



SWCA the

*Southeastern
Writing Center
Association
2009 Conference*



The Writing Center's Role in Student Success:

21st Century Strategies for
Empowerment Rooted
in Culture and Diversity



Conference at a Glance

THURSDAY, FEBRUARY 26

10:00 - 11:15am

Pre-Conference Workshop

11:00 - 1:00pm

SWCA Board Lunch

Noon - 9:00pm

Registration

1:00 - 2:15pm

Concurrent Session A

2:30 - 3:45pm

Plenary Session – "The State of the Profession: Writing Centers and Student Success at Hispanic-Serving Institutions (HSIs)" – St. Thomas University – Carolina/Georgia Ballroom

5:00 - 5:45pm

North Carolina A&T UWC Tour

6:00 - 9:00pm

Opening Gala

E. Gwynn Dancers, NC A&T Jazz Band and University Gospel Choir (heavy hors d'oeuvres)

FRIDAY, FEBRUARY 27

8:00am - 6:00pm

Registration

7:30 - 8:45am

Continental Breakfast/SWCA Open Membership Session

9:00 - 10:15am

Concurrent Session B / Poster Session

10:30 - 11:45am

Concurrent Session C

12:00 - 1:30pm

Lunch and Keynote Speaker/Dr. Keith Gilyard—Carolina/Georgia Ballroom

1:30 - 2:45pm

Concurrent Session D

3:00pm - 4:00pm

Concurrent Session E/Vendor Fair

4:15 - 5:30pm

Concurrent Session F

5:45 - 6:45pm

Rap Session/Poetry Troupe Performance – "Strategies for Writing Centers Empowerment Rooted in Culture and Diversity - Where do We Go from Here?"

Dinner on your own

SATURDAY, FEBRUARY 28

Breakfast on your own

8:45 - 10:00am

Concurrent Session G

10:15 - 11:30am

Concurrent Session H

11:45am - 1:15pm

Lunch— Carolina/ Georgia Ballroom

1:45 - 3:45 pm

2009 Awards Presentation and Endnote Speaker/Dr. Karen Keaton-Jackson – Carolina/Georgia Ballroom

SWCA Board Meeting

Message from Hope Jackson

University Writing Center Director & SWCA Chairperson

A couple of years ago, 2006 SWCA Conference Co-Chairs, Kim Abels, Vicki Russell, and current SWCA Secretary, Karen Keaton-Jackson, each approached me about hosting an upcoming SWCA Conference. Through my work with the writing center staff, who are graduate and undergraduate students, and my one-on-one experiences with tutees, I have witnessed the commitment to improving tutees' writing skills. Unfortunately at the time, I, like many people, was too busy and could not even fathom finding the time to seriously consider their request to host this conference. Then one day, while reading through an older issue of *The Writing Center Journal*, I came across an article entitled, "Blind: Talking About the New Racism" by Victor Villanueva and I heard the call. I realized that an HBCU could offer a unique cultural perspective to the SWCA Conference, and that North Carolina Agricultural and Technical State University (NC A&T) would be honored to host the conference. In addition, we could address and offer solutions to the challenges that Writing Centers are facing today. As a result, it is with pleasure that I announce that, for the first time ever, an HBCU will be hosting the upcoming 2009 SWCA Conference.

The Conference theme for 2009 is "The Writing Center's Role in Student Success: 21st Century Strategies for Empowerment Rooted in Culture and Diversity." Dr. Keith Gilyard has agreed to join us for this year's conference as our keynote speaker. Dr. Gilyard holds the titles of Distinguished Professor of English at The Pennsylvania State University, University Park, editor of *Spirit & Flame: An Anthology of Contemporary African American Poetry* (1997), and author of *Voices of the Self: A Study of Language Competence* (1991), for which he received an American Book Award. The conference will be held in Greensboro, North Carolina February 26th - February 28th. There will be six to seven concurrent sessions where presenters will have an opportunity to share their research through panel presentations, roundtable discussions, and poster presentations. On the morning of Thursday, the 26th, there will be a pre-conference workshop featuring discussions on New Technology: The Promethean ActivBoard in the Writing Center. Conference Presentation Sessions will begin Thursday afternoon and culminate into our opening/plenary gala which is to be held at NC A&T and is scheduled to include culturally diverse genres of music, dancing, and spoken word. We are also planning to incorporate a whole new element into the conference called the 'Shout It Out' Rap Session to invite open discussion on the evening of Friday, the 27th.

Our conference site will be at the Downtown Greensboro Marriott. The Marriott features 24,000 square feet of flexible meeting and banquet facilities, the largest in the Downtown area. They offer 280 guestrooms with the new Marriott Pillow Top European Bed Package. As conference participants arrive, they will be able to walk to a wide variety of shops, restaurants, and cultural centers. Our goal is to provide conference attendees with the best possible SWCA experience, and we are confident that the Downtown Greensboro Marriott and NC A&T will provide participants with an experience they will not only enjoy, but one that they also will remember and value.

