2-22-2018

# Engaging the Faculty: Developing Content and Writing Support

Eric Mason
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Chris Netterville
*Nova Southeastern University*

Jacob Weiers
*Nova Southeastern University*

## Reading the Program and Types of Sessions

- All sessions are located in the Student Commons, 907 Floyd Ave, unless otherwise noted. "ALC" refers to the Academic Learning Commons, 1000 Floyd Ave.

- Room numbers of the various presentations are found beside the session title.

- One presenter listed in a session section — a 50-minute workshop or round table; individual presentations originally meant to be 15 minutes, can take up to the entire 50-minute slot.

- Two presentations listed in a session section — each presentation is allowed 25 minutes for presentation, activities (if applicable), and Q&A. The first presenter listed is considered the session chair, and is asked to introduce each presenter and keep track of time.

# VCUEnglish
## Master of Arts

All English MA students at VCU conduct original research under the direction of faculty members. Some present the results of their directed studies before the department. The others defend theses before their faculty committees. The faculty offer students both recognized expertise and unusual flexibility.

For more information please visit: https://english.vcu.edu/ma

# WELCOME

Dear Colleagues,

I am thrilled to welcome you to VCU and Richmond, Virginia, for the 2018 Southeastern Writing Center Association conference!

I have had the pleasure of attending the annual SWCA conference since I began my work in writing center administration seven years ago. My initial impression of SWCA being an excellent resource full of knowledgeable, kind, and helpful folks has only grown stronger over the years. The organization is truly the embodiment of everything we hope students take away from their writing center experiences: the collaboration and collegiality, the safe, nurturing environment, and, let's face it, the overall warm and fuzzy feeling! I always look forward to the conference, because I know I will return with a renewed sense of enthusiasm, a bunch of fantastic ideas, and having made some new friends, too. It is my sincerest wish that you experience these things this year, whether this is your first SWCA conference, or your tenth.

Our theme this year is that of transition, which came about in a serendipitous moment the fall I was writing the proposal to host the conference. After hearing about the changes many writing center colleagues have faced over the years, I experienced my own shakeup, in the form of losing funding for over a third of our staff. After an evening of sitting around in a stupor and state of shock, I did the only viable thing I could think to do: pick myself up, dust myself off, and plan for our next move, so that this change would not disrupt the wonderful, albeit ever-changing, staff I had assembled to best serve our students. As a bonus, just like that, I also had my conference theme, to which so many of you have responded so positively, and have now assembled to celebrate. And it is a cause for celebration, because transition is at the heart of everything we do in our writing centers, even when it can feel momentarily daunting. We thrive, and we move forward, always with the goal of helping our students become the smartest, most successful writers possible.

I would like to take this opportunity to thank the local planning committee here at VCU, all the great VCU and Richmond people and organizations that made the planning that much easier, especially Event and Meeting Services, Student Success, and the Division of Strategic Enrollment Management. I would also like to thank the SWCA board, the proposal review committee, and each and every one of you who took the time out of your busy schedules to participate. This conference is for and about you, and we could not have pulled it off without your support.

Thank you for joining us in Richmond. I hope you enjoy the conference and have a wonderful stay!

Your 2018 Conference Chair,
Brian McTague

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# SWCA Conference Information

**Executive Board**:
President: Stacia Watkins, Lipscomb University
Vice President: Graham Stowe, University of South Carolina
Archivist: Joy Bracewell, Athens State University
Treasurer: April Julier, Brazosport College

**Board Members**:
WC Research and Development: Russell Carpenter, Eastern Kentucky University
Representative At Large: Scott Whiddon, Transylvania University
Representative At Large: Lisa Marzano, Palm Beach Atlantic University
Outreach Coordinator: Lingshan Song, Mississippi College
Digital Content Developer: Caty Chapman
Conference Chair: Brian McTague, Virginia Commonwealth University
Immediate-Past Conference Chairs: Brad Campbell, Joanne Mitchell, and Alice Myatt; University of Mississippi
Intern: Courtnie Morin, Eastern Kentucky University
Intern: Lucas Green, Eastern Kentucky University

**Community Representatives**:
Community College Representative: Randall Sessler, Wallace Community College
Graduate Student Representative: Alex Funt, UNC, Chapel Hill
HBCU Representative: Joel Williams, Edward Waters College
Secondary School Representative: Rachel Dunaway, Donelson Christian Academy, Nashville

**State Representatives**:
Alabama: Matthew Kemp, Auburn University at Montgomery
Florida: Landon Berry, University of Central Florida
Georgia: Lauren DiPaula, Georgia Southwestern State University
Kentucky: Jared Odd, Lindsey Wilson College
Mississippi: Rachel Johnson, University of Mississippi
North Carolina: Margarett Herder-Hill, Margarett Herder-Hill, William Peace University
South Carolina: Scott Pleasant, Coastal Carolina University
Tennessee: John Bradley, Vanderbilt University
Virginia: Jenny Koster, Piedmont Virginia Community College

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**Board Members**:
Representative At Large: Scott Whiddon, Transylvania University
Representative At Large: Lisa Marzano, Palm Beach Atlantic University
Digital Content Developer: Caty Chapman
Southern Discourse in the Center Editors: Scott Pleasant, Coastal Carolina University and Devon Ralston, Winthrop University
Conference Chair: Scott Pleasant, Coastal Carolina University
Immediate-Past Conference Chair: Brian McTague, Virginia Commonwealth University

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Graduate Student Representative: Alex Funt, UNC-Chapel Hill
HBCU Representative: Joel Williams, Edward Waters College
Secondary School Representative: TBD

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Florida: TBD
Georgia: Lauren DiPaula, Georgia Southwestern State University
Kentucky: Jared Odd, Lindsey Wilson College
Mississippi: TBD
North Carolina: Amy Hanson, Appalachian State University
South Carolina: Scott Pleasant, Coastal Carolina University
Tennessee: John Bradley, Vanderbilt University
Virginia: Jenny Koster, Piedmont Virginia Community College

# SWCA Conference Information

## VCU Planning Committee
Brian McTague, Conference Chair
Trey Burnart Hall, Assistant Conference Chair
Julia Boyles
Suzanne Fairman
Kelly Fenwick
Kristen Schultheis
Heather Simon
Jenny Stout
Stephanie Walker
Mariah Williams


## Proposal Review Committee
Julia Bleakney, Elon University
John Bradley, Vanderbilt University
Brandy Brown, University of North Carolina
Megan Crowley-Watson, Edward Waters College
Lauren DiPaula, Georgia Southwestern State University
Elliott Freeman, Jefferson College of Health Sciences
Deidre Garriott, Virginia Military Institute
Alex Funt, University of North Carolina
Emily Hensley, University of Central Florida
Karen Jackson, North Carolina Central University
Lori Jacobson, William and Mary
Amanda May, Florida State University
Brian McTague, Virginia Commonwealth University
Mary Lou Odom, Kennesaw State University
Scott Pleasant, Coastal Carolina University
Debi Reese, Armstrong State University
Eliot Rendleman, Columbus State University
Jane B. Smith, Winthrop University
Meg Smith, Spring Hill College
Scott Sundvall, The University of Memphis
Scott Whiddon, Transylvania University

# SWCA Conference Information

**SWCA Achievement Award:**

Randall Sessler, Writing Center Coordinator, Wallace Community College.

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

**SWCA Tutor Awards:**

*Graduate Tutor Awards*

Emalee Shrewsbury, Graduate Assistant Coordinator, Write from the Start Writing and Communication Center, Nova Southeastern University

Jacqueline Lytle, Graduate Assistant Coordinator, Write from the Start Writing and Communication Center, Nova Southeastern University

*Undergraduate Tutor Award*

Jordan Long, Transylvania University

SWCA Scholarships

**2018 SWCA Scholarships**
Each year, SWCA offers scholarships for students and writing center professionals to help cover the costs of conference participation. The scholarships are named in honor of our organization's co-founders: Tom Waldrep and Gary Olsen. Please join us in congratulating this year's winners!

**Gary A. Olsen Scholarship (Professionals)**
Cassandra Book
Ruth Yoder

**Tom Waldrep Scholarship (Students)**
Nabila Hijazi
Aysha Zackria

# THURSDAY AT-A-GLANCE

8AM–4PM | Registration and vendor fair
*James River Terrace*

9AM–9:50AM | Concurrent Sessions A
*Forum Room; Richmond Salons I, II, III & IV; VA Rooms A, B, C & D; Metro Room; ALC 4203 (Writing Center)*

10AM–10:50AM | Concurrent Sessions B
*Forum Room; Richmond Salons I, II, III & IV; VA Rooms A, B, C & D; Metro Room*

10AM–10:50AM | State Rep Meeting
*ALC 4203 (Writing Center)*

11AM–11:50AM | Concurrent Sessions C, including Featured Scholarship Winners
*Forum Room; Richmond Salons I, II, III & IV; VA Rooms A, B, C & D; Metro Room; ALC 4203 (Writing Center)*

12PM–12:50PM | Lunch—*James River Terrace*

1PM–1:50PM | Concurrent Sessions D, including Featured Scholarship Winners
*Forum Room; Richmond Salons I, II, III & IV; VA Rooms A, B, C & D; Metro Room; ALC 4203 (Writing Center)*

2PM–2:50PM | State Meetings
Alabama—*Forum Room*
Florida—*Richmond Salon I*
Georgia—*Richmond Salon II*
Kentucky—*Richmond III*
Mississippi—*Richmond Salon IV*
North Carolina—*VA Room A*
South Carolina—*VA Room B*
Tennessee—*VA Room C*
Virginia—*VA Room D*

3:30PM–4:30PM | Keynote Address—Jackie Grutsch McKinney, Ball State University
*Commons Theater*

5PM–7PM | Keynote Reception and Awards Ceremony
*Third Floor Lecture Hall, Cabell Library*

# FRIDAY AT-A-GLANCE

| | |
|---|---|
| 8AM–4PM | Registration and vendor fair<br>*James River Terrace* |
| 8AM–8:50AM | Concurrent Sessions E<br>*Richmond Salons I, II, III & IV; Metro Room;*<br>*ALC 4203 (Writing Center)* |
| 9AM–9:50AM | Concurrent Sessions F<br>*Richmond Salons I, II, III & IV; Metro Room;*<br>*ALC 4203 (Writing Center)* |
| 10AM–10:50AM | Concurrent Sessions G, including Featured<br>Scholarship Winners<br>*Richmond Salons I, II, III & IV; Metro Room;*<br>*ALC 4203 (Writing Center)* |
| 11AM–11:50AM | Concurrent Sessions H, including Get to Know<br>SWCA<br>*Richmond Salons I, II, III & IV; Metro Room;*<br>*ALC 4203 (Writing Center)* |
| 12PM–12:50PM | Lunch—*James River Terrace* |
| 1PM–1:50PM | Concurrent Sessions I, including Featured<br>Scholarship Winners<br>*Richmond Salons I, II, III & IV; Metro Room;*<br>*ALC 4203 (Writing Center)* |
| 2PM–2:50PM | Concurrent Sessions J, including HBCU<br>Community Meeting<br>*Richmond Salons I, II, III & IV; Metro Room;*<br>*ALC 4203 (Writing Center)* |
| 3PM–3:50PM | Concurrent Session K, including SDC Journal<br>Meeting<br>*Richmond Salons I, II, III & IV; Metro Room;*<br>*ALC 4203 (Writing Center)* |
| 5PM–6PM | Graduate Student Community Mixer,<br>*Capital Ale House* |
| 6:30PM–8PM | Music by Stamp + Ink<br>*Gallery 5* |

# SATURDAY AT-A-GLANCE

8AM–8:50AM                Concurrent Sessions L
*ALC 1104, 1105, 2104, 2107, & 2201*

8AM–10:50AM         Incoming Board Meeting
*ALC 4203 (Writing Center)*

9AM–9:50AM              Concurrent Sessions M
*ALC 1104, 1105, 2104, 2107, & 2201*

10AM–10:50AM       Concurrent Sessions N
*ALC 1104, 1105, 2104, 2107, & 2201*

11AM–11:50AM       Concurrent Sessions O
*ALC 1104, 1105, 2104, 2107, 2201, &
4203 (Writing Center)*

