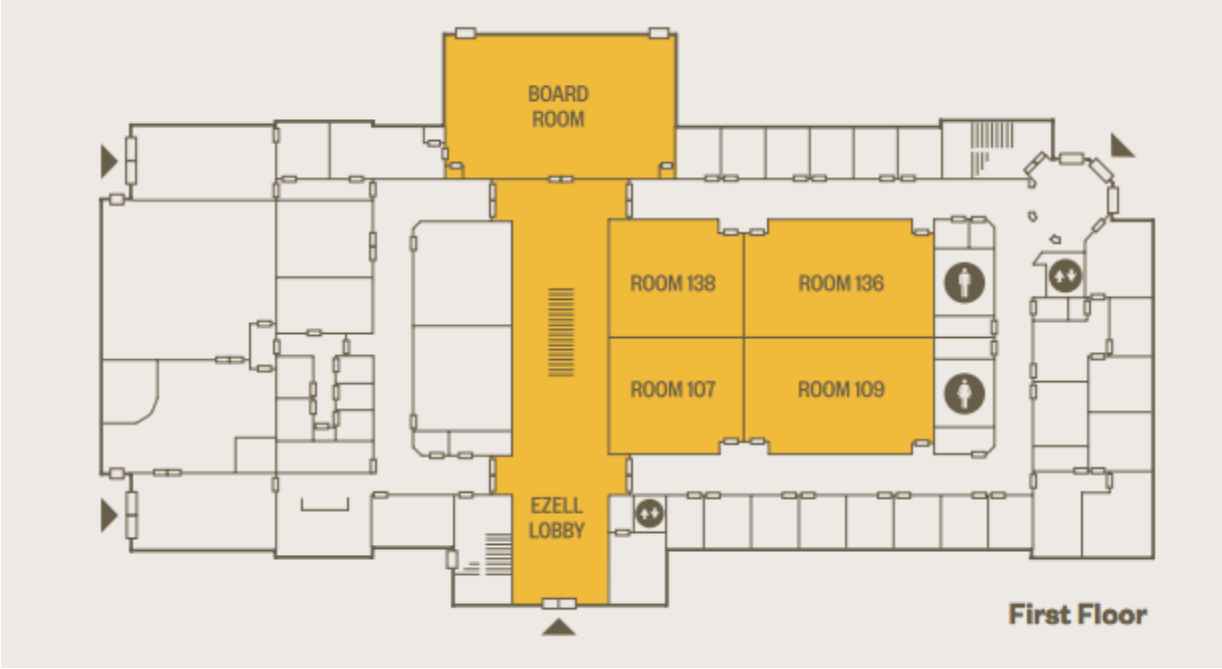
 25 s (390 ft)