Downtown Attractions

Greensboro Historical Museum

- Turn right out of Parking garage onto Lindsay St.
- Follow Lindsay 2 blocks to Summit Ave and turn right
- Museum is on the left

Cultural Arts Center (Art galleries, Sculpture Garden and Restaurant)

- Turn right onto Lindsay St.
- At first stop light turn right onto Elm St.
- Follow Elm St. to Bellemeade St. and turn left
- At next stop light turn right onto Davie St. Center is on the left

Blandwood Mansion & Carriage House

- Turn left onto Lindsay St.
- At first stoplight turn left into Greene St.
- Follow Greene St. to Washington St. and turn right
- Mansion is 4 blocks on the left

Natural Science Center

- Start out going East on East Market Street toward S Benbow Rd
- Turn left onto Ivy St Ramp
- Merge onto North OHenry Blvd/US-220 N/US-29 N
- Turn right onto East Wendover Ave/US-220 N/US-70 W. Continue to follow East Wendover Avenue
- Take the US-220 North ramp toward Roanoke/Battleground Ave
- Stay straight to go onto Battleground Ct/US-220 . Continue to follow US-220 N.
- Turn slight right onto Lawndale Dr.

2009 SWCA Board and Conference Planning Team

SWCA Officers:

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Sandee McGlaun, Treasurer
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Hope Jackson, 2009 Conference Chair

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North Carolina A&T State University UWC Tutors

Anwar Armstrong
Freddie Clarida
Mia Garrison
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Keynote: Dr. Keith Gilyard

Friday, February 27, 2009
Lunch and Keynote Speaker
12:00—1:30 pm
Carolina/Georgia Ballroom



Keith Gilyard is Distinguished Professor of English at The Pennsylvania State University, University Park. He has served on the executive committees of the National Council of Teachers of English (NCTE), the Conference on English Education (CEE), and the Conference on College Composition and Communication (CCCC). In 2000, he served as chair of CCCC. Gilyard has lectured widely on language, literature, and education. He also has read his poetry at numerous venues and was a featured writer on the award-winning Annenberg/CPB television series *The Expanding Canon*. Author of numerous publications, Gilyard's books include *Voices of the Self: A Study of Language Competence* (1991), for which he received an American Book Award; *Let's Flip the Script, An African American Discourse on Language Literature, and Learning* (1996); *Liberation Memories: The Rhetoric and Poetics of John Oliver Killens* (2003); and *Composition and Cornel West: Notes toward a Deep Democracy* (2008). In addition, he edited *Spirit & Flame: An Anthology of Contemporary African American Poetry* (1997); *Race, Rhetoric, and Composition* (1999); *African American Literature* (with Anissa Wardi, 2004); and *Rhetoric and Ethnicity* (with Morris Nunley, 2004). His poetry volumes include *American Forty* (1993), *Poemographies* (2001), and *How I Figure* (2003).

Karen Keaton Jackson is an assistant professor of English at North Carolina Central University in Durham, North Carolina where she teaches a variety of composition courses and directs the Writing Studio. She received her B.S. in English Secondary Education from Hampton University and her M.A. and Ph.D. in Composition and Rhetoric from Wayne State University. Her research interests include literacy, race, and identity, and how they intertwine in the urban writing classroom. As a graduate student, she taught courses in African-American literature, multicultural literacy, and helped to develop a community based service-learning course. She recently co-edited a collection entitled *Closing the Gap: English Educators Address the Tensions Between Teacher Preparation and Teaching Writing in Secondary Schools*. Other publications include “The Compositionist as ‘Other’: A Critical Self-Reflection of an Instructor of Color in an Urban Service-Learning Classroom” in the edited collection *Social Change in Diverse Teaching Contexts: Touchy Subjects and Routine Practices*. From 2007-2008 she served on the executive board of the International Writing Center Association. She currently is on the executive board for the Southeastern Writing Center Association.



*Plenary Session I:
"The State of the Profession: Writing Centers
and Student Success at Hispanic-Serving
Institutions (HSIs)"*

**Thursday, February 28, 2009
St. Thomas University
2:30—3:45 pm
Carolina/Georgia Ballroom**

Chair: Elizabeth Burmester, Georgia State University

Presenters: Aileen Valdes, Alexis Garcia, George Gorka, Juliane Weigel, Karen Mejia, Lucas Irazoqui, and Kevin Dvorak

St. Thomas University writing tutors will discuss the dynamics of writing center work in a highly multilingual university environment where intercultural communication and code-switching from English to Spanish (and vice-versa) are always leading them in new, often unexpected, directions. They will examine and complicate the following issues:

- Understanding cultural contexts within tutoring spaces;
- (Re)creating identities during tutoring sessions;
- Using Spanish to explain English; and
- The role of HSIs in the future of our field and the future of higher education

The tutors will also explore how their home lives, family backgrounds, and social circles impact their lives as students and UWC tutors.