12PM–12:50PM       Concurrent Sessions P
*ALC 1104, 1105, 2104, 2107, 2201, &
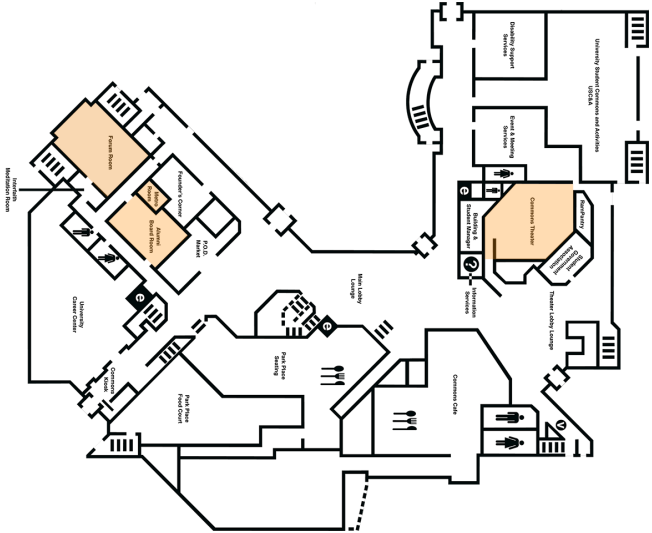4203 (Writing Center)*

## VCU Monroe Park Campus
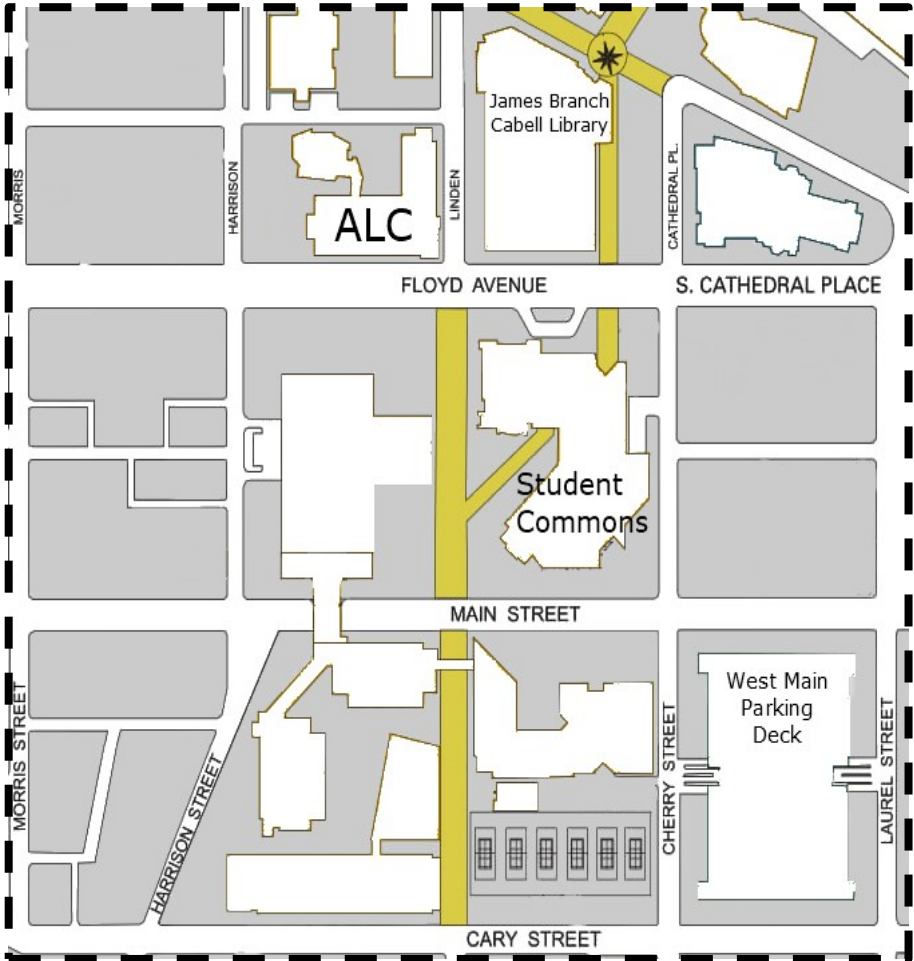


* ALC: Academic Learning Commons

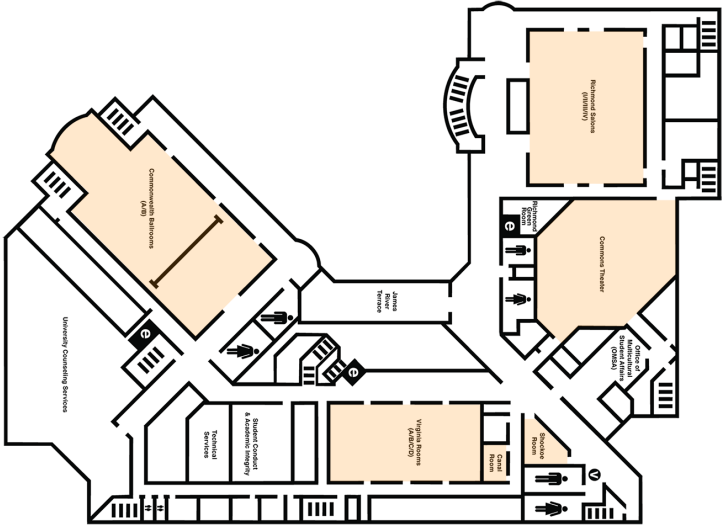# MAPS

## Student Commons, 1st Floor



## Student Commons, 2nd Floor

# THURSDAY, FEBRUARY 22

Registration and vendor fair: James River Terrace

## CONCURRENT SESSIONS A: 9–9:50AM

**FORUM ROOM**

Janine Morris
Nova Southeastern University

Jacqueline Lytle
Nova Southeastern University

Chris Netterville
Nova Southeastern University

**Keeping Up With the Graduates: Establishing Best Practices for Campus-Wide Writing Support**
In this interactive roundtable, presenters ask participants to join them in thinking about possibilities for and affordances of graduate student writing workshops, as well as whether (and how) these professionalization experiences can inform writing center praxis.

**RICHMOND SALON I**

Meagan Malone
Georgia State University

Kathryn Dean
Georgia State University

David St. John
Georgia State University

Jennifer Carter
Georgia State University

Caitlin Creson
Georgia State University

Jay Shelat
University of North Carolina at Greensboro

**Growing Pains: Learning to (Hopefully More Than Just) Tolerate Technological Tutoring**
Writing centers provide a wide-array of opportunities for tutees to begin thoroughly exploring writing as a socially collaborative process. Spatially and academically, writing centers serve as the epicenter of tutees' beginning stages as methodical, collaborative writers through engaging in foundational peer-review conversation that propels tutees to think upon their relationship with writing if they have not already done so. Inclining students to partake in discussions classifying their struggles c reates a mentor-mentee relationship that flourishes within and beyond the center. Further, mentoring relationships develop both between tutors and tutees and among tutors themselves, fostering an environment that not only shapes the writing center, but also shapes academic and professional relationships among students, tutees, and others in the center.

# THURSDAY, FEBRUARY 22

**RICHMOND SALON III**

Kristiana Gambuti
Duke University

**Wholehearted Writing: Vulnerability in the Writing Center**

Vulnerability, although often shrouded by negative connotations, is an active and positive choice to be open and honest with both ourselves and other human beings. It is one of the only channels in which our innate and intimate longing to understand and to be understood can be satisfied. Brené Brown, a well-known researcher and author, calls people who live vulnerably "wholehearted." These people are courageous and daring. They write without restraint or apprehension and, as a result, can be further emboldened and challenged by the writing center. The writing center by its nature already helps accommodate and encourage vulnerability both within individual writers and between consultants and consultees. With further training and more intentional application, the writing center can become a place where writers and consultants use vulnerability to create a more open and safe environment that fosters wholehearted writing.

**RICHMOND SALON IV**

Suzanne Previte
Volunteer State Community College

Atha Sherayah Witcher
Volunteer State Community College

**From Our Space to Yours and Beyond: The Community College Writing Center and Transition**

While every writing center is dealing with states of flux, writing centers at community colleges feel this most profoundly. In his essay "The Idea of a Writing Center," Stephen North says the word or a variation of the word "talk" 27 times. North aimed to impress upon others that the writing center is a place for communication and relationships. This is even more apparent now that all writing centers, especially those at the community college, have been tasked with not only establishing constructive and functional relationships but also helping students and consultants—and faculty and administrators—to move into, around, and from our space. It is only when we recognize the different positions of those outside of our doors that we can successful help these individuals through our doors.

# THURSDAY, FEBRUARY 22

**VIRGINIA ROOM A**

Corrie Merricks
Asbury University

Faith Neece
Asbury University

Sarah Browning
Asbury University

Leah Bowshier
Asbury University

## Our Powers Combined: A Collaboratively Designed Course Framework

Asbury University undergraduate writing consultants initiated the creation of a new course framework for a developmental writing class, using John Bean's and Peter Elbow's principles to redesign weekly and major writing assignments. Consultants collaborated together with the director of the writing center and adjunct faculty members in order to create a new syllabus. Our session will articulate the principles that initiated the shift, describe the constant transition that necessitated the changes, and share insights and practical tips regarding how to collaborate with a large group of contributors. We will also share ways this collaborative project contributed to the consultants' and director's growth and the results we're seeing with students who are enrolled in AU's developmental writing course.

**VIRGINIA ROOM B**

Cantice Greene
Clayton State University

Joshua Dailey
Clayton State University

## Whatever Makes Them TIC: Using the Tutor in the Classroom Model to Increase Student Success

In Developmental Studies, we benefit from forming partnerships with student support services, including writing centers. These partnerships work best when they are grounded by theoretical concepts that are proven to increase student success outcomes. Recently, at the University System of Georgia "Learning Support Academy," the partnership between developmental education and writing centers was highlighted as a key feature of the most effective model of accelerated learning. This partnership represents a transition from an older, less successful model of remediation to the more robust accelerated learning model. This presentation will highlight the positive outcomes of the newly redesigned partnership, including the transition to a "Tutor in the Classroom" model on peer review days in order to continue fostering student success in the developmental writing classes.

# THURSDAY, FEBRUARY 22

**Virginia Room D**

Ann Bunger
Indiana University

Sharon Zuber
College of William & Mary

## Demystifying the Research Process: Using Innovative Technology to Mentor Apprentice Scholars

In many college courses, students are expected to write academic research papers as a final project. However, student diversity in academic preparation often leads to lack of confidence and gaps in understanding of important stages of the research process. To help demystify the research process for students, we have designed a wiki, a web-based tool that allows users to contribute and edit content collaboratively. The wiki provides an interactive space in which students can work on each stage of the research process, instructors can provide feedback, and both students and instructors can monitor progress toward the final product. We describe the results of a cross-campus, cross-disciplinary study of three courses that used our wiki for research paper that used our wiki for research paper assignments. Student reflections demonstrate that, for students at all levels, the wiki increased the visibility of stages of the research process as well as students' confidence in their ability to complete the assignment.

**ALC 4203
(Writing Center)**

Emily Deibler
Kennesaw State University

## Write it Out: Reflective Writing in Writing Centers

Mental health, while important, sometimes evades academic discussions about creating an accessible environment for disabled students. However, this matter continues to influence student life. The presentation encompasses the transformative role of reflective writing and the possibility of reflective journaling writing center workshops to help a diverse range of students, especially those with mental illnesses or trauma. Confronting these issues in a constructive way is essential because, far from being a one-way editing booth, tutoring is a collaborative process that requires a hefty deal of compassion and intuition.

# THURSDAY, FEBRUARY 22

SWCA Research Interviews

| CONCURRENT SESSIONS B: 10–10:50AM |
| --- |

**RICHMOND SALON I**

Joy Bracewell
Athens State University

Lauren Reynolds
Athens State University

Charlene Sanderson
Athens State University

### Transitioning from Customer Service to Tutoring Students

Different models of organizational hierarchy for writing centers show how universities are implementing changes to address student needs. These transitions sometimes display fault lines along consumerist- and pedagogy-oriented concepts of education. Thinking of these ideas in conversation with each other, is there any value in consumer-based strategies? Do these methods align in any way with writing center studies? This presentation will examine combining writing center goals with tutors' past experiences, which often involve customer service. In this case, we will discuss how business strategies can be used in conjunction with existing writing center pedagogy. Two tutors with backgrounds in customer service (and no previous tutoring experience) will present how these backgrounds affected their writing center philosophies and also examine verbal and nonverbal motivational and politeness strategies in tutoring sessions. The writing center director will discuss how customer-oriented methods may in some cases align with writing center training and goals.

**FORUM ROOM**

Kevin Dvorak
Nova Southeastern University

Kelly Conconnan
Nova Southeastern University

Jacqueline Lytle
Nova Southeastern University

Emalee Shrewsbury
Nova Southeastern University

Michaela Greer
Nova Southeastern University

### A Transition to Using Online Learning Modules for Staff Education

This panel will discuss how a writing center transitioned staff education and training from being primarily onsite to being primarily online. We will review methods used to develop a series of online learning modules, how we conducted assessment, and how we plan to revise in the future.

