

2-2019

Why Do This and What Do I Need?: A Workshop for Preparing SWCA Certification Proposals

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SWCA 2019

The Ongoing Conversation

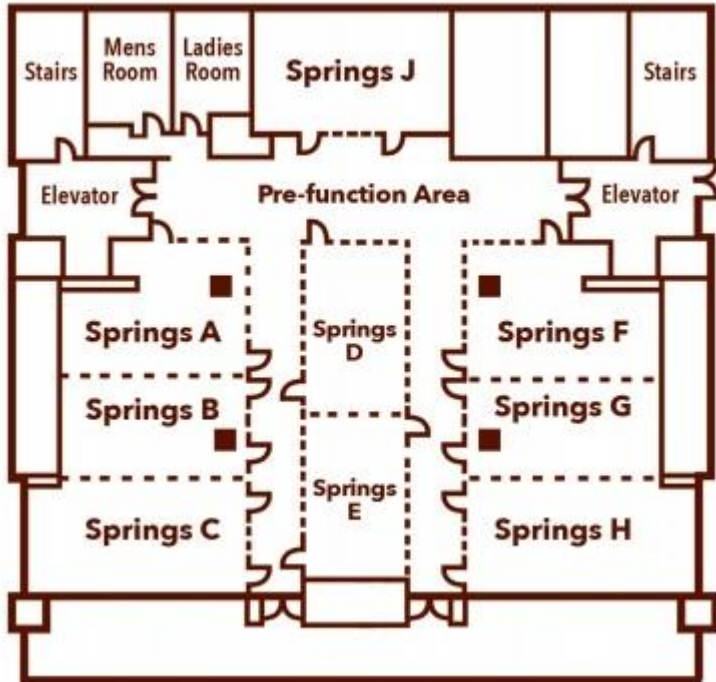


**2019 SOUTHEASTERN WRITING
CENTER ASSOCIATION CONFERENCE**

February 21-23, 2019



Conference Center Third Floor (Springs Level)



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



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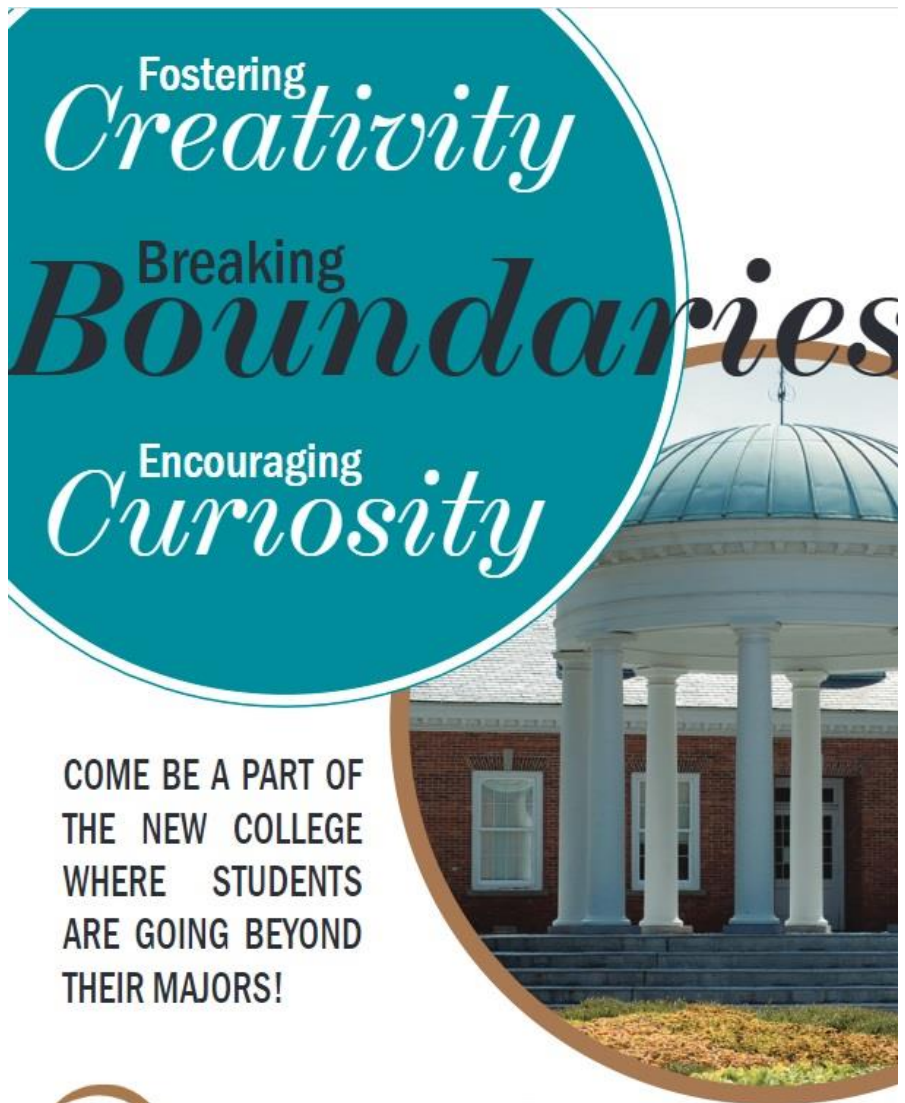
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Reading the Program

- Unless otherwise noted, all sessions are located on the third floor (Springs level) of the hotel's conference center. A floor plan showing all rooms on the Springs level is located on the previous page.
- Each session room has been named for one of the nine states in the SWCA region.
 - Springs A = Alabama Room
 - Springs B = Florida Room
 - Springs C = Georgia Room
 - Springs D = Kentucky Room
 - Springs E = Mississippi Room
 - Springs F = North Carolina Room
 - Spring G = South Carolina Room
 - Spring H = Tennessee Room
 - Springs J = Virginia Room
- Sessions are 50 minutes long. If two presentations are listed in one session, each one is allotted 25 minutes (including questions). If only one presentation is listed, that presentation is designed to last up to 50 minutes (including questions).
- The first presenter is considered the session chair and is asked to introduce each speaker and keep track of time.

Welcome: Join the Conversation!

Dear Colleagues,

Welcome to Myrtle Beach and the beautiful Grand Strand area of South Carolina, and thank you for joining us at the 2019 Southeastern Writing Center Association Conference.

Every year, this conference brings together writing center professionals from across the SWCA region for three exciting days during which we focus on the work we do and engage an important theme in writing center theory and practice. This year, the theme of the conference is **the ongoing conversation**.

After reading almost 150 session proposals, I can say that the collective sessions in this year's conference will approach that theme from a wide variety of perspectives, all of which are vital to our understanding of the conversations in and about writing centers. We will have sessions focusing on tutoring strategies, inclusion, assessment, promotion, management, and other important issues. I look forward to all of these opportunities to continue these threads in the writing center conversation.

Please join me in thanking everyone who has contributed to organizing this year's conference, particularly the SWCA Executive Board and the members of the Conference Planning Committee and the Proposal Review Committee. Without their help and support, this event would not have been possible.

Once again, I want to thank all of you for coming, and I hope you will enjoy and benefit from the conference.

--Scott Pleasant (2019 SWCA Conference Chair)

SWCA and SEASECS

As you move around the hotel and conference center, you may notice that the Southeastern American Society for Eighteenth Century Studies is holding their conference along with us. Scheduling these events concurrently was beneficial to both organizations as we negotiated with the conference center hotel and arranged for technology and other resources to be supplied by our host institution, Coastal Carolina University (where the chairs of both conferences currently work).

We have planned to share the space in ways that will keep the groups from interfering with each other as much as possible, but we do hope there will be opportunities for synergy and the kinds of interdisciplinary conversations that writing center professionals will appreciate. All of our SWCA events and sessions except for Thursday's lunch and Friday's keynote address will be held on the third floor (the Springs level) of the conference center. SEASECS events will take place primarily on the first floor.

After both conferences end on Saturday, please plan to join us for a friendly (but highly competitive) SWCA vs. SEASECS mini golf contest. The honor of your organization is at stake, so please, take advantage of the opportunity to play some free practice rounds at the Doubletree's mini golf course across the street from the hotel. Myrtle Beach may be the world's greatest mini golf (and regular golf) tourist destination, so a victory here means a little more. Signup sheets for the SWCA and SEASECS mini golf teams can be found at the registration table.

--Scott Pleasant (2019 SWCA Conference Chair)

--Dan Ennis (2019 SEASECS Conference Chair)

Meals

Breakfast

If you are staying at the Doubletree Resort and registered for the SWCA conference, continental breakfast will be provided at no extra cost on all three conference days from 7:00-8:30 am on the 2nd floor level of the conference center. You will receive three breakfast coupons when you check in at the hotel front desk. Please do not misplace these coupons because you will be asked to present one each morning for breakfast.

If you are not staying at the hotel, you may purchase breakfast coupons each morning. Just come to the 2nd floor of the conference center to purchase your coupon before you eat. The cost is \$10 per coupon, cash only. Receipts will be provided upon request.

Lunch

The keynote/awards lunch on Thursday, Feb. 21 is included with your registration. Please join us in the 2nd floor ballroom for this meal, followed by an awards ceremony and our first keynote address by Isabelle Thompson.

You will have two hours for lunch on your own on Friday, Feb. 22. Information on a variety of local restaurants is provided in your packet of conference information.

Dinner

Dinner is on your own on both Thursday and Friday. Please enjoy the local restaurants and other attractions in the Myrtle Beach area. Light appetizers will be provided at the reception after the second keynote address on Friday, but you will probably want to find a restaurant for dinner afterward.

Graduate Student Mixer

Graduate Student Mixer at Damon's Grill (2985 South Ocean Blvd.—walkable from the Doubletree). **6:30 pm on Thursday, Feb. 21.** SWCA will pick up the tab for a drink and shared appetizers. Come to meet other graduate assistants and share you experiences.



SWCA 2019 Schedule at a Glance

Wednesday, Feb. 20

1:00-5:00 pm SWCA Board Retreat (1st Floor, Room B)
5:00-9:00 pm Registration

Thursday, Feb. 21

7:00 am-4:00 pm Registration and Information
8:30-9:30 am Concurrent Sessions A
9:45-10:45 am Concurrent Sessions B
10:45-11:15 am Coffee Break
11:15 am-12:15 pm Concurrent Sessions C
12:15-2:15 pm Keynote 1/Awards Lunch (2nd Floor Ballroom)
2:30-3:30 pm Concurrent Sessions D
3:45-4:45 pm Concurrent Sessions E
5:00-6:00 pm Concurrent Sessions F/Plenary Session
After 6:00 pm Dinner on your own
6:30 pm Grad Student Mixer (Damon's Grill)

Friday, Feb. 22

7:00 am-4:00 pm Registration and Information
8:30-9:30 am Concurrent Sessions G
9:45-10:45 am Concurrent Sessions H/State Rep. Meeting
10:45-11:15 am Coffee Break
11:15 am-12:15 pm State Network Meetings
12:15-2:15 pm Lunch on your own
2:30-3:30 pm Concurrent Sessions I/Poster Session
3:45-4:45 pm Concurrent Sessions J/Poster Session
5:00-6:00 pm Keynote 2/Reception (2nd Floor Ballroom)
After 6:00 pm Dinner on your own

Saturday, Feb. 23

8:00 am-11:30 am Registration and Information
8:30-9:30 am Concurrent Sessions K
9:45-10:45 am Concurrent Sessions L
9:45 am-12:30 pm SWCA Board Meeting (1st Floor, Room B)
10:45-11:15 Coffee Break
11:30 am-12:30 pm Concurrent Sessions M

Session A—8:30-9:30 am—Thurs., Feb. 21

A1: Alabama Room

Sarah Williams-Shealy, *Lander University*

“Relevance of the Writing Center: Why the Writing Center is a Vital Resource”

This presentation will explore the importance of the Writing Center in higher education and the implications that follow. Using research from prominent individuals in writing such as Bruffee, Lunsford, North, and others this presentation will discuss how a Writing Center helps students, impacts across the curriculum from tutoring in writing, and how the Writing Center is a staple in education.

Alisha Bulkeley, *Winthrop University*

“Tutoring is Teaching: A Metaphorical Misunderstanding”

This presentation explores the metaphorical implications of the term “tutoring” as a possible reason for the misunderstanding that tutoring is teaching.

A2: Florida Room

Garrett Fuller, *Francis Marion University*

“Networking and Tutor Proficiency”

This presentation examines the concept of networking, as it is understood in the field of Business, and suggests that this concept can effectively be applied to the development of writing centers as well as the training of tutors.

A3: Georgia Room

Megan Boeshart, Jessica Zoby, Brittany White, Tijuana Reeve, Jaclyn Henegar, *Old Dominion University*

“Agency, Power, and Perception in the Writing Center: Navigating Our Roles as Graduate Student Tutors”

Session A—8:30-9:30 am—Thurs., Feb. 21

All five panelists will discuss navigating their roles as graduate student tutors, carefully considering the ongoing conversations they have with themselves, each other, and with student writers about their role as tutors. These conversations often include issues of perception, power, agency, and emotional labor on the part of both tutors and students. Panelists 1 and 2 will discuss their experiences as graduate tutors and propose methods of navigating agency in tutoring sessions between graduate tutors and undergraduate students and consider the ways in which graduate tutors should change their perception of the self as a tutor. Panelist 3 and 4 will discuss their role as graduate student tutors working with younger students and returning adult students and the expectations that these students may bring to the writing center. They will discuss strategies for providing needed support for those students while fostering student agency within the session.