*Plenary (Rap) Session II:
"Strategies for Writing Centers
Empowerment Rooted in Culture
and Diversity - Where do we go from here?"*

**Friday, February 28, 2009
5:45—6:45 pm
Carolina/Georgia Ballroom**

Chair: Karen Keaton-Jackson, North Carolina Central University

Panelists: Judith Casey – University of Puerto Rico at Mayagüez, Shelia Cooper – Bennett College and North Carolina A&T State University, Myleah Kerns – East Carolina University, Robert Randolph, Jr. – UNC-Greensboro, Daphne Thompson – Johnson & Wales University, and Vanita Vactor – North Carolina A&T State University

In a roundtable format, each of these panelists will share their writing center experiences from various institutions with culturally diverse student populations. This dialogue will continue the conversation on strategies for cultural awareness writing center work. Afterwards, North Carolina A&T State University's Spoken Word Troupe will perform.



A1
Triad West

*"Live with your head in the lion's mouth": Writing, Resistance,
and Empowerment through the African American Folkloric Idiom*

Chair: Jawana Southerland

Presenters: Myleah Kerns and Robert E. Randolph Jr.

East Carolina University and University of North Carolina at Greensboro

Our research questions how can/do African American folkloric idioms empower students and free them from stifled thought and composition assignments often fail to consider students' unique cultural/social perspectives. Implementing a pedagogy steeped in black folklore will merge idiomatic language and standard academic prose. African American folkloric idioms such as Alice Walker's Womanist tradition and the "tradition of High John De Conquer," a black folk hero, emphasize the importance of voice and presence, the individual's role in communal survival, and the cross-cultural nature of metaphorical language. Writing Center tutors are significant to a student's writing process. Undoubtedly, composition assignments presented to writing centers using African American folkloric idioms will create dissonant situations between students and tutors, but they will also inspire collaborative learning situations

A2
Appalachian

Applying Minimalist Tutoring to Ancient Languages

Presenter: Stephen Hill

Bryan College

Very little overlap, if any, currently exists between the writing center's work and the teaching of ancient languages such as Greek and Latin. But the fundamental concept of writing center theory – that we strive to create not better texts but better writers – can also apply to ancient language tutoring. I plan to look at how this idea, as well as the techniques of minimalist tutoring, might cross disciplinary borders, and I'll draw on my own work in this area for examples. For our goal in ancient language tutoring is not better translations, but better readers.

Music and Mathematics as Metaphors: Demystifying the Writing Process – Panel

Presenter: Karan Chhabra

Duke University

For many inexperienced students, the process of writing effectively can appear strange and mysterious. By comparing the unfamiliarity of academic college writing to something familiar like mathematics and music, tutors might be able to demystify writing and help students achieve their writing goals.

Specifically, the presenters will consider how musical metaphors, on the one hand, can help cultivate originality and individualism, and how mathematical metaphors, on the other, can help organize thoughts logically and clearly. Then, they will apply these complementary tools to actual texts to help tutors understand how to use these metaphors in a tutoring situation.

A3

Blue Ridge

Digital Discourse and Dialogue: Cultivating Vernacular Agency in Synchronous Online Consultations—Panel

Chair: Sara Littlejohn

Presenters: Jennifer Whitaker and Alan Benson

University of North Carolina at Greensboro

Online writing centers have the potential to cultivate the discursive power of IM vernaculars. Will Dodson explores how intuitive strategies can be used to reach common ground and account for non-verbal aspects of vernacular. Alan Benson analyzes how online identities, while constructed and articulated in individual vernaculars, are instead habitually and unconsciously read through dominant social paradigms. Jennifer Whitaker addresses training consultants to use vernacular dialogue as an access point to standard edited English, unifying the phases of the session to create hospitality and welcome for all writers. Finally, Sara Littlejohn examines using the thinking process hidden and embedded in the chat dialogue as a mechanism for critical, reflective.

Online Tutoring: Technology for Reaching and Teaching Varied Student Populations – Panel

Presenters: Crystal White Kieloch, Mickey Pellillo and Jennifer Henry

Bluefield College

Bluefield College has had an online writing center which has provided online tutoring since 1997. Online tutoring has proven itself for our varied student populations - nearly ½ adult students many of whom never set foot on our campus. Our traditional students are nearly 60% athletes and almost 40% commuter. Through anecdotal evidence from tutors, students and faculty, our basics statistics and by examples – sample tutor responses, an overview of our system and more, we would like to demonstrate how online tutoring can be a viable and valuable service for any writing center. Ideas about collaborating (across campuses) with other writing centers will be offered too.

A4

Cape Fear

Getting In and Setting Up Shop: Creating Partnerships Between a Regional University and a Local High School via a Writing Center

Chair: Dr. Michele Levy

Presenters: Cynthia Miecznikowski, Jan Gane, Frank Myers and Teagan Decker

University of North Carolina at Pembroke

This presentation tells the story of a new writing center in a high school. Our university, The University of North Carolina at Pembroke, is situated in the heart of the Lumbee Indian homeland. Recently, we have set up a writing center, staffed by UNCP faculty and undergraduate tutors, in a local high school. In this presentation we would like to share the story of how we approached the high school, our long negotiation process with teachers and administrators, our current situation, and our plans for the future. Our story touches on issues of culture, dialect, turf, respect, and, ultimately, collaboration and learning.