# THURSDAY, FEBRUARY 22

**RICHMOND SALON II**

Stephanie Walker
Virginia Commonwealth
University

**Smooth Operating: Facilitating Center-Wide Communication and Project Management**

As writing centers evolve, managers and staff are engaged in projects and communication that span disciplines, departments, and sometimes even campuses. More and more, writing center managers wear many different hats: instructor, researcher, project manager, content creator, writer, to name a few. They are often required to juggle the day-to-day complexities of managing learning centers along with various projects and communications that come their way. Balancing these demands without the addition of resources such as time, money, extra hands, means managers must get creative. This session will overview project-management techniques used in private industry with large project and customer-management loads and help connect these techniques to our work within writing centers. Participants will also have a chance to try out some easy (and free) technology platforms such as Trello and Slack, designed to help streamline workflow and communication. Bring a laptop or tablet!

**RICHMOND SALON III**

Stephanie Tignor
Virginia Commonwealth
University

Meredith Sisson
Virginia Commonwealth
University

**Writing to Get Abroad: Supporting Applicants for International Scholarship Opportunities**

In this workshop, Stephanie Tignor, Director of VCU's Education Abroad Office, and Meredith Sisson, Assistant Director of VCU's National Scholarship Office, will present on collaboratively supporting applicants for nationally-competitive federally-funded international awards. We will focus on four awards in particular—the Fulbright U.S. Student Program, the Gilman Scholarship, the Boren Awards, and the Critical Language Scholarship—and will share both best practices and tangible tools for providing writing support for applicants.

# THURSDAY, FEBRUARY 22

**RICHMOND SALON IV**

Deborah Reese
Armstrong State University

**It's Been a Fun Ride: Armstrong State University Says Farewell to the SWCA Annual Conference**

Armstrong State University will no longer exist as an independent university after spring 2018. The University System of Georgia announced in January 2017 that ASU would merge with Georgia Southern University. Armstrong's transition from an independent entity to a satellite campus is putting a strain on its tutorial outreaches. This project will examine the strains this merger is placing on ASU's Writing Center, with its 35-year-long identity as a writing-across-the-curriculum center, its staff (composed primarily of undergraduate peer tutors), and its robust tutor training practices. Although we know that our center will go on in some form, we do not yet know how our identity will be forced to change. Steps must be taken to prepare consultants in the new GSU-Armstrong Campus Writing Center to find strength and self in a freshly-forged identity.

**VIRGINIA ROOM A**

Valerie Dinavo
Virginia Commonwealth University

**Relational Aesthetics: Writers and Consultants Taking Collective Action to Become One with Art**

The best art comes from people who truly believe that what they are making is beautiful. As facilitators, it is our responsibility to cultivate this belief in our students to help them discover their authentic voice as an artist and attain the confidence and tools to use that voice to produce powerful writing, powerful works of art. I advocate for a transition of Writing Center philosophy, a shift in focus from producing better writers to producing better artists. As Stephen North claimed, "Our job as writing consultants is to produce better writers, not better writing." When we guide students through the writing process, we are essentially guiding them through a creative process that allows them to become one with the art they are producing. When students write from the perspective of an artists, they become better writers, and ultimately produce better writing.

# THURSDAY, FEBRUARY 22

**Virginia Room B**

Carson Pender
Winthrop University

**The Bigger Picture: Clothing, Culture, and Body Regulations in The Writing Center**
The purpose of this presentation is to analyze how dress codes often perpetuate unintended rhetoric and promote a transition from student expression to student objectification. Specifically, the way that the body is seen in a rhetorical nature and the materials (makeup, clothing, modifications) that are used as identification create a metaphor for the construction of professional attire. When we evaluate others by their physical appearance, we make assumptions based on subconscious knowledge of cultural stereotypes. Transitioning into a writing space where bodies receive positive acknowledgement will increase tutor, tutee, and receptionist performance. This presentation argues for in-depth critical thinking regarding body space and its manifestation in order to transition from the problematic rhetoric of professionalism to open environments where students are free to express themselves aesthetically.

**Virginia Room C**

Jennell Jones
Winthrop University

**A Guide to Making Student-Athletes Successful in Writing**
This presentation will focus on how writing centers can merge into the student-athletes' study hall area and promote academic success in writing. Implementing the Writing Center tutors into the study hall area will allow them the access and time to get assistance with various writing assignments. The topics discussed in this presentation will include the following: student-athlete time restraints, negative stigmatism in reference to writing tutoring, and appropriate manners for tutoring an athlete. After reviewing various scholars' works and analyzing student-athletes' perceptions, statistics show that the inclusion of a Writing Center tutor in the study hall led to the improvement of academic writing.

# THURSDAY, FEBRUARY 22

**VIRGINIA ROOM D**

Franklin Ard
University of South Alabama

Stephanie Evers Ard
University of South Alabama

**Staying the Course: An Academic Integrity Collaboration Between a University Library and a Writing Center**

Like most college campuses, the University of South Alabama has seen a recent uptick in academic misconduct, especially plagiarism, due to an increased reliance on the internet for student research. To combat this problem, the university organized an Academic Integrity Committee whose investigations led to a collaboration between the university's Writing Center and Marx Library to produce an online workshop for students. In this presentation, we will discuss how the USA Writing Center and the Marx Library worked together to create the workshop, which aims to provide students with theoretical understanding of the academic conversation, practical knowledge of the ways in which they may work with source material, and opportunities to test their knowledge through interactive exercises. We will discuss how we identified learning objectives, developed curriculum, built the workshop, obtained faculty buy-in, and deployed the product to the students.

**ALC 4203 (WRITING CENTER)**

**State Rep Meeting**

**METRO ROOM**

**SWCA Research Interviews**

## CONCURRENT SESSIONS C: 11–11:50AM

**RICHMOND SALON I**

Amber Traw
Faulkner University

Jordan Reynolds
Faulkner University

Danni Connelly
Faulkner University

**Mission Possible: Crafting and Implementing Effective Mission Statements**

Is your center on a mission? We have found that a large number of writing centers place more emphasis on the process of writing rather than a clear goal or outcome. Our presentation is designed to show how goal-oriented mission statements can have a more meaningful and long-lasting impact on the students they serve.

# THURSDAY, FEBRUARY 22

Aysha Zackria
NSU University School

Jaimie Crawford
NSU University School

Sarina Schwartz
NSU University School

## Student Agency Through Rubric-Centered Peer Tutoring

Faculty advisor Jaimie Crawford, who has worked as the SWCA independent school representative and recently wrote a chapter on cross-curricular collaboration with NSU Writing Fellow Advisor Kevin Dvorak, along with student advisors Sarina Schwartz (senior) and Aysha Zackria (junior), will discuss their initiative to increase student agency via increased transparency in the scoring process and greater focus on the rubric in the tutoring process. Discussion will focus on tutor training, rubric styles and efficacy, and collaboration with faculty.

## WALDREP SCHOLARSHIP WINNER FEATURED SPEAKER



Aysha Zackria is a junior in high school at NSU University School in Fort Lauderdale, Florida. She is the Assistant Program Coordinator of the Writing Fellows Program at USchool. She, Jaimie Crawford, and Sarina Schwartz won the Christine Cozzens Research Grant and Initiative Program grant for their work on Instilling Student Agency through Rubric-Centered Tutoring. They attended and presented at IWCA in 2016. She is a member of NEHS and participates in Literary Magazine, Book Club, and Cappies, a high school theatre critiquing program. She enjoys playing bass and acting as the Junior Representative in District 13 of Florida Thespians.

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RICHMOND SALON II

Russell Carpenter
Eastern Kentucky University

Scott Whiddon
Transylvania University

Courtnie Morin
Eastern Kentucky University

## Writing Center Certification Process: Findings, Research, and Implications

In this presentation, members of the SWCA Research & Development committee examine initial findings from research conducted to understand the implications of designing and implementing a writing center certification process. Presenters share results of two studies: one, a survey of SWCA members, and two, interviews from two pilot institutions pursuing certification.

# THURSDAY, FEBRUARY 22

**Richmond Salon III**

Andrew Petrykowski
University of Central Florida

**Conversational Analysis as a Tutor Training Tool**

This presentation explores the argument that recording, transcribing, and performing a conversational analysis on one's own tutoring sessions is a valuable training tool for writing center tutors of all levels of expertise. It focuses on experience with conversational analysis as a means of self-assessment, along with a discussion of the implications of that experience for tutor training practices.

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Alex Funt
University of North Carolina at Chapel Hill

Sarah Miller Esposito
University of North Carolina at Chapel Hill

**Embracing the Panopticon: Video Recording at the Writing Center**

This presentation promotes video recording writing coaching sessions for the purposes of observation, reflection, and training. By watching video recordings of their sessions, coaches can track their progress toward professional development goals. Video recording also enables writing center administrators to observe sessions and provide feedback to coaches while working around some common challenges of in-person observations. Session footage can be edited into training videos that provide coaches with models and material for reflection. After describing our setup and process, we will talk about how we use the footage after it is collected. Relying on the results of a survey, we will share how coach attitudes about video recording have changed over time, where the coaches stand on video vs. face-to-face observations, and what they have learned from recording and watching their sessions. We will finish with some suggestions for best practices.

# THURSDAY, FEBRUARY 22

**RICHMOND SALON IV**

Emily Harbin
Converse College

**Avoiding Burnout During Times of Transition**

This presentation explores the susceptibility of writing center administrators and tutors to burnout. By studying the indicators and causes of burnout as defined by Christina Maslach and other experts in the field, we discover a confluence of factors that leave us particularly vulnerable to burnout, especially during times of transition. The three major dimensions of burnout, according to Maslach, are emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion can result from unrealistically idealistic goals, while lack of control can lead to reduced feelings of personal accomplishment. After the theoretical introduction to the subject I will provide my audience with measures that they can use to assess their own level of burnout and advice for how to monitor and compensate for tutor burnout. Then we will brainstorm strategies to deal with outside factors that affect our feelings of professional accomplishment.

**VIRGINIA ROOM B**

Lingshan Song
Mississippi College

**Emerging Opportunities: Transitioning into Building International Partnerships**

While writing centers are well established in the United States, this is still a new concept in China. In the past five years, writing centers have started emerging in a handful of Chinese universities, and they directly benefit from connections or collaborations with American universities. This research aims to study trends across those newly established writing centers in China through case study. In the meantime, this project hopes to explore a partnership model that results in a win-win situation for future writing centers to be established in China and the American writing centers that reach out to those beyond the United States.

# THURSDAY, FEBRUARY 22

**Virginia Room D**

Tequila Jackson
Kennesaw State University

Frances Farmer
Kennesaw State University

Mary Evelyn Clark
Kennesaw State University

**Creating a Conducive Environment for Those on the Spectrum**

We plan to present information on how to create a safe, inclusive space in the writing center for students who are on the autism spectrum. Research and experts agree that simple changes such as dimming lights, avoiding bright colors and harsh smells, lowering the noise level, and using organization techniques (e.g., labels, worksheets, response cards, images) contribute to a more welcoming environment for those on the spectrum. Our plan is to make others aware of these things. Our writing center already puts into practice many of these suggestions, which has positively affected our general audience, especially those with special needs. Through evidence-based recommendations, examples from our own writing center, and advice from those on the spectrum, we hope to illuminate the needs of an underserved population.

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Vivian Lee-Taylor
Virginia Commonwealth University

**Working With Students Who Receive Disability Support Services**

Learning disabilities can affect students from elementary school all the way to college. As students with learning disorders progress in their education, a writing center can make this transition a little easier. VCU's Writing Center has recently added a chapter in its handbook, "Working With Students Who Receive Disability Support Services," which is dedicated to working with students with learning disabilities. Goals of the VCU Writing Center include supporting students with learning disabilities and finding new, strategic ways to help them with their writing processes. A writing center can transition to becoming a more inclusive environment by ensuring that consultants are trained in working with students with learning differences. An added benefit to working with these students is that it provides consultants with an opportunity to discover new ways to approach writing.

# THURSDAY, FEBRUARY 22

**ALC 4203
(WRITING CENTER)**

Ginger Stelle
Asbury Theological Seminary

**Growing Pains: How One New Writing Center is Shaping Its Institutional Role**
This presentation explores how the new writing center at Asbury Theological Seminary is carving out a place in its institutional culture through faculty training on enhancing graduate level academic writing for students. Since opening in fall 2016, we have hosted a Faculty Development Seminar Series, which addresses various topics associated with writing pedagogy, focusing on ways faculty can more effectively use writing to achieve their course objectives. This presentation will explore ways that programs may affect institutional perceptions of a writing center's role in the hope that other centers may find encouragement and ideas.