A4: Kentucky Room

Megan Minarich, *Vanderbilt University*

“Words from Images: Writing About Visual Texts”

While some disciplines have traditionally relied upon writing about visual texts (art history, film and media studies), others are continuing to incorporate such writing into their classrooms and their assignments (English, history, communication studies, women’s and gender studies). Thus, writing consultants can be increasingly called upon to work with clients who are writing about visual texts. How, then, can generalist peer writing consultants effectively assist these clients? This workshop will begin with a short presentation on common student essay genres in both art history and film studies along with professors’ expectations for writing in these disciplines. Participants will then examine sample assignments and student essays in order to a.) familiarize themselves with what is expected of student writing about visual texts, b.) analyze examples of successful student writing about visual texts, and c.) recognize strategies for better assisting these clients.

Session A—8:30-9:30 am—Thurs., Feb. 21

A5: Mississippi Room

Clayann Gilliam Panetta, Morgan Washington, Josh Landers, Ana Garcia, and Erin Aulfinger, *Christian Brothers University*

“New Space, New Identity, New Ideas: How Our New Campus Status Informed Our Application of Writing Center Theory”

Our writing center has undergone an extensive rebranding and re-focusing over the last year. From moving into a new space that allows for more student contact, more multi-modality consulting, and more opportunities to offer across-disciplines collaboration, we have increased our status on campus and our use of writing center scholarship to further our mission. We want to share what we have learned over this transitional time. Embedded in this panel will be three individual presentations about (1) our stream-lined approach to data collection, beneficial to both us and higher administration; (2) our cross-disciplines outreach, particularly our workshop series for Behavioral Sciences and APA; and (3) our use of creative writing workshops to connect with our international student population. We want to encourage writing center personnel—both administrators and consultants—to use writing center scholarship to answer needs for individual campus populations.

A6: North Carolina Room

Leah Misemer, Keely Mruk, and Brand Blake, *Georgia Institute of Technology*

“Draw, Talk, Act: One Writing Center’s Exploration of Multimodality and Ethics”

While writing centers generally support pre-med students through workshops on personal statements, but as the requirements of medical school applications evolve, we can develop additional communication opportunities for those students. Most notably, in response to calls for a more holistic approach to medical school admissions, many institutions ask candidates to respond to ethical questions as part of the interview process, and these tests are notoriously difficult

Session A—8:30-9:30 am—Thurs., Feb. 21

to prepare for. The multimodal writing center can deploy its rhetorical expertise to provide students with a variety of invention strategies for approaching these tasks. This workshop presents participants with an ethical scenario and has them respond by first drawing, then discussing, then role playing possible responses to that scenario, just as we ask pre-med students to do when leading the workshop at Georgia Tech. These activities and accompanying hand-outs will help SWCA participants adapt the workshop for pre-med students at their institutions.

A7: South Carolina Room

Jean Schwab, *Furman University*

“Is there Space for Multimodal Composition in the Writing Center?”

This workshop has two overarching goals. The first goal is to further the conversation about the writing center by addressing the following question: is there space for multimodal composition in the writing center? The answer to this question will vary across writing centers and institutions. We will discuss how current writing center methods, training, and pedagogy lend themselves well, with small adjustments, to offering peer tutoring for multimodal composition projects. We will also facilitate a conversation with participants on whether expanding current writing center services to include multimodal composition projects makes sense for their center. The second goal is to provide writing center staff with some of the tools and skills to begin having conversations about multimodal composition within the writing center. Participants will receive a list of resources and further reading. They will also practice approaching a multimodal composition through the lens of a writing center tutor.

A8: Tennessee Room

Laura Maegan Mercer-Bourne, Nome' Ford, and Naija Parker,
Shaw University

“Writing Centers as Resource Centers”

Session A—8:30-9:30 am—Thurs., Feb. 21

Writing Centers provide much more than writing assistance to their students. We reach out to other services and offices on campus to collaborate, we provide emotional support, and we advocate for our students. This workshop will allow writing center tutors and administrators to talk about ways they support students in non-writing-related areas as well as give opportunities to brainstorm ways in which their center can branch out to provide more of that kind of assistance if they want.

A9: Virginia Room

Sarah Priester, *South Carolina State University*

“Guideposts, Guardrails, Training Wheels, and Things of That Nature”

Participants will learn the benefits of using templates as support for the underprepared writer. Deliberate patterns, formulas, and prescriptions will be given to systematically govern and improve writing. These tools and strategies are designed to cultivate the required skill and confidence needed to transition from ineffective to effective writing. Text-Dependent Analyses, Introductions, Body Paragraphs and Conclusions will be explored during this session.

Session B—9:45-10:45 am—Thurs., Feb. 21

B1: Alabama Room

Melissa Anne Mullins, Erika Cottrell, Rebekah Rowe, Shelby Newland, Shannon Rainey, and Hannah Barnes, *Berry College*

“Writing Consultants in Prison: Employing High Impact Learning Practices in the Writing Center”

In the spring semester of 2019, a small cohort of Writing Consultants from the Berry College Writing Center will collaborate with a Berry College Sociology course conducted within the Inside Outside Prison Exchange Program in Rome, Georgia. Our presentation will report on the methods and progress of this endeavor.

Ronald Wilson, *Middle Tennessee State University*

“More than an Horde of Englishmen: An Argument for Disciplinary Diversity in Writing Center Staff”

Writing centers often suffer from the idea that they are by and for English students. Centers can improve this image with proper marketing and train their staff to handle a range of topics, but a more potent way of demonstrating the diversity of projects centers can work with is to hire a disciplinarily diverse staff. This presentation will argue that, by hiring tutors from a variety of programs, writing centers can convincingly present themselves as a space for all manner of writing while improving the skill-set of tutors through cooperation with peers in varied fields of study.

B2: Florida Room

Liz Egan, Millsaps Writing Consultants, *Millsaps College*

“Are You My Neighbor? Conversations about Community and Identity in Mississippi's Writing Centers”

While many communities of writing centers thrive across the country, it can become easy to stay within the borders of one's own institu-

Session B—9:45-10:45 am—Thurs., Feb. 21

tional community. As writing center practitioners, how do we – directors, tutors – connect to the communities we are a part of? By mapping out each active writing center in the state, we begin to see the opportunities as well as the obstacles for intrastate interaction among writing centers in Mississippi on the basis of geographical proximity, shared identities (e.g., HBCUs, religiously affiliated institutions). Our findings lead us to suggest strategies for enhancing the efficacy of and interest in membership in regional/national associations among the writing centers in our state, as well as the potential for replicating our work to strengthen both intra- and inter-state communities across the SWCA.

John Bradley, *Vanderbilt University*

“Beyond Adding Our Own Voice: On Joining the Campus Digital Literacy Conversation and Being Changed for the Better”

This presentation aims to open a discussion about entering critical conversations we hope to join and the results when we do. To ground that discussion, the presentation will report on efforts to bring one writing center into its local campus conversation about advancing students’ digital literacy. If that process began with an intent to insert a writing center perspective into the conversation, it ultimately led the presenter to new perspectives on his writing center. In that vein, we will address ways that writing center scholarship can offer entry points into campus conversations we hope to enter, while building toward a larger consideration of the potentially surprising and transformational results of engaging in new ways with such conversations at the level of our campuses and our field.

B3: Georgia Room

Mason Yarborough, Savanna Gainey, Diamond Gregory, and Allysa Robinson, *Francis Marion University*

“Navigating Professionalism: What Should Tutors Do When a Tutee's Paper Conflicts with Their Personal Beliefs?”

Session B—9:45-10:45 am—Thurs., Feb. 21

This panel will discuss tools for navigating tutorials when tutors find themselves uncomfortable with a tutee's subject matter/paper content because it directly conflicts with their personal beliefs and/or has negative effects on the tutor.

B4: Kentucky Room

Jennifer Carter, Viktorija Bezbradica, John McNabb, and Bailey McAlister, *Georgia State University*
"Visual Methods for Composing"

The drafting process which proceeds any type of writing assignment can often leave students at a loss, struggling to come up with concepts, topics, and themes for their work. In this workshop, we will highlight a variety of visual strategies to be used during the composition process. As writing tutors, we can often rely on traditional methods of brainstorming and organization in our sessions. However, for certain students - and certain tutors - visual methods for composing can be even more beneficial. Furthermore, with more writing assignments involving visual components, visual prewriting strategies can allow the student to get in the right mindset for the project. Join us to practice prewriting, brainstorming, outlining, organizing, and more using innovative visual activities.

B5: Mississippi Room

Brandy Blake, *Georgia Institute of Technology*
"A Bucket of Stories: Storytelling for Tutors, Tutoring, and Training"

In *The Storytelling Animal*, Jonathan Gottschall claims that "[h]umans are creatures of story, so story touches nearly every aspect of our lives." While we tell fictional stories for entertainment, we also use stories to explain ideas, to provide background information, to move people to action, to fill in gaps, etc. In the center, we can use stories and storytelling in sessions to help students understand concepts, in training to help tutors learn to listen to other voices, and in

Session B—9:45-10:45 am—Thurs., Feb. 21

workshops to help students learn how to use their own stories in their work. In this workshop, we will dig into storytelling techniques and practice ways of using storytelling to improve our work and benefit our students.

B6: North Carolina Room

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

"Why Do This and What Do I Need?: A Workshop for Preparing SWCA Certification Proposals"

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

B7: South Carolina Room

Lori Jacobson and Sharon Zuber, *College of William & Mary*

"Becoming Quantitative: Building Skills for Writing Center Research"

As writing center scholarship has shifted to privilege data supported studies, writing center practitioners trained in the humanities wonder "What counts as writing center research?" This workshop is designed for administrators and tutors interested in expanding their research skills. Workshop facilitators will provide an overview of methodologies for writing center research, focusing on forms of practitioner, conceptual, and empirical inquiry. Participants will also con-

Session B—9:45-10:45 am—Thurs., Feb. 21

consider a variety of practical matters: how to identify a research problem and develop a research question; how to distinguish between methodologies and methods; how to work on collaborative or interdisciplinary projects; and how to tell compelling stories while avoiding lore bias. Participants will generate a list of potential research projects that could be developed in their writing centers.

B8: Tennessee Room

Alan Reid and Denise Paster, *Coastal Carolina University*
“Digital Badges in First-Year Composition”

This presentation will show how digital badging has been used in the Coastal Carolina University first-year composition program, which is central to students’ first-year experiences, to recognize the acquisition of skills, underscore key student learning outcomes, and support the collaborative work of faculty. The Coastal Composition Commons is a model of a fully customized and in house digital curricular delivery system created to support student success.

Session C—11:15 am-12:15 pm—Thurs., Feb. 21

C1: Alabama Room

Susan Edele and Elizabeth MacDonald, *Lindenwood University*

“Why Can't We Be Friends: Collaboration for Success”

A reference librarian and a writing consultant walk into a bar... not exactly how this collaboration happened, but the conversation was started. In a time when staff resources are few and expectations of support are high, and when institutional decisions are data-driven, learn how the Dean of the Library and the Director of the Writing Center created a successful Strategic Plan with shared responsibilities for both staffs in areas of outreach, social media, workshops, presentations, technology, and customer service.

Emily Wood, *Troy University Dothan Campus*

“How Writing Centers Support Faculty in their Desire to Require Higher Quality Writing”

The Writing Center at Troy University's Dothan Campus demonstrates how Writing Centers answer the need for faculty who wish to require higher quality writing from their students. Faculty members feel supported when a resource exists where students can go to discuss any gaps they have in their writing skills. The presentation consists of first-hand experiences of opening a new Center as well as faculty interviews describing the benefit of having Writing Center support, and shows some ways in which Writing Centers can improve faculty-Center relationships.

C2: Florida Room

Erica Cirillo-McCarthy, *Middle Tennessee State University*

“Staying Positive When Everything Seems Negative: Addressing the Affective Dimension of Reading Anonymous Faculty Survey Responses on Student Writing”

Session C—11:15 am-12:15 pm—Thurs., Feb. 21

How do writing center administrators address and process the emotional labor of knowing what faculty think of student writers? In August 2018, as the new writing center director, I surveyed faculty on perceptions of students' writing support needs and received 145 responses. The qualitative results were depressing because of the derogatory fashion in which faculty described student writing. This presentation adds to the ongoing conversation on affect in the writing center by detailing the emotional roller coaster my admin staff and I encountered when reading survey responses. I identify strategies on approaching negative faculty responses on student writing without becoming disheartened, depressed, or distrustful of our faculty colleagues.

Ginger Stelle, *Asbury Theological Seminary*

"Writing Center/Faculty Relationship Building: A Conversational Approach"

The Asbury Seminary Writing Center is in the process of conducting face-to-face conversations with all full-time Seminary faculty as part of a faculty-oriented marketing push. These conversations have dramatically increased Writing Center usage as more faculty are sending their students to see us. Additionally, we have seen a notable improvement in faculty understanding of the Writing Center's mission. This presentation will explore the importance of intentional relationship building with faculty as part of the establishment of a new Writing Center in the hopes that other new Directors and/or Centers can apply what we have learned to their own contexts.

C3: Georgia Room

Karen Head, *Georgia Institute of Technology*; **Russell Carpenter**, *Eastern Kentucky University*

"Fashioning a Framework: The Role of New Technologies in Drafting Creative Writing Projects"

Session C—11:15 am-12:15 pm—Thurs., Feb. 21

This panel explores conversations tutors can have with creative writers to help them better understand the ways technologies influence drafts and drafting within, around, and among writing center spaces.