A5

Kitty Hawk

Around the Page in 80 minutes: Diverse Tutoring Practices for Diverse Students

Chair: Janai Kinnebrew

Presenters: Lindsay Robertson, Hope Davis, Hannah Inglesby, Sari Rovinsky, Zach Davidson, Elena Carianna, Cassandra Thacker

Warren Wilson College

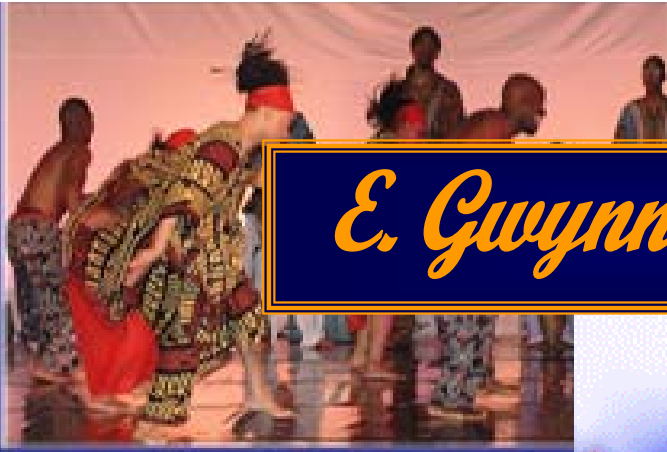
At the Warren Wilson College Writing Center, our peer tutors see students with different ways of thinking and learning from a variety of countries. This forces us to make our tutoring practices more diverse and to adjust our methods. We cannot make assumptions about what students know because what they learned may be different from what we learned. Our proposal is to hold a discussion about these issues and how we, as tutors, have handled them. We want to share writing samples from our more diverse students, getting the opinions and stories of others to take back with us.

Transportation Provided

North Carolina A&T State University
Gospel Choir



E. Gwynn Dance Company



B1
Triad Central
The Standardized Double Standard: The Use of the Vernacular in the Writing Resource Center at Florida A & M University—Panel
Chair: Dr. Patricia Bonner
Presenters: Veronica Adams Yon, Kendra Mitchell, Esther Spencer
Florida A & M University

The purpose of this research is to reevaluate African American Vernacular English (AAVE) as a useful language for the instruction of writing.

All too often, professors assume that if their students do not know “correct English,” their students cannot write; however, in the 21st century, one cannot deny the influence African American culture has had on pop culture and the society as a whole. Words, such as “bling bling” (a term used in hip-hop music), are now listed in the dictionary. Such vernacular is used around the world, even by news reporters and others who speak “correct English.” Therefore, the question is, if African American vernacular is affecting the language people speak, how can we as scholars not give value to the language?

Coupling the research of pioneers, such as Geneva Smitherman and Elaine Richardson, with original ethnographic research on students at Florida A & M University, this panel will illustrate how the vernacular is used in tutorial sessions to meet students where they are. Our primary goal is to empower students to successfully navigate through the standardized double standard of the English language.

B2
Triad West
Writing Center Pedagogy in the Classroom: Secondary and Post-Secondary Perspectives on Student Success—Panel
Presenters: Elizabeth Burmester, Andrew Davis, Nicolas Alarcon, Jennifer Forsthoefel, and Oriana Gatta
Georgia State University

In this panel, four graduate students with multiple teaching experiences and common writing center experience seek to extrapolate the different roles that Writing Center pedagogy and theory, specifically as they relate to the teacher/student relationship and student success, play out in classroom teaching. Since Writing Center graduate assistants often move forward to teach at either the high school or the college level, our panel addresses both perspectives with attention to supporting student success. Writing Center pedagogy emphasizes student advocacy, and this approach has different implications in the secondary setting as opposed to the college setting. We will share stories of our own experiences in the classroom and explore how we have each been molded by our previous (and continued) tutoring experiences in Georgia State University’s Writing Studio. The panel will also touch on tutor training and professional development as well as teaching practices and high school and college student responses.