**METRO ROOM**

**SWCA Research Interviews**

### LUNCH: 12PM–12:50PM

James River Terrace

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## CONCURRENT SESSIONS D: 1–1:50PM

**RICHMOND SALON I**

Brandon Hardy
East Carolina University

**"Your Consultant is Ready for You Now": An Analysis of Clinical Discourse in the Writing Center**
Student writers often struggle to explain the kind of help they need or want when making an appointment at the writing center, often because the kind of workplace documents used to acquire this information, like the appointment form itself, establish and reproduce a clinical experience that may encourage or enable self-diagnosis. Adopting a discourse perspective on how genres are operationalized may help writing center practitioners appreciate this clinical identity and embrace the historical perspectives that gave it shape. Additionally, this may provide writing center administrators with a better understanding of how to develop more effective tools that gauge acquisition of writing discourse. Building on Bemer's analysis of user experience and medical consultation rhetoric, the presenter will demonstrate how the WCOnline client intake form, as a generic artifact, co-constructs the writing discourse students learn and use when describing their needs.

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# THURSDAY, FEBRUARY 22

Molly Wright
Columbus State University

Eliot Rendleman
Columbus State University

Caroline Murphy
Columbus State University

Megan Boeshart
Old Dominion University

Lisa Nicole Tyson
Old Dominion University

**Transitioning from Old to New Metaphors in Marketing Writing Center Services**
Extending the research of Peter Carino and Elizabeth Boquet on writing centers and metaphorical representations, three post-secondary institutions—Columbus State University, Columbus Technical College, and Old Dominion University—are investigating the effects of three metaphors on the perceptions and marketing of their writing support and centers. In this presentation, the investigators will share the study's survey results and interview research into students' reactions to visual representations of tutoring centers as labs, as gyms, and as clinics.

**RICHMOND SALON II**

Kiara Lee
Virginia Commonwealth University

**Black in the Writing Center: Race, Representation, and the Post-Racial Lie**
Racial representation in academic spaces is important; however, cultural representation in the writing center, a space that can especially lack diversity, is paramount and must be addressed with utmost urgency. Black college students must be represented in the writing center, for their writing identities and their cultural identities depend on it, particularly in today's society, laden with post-racial attitudes and racist ideologies.

**RICHMOND SALON III**

Scott Whiddon
Transylvania University

Julia Bleakney
Elon University

Russell Carpenter
Eastern Kentucky University

Kevin Dvorak
Nova Southeastern University

Paula Rosinski
Elon University

**Results from a Multi-Site Survey of Course-Embedded/Peer-to-Peer Writing Support Programs**
Although course-embedded programs (such as writing fellows, writing center fellows, or writing associates) have been examined at single institutions in terms of training, faculty support, and assessment, writing center researchers have rarely studied these programs across multiple sites. Our panel provides results from a large-scale multi-institution survey of students, faculty, and staffers in classes with course-embedded writing support programs, at four SWCA institutions that differ in terms of size and mission. This project and research results showcase the perceived value and impact of course-embedded, peer-to-peer writing support.

# THURSDAY, FEBRUARY 22

**RICHMOND SALON IV**

Eric Mason
Nova Southeastern University

Chris Netterville
Nova Southeastern University

Jacob Weiers
Nova Southeastern University

**Engaging the Faculty: Developing Content and Writing Support**
In this roundtable, presenters gather information on interactions with university faculty and writing centers. Upon reflection, they will ask participants to collaborate on discussing best practices concerning the development of workshops and overall supportive content for faculty in order to help promote the teaching of writing from a writing center perspective.

**VIRGINIA ROOM A**

James Holsinger
Longwood University

Seth Clabough
Randolph-Macon College

**Little Data: Confidentiality, Data Collection, and the Role of the Writing Center**
To what degree should writing centers be confidential spaces for students who use our services? The need to justify budgetary requirements of our programs, desire to make data-informed decisions about staffing and writing-related initiatives, and the increased emphasis on RAD writing center scholarship has transformed many centers into data-gathering hubs on campus, and made it increasingly more difficult and important for directors to answer this question. We'll suggest that writing center directors—whatever their position on confidentiality—need to consider how best to use the student data gathered in writing centers. Just as important, they need to be clear with students, faculty, administrators, and tutors about how this information is being used and why it's being collected.

**VIRGINIA ROOM B**

Robin Leib
Roane State Community College

Becca Decker
Roane State Community College

**Multiplying Student Success: Practical Ideas for Developing the Relationship between Writing Centers and Libraries**
In educational settings, both libraries and learning centers are crucial resources for academic success. So why are we not working together more often? In the fall of 2016, the librarians and learning center specialists at Roane State Community College began to recognize the natural relationship between their two departments and started developing a robust partnership to better serve student and faculty populations through classroom instruction and academic outreach events. This session will explore the holistic approach that the Roane State Community College Learning Center and

# THURSDAY, FEBRUARY 22

Library take to address the research paper writing process. We will present strategies for creating and cultivating intradepartmental relationships, provide specific lesson plans for joint instruction sessions, and share the results of our Long Night Against Procrastination event.

**VIRGINIA ROOM C**

Hayley Neiling
Winthrop University

### Spectrum Sensitivity: Protecting LGBTQ+ Students in Writing Centers

When students come to writing centers they are already in a vulnerable position. To ensure that all students feel safe and accepted at writing centers, all tutors should go through safe zones training, or that school's equivalent, in order to be well informed, sympathetic, and best equipped to help students who may be different from themselves. The history of violence and oppression of LGBTQ+ people may make a student hesitant to ask for help. Training tutors regarding safe zones will ensure the most effective and comfortable tutoring session possible. While most tutors mean well and do the best with what information they have, it is always better to have sensitive well-informed tutors than ignorant well-meaning tutors.

**VIRGINIA ROOM D**

Candis Bond
Augusta University

### The Writing Center after Institutional Consolidation: Merging Interests and Expanding Roles

We will discuss the challenges writing center directors and staff face when a university merges with another institution, including forming relationships across campuses, expanding outreach, refocusing services, and modifying staff training and policies. This presentation draws largely from practical experience to offer suggestions for making writing centers centralized resources capable of serving diverse bodies of students across disciplines in times of consolidation. Particular attention is paid to the ways writing centers can refocus to better serve students in the health sciences, especially those enrolled in graduate programs.

# THURSDAY, FEBRUARY 22

**FORUM ROOM**

Cassandra Book
University of Louisville and
Old Dominion University

**Is This Your First Visit? User-Experience and Writing Center's Online Presence**

For at least 30 years, writing centers have been transitioning from location-based physical centers to hybrid centers that offer both face-to-face (f2f) and online resources. As technology, genre, and distance education expand and evolve, writing centers have also adjusted, theorized, and reevaluated online possibilities. Yet, we still have much to learn about how writers experience our "centers" as a continuum of physical and digital spaces. We need to critically examine, for instance, how administratively user-friendly software impacts constructions of online spaces, pedagogies, and writers' perceptions of centers. This presentation argues for employing User Experience (UX) methodologies to understand writers' experiences and explores a pilot study of a pragmatic and empirical approach to analyzing writers' use and perceptions of a center's website, online appointment schedule, and online consultations.

**OLSEN SCHOLARSHIP WINNER FEATURED SPEAKER**



Cassandra Book is the Associate Director of the University Writing Center at the University of Louisville and a PhD Candidate in English at Old Dominion University. Her research interests intersect writing centers, writing consultant development, and feminist research practices. Cassandra's current research projects include a user experience (UX) study of her center's online tutoring and her dissertation. Her dissertation is a longitudinal qualitative study that traces Teaching Assistants' development as writing consultants, first-year writing teachers, and emerging professionals.

# THURSDAY, FEBRUARY 22

**ALC 4203**
**(Writing Center)**

Ray Fowler
Edward Waters College

David Gonsalves
Edward Waters College

Dontreal Jackson-Ross
Edward Waters College

**Adapt and Overcome: The Evolution of Edward Waters College Writing Center**

Edward Waters College is distinctively Florida's oldest independent institution of higher learning as well as the state's first institution established for the education of African Americans. During the academic year of 2014-2015, Edward Waters College began the rigorous process of taking the necessary steps to reaffirm its regional accreditation. A major contribution to this process was the creation of the Quality Enhancement Plan (QEP). The focus of the QEP is to improve the writing of first-year students. There have been many challenges, such as other departments' utilization of the writing center during the day, which greatly reduced students' ability to get help during peak hours. However, through it all we have managed to find a formula that seems to consistently help students improve. These best practices are primarily based around connecting with students.

**Metro Room**

**SWCA Research Interviews**

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## State Meetings: 2–2:50pm

Forum Room……………...Alabama

Richmond Salon I………..Florida

Richmond Salon II……….Georgia

Richmond Salon III……....Kentucky

Richmond Salon IV……....Mississippi

Virginia Room A………....North Carolina

Virginia Room B………….South Carolina

Virginia Room C……...….Tennessee

Virginia Room D……...….Virginia

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# THURSDAY, FEBRUARY 22

## Constant Remaking: The Pernicious (Yet Necessary) Myths of Writing Center Work



### Keynote Speaker: Jackie Grutsch McKinney

Jackie Grutsch McKinney is a professor of English and writing center director at Ball State University where she teaches undergraduate and graduate courses in writing, writing pedagogy, research methods, and writing center studies. She has written numerous articles, chapters, and three books on writing center work: *Peripheral Visions for Writing Centers (*winner of the International Writing Centers Association Outstanding Book Award), *Strategies for Writing Center Research, and The Working Lives of New Writing Center Directors.* McKinney is currently the president of the IWCA.

## Keynote Reception and Awards Ceremony: 5–7pm

Third Floor Lecture Hall
James Branch Cabell Library
901 Park Avenue

# FRIDAY, FEBRUARY 23

## ALL DAY: 8AM–4PM

Registration and vendor fair: James River Terrace

## CONCURRENT SESSIONS E: 8–8:50AM

### FORUM ROOM

James Truman
Auburn University

Erin Chandler
University of Montevallo

Randall Sessler
Wallace Community College

Matthew Kemp
Auburn University at
Montgomery

### Do Not Go Gentle Into That Good Write: Resistance, Positive Energy, and Progressive Vision(s)

A writing center's fundamental goal is to empower students engaging in academic conversations. But in the last year, it's become clear we are in a moment of historic conflict. The country feels more ideologically polarized than since the 1960s, and what "empowerment" means, who gets access to the "academic conversation," and even how to define that conversation, is more hotly contested than ever. These presenters will show how four very different writing centers in one southern state have engaged in productive resistance through the power of positive affect, emotional intelligence, and collaborative attitudes. Each presenter demonstrates the value of metacognitive approaches in writing center training and collaborative endeavors across institutional boundaries that cultivate the cultural value of positive engagement. This is how we enter the fray, how we defend our values.

### RICHMOND SALON I

Shenandoah Sowash
American University

Caron Martinez
American University

Laural Adams
Virginia Commonwealth
University

### Persuading Faculty to Embed Writing Competencies in Core Business Assignments

Our aim is to reject the idea that excellent writing skills are somehow disconnected from learning core business concepts. Promoting business communication skills while producing deep learning in students is both optimal and possible. By strategically embedding writing and speaking requirements in the undergraduate business curriculum, students learn that being a good writer is not optional for business, but necessary. Initiatives at American University and Virginia Commonwealth University enhance business students' communication skills in their core classes. We will share concrete ideas on collaborating that support faculty priorities about content while also honing

crucial soft skills. These include assignment tweaks, rubric design, peer-tutor commenting, and timelines that appeal to faculty desires to spend less time grading and almost no time teaching writing. The goal is to inspire new partnerships with faculty that equip business students not only with essential technical skills, but also with critical, in-demand soft skills.

**RICHMOND SALON II**

Leah Schweitzer
High Point University

Jessica Joyce
High Point University

Jared Lindsay
High Point University

Alexis Newton
High Point University

Sarah Pattisall
High Point University

**Transitioning Student Views of Instructor Feedback: The Writing Center's Place in Interpreting Comments on Writing**
In this presentation, a writing center director theorizes that instructor feedback is a genre which students, largely, haven't been taught how to read or interpret. We will discuss the importance of formally training students in how to receive and apply feedback, arguing that the writing center can be a key site for that work. Writing center tutors then think through the practicalities of teaching students to read feedback with a growth mindset and apply it to both present and future writing assignments based on their own personal experience as both writers and tutors.