C4: Kentucky Room

Deborah H. Reese and Brea Yates, *Georgia Southern University - Armstrong Campus*

"Tutoring the Collaborative Writer: Supporting Responsibility, Contribution, and Competence"

In the past decade, writing center tutors have seen a significant increase in the numbers of students working on collaborative writing assignments. Our conference presentation explores the question: How might writing tutors support community learning goals while helping individual students polish and improve their own writing? We will use videos and role-playing to illustrate problem-scenarios and solutions, and our workshop activity will engage participants in a simple collaborative design project.

C5: Mississippi Room

Candis Bond, *Augusta University*; **Duane Theobald**, *University of West Georgia*; **James Howard**, *University of North Georgia*

"Fostering Collaborative, Emotionally-Sustainable Conversations across Campus Units"

One of the challenges of writing center administration is integrating collaborative conversations into the workload in a way that is emotionally sustainable. Collaborations require emotional investment and rhetorical skills in order to initiate new contacts, form mutually supportive relationships, and establish clear expectations for the partnership. In the first half of the panel we will present strategies for facilitating collaborations and successful branding, for handling collaborative tensions productively, and for managing the emotional

Session C—11:15 am–12:15 pm—Thurs., Feb. 21

labor that comes with collaboration while minimizing burnout, especially for introverted directors. Then we will pair participants together for a “Pathways to Connection” activity where they will brainstorm current and possible partnerships and discuss how to approach them. Remaining time will be devoted to group discussion and Q&A.

C6: North Carolina Room

Stacia Watkins, *Lipscomb University*; **Rachel Robinson**, *Michigan State University*; **Karen Moroski**, *Penn State University*
“Tutoring Philosophy Workshop”

In this workshop, Stacia Watkins, SWCA Immediate Past-President and Director of the Writing Studio at Lipscomb University, Rachel Robinson, Assistant Director of the Writing Center at Michigan State University, and Karen Moroski, Co-Curricular Programs Coordinator of Writing and Languages at Penn State University will discuss strategies for how tutors might create or revise their tutoring philosophies, and tutors will have time to workshop their ideas or drafts with their peers.

C7: South Carolina Room

Denise Paster, **Scott Pleasant**, and **Haileigh Woodlief**, *Coastal Carolina University*
“Developing and Implementing a Quantitative Assessment Plan”

In this workshop, the presenters will explain their quantitative assessment program and encourage attendees to share and develop their own assessment ideas in a collaborative workshop environment.

Session C—11:15 am-12:15 pm—Thurs., Feb. 21

C8: Tennessee Room

Barb Card, *Augusta University*

“Using Reminiscence Therapy to Improve Writing Ability:
An Interactive Workshop”

This workshop will use Reminiscence Therapy as a way to teach older, non-traditional college students, especially senior citizens, to improve their writing.

C9: Virginia Room

Nicole Chavannes and Monique Cole, *Nova Southeastern University*

“From Free-verse to Fiction: Addressing Creative Writing
in the Writing Center”

While writing center work often “centers” (pardon the pun) on how tutors address academic writing, this workshop will help attendees learn to respond to creative writing instead. Presenters will briefly address the “ongoing conversation” about the role of creative writing in the writing center, as well as discuss strategies tutors can use to respond to students’ creative writing. Then, participants will apply those strategies to examples of poetry and short stories and collectively discuss how they would address it as tutors. This workshop will help to expand the scope of writing center work and prepare tutors to address different kinds of writing by enhancing their rhetorical flexibility.

Lunch/Keynote—12:15 pm-2:15 pm—Thurs., Feb. 21

2nd Floor Ballroom

Please join us for lunch in the 2nd floor ballroom immediately after the 11:15-12:15 concurrent sessions end. We will enjoy a delicious buffet and an excellent keynote talk from one of our featured speakers.

Featured Speaker:



Isabelle Thompson is emerita professor of Technical and Professional Communication and former director of the English Center at Auburn University. She has published articles about technical communication and, more recently with Jo Mackiewicz, articles and a book (*Talk about Writing*) researching writing center tutoring.

Keynote Presentation:

“Ongoing Conversations in Writing Center Research”

In this keynote talk, Dr. Thompson will discuss and provide examples of empirical research in writing centers in an attempt to peak interest in conducting such studies. Empirical research is often referred to as RAD—replicable, aggregable, data-collecting. This kind of research is important for us because it is the most reliable way of understanding what we do and how we can improve our services and possibly increase respect and funding at our institutions. Focusing on articles published in *The Writing Center Journal*, arguably our flagship journal, the presentation will have three sections: (1) a comparison of the topics and types of research published in the first and most recent issues of *The Writing Center Journal*; (2) a graph showing when and how much publication of empirical research has increased; and (3) a categorization of the topics discussed in those articles. The presentation will draw connections across the 40 year history of the journal.

Session D—2:30 pm-3:30 pm—Thurs., Feb. 21

D1: Alabama Room

Ricky Finch and Nikki Chasteen, *NOVA Southeastern University*

“Online Fellows: Meaningful Experiences in an Online Classroom”

Writing Center Fellows Programs have been a successful endeavor for many years. Fellows programs transit the disciplines and spaces traditional campuses offer, however online spaces are often under explored by Fellows Programs. This presentation will discuss how a course embedded Online Fellow can create a meaningful experience.

Sonja Fordham, *Southern Adventist University*

“Continuing the Writing Center Session Conversation on the Client Report Form”

In August 2018, our tutors moved from writing "tutor comments" (which were not shared with student writers) to writing "appointment letters" on the Writing Center Client Report Forms (which are emailed to students). This session will present findings from an analysis of the differences in the Report Forms now that the conversation has changed from "comments written about a session" to "a letter to a student." The guidelines that the tutors follow when composing the letters, as well as examples of tutor appointment letters and students' responses to those letters, will be shared.

D2: Florida Room

Belle Wang and Ninika Osuji, *Oxford College of Emory University*

“Assessment of Writing Centers in Small Liberal Arts Colleges: The Case of Oxford College”

We will explain the characteristics of small liberal arts colleges and how we fulfill the needs of students and expectations of faculty based on assessment.

Session D—2:30 pm-3:30 pm—Thurs., Feb. 21

Deno Trakas, *Wofford College*

"Determining the Effectiveness of Tutoring in the Writing Center Simply, or at Least Cheaply"

I'll explain the rationale for my method of assessment, and then I'll outline the 4 steps: 1) the tutor asks the student for permission and asks him/her to fill out an IRB-approved consent form; 2) at the end of the tutorial, the tutor copies the student's paper, with any marks or comments that were made by the student or tutor (the tutor needs an easily-accessible copy machine near the WC); 3) the tutor asks the student to send the director (by email) a copy of his/her revised paper that is turned in to his/her professor to be graded; 4) the director (and maybe others) compares the two drafts. I do that comparison myself initially because I want to process the comparisons through one brain for consistency. Finally, I'll summarize my results and ask for questions and suggestions.

D3: Georgia Room

Amanda Grefski, *Coastal Carolina University*; **Moire Matheson**, *City University of New York*

"(IN)Visible (Dis)Abilities: Building the Scaffolds of Languageing (Dis)Ability"

This interactive and participatory presentation challenges the notion of traditional languageing among students with languageing and learning differences. There is a distinct divide between students who declare disability and students who choose not to "out" themselves, in the terminology of Erving Goffman's Theory of Stigma.

D4: Kentucky Room

Jeff Howard, *Georgia Institute of Technology*

"'Express Coordinate Ideas in Parallel Form': The Elements of Style and Writing Tutor Education"

Session D—2:30 pm-3:30 pm—Thurs., Feb. 21

Tutor training courses can emphasize the value of thinking critically about style and its usefulness and reinforce planning and practicing for potential situations in which discussions of style might be useful, whether tutors are going to work with freshman English language learners or master's students going on the job market. Readings and quizzes, for example, as well as classroom discussions and role-playing, in tutor training courses can help tutors develop a vocabulary for delivering style instruction to students. It can also supply them with the confidence to deliver such instruction in ways that reinforce the peer relationship rather than simply banking maxims about subordination and restrictive clauses. Thus, we can help tutors prepare to discuss style and mechanics, not so they can proofread, but so they can supply specific and germane feedback about polishing writing and meet students' needs as they are.

Ethan Tester, Cole Weston, Keaton Wilson, Jonah Brody, Kaitlyn Melton, Shannon Merrell, Lidian Lindsay, Hailey Slaughter, Hailey Latham, and Greg Davis, *University of Tennessee at Martin*

"Tutoring Tutors: A Discussion of Training Methods for First-Year Tutors"

This panel asks the question of how best to train first-year writing tutors. Using the sixth edition of *The Bedford Guide for Writing Tutors* as a jumping-off point, first-year writing tutors will engage with their peers in discussion of training methods.

D5: Mississippi Room

Candace Kelly, *Clafin University*; Ahnna Cain, *North Carolina Central University*; LaKela Atkinson, *East Carolina University*

"Write Here, Write Now: HBCU Writing Center Professionals Create Better Writers While Addressing Social Injustices"

Session D—2:30 pm-3:30 pm—Thurs., Feb. 21

HBCUs are in a position to lead conversations about race and writing as we share our own experiences to argue that our ideas are relevant not only to other HBCU or MSI (minority serving institutions) colleagues, but to the larger field of composition and writing center studies as a whole.

D6: North Carolina Room

Mark Ridge and Sharron Sarthou, *Rust College*

"The Age of AI: Are online apps hindering students' cognitive abilities?"

A workshop discussion about where we draw the line when using technology to help students with writing activities.

D7: South Carolina Room

Deidre Anne Evans Garriott, *Virginia Military Institute*; **Nicole Emmelhainz**, *Christopher Newport University*; **Lori Jacobson**, *the College of William & Mary*; **Jenny Koster**, *Piedmont Valley Community College*; **Brian McTague**, *Virginia Commonwealth University*; **Cyndi Newlon**, *The University of Virginia's College at Wise*; **Natalie Oleksyshyn**, *Virginia Military Institute*; **Sharon Zuber**, *the College of William and Mary*

"Two [or More!] Heads are Better than One: Developing a Collaborative Research Project to Understand Transfer of Writing Center Skills among Alumni Tutors"

In this workshop, members of the VAWCA research team will share how the logistics of planning and implementing a multi-institutional study of alumni tutors to learn how they are using they are transferring the skills they developed in the Center in their lives outside of it and the university. Following the description, we will invite participants to help us refine our ideas, join the research study, or use this time to help generate their own projects. The goal of the workshop is

Session D—2:30 pm-3:30 pm—Thurs., Feb. 21

introduce our study to the Writing Center community, recruit interested researchers or participants, and share strategies for multi-institutional research.

D8: Tennessee Room

Devon Ralston, *Winthrop University*

“The Landscape of Writing Center Labor: Embracing and Quantifying Mentoring as a Practice”

While much of our own daily writing center work involves mentoring both formally and informally, as a field we have not devoted space to be intentional about our mentoring practices. Building from last year's SWCA presentation and work by Kris Blair, Matthew Cox and Trixie Smith on feminist interventions, this work-in-progress roundtable invites feedback and conversation on the tension between mentoring and professionalizing students within institutional structures that often rely on and exploit their labor. How might we reinforce and/or resist problematic aspects of student labor via mentoring practices? What does it mean to be deliberate in mentoring? How might we attend to ethics in our mentoring? And perhaps more complex, how can we, as writing scholars and writing center directors quantify the value of mentoring?

D9: Virginia Room

Jude Romines, Lani Bruinsma, Emily Garrett, and Sophia Luan-grath, *Middle Tennessee State University*

“Overcoming Tensions in the Writing Center: A Roundtable Discussion on Improving Relations with Multilingual Students”

This roundtable will address a study that identifies underlying beliefs and cultural trends influencing multilingual students' relationships with writing centers. Observations from tutors have suggested that

Session D—2:30 pm-3:30 pm—Thurs., Feb. 21

several areas of tension may interfere with the success of multilingual students in writing centers. The presentation speakers will introduce these tensions, framing specific issues with qualitative (interview-based) and quantitative (demographic) data collected from a representative sample of multilingual students. The roundtable will facilitate discussion of each issue, including potential solutions, and audience members will be encouraged to share their own insights and experiences. Ultimately, the goal of the roundtable is to provide a researched framework for meaningful conversation regarding multilingual students' success in writing centers.

Session E—3:45 pm-4:45 pm—Thurs., Feb. 21

E1: Alabama Room

Nicholas Huber, *Duke University*

“The Writing Center and Class Mediation in the Neoliberal University”

This paper, expanding on recent scholarship, argues that contemporary writing centers need to be understood as sites in which social class is both contested and reproduced. Moreover, this understanding must be historicized to situate writing centers as mediators of class specifically in a period of the “financialization of everything” and the university’s restructuring in accordance with neoliberal policy prescriptions and their underlying assumptions.

Beth Walker, *The University of Tennessee at Martin*

“Trigger Warnings: When the Act of Tutoring Is the Trigger and the Act of Revision Is the Risk in Rape Narratives and #meToo Content”

This presentation asks how tutors can discuss #meToo content as both factual documents as well as evolving works of art. How do tutors invite rape survivors to revise when the very act of questioning seems like a deliberate and confrontational act of doubt? Responding to published Writing Center guidelines for critique, the presentation will offer tutors practical tips for tutoring rape narratives and other explicit content.