B3

Appalachian

Reaching for the Skype: Employing Advanced Technology in the Writing Center— Panel

Presenters: Stephanie LaSalle, Crystal Davis, Jordan Howell
Armstrong Atlantic State University

Universities need to adapt to the needs of nontraditional students. Since technology is becoming less expensive and easier to use with every passing year, universities should employ it in every applicable aspect of pedagogy. Writing centers, in particular, can greatly benefit from the availability of cost-effective and accessible technology. The purpose of our experiment is to explore the value and compatibility of Skype technology and its ability to reach a diverse student population. What we are doing is taking the traditional Online Writing Lab, which has been in existence since 1994, and upgrading it to suit a new generation of students. The seed of this idea is based on the University of Toledo's eWriting Center and its directive in assisting distance education students with their writing, thus lightening the burden on professors. In our own experiment, students will submit papers and schedule an appointment for a webtutor. Then students and tutors will meet face to face over the internet, allowing students to receive the same personal attention that they would have received had they been on campus. Following these sessions, we will compare Web and campus interactions based on (1) student progress, (2) accessibility, and (3) reliability. Our research with Skype technology intends to demonstrate the adaptability of writing centers in the twenty-first century. Nontraditional, distance education, and disabled students will be the primary beneficiaries of our project, which will allow our writing center to reach a diverse student population. Not only is this project likely to be cost-effective for most persons of lower socioeconomic status, but also for writing centers with minimal budgets.

B4

Triad East

Preparing Tutors and Teachers for Language— Panel

Presenters: Kelly L. Richardson Jane B. Smith, and Amy S. Gerald
Winthrop University

This multi-faceted panel will include specific presentations on each of the following:

ELLs in the Writing Center: What We Can Learn from the Schools
A Proper Correction: Analyzing Attitudes about Standard English
Diversity/Disidentification': When Dialect Leads to Dissonance

B5

Blue Ridge

*My Post-Doc in the Writing Center: Professionalization during a
Time of Transition* – Panel

Presenters: Lindsay Green McManus
University of South Carolina Columbia

I became the “administrator” of the USC Writing Center in the Fall of 2007—the same semester I walked with my brand new PhD in Rhetoric and Composition. I was surprised to find that I had inherited a Writing Center very much in transition. I found a Writing Center hidden in a hallway near a fire exit, a women’s (unmarked) restroom, and a hole in the wall where a water fountain used to be. I am not one deterred by appearances, but the initial impression of the Writing Center certainly seems indicative of its tenuous, transitional, and even marginal space at a large, flagship university. This discussion will detail my hands-on professionalization and re-education as I continue to help supervise a strengthening Writing Center through course development, campus partnerships, and departmental presence.

B6

Cape Fear

The Ethics of Tutoring to High-Stakes-Testing Essays

Presenter: Robert Barrier
Kennesaw State University

Many states still require high-stakes tests that include timed essays graded anonymously. Students must pass these essays to graduate. As a long-term grader of one such test--the Georgia Regents Essay--I know very well the pros and cons of writing centers' tutoring to these tests. This presentation will discuss the ethical issues involved in such tutoring. On one hand, this kind of product-based, current traditional writing is contrary to writing center and composition theory, but on the other, we are here to help students prepare for writing assignments. This dilemma presents opportunities to improve writing in general.

P1 *Successful Writing Center Handouts for ESL and Dialect Speakers*

Presenters: James Hamby and Bradley P. Walker
Middle Tennessee State University

Many ESL and dialect students use writing centers for academic success. By creating handouts focusing on problems common to ESL and dialect students, writing centers can not only provide successful sessions, but can give the students something to take home that will help to improve their writing skills. Many of these handouts address grammar and punctuation problems, such as article use and verb tense, students recognize they need help with. They may also focus on things that students may not recognize as problems, such as cultural attitudes toward essay organization and different ideas concerning academic ownership and plagiarism.

P2 *What Do You Mean By "Flow"? : Student and Faculty Perceptions*

Presenters: Jill Frey and Lori Garvin
Presbyterian College

Our poster presents our exploration into student and faculty perceptions of "flow" in writing. Last spring when writers mentioned flow as a concern, tutors asked for their definitions, and we categorized the responses. This fall a questionnaire for writers who mentioned flow surveyed what aspects they meant. We also asked faculty members how they define flow and how they evaluate it in papers, looking for any connection between discipline and definition. We will show what we discovered and its implications for tutor education to help us work with students on this popular concern.

P3 *Addressing the Gaps: A Study in Adapting an Interface for Diverse Needs*

Presenters: Kathryn Denton
University of New Mexico

Technology was once viewed as the great equalizer, offering equal access to resources while eliminating identity markers. This is not always the case, however. As an online writing center (OWC) coordinator at a large university, I am interested in how, given our current interface, a gap exists between individual students' needs and our OWC's services. I will point to those gaps in access and ease of use, evaluate the strengths and shortcomings of our current interface, and discuss how the technology of the writing center can be adapted to better serve the needs of our diverse population of students seeking online tutoring.

- P4 *Writing Center Environments in the 21st Century*
Presenter: Jessica Stewart and Andrew Cannon
Furman University

Creating an environment conducive to productivity while bring comfortable and accessible to students of all writing levels is an integral part of a writing center's success in the 21st century. Because traditional study spaces often suppress creative energy and students are increasingly surrounded by technology, a new environment must be formed to adequately meet the emerging needs of students. It has been our mission to develop a location that encourages students to pursue their inner creator, but also to prevent distractions. We will explore students' different learning styles and discover environments to effectively increase each student's potential.