**RICHMOND SALON III**

Jacob Brown
Christopher Newport University

Zachary Outzen
Christopher Newport University

**Promotion and Marketing Tactics of the Writing Center**
Writing instruction is a critical aspect of Christopher Newport University's Liberal Learning Curriculum, and the Alice F. Randall Writing Center is one of the University's available resources for tutoring students on the writing process.
This presentation will focus on student perceptions of the writing center, understood through two components: qualitative data collection and data analysis regarding students' views and values of the writing center. Undergraduate student researchers will discuss how they planned and collected data across the university's undergraduate population through surveys and through interviews with student-clients following their writing center sessions. Hoping to better understand how students view the writing center, the data interpretation should help in planning and implementing a practical marketing plan to address misconceptions and promote awareness of the writing center.

# FRIDAY, FEBRUARY 23

RICHMOND SALON IV

Robin Leib
Roane State Community
College

## The Transformative Power of Study Groups

Is one-on-one tutoring always the best use of resources? The Learning Center at Roane State Community College's Oak Ridge Branch has developed a study group program to meet the needs of students enrolled in rigorous gateway courses such as Anatomy and Physiology. While this program has met its original goal of increased student success in these courses, the program has sparked other positive outcomes, such as better tutor training, increased awareness of best tutor practices, and improved marketing of the learning center's other services. This presentation will review statistical analysis of this study group program and address basic group theory. Additionally, it will provide practical ideas on how to form, norm, and storm, so your groups can perform along with frank discussion on the sustainability of and the positive impact groups can have on the general health of a center.

**METRO ROOM**

Lydia Shelley
Western Carolina University

## The Write Kind of Social

Writing centers are increasingly using social media to connect with the student bodies they serve, but hiring a specialist to get your accounts up and running isn't always a viable option. Luckily, if your center employs students you most likely have several specialists working for you already. Attendees will gain valuable information about what makes writing center social media successful, the reality of student-run social accounts, and firsthand accounts of the application of this information to a burgeoning center social media account.

# FRIDAY, FEBRUARY 23

**ALC 4203
(Writing Center)**

Marina Seamans
Indiana University of
Pennsylvania

**An Exploration of How Tutors Address L2 Writers' Questions and Concerns with Regard to English Grammar and Usage**

Within the last 20 years, attention in writing center studies has turned toward second language (L2) writers who have begun to use writing centers in larger numbers on their American college and university campuses. However, problems arise when tutors try to apply the leading-question method in conferences with L2 writers (Powers and Nelson 113). For this reason, writing centers have begun to apply new techniques in order to be more successful with L2 writers. In other words, writing centers in the U.S. are making significant changes in the ways they help writers, and tutors are learning to apply new and some-times unfamiliar strategies. This research will explore, using video/audio recording and reflec-tive interviews with the tutors and the tutees, the strategies used by tutors to teach L2 writers.

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David St. John
Georgia State University

Meagan Malone
Georgia State University

Brianny Paulino
Georgia State University

**Transition/ Translation: Linguistic Transience for ELL and Multilingual Learners**

To be transient is to be unmoored, wavering, and fleeting, but with transience also comes a great deal of flexibility, freedom, and agency. Rather than asking our ELL students to completely transi-tion to L1 levels of English fluency, or encourag-ing our students to roughly approximate their meanings through rough translations, more pro-ductive tutoring will prompt our students and tu-tors to stay with the trouble of linguistic transi-ence, shuttling between languages and linguistic conventions.The papers on this panel attempt to supplement the existing scholarly conversation surrounding ELL and multilingual learners in writ-ing centers by utilizing this year's conference theme—transition—as an entry point. With these papers and perspectives, the panelists hope to find commonalities that suggest a transient linguistic pedagogy in writing center scholarship.

# FRIDAY, FEBRUARY 23

**Richmond Salon I**

Margaret Swezey
Duke University

Jamie Browne
Duke University

**Transitioning to Authenticity: Supporting Writers Negotiating Self-Disclosure and Perceived Risk in High-Stakes Projects**
Writers sometimes come into the writing center to work on high-stakes projects, such as application essays or job letters. The envisioned audience may constrain the writer's choices about how to present themselves, and writers experience stress as they try to balance authenticity against perceived risk. These scenarios are not uncommon. An undergraduate struggles with whether to disclose a disability in an application essay, or a junior faculty member considers toning down her public speech on a politically fraught topic. The stakes for the writer are high: for example, a writer being out in a job letter risks not being considered for a position, but remaining closeted can be emotionally damaging. As non-evaluative, collaborative third spaces, writing centers are particularly well positioned to help writers with this difficult work. Our talk will explore strategies consultants can use to help writers think through their options and negotiate a path through difficult territory.

**Richmond Salon II**

Krista Sarraf
Indiana University of Pennsylvania

Jing Zhang
Indiana University of Pennsylvania

**Re-Inventing the Writing Center: Innovative Solutions from Centers in China and in the United States**
This workshop describes the creation of two untraditional writing centers: a multilingual writing center in China and a community creative writing center in the United States. The workshop leaders argue that the writing center community should view deviations from the traditional writing center models as opportunities to innovate. Further, we call for a renewal of research on writing center origins to discover how writing centers adapt to the local needs of the populations they seek to serve.

# FRIDAY, FEBRUARY 23

**RICHMOND SALON III**

Holly Kilby
Averett University

Aries Wilson
Averett University

**Incorporate Growth Mindset Theory into Your Tutor Trainings**
Averett University's Director of the Quality Enhancement Plan, Aries Wilson, and Averett University's Academic Support Coordinator, Holly Kilby would like to share with fellow learning center colleagues how to implement Carol Dweck's Growth Mindset Theory into tutor training programs. This is in order to enable tutors—from writing tutors to math tutors—to become part of the universal effort to promote academic growth. Training tutors to implement growth mindset strategies will enhance tutoring sessions, promote resiliency in tutees (and tutors), and ultimately impact retention.

**RICHMOND SALON IV**

Prabin Lama
Virginia Tech

**How Much Help Is Too Much Help? Examining How Tutors Navigate the Directive/Non-Directive Continuum in Actual Practice**
Although many writing center scholars and practitioners recommend using a flexible approach to alternate between directive and non-directive methods, tutors often find it challenging to do so in actual practice. This presentation examines how tutors negotiate the directive/non-directive continuum by analyzing conference transcripts together with pre-and post-intervention drafts. It will demonstrate what flexible tutoring looks like in actual practice. It will also demonstrate how tutors can avoid moving too far along the directive continuum.

**METRO ROOM**

Jackie Keshner
College of William & Mary

**Writing by Design**
In business and academia alike, the design thinking process has gained increasing traction as an essential, interdisciplinary framework for innovation. The five-step process taught at Stanford University's Institute of Design—Empathizing, Defining, Ideating, Prototyping, and Testing—provides a focused framework for staying attuned to clients' core desires and tailoring thoughtful solutions for them. This presentation will focus on how transitioning writing centers can use design thinking principles to efficiently anticipate and address students' diverse, multimodal needs. Using the Stanford model as a guide, I will

# FRIDAY, FEBRUARY 23

demonstrate how each step of the process can help writing centers maintain their comfortable atmospheres, yet also expand their creative potential.

**ALC 4203 (WRITING CENTER)**          **Community College Meeting**

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**CONCURRENT SESSIONS G: 10–10:50AM**

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**RICHMOND SALON I**

Ruth Yoder
Piedmont Virginia Community College

Jenny Koster
Piedmont Virginia Community College

**Off the Page: Facilitating Conversational English Practice for Non-Native Speakers in the Writing Center**

At Piedmont Virginia Community College, the Writing Center has sought to bridge a gap between the expected language proficiency in college-level courses and the speaking and listening skills of non-native English speakers. Through weekly, themed English Conversation Circles, PVCC Writing Center staff facilitate conversations that encourage students to talk, as well as introduce them to conversational norms and idioms related to the week's theme. The Conversation Circles have increased students' confidence in speaking with native English speakers on campus, as well as in the workplace and in the community. This session will discuss how to construct English conversation circles, efforts to broaden our offerings and attract participation, and address challenges both in facilitating and attracting students.

**OLSEN SCHOLARSHIP WINNER FEATURED SPEAKER**



Ruth Yoder is a writing tutor at Piedmont Virginia Community College. She started as a tutor in 2013 while attending PVCC. She transferred to the University of Virginia in 2014 and graduated in 2016. Since graduation, she had continued as a writing tutor and has taken on more responsibility including academic coaching, leading English Conversation Circles, and helping with administrative duties. She is passionate about language and all things related to the written word, and she loves helping students express themselves through writing.

# FRIDAY, FEBRUARY 23

**Richmond Salon II**

Scott Pleasant
Coastal Carolina University

**Quantitative Assessment: An In-Progress Report**
This presentation provides a progress report on a quantitative assessment study of the effectiveness of writing center tutoring. The current assessment is a follow-up on a three-year study that compared both holistic and criteria-based ratings of pre-intervention drafts to ratings of post-intervention versions of the same paper. The earlier study demonstrated that writing center tutoring does, on the whole, lead to quantifiable improvement. However, there were some confounding and counterintuitive results in the study. The current study replicates most the conditions of the earlier study, but is designed to provide additional control data and focus on a more homogeneous set of papers. This presentation will give preliminary data from the first iteration of the follow-up study and focus on interpreting trends in the data.

**Richmond Salon III**

Nicole Turner
Georgia State University

Jennifer Carter
Georgia State University

Caitlin Creson
Georgia State University

**A Space for Transitions: Liminal Positions in Writing Centers**
While liminal experiences are often individual and personal, writing centers serve as a space to engage with and develop within periods of liminality. The different renderings of identities struggling with and moving through their individual moments of transition make for a space that welcomes conversations about liminal experiences. In doing such, a writing center can establish freedom, comfortability, and solidarity around otherwise uneasy academic transitions. The presenters in this panel will extend ideas established about liminality and transition established by Harry Denny and Muriel Harries, discussing how liminality impacts writing centers and the sessions within them.

**Richmond Salon IV**

Nikki Caswell
East Carolina University

Will Banks
East Carolina University

**Inclusive Assessment: A Queer Proposal for Writing Centers**
This panel discusses how we redesigned our assessments to include sexuality in our demographic data collection, the university's response to our new data collection, and how our new assessment plan/design is influencing our center's professional development. In particular, we discuss the move to create a social justice statement that informs users of our values so we can be a force of good on our campus.

# FRIDAY, FEBRUARY 23

**METRO ROOM**

Penny Dearmin
Andrew College

**Inheriting the Pedagogy of Your Predecessors: The Shift From Quantitative Product Measurement to a Process Focus**

The campus writing center is often viewed by professors and the administration as a place to "fix a paper" or "correct grammar." Learn about the challenges of a community college writing center as the new director attempts to educate the community on the process of writing, even as quantitative outcome measures continue to be tied to accreditation. A focus on a step-by-step approach for tutors, as well as a tutoring practicum course, allows for consistent implementation by an empowered and educated staff.

**ALC 4203 (WRITING CENTER)**

Amy Hansen
Appalachian State University

Julia Karaus
Appalachian State University

**Hands On in the Center: Creating and Updating Digital Handbooks and Handouts**

This workshop investigates and invites attendees to participate in the transformation of their writing center's hard-copy training materials and instructional documents into living, institutionally specific digital documents. Adapting these documents into collaboratively written, easily editable documents allows writing center administrators and consultants the opportunity to articulate and re-articulate the theories and best practices that guide our work as they change and develop—and as the revolving door of writing center staff and clients continues to spin. If possible, attendees should bring a hard-copy training manual or instructional handout from their own writing center and a laptop or tablet for use during the workshop. Undergraduate and graduate students are warmly encouraged to attend.

**FORUM ROOM**

Joe Essid
University of Richmond

**From Writing Center to Learning Commons**

In the past decade, many writing centers have experienced structural changes. Not all have been pleasant, but a director can do several things to sustain the pedagogical mission of a writing center when it merges with other academic entities on campus.

# FRIDAY, FEBRUARY 23

**RICHMOND SALON I**

Deidre Evans Garriott
Virginia Military Institute

**The Writing Center as Counter-Culture in Military Environments: Cultural Production and Flexibility as Practice, Pedagogy, and Identity**

The writing center's "safe place" ethos emerged as a means of countering the center's early reputation as a punitive site of remediation. In military college, safe space culture may not be a productive pedagogy. In this presentation, the speaker will describe her efforts to create a writing center culture by drawing from this safe place reputation at Virginia Military Institute. In trying to carve out a safe place for cadets, the writing center administrator realized that she was producing a counterculture that conflicted with institutional ideals. The speaker will argue that writing center administrators must make writing center cultures, pedagogies, and practices responsive to local cultures in order to produce cultures of writing that complement and extend institutional missions. Such responsiveness requires the administrator to be flexible in both her identity and that of the center, prioritizing local needs over what a writing center "should be."