E2: Florida Room

Emily Harbin, *Converse College*

“Measuring Burnout and Work Conditions for Writing Center Professionals”

This presentation describes the results of a quantitative study administering the Maslach Burnout Inventory (Educational version) and

Session E—3:45 pm-4:45 pm—Thurs., Feb. 21

the Areas of Worklife Inventory to Writing Center professionals to determine if their levels of burnout are higher than others in the education field and to begin identifying contributing factors to high levels of burnout. I hypothesize that Writing Center Administrators are particularly vulnerable to burnout, especially in the first five years of their career and during times of significant transition. My project fills a gap in existing scholarship by focusing specifically on burnout in Writing Center Administrators and will add a quantitative study to the theoretical, personal narrative-based work that already exists.

Ryan Lee, *The University of Tennessee Knoxville*

“Retention and the Writing Center: How Supplemental Instruction Cultivates Student Persistence and Academic Competence”

This talk 1) explores the mixed-methods findings of research on the connection between a writing center and student retention (the continued enrollment and success of students in a higher education setting) and 2) discusses relevant and replicable methods that can inform further writing center research. Findings regarding retention-related factors such as academic performance, self-efficacy, and locus of control will be contextualized around students’ writing center experiences. And presentation attendees should see their understanding of the writing center and retention link substantiated, their conception of writing center research sharpened, and their belief in and defense of writing centers legitimized.

E3: Georgia Room

Kevin Dvorak, *Nova Southeastern University*; **Russell Carpenter**, *Eastern Kentucky University*; **Jacqueline Lytle**, *Nova Southeastern University*

“Peer Writing Tutors and the On-Going Conversation about Student Engagement”

Session E—3:45 pm-4:45 pm—Thurs., Feb. 21

The presenters -- directors and a student-leader of two writing and communication centers -- will take the ongoing conversation of student engagement and writing centers in a new direction. Building on the conversation Kail, Gillespie, and Hughes initiated on assessing peer tutor alumni, presenters will examine how centers create the types of learning experiences that engage staff members within their centers, universities, and communities. Using student engagement research as a foundation, the two centers developed “engagement surveys” that measured how working in the writing center influenced their tutors’ experiences as students. Presenters analyze results and implications for the role writing centers should play in student engagement and how such can be assessed.

E4: Kentucky Room

Rachel Winter, *University of Central Florida*; **Courtnie Morin**, *Eastern Kentucky University*; **Emily Hensley**, *University of Central Florida*

“Code Switching, Shifting, Meshing?: Valuing Student and Tutor Home Dialects in the Academic Writing Center”

As students learn to write effectively in academic settings, it is important that students’ home languages and dialects are not positioned as inferior or problematic. Therefore, in this low-tech, interactive workshop, participants will be asked to consider important questions about how their writing centers can value students’ and tutors’ home dialects.

E5: Mississippi Room

Ariel Earnest, *Christian Brothers University*

“Bridging the Gaps in the Conversation: Conveying Consultant Knowledge and Understanding Institutional Hopes, Fears, and Misconceptions”

Session E—3:45 pm-4:45 pm—Thurs., Feb. 21

A lead consultant explores the multifaceted relationship between student, faculty, and writing center staff's expectations, needs, and ideals. Original research was conducted to uncover the perceptions and visions of each focus group; methods for re-framing these views by connecting the idea and reality of writing centers for these groups to create a holistic, inclusive educating experience are discussed. Topics include:

1. Writing Center purposes, services, and pedagogy
2. Faculty expectations, assumptions, and interests
3. Students' concerns, experiences, and needs
4. Methods of diction, promotion, and the importance of explicit communications

Resulting survey data and suggestions will be provided for an in depth conversation about how to effectively convey, consider, and employ the varied groups' goals for continuing all-encompassing conversations that foster understanding and thus, cohesive institutional engagements.

E6: Virginia Room

Pitch Your Idea Session

The editors of *Southern Discourse in the Center* will explain the process of submitting to the SWCA's journal and talk about the planned forthcoming issue that will feature papers that grow out of this year's SWCA conference session. Come to this pitch session to discuss your ideas with the editors and other conference attendees.

Session F—5:00 pm-6:00 pm—Thurs., Feb. 21

F1: Alabama Room

Brian Dascall, Aanuoluwapo Adesina, Kelley Bostian, and Keith Stillman, *Kennesaw State University*

“In Session: How to Engage the Impassive Student”

Presentation on methods for how to engage an impassive/unresponsive student during a tutorial session.

F2: Florida Room

Franklin Ard, *University of South Alabama*

“Action Learning in the Writing Center: A Mixed Methods Study of a Collaborative Professional Development Initiative”

This presentation will highlight the results of ongoing research at the University of South Alabama Writing Center, where the researcher instituted action learning teams to improve the development of professional skills among tutors. The presentation will highlight mixed methods data collected in the spring and fall 2018 semesters, including quantitative results of a t-test and qualitative data examined using a directed content analysis method. A statistically significant difference was found in the quantitative results, indicating improved collaboration among action team members. Qualitative data from focus group interviews further revealed that tutors developed professional skills, along with the cultivation of strong team interdependence, task attraction, task commitment, and interpersonal cohesiveness. In addition to reporting results, methods of implementing action learning teams will be discussed, along with challenges encountered during the initiative.

Beth Estes, *Vanderbilt University*

“Reimagining Routine Session Data as a Robust Assessment Opportunity”

Session F—5:00 pm-6:00 pm—Thurs., Feb. 21

Writing centers routinely collect a wealth of underutilized data surrounding one-on-one consultations. But, as Ellen Schendel in *Building Writing Center Assessments that Matter* (2012) asks, “Does this information really help the writing center move forward?” (p. 116). At Vanderbilt University, we are reimagining three previously disconnected session data sources—intake forms, client report forms, and exit surveys—as three parts of a cohesive whole that, when designed in conversation with each other, allow for a more robust source of assessment. In this presentation, I will discuss the changes we are making, including the center’s values and goals that theoretically motivate these alterations as well as the social science methodology that informs their design. I will then present preliminary insights gained from pilot changes to our data collection.

F3: Georgia Room

Keely Mohon-Doyle, Dakota Casey, Sean Dancy, Savannah Flanagan, and Mary Reynolds, *North Carolina Wesleyan College*

“Growing Pains: Four Consultants Discuss the Changes and Challenges of Working in a Small Writing Center during a Director Transition”

Texts like Caswell, McKinney, and Jackson’s *The Working Lives of New Writing Center Directors* provide us with an enlightening glimpse into the administrative and pedagogical challenges faced by new directors as they assume their posts. What is often left out of these narratives, however, are the voices of the student tutors/consultants who must also adapt to the changing situation. In this presentation, four undergraduate writing consultants from a small, private college will discuss our experiences coping with the changes brought on by the transition of a new writing center director beginning Fall of 2017. This presentation will examine the causes of the center’s growth from 175 to 250 appointments/semester and the challenges that such growth has created for both the center and for us as consultants. We will also share our plans for how we would like to leave our mark on the center and improve it for the future.

Session F—5:00 pm-6:00 pm—Thurs., Feb. 21

F4: Kentucky Room

Samantha Carr, *Augusta University*

“Promoting Negotiation and Facilitating Literacy Acquisition during Consultations with English Language Learner Writers”

When working with English Language Learners (ELL) in the writing center, many tutors revert to line-editing due to unfamiliarity with how ELL students learn the language. This strategy, however, can diminish the writer’s “active participation in negotiation of meaning... [that] may facilitate acquisition of literacy skills” (Williams and Severino 2004, 169). As an alternative to line editing, I recommend using syntax, a branch of Linguistics, in consultations with ELL students. Focusing on syntax promotes negotiation and the acquisition of second-language literacy skills. This workshop will present and teach participants to use an adapted form of various syntax exercises to promote collaboration between tutors and ELL writers that facilitates literacy acquisition: phrase structure rules, use of X²-theory for sentence construction, syllabic structure, and object possessors.

F5: Mississippi Room

Erin Lisa Aulfinger, *Christian Brothers University*

“‘The Right to One’s Own Language’ in Multilingual Creative Writing: A Conversation about Translanguaging & Assimilation”

We are striking up a conversation about the nature of “translanguaging,” an up-and-coming concept being propelled by Professor Ofelia García, and the supposed necessity for international students to assimilate to formal English. Arguments will be made for allowing students who are fluent in many languages to write unfettered. Creative writing is about expressing our true selves and embracing the liberty which comes from thinking creatively. Our word choice should not be limited to a single language; this is an artificial barrier which can

Session F—5:00 pm-6:00 pm—Thurs., Feb. 21

prevent those individuals with access to more than one tongue from fully exploring their potential. During this presentation, expect to discuss both new and old concepts, think critically about English in the global community, and ponder how multilingual creative writing can open a door for native and international students to improve their grasp on any language they know.

F6: Virginia Room

Pax Gutierrez-Neal, *University of Tennessee Knoxville*

“Gamifying the Writing Center: Digital Badges as Benchmark Incentives for Tutors and Tutees”

Many writing centers have leapt into digital badging as a tool for both incentivizing, retaining, and professionalizing their tutors. Digital badges, further, can demonstrate outcomes met, illustrate progress towards benchmarks, and provide new lenses for assessment. However, research thus far presents a wary, though still optimistic, promise for such gamification tools, with most placing emphasis upon their strategic and flexible implementation. This roundtable will briefly review the current research on digital badges, offer software options for implementation thereof, and demonstrate an example of a tiered, flexible badging trajectory linked to professional development outcomes. Primarily, though, the roundtable will focus on discussing and collaboratively brainstorming how attendees may best implement their own badging structures and attached outcomes based upon their (and their writing center’s) needs.

Plenary Session—5:00 pm-6:00 pm—Thurs., Feb. 21

N. Carolina, S. Carolina, and Tennessee Rooms (Combined)

Presenter:



Jo Mackiewicz is a professor of Rhetoric and Professional Communication at Iowa State University. In 2017, she published *The Aboutness of Writing Center Talk: A Corpus-Driven and Discourse Analysis*. In 2018, she published *Writing Center Talk over Time: A Mixed-Method Study*. With Isabelle Thompson, she has published a number of articles about writing center discourse, as well as the book *Talk about Writing: The Tutoring Strategies of Experienced Writing Center Tutors*.

Presentation:

“Producing Better Writing”

In recent research, I have analyzed the aboutness of writing center talk—the lexical choices and sequences of words that tutors and student writers use as they work together in one-to-one conversations. It’s also important, I think, to consider the aboutness of the conversations that go on in writing center research—what we talk about and what we don’t talk about very much. In this plenary session, I discuss a topic I think receives little attention in writing center conversations: our role in helping student writers to improve their writing. I argue that improving writing is a worthwhile and measurable endeavor and that doing so offers opportunities for meaningful and valued assessment.

Session G—8:30 am-9:30 am—Fri., Feb. 22

G1: Alabama Room

Emily J Pucker, *University of Alabama*

"Experiences of Non-Native Speakers in the Writing Center"

This session will present the preliminary findings of my study regarding possible tangible and intangible benefits non-native speakers of English receive from visiting university writing centers. Attendees will receive new insights into the perceptions of non-native speakers' perceptions of self-efficacy writing in English and their impressions of working with a tutor; they will also learn about the specific changes in the writing project that occur as the students revise their work with and without writing center intervention.

Jennifer Icton and Zhengjie Li, *University of South Florida*

"Politeness in Writing Center Consultations: Using Dialogic Scaffolding to Mediate Cross-cultural Misunderstandings with International Students"

This presentation introduces dialogic scaffolding strategies that can help the academic writing of international students seeking consultations at writing centers. These L2 students struggle with adapting to the U.S. academic system in three ways: 1) being trained in a teacher-centered pedagogical system, 2) a lack of understanding of Americanized politeness theory (Calhoun & Youmans, 2006), and 3) having difficulty in transitioning to an argumentative-based writing system. To better help L2 students adapt to a U.S. academic writing system, instead of "not tell[ing] students what a passage means or give students a particular word to complete a thought" (Clark & Healy, 1996, p. 246), we encourage tutors to adopt Aljaafreh and Lantolf's (1994) Regulatory Scale that provides dialogic scaffolding for international students in the tutoring process. Participants will be provided with handouts and video demonstration at the presentation. Q & A session will be arranged at the end of this presentation.

Session G—8:30 am-9:30 am—Fri., Feb. 22

G2: Florida Room

Sarah Lee, *Emory University*

“Writing in Philosophy Courses: Writing Conventions, Analysis, and Strategies”

How can tutors of various academic backgrounds approach tutoring writers on assignments in Philosophy courses? The presenter will draw on her survey data to discuss challenges students face in Philosophy writing to offer advice for both majors and non-majors. Specifically, she will discuss best practices for utilizing Philosophy writing conventions associated with authorial perspectives, theses, and organizational frameworks through drawing upon her research and interview data. The presenter will also compare these conventions against those of other disciplines to make explicit the specific goals of Philosophy writing.

Misty Miner, *Middle Georgia State University*; **Dr. Sharon E. Colley**, *Middle Georgia State University*

“Extending the Center to STEM: Middle Georgia State University’s Writing Center, Macon”

Realizing that our clients most often identified as Nursing or Biology majors, we began focused outreach to STEM students and faculty. We will report on our methods and results.

G3: Georgia Room

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

“Storyboarding, STEM, and the Session: Storyboards as Multimodal Tools and Artifacts”

The growing emphasis in the Science, Technology, Engineering, and Mathematics (STEM) fields of what is generally labeled “communicating science to the public” has many students in those fields visiting

Session G—8:30 am-9:30 am—Fri., Feb. 22

writing centers to ask for multimodal/multiliteracy tutoring. The Communication Center at Georgia Tech has discussed and explored numerous techniques to help students explain complex ideas in ways that audiences outside their field can understand them. One such technique, storyboarding, allows consultants to help students re-envision the ideas they need to communicate. In the same way that film designers and producers use storyboarding to capture details that represent the larger project goals, students can use storyboarding to integrate visual modes into projects that increasingly require them to negotiate a myriad of communication-related challenges.