- P5 *The Evolution of Orality*
Presenter: Sarah Yost and Margaret Lawrence
Furman University

How does the dominant oral tradition come to be replaced by the written, and ultimately virtual, tradition? As our technology and craft improve exponentially, is there a return to pre-literacy storytelling - in our digital avatars, virtual interfaces, and stylized shorthand? We hope to explore this development from a historical and sociological perspective, paying special attention to the implications for formal writing as taught in our colleges and supported by our writing center.



C1
Triad East

Changing From the Inside-Out: Diversity in the Writing Center in the 21st Century—Panel

Chair: Marcy Trianosky
Presenter: Brittany Nagel
North Carolina Agricultural and Technical State University

Colleges and Universities increase their diversity every year and writing centers across the nation feel the effects. Tutors must meet the needs of ESL students, explain and correct vernacular use, in addition to preparing for diversity with age, race, and gender. But what do we do when the diversity changes within the writing center itself? In my writing center and university, I am the minority. By drawing on recent research and personal experiences, this paper will show that diversity must be met head-on and the writing center must rise to the challenge facing it in the 21st century.

Bridging the Cultural Gap—Panel

Presenters: Jeff Cebulski, Kelley Frank, Leah Hale, Nicole Lane, and T.C. Padgett
Kennesaw State University

While Writing Center-initiated, in-house strategies and workshops have generally addressed generic issues of academic writing, perhaps a new strategy is necessary to nudge students who come from various ethnic traditions into writing styles that would be acceptable academically without losing their unique “voices.” The idea is that students from ‘non-academic’ cultural milieus are better served in Writing Centers by those who “bridge the gap” between a common language milieu and the rhetorical academic one we serve. Our group will address ways to “bridge the gap” so that college students will be able to envision themselves as “academic” without losing their “cred.”

A New Writing Center: Opportunities for Diversity

Presenter: Marcy Trianosky and Stacie Taylor
Spring Hill College

Establishing a new writing center offers opportunities for acknowledging student diversity and implementing well-researched practices of tutoring writing. We have such an opportunity at Spring Hill College, a small, Jesuit liberal arts college with 1,200 undergraduates, 25% of whom are students of color. In this presentation, the new writing center director will offer her perspective on how administrative structures, tutor/student interaction and specific tutor education strategies might work together to achieve a diverse group of tutors and tutees. Additionally, an upper-class student with experience tutoring on our campus will speak about the features of a writing center that would be useful and appealing to a wide range of students.



C2
Cape Fear

Transitioning the Writing Center: Empowering Transgender Tutees and Staff

Presenter: Caro Simpkins
Agnes Scott College

Transgender issues are rarely discussed in the context of writing centers, despite that writing centers encounter a tutor or frequent tutee that transitions. However, we serve transgender students, we hire transgender tutors, and we discuss transgender topics in writing. Because of this, writing centers need to be concerned about transgender issues. This presentation will provide practical knowledge on transgender issues in the writing center from the point of view of a transgender tutor, serving well for centers that wish to learn how to better serve their transgender tutees and tutors. Proposal: As a transgender-identified tutor, my place in the writing center is unclear. Something as simple as my name becomes a struggle. My name on the writing center schedule is one that I use only because I am not completely out about my gender. Were I to change my name, I am not sure what would happen to my records as a tutee. I worry how students would perceive both myself and the writing center if I began to physically transition while still attending our small women's college. Unfortunately, there are few tools out there to help directors, staff, and tutors begin this critical conversation about transgender people as both staff and tutees in our writing centers. This presentation will be a space for directors and tutors who wish to learn a basic protocol for serving transgender individuals in our writing centers. This protocol includes but is not limited to the following: the basics of transgender identity, structural ways to accommodate transgender student and tutor needs, responding to sexist and transphobic language in tutoring sessions, and ways that writing centers can collaborate with LGBT student groups on campus.

C3
Triad Central

Shaping the Tutor-Tutee Relationship –Panel

Chair: Vicki Russell
Presenters: Taylor Hausburg, Valerie Henry and Chinwe Atkinson
Duke University

The relationship between the writing tutor and the tutee may be affected by a variety of variables. This panel of undergraduate writing tutors will focus on the role gender plays in the tutor/tutee relationship, the role the academic discipline of the tutor plays, and how the tutor-tutee relationship is affected due to it being long-term versus a one-time meeting. The focus will be on the importance of tutors to being sensitive, in particular, to these three variables.



When Attraction Enters the Tutorial

Presenter: Evan Adams
Winthrop University

Problems, or perhaps even solutions, seem to arise when attraction enters a tutorial. The common ideology, though, is that tutor/client attraction is rare and unworthy of formal observation. However, physical attraction is inherent to the human condition; consequently, it is oftentimes part of the tutoring process. My twofold theory provides a voice for this silent concern *and* suggests methods for responding to it. Attraction can, for instance, both strengthen and weaken the tutorial. Whether the client is attracted to the tutor or vice versa, recognizing attraction and correctly approaching it is imperative for the successful writing tutorial.