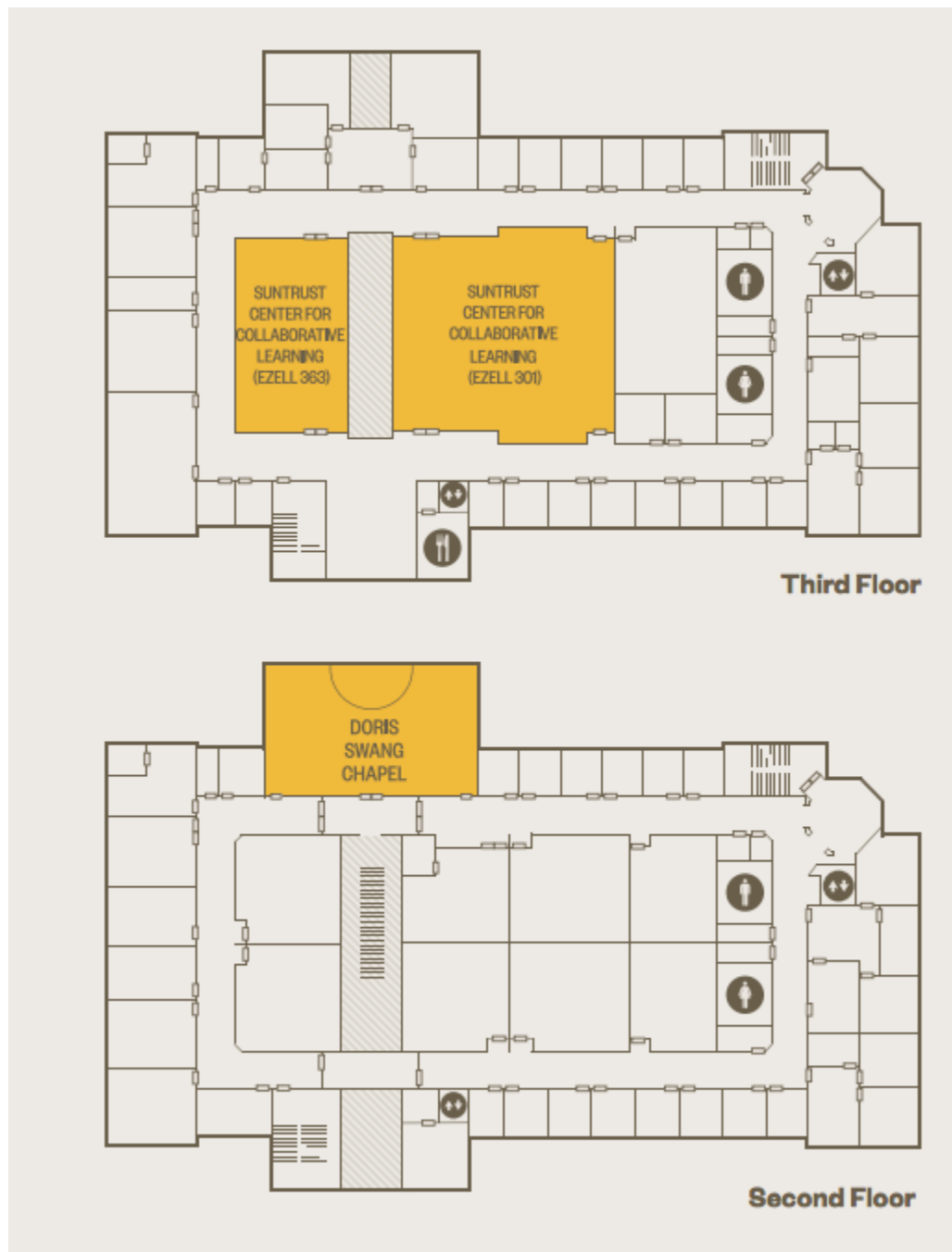
12th & Porter

114 12th Avenue North, Nashville, TN 37203



Ezell maps





***Write it Like Disaster: A compilation of music made by writing center staffers, professionals, and allies***

The Southeast Writing Center Association is pleased to support the release of *Write it Like Disaster: A compilation of music made by writing center staffers, professionals, and allies*.

In 2014, Dr. Stacia Watkins, Dr. Scott Whiddon, and Katie Sealy began seeking out music makers via writing center listserves, contacts, and conference conversations. Along the way, we began collaborating with Lipscomb English & Modern Languages professor Brad Walker as part of this project.

We had wonderful conversations with both seasoned professionals and newcomers to the writing center field. And, we got to listen to some inspiring music along the way.

Thirty-two artists from all over the world contributed a range of genres and styles - from home-recorded acoustic music to full-scale production pieces. All artists contributed their work without charge for this one-time release. We encourage you to seek out and support their recorded work.

You can download the tracks for free at <https://writeitlikedisaster.bandcamp.com>. We're also pleased to offer download cards as a thank you for attending the conference and supporting our organization. Please see [www.iwca-swca.org](http://www.iwca-swca.org) for some wonderful writing from these artists, and spread the word about this project via your own writing center work and social media. We'd love to see this project grow.

Special thanks to Brian Powers (Radio TLX), Brian Frye (University of Kentucky), Transylvania University, Lipscomb University, and SWCA for their generous support.

### *Write It Like Disaster* Tracklist

\*More information about the artists below can be found on [iwca-swca.org](http://iwca-swca.org). Listen to or download tracks at <https://writeitlikedisaster.bandcamp.com>.

1. Tyler McNally/Hiraeth: Denouement
2. Aaron Harms/The Late Night Benedictions: So Long
3. T. Mark Bentley/The Brothers Bentley: Alarm Clock
4. Robert Russell / Robert Russell + the Sore Losers: Swing Swing
5. Graham Stowe: Coltrane's Historical Marker
6. Tim Dougherty/Brown Water
7. Michael Yu/The Fruit and Chocolate Confectionaries: Ten Dollar Pony
8. Eliot Rendleman/Badfoot: Dixie Runnin'
9. Justin Haring: Fall With the Mighty
10. Michael Alonzo/The Son in Black: Till Then
11. Scott Pleasant/Scott and the Pleztones: Love Conquers Nothing
12. Perry Ritter: When I Wake
13. Shayne Jacopian: Apricity
14. Irv Peckham: Flying Down the Highway
15. The Composition Blues Band: Cuantas Palabras
16. Ralph Wahlstrom: Composish
17. Harvey Kail + Albert Rouzie: Day by Day
18. Mackenzie Ridley: Cooley's Reel
19. Chris LeCluyse/ Utopia Early Music: "Douce dame jolie" (by Guillaume de Machaut)
20. Heidi Clark: "Menuet" (2nd movement from *Sonatine*, Maurice Ravel)
21. Jessica Settineri: "In uomini, in soldati" from Mozart's *Così fan tutte*)
22. Chuck Bazerman: "O Sole Mio" (G. Capurro and Eduardo Capua)
23. Scott Whiddon/Palisades: Pedal Sassy
24. Damian Johansson/The Sevens: Underground
25. Sam Noggle/Scully and the Fox: I Can See Fall
26. Jack Wilkinson: Lazy Bones
27. Tracy Santa / The Wild Hares: Everything But Me
28. Harley Ferris: I Need You
29. Drew Cunningham + Chanslor Gallenstein/Transylvania Boys A Cappella: The Animals Are Coming (American Spiritual)
30. Matt Sheeley: Somedays
31. Tim Gustafson / Tim Gustafson and Friends: The American Way
32. Jerry Hamric: I Don't Have the Answers

### 33. Daniel Moon: Seagulls

**Inside back cover:**

Wireless Connection Information for SWCA Guests:

Wi-Fi Network: LipscombGuest

Visitor Account and WiFi Instructions:

1. Make sure your wireless adapter is set to dynamically obtain an IP address
2. Connect to the wireless network: LipscombGuest
3. Enter credentials:

- Username: SWCA

- Password: 52032178

Account expires: Sunday, February 22, 2015