G4: Kentucky Room

Jennifer Johnson, *Savannah College of Art and Design*
“Designing the Writing Process”

This presentation explores the Double Diamond design process and illustrates how it can be adapted to the traditional writing process. Participants will learn how the methodology can be applied in writing center sessions and workshops to give students of all disciplines a new way to think about the writing process.

G5: Mississippi Room

Gwendolyn Hale, Allie Stanich, and Emma Eichenberger, *University of Mary Washington*

“Conversations with Underrepresented Students in the Writing Center (Part One)”

Three panelists working at the same writing center will discuss how the center is revising the way in which it serves and has conversations with minority and underrepresented students. Looking at honor code violations, learning disabilities, and first-generation students, the panelists seek to engage audience members in how they frame discussions with and about these specific groups and areas of concerns in their own centers.

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G6: North Carolina Room

Dr. Bonnie Devet, Cassy Frierson, Amelia Janaskie, and Chase Myers, *College of Charleston (SC)*

"Has a Client Ever...Reflection Cycle for Training"

A vital part of the growth of consultants/tutors is the ability to take information and insight from their work in one consultation and apply it to another. This ability is called transfer of learning. A key component of transfer of learning is the use of reflection. In this interactive workshop, participants describe a tough, difficult, or unusual session with a student writer. After audience members respond with different ways to handle the situation, workshop leaders show how the audience has actually carried out six established steps of a reflection cycle. These steps can be used by consultants after working with students, thus leading to insight into the role of reflection for writing center consultants. Attendees (both consultants and directors) take away how reflection fosters transfer of learning, a vital feature of all writing center training.

G7: South Carolina Room

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

"Building Inclusive Campus Partnerships: How to Make Your Writing Center a Vehicle for Universal Design on Campus"

Resource building is an integral ingredient for successful student support services, especially in terms of inclusivity and Universal Design. Writing centers can benefit from working with allies willing to share their expertise to create stronger resources for underserved student populations. The VCU Writing Center is in its third year of campus partner projects, allowing staff to collaborate with interdepartmental faculty to craft products that are distributed through multiple locations. This workshop will focus on the philosophy behind building a library of resources, explain the progression of the projects, and include

Session G—8:30 am-9:30 am—Fri., Feb. 22

activities to help participants brainstorm their own partnerships. Attendees will leave with project ideas and information on how to build strategic affiliations that will benefit marginalized student populations, which can only help their writing centers to be more flexible spaces that accommodate all students, regardless of unique learning differences, and beyond that, to help develop disenfranchised and often forgotten voices.

G8: Tennessee Room

Rachel Robinson and Trixie Smith, *Michigan State University*
“Meeting Where They Are: The Cross-Cultural Ongoing Conversation”

This Roundtable Discussion will include a brief overview of our recent partnership with southern African universities to establish writing centers on their campuses and encourage participants to discuss ways cross-cultural partnerships might be challenging and successful.

G9: Virginia Room

Michelle Kizer, *Appalachian State University*
“Conversations in the Writing Center: The Invisible Emotional Labor of Writing Center Administration”

One of the most important components of a successful writing center is the administrative staff that works to support the goals, objectives, and daily operations of writing center spaces. The professionals in these positions perform an integral role by fostering an inclusive environment that is centered around conversation. This is the invisible emotional labor of writing center administration. These interactions can be exhausting, yet it is through these conversations that administrative professionals can support others as they engage in meaningful work in the writing center. Proposed here is a roundtable discussion about the conversations of writing center administrative professionals. This roundtable invites participants to share their experiences and thoughts on the conversations they have in the writing center.

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Participants can create an open dialogue about their conversations and build strategies for active listening, having empathy, providing guidance, and supporting others in our writing center spaces.

Session H—9:45 am-10:45 am—Fri., Feb. 22

H1: Alabama Room

Abigail E Filer, *Emory University*

“Translingual Pedagogy in Writing Centers: Contextualizing Composition Literacy for ESL Students”

With knowledge of ESL students’ education tutors can contextualize problem areas. As an ESL consultant and using empirical studies, I present approaches to these recurrences.

Dr. Lindsey Banister and Dr. Meredith Reynolds, *Francis Marion University*

“Reflections on the Effectiveness of The FMU Writing Center’s CAMSA Program”

This presentation discusses and reflects on the implementation, design, and effectiveness of the FMU Writing Center’s CAMSA program. We begin by examining how CAMSA can inform our development of writing center instruction for Multilingual/ESL students and then turn to reflect on the politics that went into the creation and implementation of this study so as to improve the program. Lastly, we conclude with an assessment on the effectiveness of the program in its current stage and offer suggestions about the ins and outs of establishing constructive ESL practices and tutoring in writing centers at rural comprehensive universities such as FMU.

H2: Florida Room

Kaitlin Fletcher, *Western Carolina University*

“A Guide to Making Tutoring Inclusive for Medical Writing”

The purpose of this presentation is to discuss the importance of making tutoring inclusive for all types of students and majors. The main focus will be on medical writing. General writing standards are the

Session H—9:45 am-10:45 am—Fri., Feb. 22

foundation of writing tutoring, but they are not always the best resource for every type of student who comes to the writing center. Scientific and medical writing have their own specific rules that are not part of routine writing. The topics discussed in this presentation will include the following: differences between general and medical writing, researched and personally adopted approaches for medical writing tutoring, and strategies that writing centers can use to structure their tutoring resources to include all students and majors.

Sidney Turner and Katherine Kelly, *Florida State University*

“Situating the Student-Athlete: Addressing the Communicative Disconnect of Writing Centers and University Athletics”

Drawing from our unique perspectives as a retired student-athlete and former athletics tutor who currently work with student-athletes in the writing center, we are arguing that there is a communicative disconnect between writing centers and the student-athletes they serve. In order to address this issue we suggest that the writing center community should situate student-athletes as non-traditional students. This presentation will address these claims starting with an overview of outside pedagogical scholarship with a focus on the relationship of student-athletes and writing centers. We will then highlight our reasons for categorizing student athletes as non-traditional students and share personal narratives from our unique perspective. Through this presentation we are situating the need to reevaluate how tutors interact with student-athletes and the relationship between writing centers and athletic departments in order to mitigate potentially exploitative scenarios.

H3: Georgia Room

Tamara Mahadin and Leslie Pevey, *Mississippi State University*

“Breaking the Discourse Barrier of Different Stigmas within the Writing Center”

Session H—9:45 am-10:45 am—Fri., Feb. 22

This panel will discuss how the writing center at Mississippi State University uses various strategies to help students with their writing process. Writing itself is an ongoing conversation, so our writing center sessions are essentially a conversation about the students' writing process to illustrate the importance of participating in a "discourse community." We will discuss how our tutors go through a series of professional development meetings that train them how to approach students during the session such as role-playing situations that may occur, asking leading questions, keeping students engaged with the conversation, and being more prepared to the different personalities and expectations of students. We will also highlight how having repeating sessions with our student athletes requires a different approach from our "traditional" strategies. We thrive to help our students acquire skills that will eventually navigate them to become better writers since we call ourselves "a network of writers."

H4: Kentucky Room

Joe Cannon and Scott Pleasant, *Coastal Carolina University*
"The SWCA Conference in Perspective"

In this session, the presenters will discuss the results of a comparative content analysis of presentation proposals for this year's SWCA conference and articles published in the four leading writing center journals during the previous year. The content analysis focuses on topics and key words in submissions reviewed by the conference scheduling committee and articles in *Writing Center Journal*, *WLN* (formerly *Writing Lab Newsletter*), *Southern Discourse in the Center*, and *Praxis*. The purpose of the study is to show how the SWCA conference engages (or doesn't engage) recent scholarly trends in the field.

H5: Kentucky Room

Lindsey McCuiston, Rebecca Messier, Joseph Everett, and Will Everett, *University of Mary Washington*

Session H—9:45 am-10:45 am—Fri., Feb. 22

“Conversations with Underrepresented Students in the Writing Center (Part Two)”

Three panelists from the same writing center seek to engage audience members regarding how their writing center is creating new conversations and initiatives with ELLs, non-traditional students, and the LGBTQ community to create more inclusivity.

H6: Mississippi Room

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

“Workshop on Developing an Ethical Writing Center: A Conversation More Than 30 Years in the Making”

As writing centers have evolved, so too has the need to understand not only what it means to be ethical in a writing center but also to be an ethical writing center. Clark and Healy (1996) noted over two decades ago that writing centers must negotiate highly complex ethical issues as they respond to the “theoretical, pedagogical, and political facts of life.” More recently, John Duffy (2012) has suggested the ethical writing center can promote “rhetorical virtues” and the common good. This interactive workshop invites participants to draw from both of these perspectives in developing a more expansive, contemporary approach to ethics in writing center studies. Combining individual reflection and group discussion, together we will 1) consider the ethical challenges faced in our writing centers; and 2) determine how we can meet those challenges by intentionally creating writing centers that are “ethical” in the fullest sense of the word.

H7: South Carolina Room

Daniel Fuller, *Appalachian State University*

“After 'Hello': A Reading-Centered Writing Approach”

Session H—9:45 am-10:45 am—Fri., Feb. 22

This presentation considers how a reading-conversational approach, restrains focus, but liberates thought. Alternate strategies yield indeterminate initialization. Congruent reading offers a productive middle-way.

H8: Tennessee Room

Valerie Smith, Kathryn Dean, and Bailey McAlister, *Georgia State University*

“Conversations between Writing Centers”

What is it like moving from one Writing Center to another? How can our Writing Center experiences enhance our work? Do our past experiences ever get in the way of our current work? Join us for a conversation between colleagues and participants where we discuss comparative experiences, pedagogies, and physical spaces of three university centers for writing assistance. We will discuss our own experiences, welcome others’ opinions on their own experiences, and find connections between all of our writing centers and ourselves as writing center

H9: Virginia Room

State Representative Meeting.

Please attend this meeting if you are the SWCA representative for your state. During the meeting, you will hear from SWCA leaders and have the opportunity to share what is happening in your state.

State Network Meetings

This hour is reserved for state meetings. Please attend your state’s meeting in the designated room for your state. SWCA members from Alabama will meet in the Alabama room and so on.

During the meeting, your SWCA state representative will update you on issues related to the organization as a whole and your state’s role in the organization. Attendees may also discuss ideas and plans for statewide programs such as tutor-training events and directors’ retreats.



Session I—2:30 pm-3:30 pm—Fri., Feb. 22

I1: Alabama Room

Theresa Melo, Princesse Karemera, Julia Miller, and Selena Xia, *Agnes Scott College*

“Tutoring Group Projects: An Initial Study and Guide”

The Center for Writing and Speaking (CWS) at Agnes Scott College harbors a space dedicated to helping students with writing or speaking at any point in the work. CWS tutors, through the course tutoring program, serve as teaching assistants and liaisons between the professor and student, often mentoring first-year students. Through the Partners Program, tutors and tutees meet once a week for an hour to work on ongoing projects. The CWS works with both groups and individual students. In this project, we will strive to understand and highlight the many roles a tutor holds in group project settings as well as best practices to be tested and resolved. We will gather input from students regarding common concerns in group projects as well as successful strategies that tutors already implement. This presentation will explore the dynamics between tutors and tutees in group settings.

Brandy Lyn G. Brown, *University of North Carolina Pembroke*

“Champions in the Center: Reflecting the University to Itself”

Drawing on a triadic metaphor for hospitality, the presenter argues that within the institution of the university the writing center plays the role of the hostess. This role provides positive potential because it enables the writing center to model a positive sense of community to the university.

I2: Florida Room

Shannan L. Hayes, *Duke University*

“Graduate Writing and the Silent Problem of Authorial Tone”

Session I—2:30 pm–3:30 pm—Fri., Feb. 22

Writing is central to the professional advancement of graduate students. More than teaching or conferences, graduate students are granted entry into the profession by demonstrating their scholarly identities in written, public work. By contrast to the idea that developing a daily practice is the biggest hurdle graduate students face when becoming professional writers, this paper acknowledges a more subtle challenge: that of assuming the right authorial tone. In this presentation I engage writing studies literature on the scholarly subject formation that occurs—or doesn't occur—through the process of assuming an authorial tone. I ask how writing centers might respond to the lack of mentorship in graduate departments around this topic. My presentation will be supplemented by observations generated from a pilot Grad Writing Lab launched in fall 2018 by the Thompson Writing Program Writing Studio and the Graduate School at Duke University, where I serve as a peer consultant.

Sarah Kugler, *The University of Kansas*

"Transfer Through Talking: Disciplinary Genre Uptake and Knowledge Transfer in Graduate Writing Center Consultations"

This presentation, discussing a pilot study conducted in the fall of 2018, explores how both graduate student writers and writing consultants perceive disciplinary genre transfer as occurring, or not occurring, over the course of multiple writing center consultations. Do graduate student writers grow in their awareness of disciplinary genre norms over time, and through repeated consultations – and is this development of genre-based disciplinary knowledge apparent to the writing consultant as well? This study pursues these research goals and questions through consultation observations and interviews with graduate writers and writing consultants. Preliminary results suggest that direct discussion of disciplinary genre norms may aid in the acquisition and transfer of those genres and in a feeling of belonging in a disciplinary community.