Expectations As Resentments Under Construction? : Managing Client/Consultant Boundaries within the Writing Center and Beyond—Panel

Presenter: Avia Huisman and Sara Sparer
Florida Atlantic University and Lynn University

Client/Consultant expectations about what is appropriate for a writing consultation are often a source of debate--expectations not just in relation to what the writing consultant will cover during the session, but also about the nature and scope of the interactions between the two people. During this session the panelists will describe experiences they have had that forced them to think about boundaries. In some cases the solution was clear; in others it was not so clear. The ultimate goal of this workshop is to extend the dialogue surrounding Client/Consultant boundaries and possible approaches to resolving/avoiding uncomfortable situations.

C4
Triad West

From the Mike to the Message Board: Online Tutorial Lessons from a Hip-Hop Novice

Chair: Daphne Thompson
Presenter: Jackson Brown
Stephen F. Austin State University

As composition instructors moonlighting as a hip-hop act, my graduate school colleagues and I found ourselves in the position out of which we perennially struggled to draw our students: speechlessness. In overcoming our “rapper’s block,” I gleaned lessons that now inform my development of an online writing lab [OWL], which seeks to free students from the same inhibitions to self-expression. Addressing the creation of a mistake-friendly environment, the cultivation of opportunities for collaborative learning, and the importance of fun in the online experience, my presentation will detail these priorities and the lessons informing them in the development of the OWL.



Hop On Down to the Writing Center's Hip Workshop

Presenter: Daphne Thompson
Johnson & Wales University

The popularity of hip hop music spans cultural, racial, economic/class, and age groups. Writing centers can use hip hop's popularity to infuse workshops with content that might attract and engage more students. While in such a writing center workshop, students learn skills in audience analysis, critical thinking, diversity, reading, and rhetorical analysis. This hands-on session describes such a workshop and provides the audience with an opportunity to experience it.

C5

Blue Ridge

A Diversity of Needs

Presenters: Robin Greene, Felicia Crittenden and Sue Ledger
Methodist University

Although the term "diversity" often refers to ethnic, religious, racial, and cultural diversity, writing centers would do better to understand diversity as a heterogeneous set of needs. At institutions such as Methodist University, where there are international, nontraditional, learning- and physically-challenged students, as well as African American, Native American, and Latino students, writing consultants must be at the top of their game to effectively help our diverse student population without simply stereotyping students and falsely predicting their needs. In this presentation, Methodist University Writing Center staff will discuss our strategies and facilitate group-work so that others may share theirs.

C6

Appalachian

Designing Writing Center Materials for Grammar Assistance

Presenter: Dr. Deborah Reese
Armstrong Atlantic State University

While many compositionists consider grammar to be a lower-order concern—less important than thesis, organization, and coherence—they nonetheless recognize grammar proficiency as essential to academic discourse. This emphasis on language competency brings to mind. I will provide session guidelines, surveys, printed materials, scissors, staples, glue, etc., and a PowerPoint slideshow that will serve as a backdrop to guide participants through the design process and keep them on task. Not only do I want attendees to benefit from an active illustration of how writing centers can address grammar concerns, but I also want to learn from their questions and comments. Both full- and part-time writing center practitioners should benefit from an interactive discussion of ways and means to get students excited about mastering grammar.

D1
Triad Central

Which Me Shall I Be Today? The Juggling Act of Embracing Students' Home Identities—Panel

Presenters: Dr. Karen Keaton Jackson, Kenali Battle, Ahnna Ledbetter, Amanda Chambers, LaKela Atkinson, and Joslyn Bloomfield
North Carolina Central University

Current writing center scholarship tells us that we serve learners best when we focus on them and their writing process. This issue is complicated even more when those learners are of color, and when they come into our spaces speaking non-standard dialects or a language other than English. Particularly when we consider that dialects often are a part of one's racial and communal identities, it can be difficult to determine the best way to engage these learners. Do we encourage them to forget their literacy practices in exchange for new academic discourse? Do we advise them simply to code-switch and speak one way in the academy and one way at home? Are the effects on students, both academically and personally, when we suggest either option to them?

D2
Triad West

Comfort Zone: Strategies for Working with Adult Students

Chair: Dr. Gregory Meyerson
Presenter: Sydney Davis
Salem College

Undergraduate peer writing tutors (authority figures by position) experiencing conflict with adult students (authority figures by age), hinder the teaching and learning occurring in writing centers. As a result, centers are reconsidering their tutorial methods and strategies to better aid adult college students and transform the focus of their sessions. This workshop offers strategies in fostering successful relationships between adult students and their undergraduate peer writing tutors. Placing tutorials more on establishing relationship and less on tutor/tutee learning from an authoritative perspective, allows adult students to better receive writing suggestions and fully enjoy their learning experience.