**RICHMOND SALON II**

Violet Strawderman
Old Dominion University

**Behind Closed Doors: Disability Access and the Writing Center**

Working as a disabled tutor at Old Dominion University's Writing Center reveals the everyday ableism ingrained within academic institutions and sparks a desire for change. From physical barriers to attitude adjustments, the academic future of disabled people continues to exist behind closed doors.

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Megan Boeshart
Old Dominion University

**User Experience: (Re)Designing Asynchronous Tutoring for Students**

Ongoing changes in the population and demographics of students at Old Dominion University with a mix of students completing coursework on-campus, online, and in some cases a mix of both have meant changes to our writing center and the services that we offer to students. As we consider how to address new challenges in the writing center, the workflow, training, and the designing of new services and how to carry them out in the best interests of our students is constantly on my mind. To

work towards addressing student needs in a productive manner still in keeping with writing center scholarship and practice, I look at the use of User Experience (UX) and usability studies as tools for adopting a screencasting asynchronous tutoring option in our writing center.

**RICHMOND SALON III**

Lori Jacobson
College of William & Mary

Sharon Zuber
College of William & Mary

Alexis Ohman
College of William & Mary

**Case Study: Creating a Graduate Writing Resources Center**
Because writing centers support students and faculty across disciplines, they are uniquely positioned to become partners in broader efforts to address changing institutional and curricular needs. One such effort at William & Mary resulted in the creation of a Graduate Writing Resources Center, expanding the services of the existing writing center to meet the needs of a growing graduate student population. In this case study presentation, panelists will share motivations for starting a graduate writing resources center, the process for proposing and creating the pilot program, methods for recruiting and training graduate consultants, results from the pilot, and plans for sustaining the program. We will share training materials and show how our professional development approach for graduate consultants enhances existing training for undergraduate consultants. This panel should appeal to those interested in cross-campus partnerships that allow them to build on and adapt their current model to meet changing student support needs.

**RICHMOND SALON IV**

Devon Ralston
Winthrop University

**Toward a Deliberate Mentoring Philosophy**
Writing centers often end up reflecting the diversity of campus identities. As such, much of our work in training peer tutors focuses on "problem tutorials" without acknowledging what Harry Denny calls "the face of the center," the bodies with identities, politics, and histories who do the work. Thus, this workshop turns its attention to creating meaningful mentoring. Building on work by Kris Blair, Matthew Cox, and Trixie Smith on feminist interventions as well as Erin Frost's call for apparent feminism, this workshop explores what it means to transition from the metaphors of training to a more deliberate mentoring philosophy, one that encourages awareness of identities, of material conditions of writing center work, and that seeks to reflect on the politics of process in order to revise policies, structures, and interfaces accordingly.

# FRIDAY, FEBRUARY 23

**METRO ROOM**

Sipai Klein
Clayton State University

Raven Reese
Clayton State University

**The Cross-Institutional Tutor Interview Project**
In this presentation, a director and peer tutor will discuss, in two parts, how we implemented a cross-institutional, tutor education strategy to help prepare incoming and active tutors to changes happening at colleges and universities.

**ALC 4203 (WRITING CENTER)**

**Get to Know SWCA**
SWCA President, Vice President, and other board members will lead a discussion of how you can be more involved with SWCA.

## LUNCH: 12PM–12:50PM
James River Terrace

## CONCURRENT SESSIONS I: 1–1:50PM

**RICHMOND SALON II**

Jim Shimkus
University of North Georgia

Jennifer Harris
University of North Georgia

Shea Barfield
University of North Georgia

Michelle Gilstrap
University of North Georgia

Emmy Dixon
University of North Georgia

**The Other Side of the Prompt: Using TILT to Decipher Tough Assignments**
TILT, Transparency in Learning and Teaching, is an award-winning research project that encourages professors to use transparency framework to improve the clarity of assignments. While TILT is generally employed by instructors in creating assignments and prompts, we have adapted the principles of task, purpose, and criteria for use on the other side of the prompt. As a team of faculty, staff, and students at the University of North Georgia, we are promoting what we have termed Reverse TILT. Writing fellows, student peer tutors, and professional writing consultants are trained to help clarify tough assignments by showing students in consultation sessions how to identify the three TILT principles. Using TILT in reverse gives students more control over their assignments and provides a ready framework for tutors and consultants to set an agenda for the sessions.

**Richmond Salon III**

Seb Prohn
Virginia Commonwealth University

**Inclusive Higher Education: Writing Strategies for Intellectually Diverse Students**
The "average student" is a myth. Writing centers designed to support the average student, therefore, risk obsolescence. The best student support addresses a range of learning abilities and prepares

for diversity as the norm. The 2008 Higher Education Opportunity Act created significant opportunity for individuals with intellectual disabilities to access college. In 2017, more than 60 colleges and universities in the southeast had programs for students with ID. This presentation provides a background to the inclusive higher education movement and provides research-based strategies and practical tips to prepare writing centers for intellectual variability, particularly students with intellectual and developmental disabilities.

**RICHMOND SALON IV**

Jennifer Lawrence
Virginia Tech

Lauren Wallace
Virginia Tech

Savannah Page Murray
Virginia Tech

Atinuk Inthajak
Virginia Tech

### Developing Support for Graduate Students in the Writing Center

In this roundtable, we would like to engage in different perspectives, experiences, and resources surrounding a current challenge of many writing centers across the country: How can we effectively support our growing graduate student writer population? We hope to hear about your experiences and share some of our developing efforts to better serve graduate student writers through consult recruitment and training, writing center programming, and cross-campus collaborations.

**METRO ROOM**

Nicole Emmelhainz
Christopher Newport University

Jordyn Moder
Christopher Newport University

### "You Can't Learn Everything On Your Own": Collaborative Research and Mentorship in Writing Consultant Training

Preparing undergraduate students for the job of tutoring writing is important and necessary work. Whether completed through formal classroom instruction or through workshops and on-the-job training, learning how to work with student-clients and how to engage them in conversation about their writing allows the future writing consultant to be better equipped for the variety of student-writers and student writing they will inevitably encounter. This presentation will discuss efforts to help undergraduate students learn what being a writing center consultant and writing center researcher entails by discussing the required, writing-intensive course needed to be a writing consultant at a public, small liberal arts university. Specifically, the collaborative, semester-long mentorship project designed to help students both in their writing center research efforts, as well as their learning a variety of tutoring writing approaches, will be presented. Presentation will include an assignment and rubric used in the course.

# FRIDAY, FEBRUARY 23

RICHMOND SALON I

Nabila Hijazi
University of Maryland
College Park

Douglas Kern
University of Maryland
College Park

## Transitioning in Tutor Training: Writing Centers and the New Digital Literacy

Participation in new media demands the acquisition and honing of new literacy skills and requires familiarity with the unwritten rules and etiquette for functioning within a given media environment. How, then, can our writing centers support both writers and tutors in learning/understanding these new literacies? This interactive workshop seeks to further this line of inquiry by including participants in new discussions regarding the tutoring of literacy transfer and digital composition in this new digital age. Our research questions ask: Rather than promote technology for the sake of technology, how can we enhance tutor training to advance the digital literacies of our tutors? How can we empower tutors to work with students to achieve clarity and conciseness when completing these assignments?

**WALDREP SCHOLARSHIP WINNER FEATURED SPEAKER**

In 2004, Nabila Hijazi joined the University of Maryland Writing Center as an undergraduate tutor and conducted research about the role of the nonnative tutor in the writing center. In 2006, she advanced to pursue her Master's degree in English with a concentration in rhetoric and composition and to teach for the English department. She has taught classes in academic writing, writing center theory and practice, and grammar. She worked as an assistant director at the Undergraduate Writing Center and as a Writing Fellow, working mainly with ESL students, for the Graduate Writing Center. Currently, she is a PhD candidate in rhetoric and composition and writing her dissertation, investigating the literacy practices of adult refugee learners from war affected countries. She intends to identify the educational strategies for teaching these learners and to provide a teaching resource for other teachers based on the project's findings.

ALC 4203
(WRITING CENTER)

Lauren Karr
Emory University

## Exploring Attitudes About Writing Center Tutoring Sessions Among Attendees of Specialized Workshops

This presentation will be led by three undergraduate tutors from the Emory Writing Center. They will present findings from their research on the attitudes about tutoring sessions among writers

# FRIDAY, FEBRUARY 23

Kate Norton
Emory University

Lauren Taylor
Emory University

who have attended population-specific workshops. Attendees will have the opportunity to contemplate how they might enhance the perceptions of tutoring sessions at their own institutions. This research aims to fill the research gap concerning workshops and writing center attendance and culminate in an understanding of issues that deter population-specific workshop attendees from engaging in tutoring sessions.

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## CONCURRENT SESSIONS J: 2–2:50PM

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**RICHMOND SALON I**

Maria Badillo-Mendez
Kennesaw State University

Miranda Smith
Kennesaw State University

### Tutor Perceptions: Aiding Students with Autism Spectrum Disorder

For many students with autism spectrum disorder, writing centers are the crossroads between class instruction and socialization with the university at large and thus can become a helpful resource that scaffolds and supplements their classroom experience. Due to this, it is important to understand writing assistants' perspectives on their training and their potential to help students on the spectrum understand academic writing. The presenters will use data collected from writing center tutors to examine how tutors transition their knowledge about writing to help students on the spectrum. Based on this data, the presenters will examine ways to overcome tutor limitations and offer suggestions for improving tutoring sessions provided to writers on the spectrum.

**RICHMOND SALON IV**

Kathi Gibson
Bladen Community College

### Vertical Articulation: A Key to Improving Writing Skills

Presenter will present data from the college writing center and describe how data is used to jumpstart discussions with high school teachers. The data captured from the writing center database show the strengths and challenges of students entering college. The presenter will share strategies for ongoing communication and support between the feeder high schools and the community college as the two entities work together to improve the writing performance of students.

# FRIDAY, FEBRUARY 23

**Richmond Salon II**

Kathryn Dean
Georgia State University

Brianny Paulino
Georgia State University

Joan Bañez
Georgia State University

### Mentors and Mentees in Writing Centers: Transitions in Writing from a Solitary Act to Social Activity

Writing studios provide a wide array of opportunities for mentees to begin exploring writing from a solitary practice that transitions into a socially collaborative process. This perspective is primarily grounded in the criteria Laurel Raymond and Zarah Quinn elucidate in "What a Writer Wants: Assessing Fulfillment of Student Goals in Writing Center Tutoring Sessions" to categorize tutees' primary concerns regarding their work and the means they communicate them. Spatially and academically, writing centers serve as the epicenter of tutees' beginning stages as methodical, collaborative writers through engaging in foundational peer-review conversations, propelling them to think about their relationship with writing, if they have not already done so. Within the studio, too, these relationships of mentor and mentee can be formed between newer and more experienced tutors, creating a community around writing and pedagogy unique to the writing center.

**Richmond Salon III**

Kimberly Fahle
Virginia Wesleyan University

Steffani Dambruch
Virginia Wesleyan University
& Old Dominion University

Amanda Gomez
Virginia Wesleyan University
& Old Dominion University

Tricia Stevens
Virginia Wesleyan University

Lisa Nicole Tyson
Virginia Wesleyan University
& Old Dominion University

### Transitioning Into and Out of Professional Tutoring: Reflections from a Director and Tutors

Despite the focus on peer tutoring in writing center literature, many writing centers use professional tutors for part of, or the entirety, of their workforce. This model and the identity of professional tutor deserves exploration in addition to the excellent body of work that has built up around peer tutoring. This roundtable discussion will explore transitioning into a professional tutoring model from the perspective of a writing center administrator and the transitions into and out of the role of professional tutor from the perspective of professional tutors. The panel will consider issues of professional development, identity, and power structure negotiations, using individual experiences as catalysts for discussions of what this model and identity might mean and look like in other centers.

**ALC 4203
(Writing Center)**

### HBCU Community Meeting

# FRIDAY, FEBRUARY 23

**METRO ROOM**

Kathryn Burt
Winthrop University

**Metaphors We Tutor By: Analyzing the Role of Writing Tutors Through Conceptual Metaphor Theory**

In their groundbreaking 1980 book, *Metaphors We Live By*, George Lakoff and Mark Johnson argue that metaphor is not only a literary device used by authors to better communicate their ideas to readers.  Rather, the philosophers argue, "Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature" and that said system "is not something we are normally aware of."  In other words, much of the way that we act on, speak about, and interact with abstract concepts is based on the metaphors we have internalized for understanding those concepts. I argue that by analyzing our writing center marketing strategies through a conceptual metaphor theory lens, we will have a better understanding of and control over the conceptual metaphors we reinforce for students and professors about the role of the writing center and of writing tutors.