Session I—2:30 pm–3:30 pm—Fri., Feb. 22

I3: Georgia Room

Kevin Dvorak, Janine Morris, Jacqueline Lytle, and Emalee Shrewsbury, *Nova Southeastern University*

“Just Brew It!: Coffee's Impact on a Writing & Communication Center Space”

Our panel will present results of a semester-long study on coffee's presence in our Writing and Communication Center and argue for the importance of ephemera in understanding how individuals experience their time in the center. Adding on to the existing discussions about space and writing centers, this presentation will address what has been lacking from the ongoing writing center conversation about coffee—until now.

I4: Kentucky Room

Lydia Shelley, *Western Carolina University*

“White Space: The Conversation on Race in the Writing Center”

The most important conversations about the writing center are often the hardest ones to have. A perfect example is the conversation on the way that race impacts writing center work. As campus populations continue to diversify, it is important to question why writing centers remain white and how they can uphold hegemony and devalue racial diversity. Attendees can learn what shapes writing center diversity takes and key concepts to use when having the difficult conversations about it with their own writing center staff.

Mack McDougald, *Western Carolina University*

“The Role of Peer Tutors in Enabling and Empowering Diverse Learners”

Session I—2:30 pm-3:30 pm—Fri., Feb. 22

This presentation explores the benefits of stressing inclusive educational strategies and safe, intercultural environments to help aid students of color, English-language learners, and students with disabilities become more represented and accepted in their campus communities. By combining research, interviews, and reflection, I hope to show why it is important to prioritize diverse learners and how to begin that process in the writing center.

I5: Mississippi Room

Xuan Jiang, Natalie Casabone, Jordan Guido, and Nikita Grant, *Florida International University*

“Female Tutors’ Perceptions of Having Free Feminine Products in a Writing Center”

The presenters will discuss a research study on female tutors’ perceptions of benefits from their access to free feminine products for emergency use at their writing center. Most writing centers at U.S. four-year institutions hire undergraduate students and presumably at least half of them are female. Women have received strong cultural messages, including that their bodies are sexually objectified and that their physical functions, such as menstruation, should be concealed. Female tutors’ damaged self-recognition from the outside can lead to internalized self-identification and further impact their perceptions of their knowledge and consultations in writing centers. The acceptance and accessibility of feminine products would boost work ethic among female tutors and hopefully break down the taboo associated with the female menstrual cycle. The presenters will share the findings of female tutors’ perceptions about themselves and their tutoring morale, before and after having free feminine products in stock in their writing center.

I6: North Carolina Room

Milya Maxfield, María Badillo-Mendez, and Allison Dobo, *Kennesaw State University*

“Would You Rather? (Tutor Edition)”

Session I—2:30 pm-3:30 pm—Fri., Feb. 22

Who would be tougher for you to tutor: A student who questions everything you say, or a student who questions nothing? Have you ever felt like a student's phone was such a big part of the session that it should be consulted on the thesis statement? Conversation, both verbal and nonverbal, is at the heart of every writing center session, but what can you do if it's not productive? In this workshop, you'll learn how your own inherent assumptions about the students you help can hinder or derail a writing session. Confronting those biases is the first step to developing better communication strategies and meeting students where they are -- so, whether you're a tutor hoping to enhance your communication skills or an administrator looking for something to add to your training, this is the session for you!

I7: South Carolina Room

Dianna Baldwin, Marisa Montemurro, Emily Burluson, and Sara Holdsworth, *Longwood University*

"Young Center, Young Staff, Young Research Project"

In this roundtable discussion, the presenters will discuss the work they are currently doing with Toys (Rubik's cubes, fidget toys, Play Doh, etc) in their small, relatively new writing center. The center (in its fourth year, serving a student body of 5000) is in its infancy, and this is the first research project undertaken by its new director and two of the center's consultants. The presenters hope to reach an audience of peers (same size WCs) who are interested in how toys can be used to spur thought in the writing process. Once the presenters discuss their project, including how they devised their survey questions, what they hope to find, the grant application for funding, etc., they will open it up for discussion and feedback from their peers and other directors.

I8: Tennessee Room

Monique Scoggin, Noemi Nunez, and Jacob Weiers, *NSU*

"Countering Power & Privilege in the Writing Center"

Session I—2:30 pm-3:30 pm—Fri., Feb. 22

We shall discuss elements of power and privilege that writing consultants/tutors bring with them to the writing center and how these elements can affect our writing sessions. Additionally, we will highlight ways to counter what we think we know about the writers with whom we're working

I9: Virginia Room

Poster Sessions.

SWCA is proud to have a number of excellent poster presentations at this year's conference. Please drop by the Virginia room between 2:30 and 4:45 to view this year's posters.

Presenters: Please have your posters set up by 2:30 pm. You may begin setting up your posters as soon as the State Network Meetings end at 12:15 pm. Easels will be provided. Plan to stay with your poster during the 2:30-3:30 pm time slot to speak with conference attendees about your projects and answer questions. Posters will remain in place until 4:45 to give all conference attendees an opportunity to view them. Please plan to remove your posters before 5:00 pm.

Poster Titles and Presenters:

“Becoming a Competent and Confident Peer Tutor,” by **Savannah Amdahl**, University of Tennessee

“Developing creative writing skills through academic disciplines: hindrance or opportunity,” by **Madona Giorgadze**, Ilia State University

Session I—2:30 pm-3:30 pm—Fri., Feb. 22

“Publications in the Writing Center,” by **Julie Wilson**, Warren Wilson College

“Research and Write at the Library,” by **Allison Faix and Amy Fyn**, Coastal Carolina University

“Who (Do Students Think) Uses the Writing Center? A Study in Development,” by **Aaron Colton**, Georgia Institute of Technology

“Writing Center Wronging Students: Discipline, Communication, and the Effects of Punitive Policy on Client Retention,” by **Michael McDermott and Timothy Donahoo**, Middle Tennessee State University

“Zooming through an Online Appointment,” by **Lee Sexton and Tiffany Harris**, University of Mount Olive

Session J—3:45 pm-4:45 pm—Fri., Feb. 22

J1: Alabama Room

Janine Morris, Whitney Lehmann, Ph.D., Nikki Chasteen, Monique Cole, Adam DeRoss, Petra Jurova, and Noemi Nunez,
Nova Southeastern University

“Launching a Strategic Social Media Presence for the NSU Write from the Start Writing and Communication Center”

This presentation will offer a case study of one writing center’s implementation and use of social media, and provide participants with strategies and suggestions for enhancing social media use in their writing centers. The NSU Write from the Start Writing and Communication Center (WCC) celebrated its grand opening at Nova Southeastern University in September 2018. This panel presentation will first provide an overview of the social media campaign and specific objectives that M.A. in Composition, Rhetoric, and Digital Media students at NSU completed as part of their WRIT 5900: Social Media Writing and Strategy course during the Summer 2018 to support the WCC’s launch. The second portion of the panel will feature NSU’s WCC social media team and will discuss the WCC’s social presence implementation during Fall 2018, and provide and discuss lessons learned and strategies participants can use at their home institutions

J2: Florida Room

Dr. Kelle Alden, *University of Tennessee at Martin*

“‘What We Do Is Even Better’: Revising the Way Writing Centers Talk About Basic Writing and Basic Writers”

My university has begun requiring basic writers to spend two “lab hours” per week in the writing center, which I was recently hired to direct. Consequently, our department raised difficult questions about

Session J—3:45 pm-4:45 pm—Fri., Feb. 22

the larger purpose of our writing center as well as how to communicate and calculate the value of basic writers' experiences there. My presentation shares how our writing center changed our conversational practices in response to the two-hour requirement. Inspired by how Heather Robinson and Jaclyn Wells have articulated the needs of basic writers, I revised how we framed our work using Muriel Harris' explanation of "sticky" rhetoric. The two-hour requirement also unearthed longstanding concerns regarding our basic writing program, igniting an administrative battle. By reflecting on this experience as a new director, I hope to empower others who might face the challenge of defending their centers' frameworks while advocating for programmatic change.

Eliot Rendleman and Judi Livingston, *Columbus State University*
"Unique Thresholds and Policy Goals of Mandatory Writing Center Visits"

During this session, the presenters will share the methods and results of an ad hoc, quantitative study that extends the conversation and contributes to our knowledge about mandatory writing center visits. The findings of this localized study both supports and challenges the conclusions of recent research on the topic. On conclusion, the audience will have opportunities to discuss both the ability and viability of local research and policies on mandatory writing center visits.

J3: Georgia Room

Russell Carpenter, *Eastern Kentucky University*; **Karen Head**, *Georgia Institute of Technology*
"Reorganizing and Reinventing Writing Center Administrative Structures"

In this panel, founding directors discuss ways they have reorganized and reinvented writing center staffing and leadership structures to ensure productive growth and forward momentum.

Session J—3:45 pm-4:45 pm—Fri., Feb. 22

J4: Kentucky Room

Mattie Davenport, *Western Carolina University*

“This is Awkward: What to Say When the Writer Decides They are a Bad Writer”

Often, a tutor sits down with a writer who immediately says, “I know this paper is bad.” If not those exact words, perhaps “I’m not a good writer” or “I’m terrible at this.” Self-deprecating introductions are awkward for the tutor and can set a negative tone for the session. Where do these statements come from? What does the student expect us to say in response? Participants in this session will explore some of the root causes of negative self-talk while collecting ideas for tutor responses to this situation.

Taylor Shuler, *Western Carolina University*

“The Brother System”

Inspired by an interaction I had with my brother, this presentation will focus on the steps tutors should take before and during their sessions with students. This interaction helped to remind me that all students come in to the tutoring center with differing levels of skill and that part of being an effective tutor is knowing how to cater to those skills. From the articles I read, I have picked three steps that I feel can be applied to any tutoring session. From being able to foster a welcoming learning environment, to evaluating their social interactions and gauging the information they can handle, I believe these steps can help to produce effective and efficient sessions. However, if nothing else, the most important thing is that tutors be flexible in their sessions and be welcoming to students regardless of skill or learning preference.

J5: Mississippi Room

Dr. Beth Burmester, *Kennesaw State University*

Session J—3:45 pm-4:45 pm—Fri., Feb. 22

"How to Keep Talking About the Future of Writing Centers: An Archival Analysis of Predictions for the Future in Printed Writing Center Scholarship from 1981-2017"

How long have writing center professionals been talking about the future of writing center work? Where did this conversation come from and where is it headed? What kinds of predictions did we make in the past, and how accurately? What can we learn about our own future(s) by studying the past visions and predictions about "the future"? This presentation plunges into the printed scholarship of writing center publications to discover the first appearance of talking about the future (1981 by Gary Olson), and to trace the history of future-predicting in our field. This research also examines the influence of Terence Riley's "The Unpromising Future of Writing Centers" (1994), and citation patterns across the years for responses agreeing with and arguing against Riley. This presentation connects writing center studies to the fields of Futurology and Future Studies, to guide our current conversations about making the futures we desire.

J6: North Carolina Room

Jimmy Corbett, Yufei Liu, Jacob Parsons, and Jerry Zhao, *Donelson Christian Academy*

"Boosting Attendance in the Writing Center by Broadening Promotion"

Writing centers have many opportunities to advertise their services to their student body, but what are some of the best methods? In this workshop, we will discuss the effectiveness of advertisement in the writing center, using examples of how we have promoted our own writing center. During the workshop, we will discuss our own center's survey results in which we tried to pinpoint what type of promotion most influenced students to make an appointment. Then, we participants will analyze and reflect on what they currently use to advertise and what new ideas they could implement in their own writing centers. After our workshop, participants will have an expanded toolbox of ideas for reaching their own student body through promotion.

Session J—3:45 pm-4:45 pm—Fri., Feb. 22

J7: South Carolina Room

Emalee Shrewsbury, *Nova Southeastern University*

“The Marketing Strategies of Writing and Communication Centers”

Across writing center scholarship exists a continuing conversation regarding the value and sustainability of the services they provide (ex. Denny 2010), but with a small budget, writing and/or communication centers can market themselves to their audience of university students and administration with hopes of proving their value. Digital marketing provides a nearly free way to quickly and easily reach a vast audience, while print marketing showcases services to the local community for the costs of printing. With this roundtable discussion, I aim to discuss my current research efforts while listening to the testimonials of other university centers and their marketing practices; all to help determine how centers can successfully showcase themselves via print and digital marketing.

J8: Tennessee Room

Emily Murray, *Tennessee State University*; **Chayah Stoneberg**, *The University of South Carolina*; **Stephanie Todd**, *The University of Tennessee, Chattanooga*

“Building Campus Communities: Teaching Citizenship Through Writing”

In this roundtable discussion, we’d like to share our TSU pilot course that collaborates with the campus Service Learning and Civic Engagement department as well as the writing center to engage students with various discourses across campus. The University of South Carolina explores community engagement through composition courses by engaging various discourses surrounding the campus including the local theater and art museum. Finally, The University of Tennessee at Chattanooga faculty focus on integrating multimodal

Session J—3:45 pm-4:45 pm—Fri., Feb. 22

composition into their curriculum as a means of integrating the campus and city communities.

J9: Virginia Room

Poster sessions continued. Posters will remain up until 4:45 for conference attendees to view.

Presenters: Please plan to remove your posters before 5:00 pm.

Keynote Reception—5:00-6:30 pm—Fri., Feb. 22

2nd Floor Ballroom

Please join us in the 2nd floor ballroom for a keynote talk from one of our featured speakers, followed by a reception with light appetizers and a cash bar.