## CONCURRENT SESSIONS K: 3–3:50PM

**RICHMOND SALON II**

Theresa Melo
*Agnes Scott College*

Abigail Breuker
*Agnes Scott College*

Michelle McGuire
*Agnes Scott College*

Shriya Bhattacharya
*Agnes Scott College*

Estephania Hernandez
*Agnes Scott College*

**Transitions Within Tutoring: A Closer Look Into the Milestones of Becoming an Experienced Tutor**

The Center for Writing and Speaking (CWS) at Agnes Scott College is known for its impact on student growth aided by a diverse group of tutors who work with students at every stage in the writing and speaking process. Hiring at the CWS is based on methods that aim to get a better idea of the applicant as a student, a resource, and a team member. New tutors come from all disciplines and bring different insights, which help address the variety of tutoring situations. The CWS encourages individuality in tutoring approach but is also interested in learning what characteristics align a unique group. In gathering input on transitional phrases during a tutor's career, we will outline significant developments new tutors can look out for and experienced tutors can reflect on. This presentation will explore those developments by identifying transitions from tutee to tutor and then from tutor to experienced tutor.

# FRIDAY, FEBRUARY 23

**RICHMOND SALON III**

Brent Lynn
Wayland Baptist University

**Misinterpreting Writing Instructions: An Opportunity for Small Writing Centers to Cross the Curriculum**

Writing centers at small colleges must often be creative in establishing productive communication with overworked faculty. Student misinterpretation of writing instructions during a tutorial becomes an opportunity for writing center staff to seek help from faculty, which in turn becomes an opportunity for fruitful discussions about writing across the curriculum.

**RICHMOND SALON IV**

Sarah Selden
Palm Beach Atlantic University

Lisa Marzano
Palm Beach Atlantic University

**Integrating Service into our Writing Centers: Helping the Next Generation of College Students Before They Even Begin**

The Palm Beach Atlantic University Center for Writing Excellence formed a partnership with a local high school, Forest Hill Community High School, this past fall. Writing coaches from PBA visited International Baccalaureate students weekly to help them improve their IB research papers; the IB diploma would guarantee disadvantaged students college scholarship money. The partnership was established with four goals in mind: to help students improve research papers necessary to earn IB diplomas; to encourage students to consider attending college by forming relationships with them; to allow writing coaches to use skills to positively impact our community; and to help our university assist local schools in need. The purpose of this presentation is to explain these goals and analyze their progress.

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**Poster Session:**

**ALC 4203 (WRITING CENTER)**

Kayleigh Dumont
Virginia Commonwealth University

DeAmber DeWitt
Virginia Commonwealth University

**Diminishing the Disconnect: How Quick-Reference Writing Guides Can Foster Collaborative Learning**

Two Virginia Commonwealth University students (who are also VCU Writing Center consultants) share their reasoning for developing a quick-reference writing guide and its impact in improving collaborative learning through the decline in disconnect within student-consultant conversations. Findings from student and consultant surveys will also be shown, and samples of the flip book will be available for attendees to peruse as well.

# SWCA
# GRADUATE STUDENT
# COMMUNITY MIXER

Come meet other SWCA grad students and chat with the executive board!

SWCA will provide drink tickets and appetizers.

## FRIDAY, FEBRUARY 23 5-6 PM
## CAPITAL ALE HOUSE
## 623 E. MAIN ST.

SWCA
Southeastern Writing Center Association

CAPITAL
ALE·HOUSE
Virginia's Beer Authority

# FRIDAY, FEBRUARY 23

**Richmond Salon I**

Rachel Greil
Kennesaw State University

Mary Lou Odom
Kennesaw State University

Milya Maxfield
Kennesaw State University

**Invisible Practice, Visible Impact: Considering the Role of Reading in the Writing Center**

Research (Horning, 2007) has linked student writing problems to student reading problems, but in their efforts to help students become better thinkers and writers, writing centers have focused their efforts on the work that they see: student writing. Writing center tutors are well-positioned to identify reading problems because they work with students one-on-one and can often recognize times when students struggle with the complex material they must read in order to complete their writing assignments. Facilitators in this workshop will lead participants in exploring ways tutors can identify reading problems in typical tutorial sessions and how they can respond with constructive, concrete strategies. The workshop will conclude with participants brainstorming ideas for programs and initiatives that can lead to better student writing by promoting better reading.

**Metro Room**

**Southern Discourse in the Center Journal Meeting, 4-5 pm**

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## Graduate Student Community Mixer, 5-6pm

Capital Ale House, 623 E. Main St.

## Special Event: Music by Stamp + Ink, 7pm

Gallery 5, 200 W Marshall Street

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# SATURDAY, FEBRUARY 24

**ALC 1104**

Eleni Siatra
Indiana University East

Neena Wilson
Indiana University East

Caleb Warner
Indiana University East

Patty Bischoff
Indiana University East

**Online Writing and Math Support for Indiana University East and Indiana University Online Students**
Demand for online math and writing support grows as more students choose online programs. Asynchronous support is readily embraced by students because it provides more flexibility for students and time for research by tutors that is difficult with real-time methods. This presentation will share strategies for serving geographically diverse student populations enrolled in online programs. Using Upswing, administrators see every aspect of the process in real-time, which improves tutor management and quality control. Upswing is transparent for administrators, efficient for tutors, and intuitive for students, allowing us to provide effective online tutoring to Indiana University East and Indiana University online students.

**ALC 1105**

Brennen Neeley
Duke University

**Valuing Writer Expression: Constructing a Fluid Standard Language Theory and Practice**
Young (2011) brings to our attention the normative value standard English takes in educational settings. He shows how this normative value can restrict, profile, and belittle students of various cultural backgrounds in which composition conventions differ from standard English. From this point of criticism, I further suggest the problem with standard language theory (SLT) and practice is its conception of the standard as unchanging. Through a two-pronged proposed strategy, one for tutors and one for educators, I argue SLT can alter its theoretical and pedagogical underpinnings to a notion of the standard as fluid instead of unchanging. This progressive conception allows writing centers and classrooms to maintain the useful qualities of standard language use in pedagogy and communication while giving voice to writer's expression.

**ALC 2104**

Mattie Davenport
Western Carolina University

**Working Backwards: How Model Papers Can Aid the Transition to College Writing**
While first-year composition courses prepare students to write arguments and responses to literature, students encounter new styles and formats as

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# SATURDAY, FEBRUARY 24

their college careers progress. Though not all professors are prepared to teach writing in their fields, writing centers can collect and strategically use writing samples from courses across the curriculum. Access to models increases students' self-efficacy and contributes to their decision to re-enroll in school the next year. With training and resources, tutors can help students reverse-engineer papers while closely analyzing the rhetorical differences in writing for different fields. This presentation will include samples of models and templates, anecdotal examples, and a literature review of modeling as it pertains to student success.

**ALC 2107**

Muyi Li
Emory University

**Investigating Pedagogy at the Writing Center for Theater Studies Students on Dramatic Analysis for Plays**
This research strives to illuminate a systematic guideline disciplinary-specific practice at the writing centers in university settings for theater studies or dramatic arts students and to serve as the foundation for a nation-wide applicable, field-focused manual for tutoring theater studies students in assigned forms of dramatic analysis for plays.

**ALC 4203
(Writing Center)**

**Incoming Board Meeting**

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## Concurrent Sessions M: 9–9:50am

**ALC 2104**

James Howard
Georgia Institute of
Technology

**What Tools Can Do in Our Center: Use, Pedagogy, and Cost**
Have you ever thought about acquiring a new dry erase board, digital tablet, or projector for your writing center? These tools have the potential to extend how tutors can help writers during their sessions. At the same time, these tools also may incur unexpected costs in budgets or training. How can one transition into being a digitally savvy writing center while keeping to the mission and needs of that institution? This presentation will make some recommendations on the basis of what tools allow tutors to do, what the potential costs are, and how they may align with common writing center missions.

# SATURDAY, FEBRUARY 24

**ALC 2107**

Rachel Rodriguez
University of Louisville

## Sea Change Ahead: An Interdisciplinary Writing Center's Strategic Navigation of a College-Wide Reorganization

In 2016, a rural community college began a college-wide reorganization. Aware of the stakes, the inter-disciplinary writing center strove to play an active role in the transition. When the dust had settled, writing tutoring was housed in a new division, and a proposal was on the table to appropriate our precious space. Phased integration of continuing education meant that writing tutors were now seeing GED, NEDP, SAT, and ESL students. While this was a time of uncertainty, it was also a rare opportunity to expand our reach and reflect on our values. This session will describe how, with a decreased budget and no additional staff, the writing center maintained a core sense of mission, philosophy, and standards of service as uncompromisable elements of our work. You will learn how to strengthen existing alliances, forge new relationships, and navigate change with calm optimism.

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Jenna Caviezel
Motlow State Community College

## If You Build It, They Will Come: From Faculty-Staffed Pilot to Permanent Peer Tutor Model

At Motlow State Community College, the often transient nature of writing center work has been further exacerbated by several factors: the relative youth of our resurrected department, the enrollment explosion driven by Tennessee Promise, and the statewide implementation of a co-requisite learning support model. By accepting and even embracing continuous change, we have been able to build a sustainable and successful peer tutor model. We have also developed strategies that effectively enable our peer tutors to communicate and collaborate across our four campuses and across semesters, thus enhancing the quality of our services.

# SATURDAY, FEBRUARY 24

**ALC 2201**

Brittny Byrom
Georgia State University

Alec Prevett
Georgia State University

Nicole Turner
Georgia State University

**Do You Want to Be Our Partner? Exploring the Benefits and Challenges of Transitioning to Symbiotic Relationships With Other Organizations**

Establishing collaborative partnerships can bring about rewarding opportunities, disappointing set-backs, or a distressing mixture of the two. The benefits of creating partnerships allow tutors opportunities to diversify their CVs and learn from outside perspectives and provide the center greater intrinsic value by extending its services to new tutees. However, establishing these connections and making them genuinely collaborative is a difficult task requiring effort from all partners to define goals, divide labor, and delineate expertise. Despite the labor and potential difficulties, writing centers should reach out and transcend into other spaces where they can encourage other writers and expand their utility.

**ALC 1104**

**K-12 Community Meeting**

**ALC 4203 (WRITING CENTER)**

**Incoming Board Meeting (continued)**

## CONCURRENT SESSIONS N: 10–10:50AM

**ALC 2107**

Kylie Fisher
Berea College

Rebecca O'Connor
Berea College

**Making the Transition: A Student's Perspective on Identity During Change**

Berea College's Center for Teaching and Learning, which houses four units including Writing Resources, has undergone many shifts in the past two years, including leadership, location, professional staff, and activities. How did the student staff meet this challenge, and how did the center continue to serve the student body, from the staff's point of view? In this workshop, Berea College's Writing Resources student staff will share their view on how to manage extreme structural change in a writing center through the maintenance of identity and mission.

# SATURDAY, FEBRUARY 24

**ALC 1104**

Kelsey Medlin
Kennesaw State University

Ryan Strasser
Kennesaw State University

Laura McCarter
Kennesaw State University

John Thornton
Kennesaw State University

Sara Omer
Kennesaw State University

**From Academic to Creative: Transitioning the Way Students View Their Writing Center**

Through the addition of creative writing workshop groups tailored to the interests of our student populations, our writing center has found that these creative writing groups—The Write Place and Game Writers' Guild—broaden the center's focus on student writing. This expansion in our focus allows us to transition from concentrating primarily on academic papers to being able to assist writers with more personal and creative types of writing. This session will introduce some of the methods used by our writing assistants who lead the groups. We will have participants engage in some of the creative writing activities that we lead students through in the groups. Our aim is to illustrate the effectiveness of these groups for inviting students who otherwise would not visit the writing center as well as their ability to give students ownership of their own writing process.

**ALC 2104**

Kerri Flinchbaugh
East Carolina University

Sharieka Botex
East Carolina University

Emily Tucker
East Carolina University

**There Are No Mistakes, Only Opportunities: Literacy Improvisation as a Tool in Consultant Development**

According to Grutsch McKinney (2013), writing centers operate from a master narrative that does not fully capture the complex, multi-varied work all writers bring into the space. Particularly, this narrative does not incorporate the identities all individuals bring into writing centers. In reality, these are spaces of intersectionality where individuals work to recursively develop knowledge along with the ever-present identity of "writer." In this interactive session, participants will consider writing center work through a performative lens, identifying and disrupting institutional master narratives with strategies that include and celebrate all kinds of writer identities and bodies. Specifically, we will play with the ideas of embodiment and literacy in the form of literacy improvisation, an approach to literacy as a social practice, one framed by cultural rhetorics and structured around dramatic improv. We will end by reflecting on how such activities could be applied to various aspects of writing center work.