Featured Speaker:



Jay David Bolter is the Wesley Chair of New Media and co-Director of the Augmented Environments Lab at the Georgia Institute of Technology. He is the author of *Remediation* (1999), with Richard Grusin; and *Windows and Mirrors* (2003), with Diane Gromala. Bolter now works closely with colleagues Blair MacIntyre and Maria Engberg on the use of augmented reality to create new media experiences for cultural heritage and entertainment. His latest book, *The Digital Plenitude*, will be published in the spring of 2019.

Keynote Presentation:

“Reading and Writing in the Digital Plenitude”

How have practices of reading and writing changed since the advent of social media and ebooks? Reports of the death of the printed book have proven to be greatly exaggerated. What characterizes literacy today is an ongoing conversation between traditional and new technologies and between older and newer forms of reading and writing

Session K—8:30 am–9:30 am—Sat., Feb. 23

K1: Alabama Room

Dr. Trela Anderson, May Chung, and Katy Denman, *National Defense University*

"NDU 6100: Preparing International War Fighters and Security Leaders For the Challenges of Academic Writing"

This session will identify the unique challenges of teaching ELL, adult, military and security leaders, ranging from attempts at teaching strategies for avoiding plagiarism when such a concept may not exist in their native countries to the necessity of revising. Also, we will demonstrate our use of an original acronym (TSRA) in teaching students organizational strategies for writing along with other processes, including mind mapping, organizing, and active reading. In our proposed session, we will not only present data from our NDU 6100 course, but invite attendees to participate in pedagogical activities we apply in teaching our International students.

Julia Boyles, *Virginia Commonwealth University*

"Writing Centers in Collaboration to Meet the Needs of Students with Intellectual Disabilities"

This presentation will examine the VCU Writing Center's interdepartmental collaboration with the Center for Transition Innovations (CTI) to create a resource on writing for students with disabilities. A group of consultants collaborated with one of CTI's program directors to make a pamphlet that would guide students through "Breaking the Blank Page" with reflective writing. It was optimized to be inclusive to students with intellectual and learning disabilities, with whom CTI and its programs work closely. This presentation will detail the process of creating this pamphlet, including relevant challenges and limitations. The presenter will also share the evidence-based strategies utilized in the pamphlet as well as the intentional design and content choices. This presentation will be beneficial for not only writing center administrators interested in learning more about interdepartmental collaborations, but also for writing center staff who would like to learn more about working with students with disabilities.

Session K—8:30 am–9:30 am—Sat., Feb. 23

K2: Florida Room

Giovanna Mangino-Southworth, *Middle Tennessee State University*

“Exploring the Benefits and Strategies to Implementation of Writing Centers in High Schools”

While many collegiate writing centers in the region have flourished, numerous attempts of implementing similar labs in high schools have not had the same success. Due to budgetary concerns and lack of materials, high schools are missing a key resource that could prepare students for college. In Middle Tennessee, however, a few writing labs in high schools have emerged, each with its own standards of operation based on the budget provided by the school and methods used for tutoring. This presentation will evaluate tutor strategies, standards for teacher and student involvement, and budgetary situations to conclude the most efficient ways for operation and sustainability of writing centers in high schools. As well, it will explain the magnitude of benefits for students involved with writing centers prior to college.

Trisha Callihan, *Osborn High School*

“Newbie to Slightly Competent: An Autoethnographic Study of a Public School’s Writing Center Director’s Emotional Labor”

In an autoethnography of a Virginia public high school writing center director, the experience of emotional labor is explored throughout the third year of the writing center’s implementation. Emotional labor is succinctly defined as tasks that involve “nurturing, encouraging, and building relationships or resolving conflicts.” Writing center directors, described by Caswell, Grutsch McKinney, and Jackson, encompass emotional labor tasks which include “mentoring, advising, getting to know people, making small talk, resolving conflicts, making connections between people, delegating and following up on progress, working in teams, working on committees, disciplining or redirecting employees, gaining trust, and creating a positive workplace.” This addresses another prevalent labor in the educational field: conscious

Session K—8:30 am–9:30 am—Sat., Feb. 23

management of emotions on the job. The “invisible work” that goes unnoticed in both the institutions where directors work, in addition to current academic studies, is a valuable piece in understanding the climate of that current writing center field, as it clearly shows the need for director training, clear job descriptions, and further scholarship in the field.

K3: Kentucky Room

Clayann Gilliam Panetta, Morgan Washington, Josh Landers, Ana Garcia, and Erin Aulfinger, *Christian Brothers University*

“New Space, New Identity, New Ideas: How Our New Campus Status Informed Our Application of Writing Center Theory”

Our writing center has undergone an extensive rebranding and refocusing over the last year. From moving into a new space that allows for more student contact, more multi-modality consulting, and more opportunities to offer across-disciplines collaboration, we have increased our status on campus and our use of writing center scholarship to further our mission. We want to share what we have learned over this transitional time. Embedded in this panel will be three individual presentations about (1) our stream-lined approach to data collection, beneficial to both us and higher administration; (2) our cross-disciplines outreach, particularly our workshop series for Behavioral Sciences and APA; and (3) our use of creative writing workshops to connect with our international student population. We want to encourage writing center personnel—both administrators and consultants—to use writing center scholarship to answer needs for individual campus populations.

K4: Mississippi Room

Audrey Hager, Jacey Grooms, and Evie Eastham, *Berea College*

“Exploring Autism in the Writing Center”

Session K—8:30 am–9:30 am—Sat., Feb. 23

This group discussion will explore the necessity of consulting practices that specifically benefit students with autism spectrum disorder. This discussion will analyze the aspects of writing that students on the spectrum typically struggle with, what has been done to help this so far, and how these strategies can be improved to make them as effective as possible. We will examine the baseline research that we used and how the findings of our own research builds upon that. This will allow us to see what needs to be addressed in the writing center when dealing with students on the spectrum. We will discuss specific techniques to use, as well as why these are important. Exploring these techniques will be specifically beneficial for tutors, as they will be able to apply these techniques in their own practices, and for anyone who wants to gain a deeper understanding of how autistic students learn.

Sara Mullins and Shanita Jackson, Berea College

“Nondirective and Directive Tutoring: Moving Towards Flexible Methodology”

Nondirective and directive methods of tutoring have long been part of an ongoing conversation within the world of writing centers. Jeff Brooks’ “Minimalist Tutoring: Letting the Student Do All the Work,” Linda K. Shamon and Debra Burns’ “Critique of Pure Tutoring” and Rose Jacobs’ “What’s Wrong With Writing Centers” are used in this presentation to track the progress of the issue and examine the lingering detriments of adhering to this tutoring dichotomy. The ethical implications of these methods are considered since inflexible practices underserve students who didn’t grow up racially, linguistically and socioeconomically privileged. Eric Sentell’s “Situational Tutoring” and its advised methods are added to the conversation to offer ideas for the implementation of flexibility in tutor training and in dealings with all clients. A primary method advised in the presentation will utilize Vershawn Young’s use of codeswitching/meshing to advocate for tutor awareness of microaggressions regarding the vernacular of clients.

Session K—8:30 am–9:30 am—Sat., Feb. 23

K5: North Carolina Room

Samantha Rotunno, Nikki Branum, John Thornton, and Raychle Wilkinson, *Kennesaw State University*

“For the Love of Clubs: Effects of Writing Center-Sponsored Clubs on Campus Visibility”

How in the world does a Dungeons and Dragons club help a writing center? Although students may know of the existence of their university writing center, they often seem unaware of its multitudinous offerings. In order to increase this awareness, some writing centers establish tutor-led clubs to create community through shared interests. But are students who come into the center for club events actually more knowledgeable about the writing center and its resources than other segments of the student population? By comparing survey data assessing writing center awareness among various student populations, this panel will explore the effects writing center-sponsored clubs have on the visibility of writing centers across campus. The panel will also discuss ways to incorporate resource knowledge into club activities.

K6: South Carolina Room

Monique Scoggin, *Nova Southeastern University*

“Multilingualism in the Writing Center”

This workshop will focus on developing strategies to use with students who are multilingual or assignments that require the incorporation of additional dialects/languages in the Writing Center.

K7: Tennessee Room

Vanessa Ruccolo and Jennifer Lawrence, *Virginia Tech*

“The Musicality of a Writing Center: 10 Insights for Tutors, Clients, and Directors”

Session K—8:30 am-9:30 am—Sat., Feb. 23

Those of us who work in writing centers know that there is an art to successful appointments. In this workshop, we problematize the training approach currently articulated in writing center manuals--an approach that is often overly simplified and lockstep in its checklist instruction for new coaches. Instead, through the metaphor of music, we offer a new, more playful set of guidelines. We will explain how an appointment is like a symphony and that it has movements; that we should leave clients with a lingering chord; and that there is always a chance to include "more cowbell"--just to name a few!

Session L—9:45 am-10:45 am—Sat., Feb. 23

L1: Alabama Room

Jessica Deters, Alexa Garvoille, and Adam S. Masters, Virginia Tech

“Developing and Communicating Client Expectations (Before the Session Begins!)”

We know what to expect . . . but do they? In this talk, we discuss the process of creating, communicating, and implementing a set of “client expectations.” As coaches, we undergo significant training, but first-time clients often enter sessions without knowing our expectations for them. As a result, coaches must often address misconceptions during sessions instead of focusing on writing. For instance, clients may attempt to run the session themselves, refuse to read their work aloud, or promote stereotypes in their writing. A written set of expectations allows first-time clients to know what to anticipate, allows all clients to understand acceptable writing center behavior, and gives coaches a recourse if a client violates these expectations. This talk presents Virginia Tech’s Client Expectations, building on existing work done at other institutions. We will discuss the collaborative process of developing this set of anticipated behaviors and how we communicate these expectations to clients.

L2: Florida Room

Ryan Shirey, Wake Forest University

“‘Not to mention...’: Writing Center Conversations and the Apophatic”

Conversation has long had an important role in writing center work. In this presentation, however, I draw attention to the elements of writing center work that escape or frustrate conversation. What institutional structures, incentive systems, and other limits make certain kinds of exchange difficult or impossible? My goal will be to suggest, playing upon the word’s rhetorical and theological meanings, an apophatic approach to understanding writing center conversations. How do tutors (or do they at all) use apophasis in tutorial sessions to

Session L—9:45 am-10:45 am—Sat., Feb. 23

say the “professionally unsayable” (like how much of a jerk Dr. X is)? How are conversational expectations framed by the negative statements that sometimes grace our materials (“the Writing Center does not...”)”? Using examples from tutor interviews and reports, outreach materials, and various theoretical models, this presentation sketches a set of questions around the potential utility and rhetorical difficulty of a *via negativa* approach to writing center conversations.

Shannon Merrell, *The University of Tennessee at Martin*

“Social Media: Why Writing Centers Need Facebook, Instagram, Twitter, and Snapchat”

As the younger generation turns more and more to social media for all parts of their everyday life, writing centers need to know and understand how to incorporate these mediums into, not only the advertising and marketing of the writing centers themselves, but also into the tutoring process of clients.

L3: Kentucky Room

Shabana Sayeed, Abhik Banerjee, and Yeshey Pelzom, *Georgia State University*

“Education as a Practice of Freedom”: A Divergent Outlook to Create a Collaborative Space in Pedagogy

This presentation focuses on alternative methods of tutoring that include a large variety of students, teachers, tutors, and education enthusiasts. This presentation also aims to inculcate an ethos of all-inclusive tutoring and teaching in a space that is comfortably created, but perhaps not expanded. To broaden our views on tutoring, our papers promote methods through which we (tutors) can reach non-native speakers of English and inculcate cultural diversity. Our discussion aims to steer attention from the conventional pedagogical methods to newly-formed ideological structures of tutoring and learning. Our goal is to provide a comfortable, accepting space for students who feel intimidated in the classroom setting, often because they have different cultural backgrounds.

Session L—9:45 am-10:45 am—Sat., Feb. 23

L4: Mississippi Room

Noah Patterson, *Florida State University*

“Works Cited: Adapting Writing Center Experience to Writing Center Research”

In this presentation, participants will be introduced to a variety of research methods that map onto writing research in productive, meaningful ways, framed through texts like Rebecca Day Babcock and Terese Thonus’s ‘Researching the Writing Center’. This presentation also explores the ways in which these methods intersect with trending topics in writing center studies, identified through interviews with Ball State University writing center administrators and an extensive review of relevant literature and research, including notable scholarship such as Jackie Grutsch McKinney’s ‘Peripheral Visions’ and Harry Denny’s ‘Facing the Center’. This discussion, then—while designed for tutors beginning their own inquiry into writing centers—is ultimately open to anyone may have interest in and would like to discuss methodologies and trends that aid in grounding and informing their work.

L5: North Carolina Room

Ben Rogers, Jason Faust, and Madison Hornsby, *Kennesaw State University*

“Four Contexts of Interactions, One Wavelength: Commonalities in the Prism of the Writing Center”

Can you speak to a class of students but struggle in an online chat session? Do you love the comfort of one-on-one sessions but don’t know how to greet new people at the door? Our panel will discuss how we approach these four types of interactions with common strategies in mind. Talking about writing is always hard, but by mastering core phases in all of these interactions, we can learn to apply our strengths across all contexts. When we consider these conversations

Session L—9:45 am-10:45 am—Sat., Feb. 23

as wavelengths of communication between students and writing assistants—ones that are shortened and extended yet always connected—we learn to reconsider the limited time that we have with students and give students a consistent, though adaptable, Writing Center experience.

L6: South Carolina Room

Kylie Fisher, Amy McCleese Nichols, Clint Chaffins, and Judson Garr, Berea College

“Finding Something that Fits: A Look Ongoing Tutor Training Within the Contexts of Our Centers”

How do we consider the unique viewpoints and needs of consultants of various experiences, and how can we incorporate their continued learning into our centers’ constructions and practices? This workshop is designed to address a startling gap in the literature by presenting Berea College’s own scaffolded model for ongoing tutor training. Our student staff will lead participants through a series of activities designed to encourage them to analyze and expand upon their own methods of continued tutor training. Amy McCleese Nichols, Director of Berea College’s Writing Resources and Associate Director of its Center for Teaching and Learning, will present her methodology on how to lead tutors through differing stages of professional development in order to encourage their growth as both tutors and scholars in the discipline of writing studies. This workshop takes a collaborative approach, with the hope that participants might build upon the methods and systems shared by others.

L7: Tennessee Room

Brittney M. Byrom, John McNabb, and Brianny Paulino, Georgia State University

“Tutees are People Too: Appealing to a Tutee’s Humanity”

Session L—9:45 am-10:45 am—Sat., Feb. 23

Writing centers are usually marketed to students as a one-stop-shop where they can meet with “writing experts” and “fix” their writing. Rarely do students expect to connect with a tutor and have informal conversations about writing. Reflecting on this year’s conference theme, our panel challenges writing center scholars to consider how we as tutors can better appeal to a tutees humanity to continue these conversations. Appealing to a tutee’s humanity means making them feel more comfortable with having conversations about improving their writing. It is our responsibility as tutors to make our tutees feel comfortable in our writing center setting as well as better equip them with the skills they need to improve their writing.

L8: Virginia Room

Jamie Browne, Margaret Swezey, Rene Caputo, Malini Mehta, Haleema Welji, and Kristiana Gambuti, Duke University

“Opening the Door, Leveling the Floor: Using Rapport to Build Equity in Writing Consultations”

Writing center scholarship has long stressed the importance of rapport in writing consultations, which can be especially critical when working with writers from marginalized populations. Rapport can be empowering for these writers, enabling them to take up space that writers from non-marginalized groups often occupy as a matter of course. In this way, writing center work can help cultivate equity, which requires moving beyond mere inclusion, so that each writer is not only able to claim their space but is confident in doing so. Our panel will examine common rapport-building strategies and explore how they can foster equity in writing consultations. We will discuss some of the potential risks as well as appropriate training to support consultants in this work. From our own experience at the Duke Writing Studio, we also will share the kinds of training and support we have found most useful.

Session M—11:15 am-12:15 pm—Sat., Feb. 23

M1: Alabama Room

Kathryn Dean and Jennifer Carter, *Georgia State University*
“‘She Doesn’t Even [Work] Here!’: (Re)Defining Welcome to Include Student Voices”

Our study focuses on assessing whether or not our center feels like a welcoming space, focusing particularly on student perspectives. We reached out to students who have used our center in the past and asked them to define welcome. Students were asked to share aspects of our center that they considered welcoming, as well as those aspects they consider unwelcoming. The data we collected from this research is a first step towards including student voices in writing center designs and administrative decisions. By adding student voices to these conversations, we simultaneously acknowledge the significance of their input and begin the process of breaking down the hierarchy inherent in our centers. Through presenting this research, we aim to start a conversation about how to acknowledge students in our daily practices.

Bowie Hagan, *Georgia State University*
“Investigating Authority, Affect, Politeness, and Questioning Strategies in the Writing Center and the Composition Classroom”

This action research identifies how the differing roles of teacher and tutor offer opportunities to negotiate politeness (in regard to authority and face-threatening situations) and affective context via questioning strategies: how do questioning strategies change in the classroom and the writing center to account for interpersonal dynamics? Though research on group dynamics is plentiful, no research has specifically investigated how group dynamics affect pedagogical strategies in the first-year composition classroom. Analysis of writing center sessions provides useful comparison to that of classroom interaction in exploring how one-on-one and group interactions invite differing approaches to the learning of student and tutee, individual and group.

Session M—11:15 am-12:15 pm—Sat., Feb. 23

M2: Florida Room

Elaine MacDougall, *University of Maryland, Baltimore County*
“Creating a Culture of Trust and Vulnerability in the Writing Center”

Staff development opportunities can be utilized to promote the importance of vulnerability and trust in Writing Center consultations. When we create a culture where students and faculty view the Writing Center as a space to collaborate and discuss writing, tutors can rest in their position as a peer instead of ‘the fixer’ of all things grammar and writing related. In her book, *Braving the Wilderness*, Brené Brown talks about the following seven aspects of promoting trust and vulnerability with others: Boundaries, Reliability, Accountability, Vault, Integrity, Nonjudgment, and Generosity (Brown 38-39). Implementing Brown’s research in staff development will encourage tutors to think about their own needs in a tutoring relationship, as well as the needs of their clients.

M3: Kentucky Room

Rebecca O’Connor, Anna Heremes, and Heidi Stetzer, *Berea College*

“Multilinguality: 文章のセンターの声々/Voices of the Writing Center”

This three-fold discussion panel will examine multilinguality within the writing center. Rebecca O’Connor, Anna Heremes, and Heidi Stetzer will discuss various ways to assist multilingual writers, peers, and tutors. Rather than viewing multilinguality as a problem to solve in the writing center, they view their work with multilingual writers as an opportunity for both themselves and their writers to learn and grow both personally and intellectually. While presenting these viewpoints, Rebecca will use the lens of tutor training and showcase a lesson she produced to assist her fellow consultants in learning how to work with multilingual writers. Anna will discuss how writing apps and software can become an equalizing power between multilingual

Session M—11:15 am-12:15 pm—Sat., Feb. 23

and native English speakers. Heidi will address how monolingual tutors who have little to no experience with foreign languages can assist multilingual writers.

M4: Mississippi Room

Madona Giorgadze, Magda Asatiani, and Marine Dgebuadze,
Ilia State University, Center for Academic Writing

"Determining Factors Influencing the Effectiveness of Academic Writing Teaching (The Case of Higher Education in Georgia)"

The Center for Academic Writing at the Ilia State University is the only one in Georgia, which teaches writing in accordance with international standards and with innovative approaches within the curriculum and beyond it from 2014. Center aims at integrating Research, Pedagogy and Practice, creates a safe space for discourse and offers different services promoting writing skills locally (at university), and also for larger community. In recent years, increased requirements for academic thesis required to revise and update the academic writing curriculum. Writing Center and its members developed an innovative integrated course, which provides teaching writing at different levels of high education according to the main objective. This study aims to analyze writing process, observe the process of writing during the traditional and integral curriculum, and reveal/determine the factors affecting effectiveness of academic writing teaching.

Chet Breaux and Lauren Reynolds, *Athens State University*

"Expanding the Conversation around Online Tutoring"

Athens State University recently launched several online graduate degrees that all feature substantial amounts of writing as a part of their coursework. The Writing Center has met the challenges of this growth through altering our online consulting practices and launching new services for graduate students completing their coursework fully online.

Session M—11:15 am-12:15 pm—Sat., Feb. 23

M5: North Carolina Room

Sabrina Nacci and Samantha Carr, *Augusta University*
“Integrating Writing Center Workshops into High School Language Arts Classrooms to Promote Better Writers”

Students decide if they will use writing centers based on their “lives and experiences before college” (Salem, 2016, p. 155). Incoming freshmen are not equipped with the writing or communication skills required for advanced college-level coursework (Kellogg & Whiteford, 2009), due to the algorithmic writing processes shaped by product-based curriculum (Rose, 1980). Consequently, when entering college, students have a difficult time imagining new audiences and writing critically because they lack essential (critical social) literacy skills. Kellogg and Whiteford (2009) argue that the core issue is “an insufficient degree of appropriate task practice distributed throughout the primary, secondary, and higher education curriculum” (p. 250). Implementing collaborative, process-based writing center workshops within secondary ELA classrooms will promote essential literacy skills and future Writing Center use. This panel will discuss an ongoing case study conducted by consultants who are implementing trial workshops at local high schools.

M6: South Carolina Room

Sara M. Gorman and Cassandra Cacace, *Nova Southeastern University*
“Emotional Intelligence in the Writing Center”

The workshop will focus on beginning a necessary conversation about the need for cultivating emotional intelligence within consultant/student relationships as well as potential ways to implement emotional intelligence training into the writing center. There will be a review of the four major facets of emotional intelligence and the impact each can have on consultant/student relationships. Emotional intelligence skill-building activities will be discussed and utilized throughout the workshop.

Session M—11:15 am-12:15 pm—Sat., Feb. 23

M7: Tennessee Room

Caitlin Creson and Nicole Turner, *Georgia State University*

“Let’s Have the Conversation: What Role Should Trauma, Mental Health, and Self-Care Play in Writing Center Pedagogy”

This panel will be a discussion of the implementation of self-care and counseling into tutor training, dealing specifically with how trauma presents itself in writing centers.

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Awards and Scholarships

SWCA Awards

SWCA Achievement Award

Bonnie Devet, College of Charleston

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

SWCA Tutor Awards

Professional: Leah Misemer, Georgia Institute of Technology

Graduate Student: Hannah Dean, Nova Southeastern University

Undergraduate: Keely Mruk, Georgia Institute of Technology

SWCA Scholarships

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

Gary A. Olson Scholarship (Professionals)

Rene Caputo, Duke University

Megan Minarich, Vanderbilt University

Beth Walker, University of Tennessee at Martin

Tom Waldrep Scholarship (Students)

Julia Boyles, Virginia Commonwealth University

Sarah Kugler, University of Kansas

Zhenjie Li, University of South Florida

Acknowledgements

This year's SWCA conference has been possible in large part because of the talented and committed people listed below. Sincere thanks to:

- Brianne Parker (CCU Teaching and Learning Centers Director) and Sara Hottinger (Dean of the HTC Honors College and Center for Interdisciplinary Studies at CCU) for supporting the idea of hosting the conference.
- Dan Ennis (SEASECS conference chair), who agreed to share the Doubletree conference center.
- Denise Paster, who organized the proposal review committee.
- Haileigh Woodlief and Rose Pleasant, who helped to coordinate the SWCA/SEASECS shared-space arrangements.
- Jessica Smith, Missy Durham, and the rest of the Doubletree Resort staff—all of whom were a joy to work with.
- Joe Cannon, who developed the schedule of conference sessions
- Sarah Navin, who designed and worked on the conference program.
- Travis Brooks and colleagues, who organized and maintained audio/visual and other technical equipment for the conference.

We also want to thank the following sponsors for supporting the conference and the organization:

- NOVA Southeastern University's M.A. program in composition, rhetoric, and digital media sponsored coffee breaks.
- The HTC Honors College and Center for Interdisciplinary Studies at Coastal Carolina University sponsored Keynote 1 and the Plenary session.
- The Noel Studio for Academic Creativity and Faculty Center for Teaching and Learning at Eastern Kentucky University purchased a program advertisement for the upcoming Pedagogicon event.
- Twenty Six Design purchased and staffed a vendor table with information about WC Online and *WLN: A Journal of Writing Center Scholarship*.

And a final special thanks **April Julier and Brazosport College for printing the conference programs.**

Join us for the 2019 Pedagogicon!

Transparency in Teaching & Learning

17 May 2019

Noel Studio for Academic Creativity and Faculty Center for Teaching & Learning
Eastern Kentucky University, Richmond, KY

The annual Pedagogicon features highly interactive sessions focused on all aspects of teaching and learning. This year, the conference theme, “Transparency in Teaching and Learning,” encourages participants to examine and promote transparent strategies for teaching and learning that engage students in deep, transferable academic experiences.

Threads include:

Use of technology to enhance transparency in teaching and learning:

- Creative instructional techniques that engage students in transparent learning, especially deep learning;
- Faculty development initiatives, programs, and processes that promote transparency in teaching and learning;
- New ways to use Scholarship of Teaching and Learning (SoTL) to enhance transparency in teaching and learning;
- Strategies for incorporating diversity, culturally responsive pedagogy, and/or inclusive excellence into transparent teaching and learning;
- High-Impact Educational Practices that enhance transparent teaching and learning; and Student perspectives on transparent teaching and learning.

About the Keynote

Transparent Instruction Promotes Equitable Opportunities for Student Success
Dr. Mary-Ann Winkelmes, Director of Faculty Development, University of Nevada Las Vegas (UNLV)

Learn more and register at studio.eku.edu/2019-pedagogicon





Want your center to be SWCA Certified? Apply Now!

2019-2020 SWCA Certification

The SWCA Research & Development (R&D) Committee invites centers to apply for certification during the 2019-2020 year. Certification applications are welcomed on a rolling basis. Centers receiving certification during the 2019-2020 year will be acknowledged at the 2020 SWCA conference. Representatives from SWCA certified centers will be invited to contribute to future research and development efforts.

Why Certify?

- Bring recognition to your center
- Acknowledge best practices in staff development
- Showcase contributions to campus communities
- Increase center presence on campus and in the region

Annual Review Cycle

Selected centers can submit their applications for review by the following dates each year by completing the brief Intent to Apply form, available on the SWCA R&D page. The annual review process includes three cycles (A-C). The process will be coordinated in the order in which notifications are received.

Getting Started

Here's what you do . . .

- 1) Complete the *Intent to Apply* form to let us know you plan to pursue certification.
- 2) Access *valuable resources, research, and tools* to assist your certification application.
- 3) *Gather materials* for certification application.
- 4) Submit your center certification form.

| Cycle | Submission Deadline | Decision Response |
|-------|---------------------|-------------------|
| A | January 15 | April 15 |
| B | May 15 | August 15 |
| C | September 15 | December 15 |

. . . all via the SWCA R&D page at southeasternwritingcenter.wildapricot.org/Research-and-Development

Myrtle Beach 2019