# SATURDAY, FEBRUARY 24

**ALC 2201**

Morgan Beers
Lipscomb University

Kira Dunton
Lipscomb University

Mary Welsh
Lipscomb University

**Collaborative Re-creations in Process: How Partnerships Between Secondary and Postsecondary Writing Centers Can Benefit University Consultants**

In examining the discourse surrounding collaborative partnerships between secondary and postsecondary institutions, specifically Blumner and Childers' works, *WAC Partnerships between Secondary and Postsecondary Institutions* and "Building Better Bridges: What Makes High School-College WAC Collaborations Work?" a gap became apparent. Research on writing center partnerships has historically focused on the benefits the partnership offers to high school tutors. However, based on Andrea Lunsford's discussion about the nature of collaboration in "Collaboration, Control, and the Idea of a Writing Center," one could argue that the positive effects of a partnership are not entirely one-sided. By examining Lipscomb University Writing Studio's partnership with LEAD Academy, this workshop seeks to expand the conversation on potential positive impacts garnered by university tutors through their interactions with the secondary institution.

**ALC 1105**

Tamara Mahadin
Mississippi State University

Allison Wiltshire
Mississippi State University

**Responding to Diversity: Writing Center Adaptations to an Ever-Evolving Student Population**

This panel will discuss how the Writing Center at Mississippi State University is transitioning to become a wider attraction for students due to our increase in return rates. We will also examine our attempts to adapt to our increased student acquisition, along with the challenges that accompany this change, in order to create a better environment to support our students' writing. We will discuss how our writing center is offering overtime hours that demand a large recruitment of staff members from various backgrounds to support our growing, diverse community of students. We thrive on building and expanding our voices to support our students; therefore, we will also discuss how we are partnering with different institutions inside the university to promote active participation. We seek to demonstrate how our writing center is evolving to meet the needs of our steadily expanding, diverse student population.

# SATURDAY, FEBRUARY 24

**ALC 4203**
**(WRITING CENTER)**

**Incoming Board Meeting (continued)**

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## CONCURRENT SESSIONS O: 11–11:50AM

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**ALC 1104**

Alexis Poe Davis
University of Mount Olive

Taylor Halso
University of Mount Olive

Bethany Rawls
University of Mount Olive

Chanel Stewart
University of Mount Olive

**"We Might Just Pull This Off," or That Moment When the Writing Center Director Got Vertical With Education and Rec & Leisure**

After a successful writing-focused QEP, which included a revamp of first-year composition and the founding of a writing center, University of Mount Olive has set its sights on vertical integration of writing instruction. The UMO Writing Center has entered into collaborative partnerships with two academic departments, Education and Recreation & Leisure Studies, to pilot a writing fellows program in upper-level major courses. Our presentation features assessment data from the fall 2017 pilot. Staff, including a peer fellow and a peer coach, will discuss how the program was conceived and implemented, what roles the writing center and the academic departments played, and what the initial assessment data suggest regarding the efficacy of the pilot and which improvements may be needed. Attendees will be given ample time to ask questions and, hopefully, to gain insight into how similar programs could be successfully implemented at their own institutions.

**ALC 1105**

Courtnie Morin
Eastern Kentucky University

Rachel Winter
University of Central Florida

Emily Hensley
University of Central Florida

**"Where Do You Want to Sit?" Creatively Turning Space into Place**

In this interactive workshop, participants will be asked to consider the limitations and possibilities of their writing center spaces. The presenters will provide some context on the use of space and how those working in both traditional and newer writing center spaces can utilize their spaces in creative ways, asking participants to consider questions such as "What kinds of interaction does your space encourage?" "What are the expectations and rules, both consciously and unconsciously, set for your space?" and "How do you creatively use your space?"

# SATURDAY, FEBRUARY 24

**ALC 2104**

Cheyenne Franklin
Virginia Tech

### Training Tutors in Cross-Cultural Communication Strategies

Often, writing centers necessarily have fast-paced training. They have little time to develop skills for working with an array of writers. While this training provides tools for approaching documents, such as non-directive instruction, some of the largest obstacles tutors face will arise from the tutor-writer dialogue, particularly in sessions where different cultural perspectives influence the participants' priorities and expectations. This presentation will detail a workshop that was given as part of a training course for undergraduate tutors to help equip them with specific strategies for communicating within multicultural sessions.

**ALC 2201**

Bowie Hagan
Georgia State University

Joan Banez
Georgia State University

Shabana Sayeed
Georgia State University

Harlow Schinholzer
Georgia State University

### Authority and Role Transitions: Tutors in Peer-Review and Classroom Settings

Though tutors in a writing studio are proposed to be the peers of tutees, the work of Stephen Corbett suggests tutors need to recognize authority in themselves as well as in tutees. The student-centered teacher must no less responsibly acknowledge authority in themselves, while empowering students in the classroom to recognize their own authority through affirmation and inquiry. The debate over authority invites a discussion of the differing dynamics of tutors' roles in writing centers, such as the work of undergraduate and first-year graduate tutors with tutees of higher classification, and the experiences of L2 tutors with native and non-native English speakers. Since tutors are not in the same position of authority as classroom instructors—not arbiters of students' success or failure in an academic setting—tutors learn how to address students' issues with writing in a less formal, peer-review environment. Negotiating the challenges of authority in these differing spaces promotes growth for teacher and student, tutor and tutee.

# SATURDAY, FEBRUARY 24

**ALC 4203
(Writing Center)**

Chelsea Murdock
Georgia Institute of Technology

Karen Head
Georgia Institute of Technology

Joshua King
Georgia Institute of Technology

James Howard
Georgia Institute of Technology

Leah Misemer
Georgia Institute of Technology

Julie McCormick-Weng
Georgia Institute of Technology

**The Communication Center as Makerspace**
The Naugle CommLab at Georgia Tech, as a communication center, models the benefits and challenges of multimodality. Embracing the ideas of DIY (do-it-yourself) and making practices, we attempt to include what Jentry Sayers describes as a kind of "kinesthetic speculation"—that is, "the practice of developing a version of an object … [that] emphasizes the reader's experiences with texts and the composer's connection to others through textual reception." The CommLab anchors kinesthetic speculation in our students' multimodal needs. In order to support multimodal student composing, writing centers must take multimodality seriously, considering how we can translate current best practices, as well as how multimodality might change our centers. This is an interactive workshop followed by a roundtable designed to help conference attendees make. Attendees will reflect on how that making may transform their writing center practice. The workshop features several stations focused on the makerspace processes we have explored in the Naugle CommLab.

## Concurrent Sessions P: 12–12:50pm

**ALC 1104**

Jessica Rose
Georgia State University

Mary Hocks
Georgia State University

**Building Bridges Between Generations: Transitions, Exigencies and Institutional Constraints in Writing Center Studies**
In the face of turnover in staff and administration, how does a student-run center effectively and consistently train staff? How is the wisdom of theory imparted and effectively moved into daily practice? How do directors find consistency in the midst of constant transition? What legacies are passed down over generations, and where is there room to support change and growth, especially in incidences of heightened turnover? This panel of several iterations of directors and tutors use their own recent experiences to take up these questions in a discussion about the development, metamorphosis, implications, and outcomes of a formal 3-credit course designed to offer tutors a base from which they can create their own stable praxis. This session will generate discussion between participants and audience members about the different ways that centers respond to these circumstances in order to build their capacity and retain a deeper body of knowledge and tradition.

# SATURDAY, FEBRUARY 24

**ALC 1105**

Alyssa Schiffman
Armstrong State University

Blake Ciccio
Armstrong State University

Amber Stickney
Armstrong State University

Benjamin Cela
Armstrong State University

**Starting Strong and Staying Strong: The Qualities of Effective Continued Training in the Writing Center**

As newly hired tutors transition from being "someone who writes well" to becoming a consultant in a writing center, they should receive proper and extensive training. This presentation will explore high-quality training strategies with the goal of contributing to best practices. We will focus our research on two particular methods: shadowing seasoned tutors to learn a variety of personalized tutoring techniques, and participating in ongoing regularly scheduled training sessions. We want new consultants to become confident and skilled in their work and to be prepared to handle competently a wide variety of clientele needs.

**ALC 2104**

Jessica Lipsey
Daytona State College

Kristen Bales
Daytona State College

**Embracing the State of Flux: The Writing Center as a Thirdspace**

If we recognize that change and flux are going to be part of the writing center space and that we have something positive and far-reaching going on amidst the constant movement, maybe we simply need to understand and own the evolution. Our project will use activity system theory to examine our processes, practices, and individual personalities that form our collaborative. We hypothesize that this analysis will support our perspective of the writing center as a constant space of support, even when—and maybe especially when—it is constantly reshaping. We hope to be able to more clearly theorize the moments where the magic happens and illuminate areas of our work where we can strengthen our unrelenting Daytona State College Writing Center personality.

**ALC 2107**

Sharon Colley
Middle Georgia State University

Misty Miner
Middle Georgia State University

Katelyn Gill
Middle Georgia State University

**Planning Publicity: Connecting With Students**

The Writing Center, Macon, at Middle Georgia State University is approximately four years old. Currently, there's not a formal program pairing The Writing Center with a course requirement. As a result, we are responsible for the bulk of The Writing Center's publicity and outreach. To help connect with students, we wanted to determine first what motivates current clients to attend. We have created a post-tutoring survey that will ask clients

to report on their reasons for visiting our center. We will tabulate the results and use them to plan for future semesters. Some of our current methods of publicity include tutor "advertisements" in classes; flyers/posters/banners; special events such as a resume writing workshop; online publicity; and a recent "mixer" with other tutoring centers to encourage cooperation and sharing resources. Given our limited time and resources, we want to use the survey information to guide our long-term publicity planning. Using our research, we hope to create a process for assessing and meeting our outreach needs at minimum cost. We hope that modeling this process would be of interest to other Writing Centers, especially young programs like ourselves.

**ALC 4203
(Writing Center)**

Kathleen Richards
University of North Alabama

Rachel Morgan
University of North Alabama

Monday Sanderson
University of North Alabama

**Transitioning and (Re)structuring Tutor Training: Making the Training Fit the University**
The purpose of this research is to gain insight into the effects of the training practices of our writing center. In order to discover if the certified training program is successful, we investigated the responses of staff, faculty, and students on campus via a survey. We also assessed annual reports and surveys from the past six years to uncover student, faculty, and staff use and to investigate the confidence levels of stakeholders from pre-certification training to post-certification training. The results show that since implementing a certified training course, our writing center has increased its popularity.
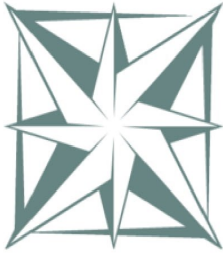
# SWCA
## Southeastern Writing Center Association

## The Ongoing Conversation

At the 2019 SWCA conference, we will consider and reflect on our ongoing conversations within and about the writing center.

Conversations within the writing center are typically aimed at helping students improve a specific piece of writing. When we talk with them about their writing, what should we say? What should we not say? How should these conversations be structured? Who should be in control? How can we help students with their writing without "fixing" their writing? Conference sessions in which these types of questions are considered and discussed can help all of us reflect on and improve the day-to-day practices in our writing centers.

Conversations about the writing center take a variety of forms and focus on issues such as management, budgeting, training, promotion, and assessment. What kind of training opportunities do we need to provide or take advantage of? How can emerging technologies facilitate our work with students? What kind of research methods should we employ when assessing our work? Sessions taking up these and other threads in the ongoing conversation about writing centers can help us make critical decisions about the directions we take in our individual writing centers and in the writing center field at large.

We invite proposals for sessions that address any of the above questions or other issues in the larger writing center conversation. Scholarly, research-driven papers that consider, comment on, and contribute to ongoing writing center conversations are strongly encouraged. A special issue of *Southern Discourse in the Center* featuring revised and expanded versions of papers presented at the conference is planned.

Dates: February 20-23, 2019
Location: Myrtle Beach, SC
Keynote: Isabelle Thompson, *Ongoing Conversations in Writing Center Research*
Conference Hotel: Doubletree Resort

## COASTAL CAROLINA
### UNIVERSITY

REGISTER @ https://southeasternwritingcenter.wildapricot.org

DEADLINE FOR PROPOSALS: OCTOBER 12, 2018

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# INDEX

# M.A. COMPOSITION, RHETORIC, AND DIGITAL MEDIA

## CAREERS IN:

- Teaching
- Writing
- Publishing
- Digital Media
- Research

## STUDENT OPPORTUNITIES:

- Tutor in NSU's writing center
- Travel to professional conferences
- Write for NSU's literary magazine
- Work as a graduate assistant

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