Tutoring Non-Traditionally-Aged Students—Panel

Presenters: Rachel McCarthy James, Chelsea van der Mije, Megan Stolz, Carmen Sambuco, Rachel Slater, Natalia Tkacz, and Tara Sim
Hollins University

Hollins University is a single-sex university, and its Writing Center is focused on women helping other women succeed in a positive academic space. This is evident in our interactions with returning, non-traditionally-aged "Horizon" students. Tutors change their strategies to help these students gain confidence in their writing abilities. Horizon students return this respect with flexibility, agency, and consideration for our efforts. However, there can be tensions when tutors work with women of a different generation. Horizon students present unique challenges in communicating the importance of analysis, processing information within sessions, and using academic language.

D3
Kitty Hawk

Citation Solutions; Making Manuals Meaningful—Panel
Presenters: Jared Miller, Christine Ghattas, Michael Ruther
Kennesaw State University

Students often come to the writing center for help on how to properly cite outside sources in their papers. These sessions can be problematic when tutors are working with international students whose home countries do not enforce the idea of crediting original sources. This panel will address the need to go beyond fixing citation errors; as tutors, we must find ways to explain *why* it is important for writers to acknowledge their sources. This extra step will not only assist international students in avoiding plagiarism, but it will help them to build and draw upon their own credibility as researchers and writers

D4
Cape Fear

You Have Much to Learn, Grasshoppa: "Sensei" Tutors Guide New Student Tutors through Video—Panel
Chair: Jennifer Kunka
Presenters: Ashley Leamon, Lindsay McInville, Ashley Rivers, John Sweeney, Kimberly Turner, and Jessica Wall
Francis Marion University

New tutor training is essential for future success of a tutor in a writing center. Our writing center is working to enhance the training process through the creation of instructional media by "sensei" veteran tutors. During this presentation, we will share our training video on interpersonal student issues, which focuses on tips and lessons created by experienced undergraduate tutors. We cover a plethora of tutorial situations, such as how to address lackadaisical students, uncooperative students, and students attempting plagiarism. This video is an opportunity for veteran student tutors to share their perspectives with writing center "grasshoppas" new to tutoring.

Training Versus Educating Peer Tutors—Panel
Presenter: Jasna Shannon
Coker College

Scholars who research writing center theory and practice perceive the notion of "tutor training" to be inadequate and false, and instead call for a need to "educate" tutors. They emphasize the need to make effective connections between theory and practice; that is, what tutors read in books and articles, and what they do in tutoring sessions.

D5
Triad East

Revising Our Practices: The Writing Center's Role in Fostering Student Revision

Panel

Chair: Christine Cozzens

Presenters: Margaret Greaves, Hayley Gallagher, Melissa Griffith, Joanna Hair, Louisa Hill, Lucia Hulsether, Betsye Mullaney, Leticia Santos, Jennifer Sefa-Boakye, Savannah Sharp, Caro Simpkins, Zijia Sun, Ashley E. Williams, Shannon Yarbrough, Shelby Zimmer
Agnes Scott College

To help students become better writers, the writing center must help them become better revisers. Our presentation will explore ways to promote student revision by addressing the following questions: why do or don't students revise, and how extensive is their revision? We have examined the revision practices of a group of first-year students by comparing original and final drafts of their papers. We also interviewed students about their experiences in revising these papers. Our presentation will feature excerpts from sample papers and audio clips from the interviews as we explore how the writing center can become a space to foster student revision.

D6
Blue Ridge

Is the Door Wide Open?—Panel

Presenters: Barbara Hardie and Maryann Peterson
Western Carolina University

Is the Door Wide Open? Your Writing Center: is it welcoming, confident, and creative—or harried, utilitarian, and sterile? Our workshop invites participants to consider writing center identity—both its physical/social atmosphere and its relationship to 21st century campus culture. Using our own writing center's evolution from the space we inherited (bland and institutional) to the space we created (flavorful and inclusive), we will invite participants to imagine what their writing centers—established, emerging, or under-funded—can become. In short, we will flip the traditional writing center facility on its institutional head to explore underpinnings that link creativity, image, effective writing center theory and practice, and student success.

D7

Appalachian

The Art of Seeing, the Art of Writing: Empowering Students to Communicate Successfully – Panel

Presenters: Jennifer T. Peper, Jennifer DiDomenico Clark and Anetia Ports
Savannah College of Art and Design

The students at Savannah College of Art and Design interact with and see the world differently. As designers and artists, students compose storyboards, values, beats, and process books; images take the place of words, sometimes quite literally. With a student body rooted deeply in a visual culture, using techniques rooted in Gardner's Multiple Intelligences allows students to apply their visual language to a different medium: writing. Writing center practice at SCAD extends far beyond discussing writing; consultants help students see their writing and find the balance between word and image, empowering them to explore a new form of art.

E1
Triad West

Creating a New Personality: Advertising the Writing Center Effectively - Panel
Presenter: Caley Crull
Winthrop University

Two apparently unconnected problems that Writing Center staff faces are student misconceptions that lead to negative attitudes and the difficulty of advertising the center to its targeted audience. Writing Center staff can focus on dispelling students' negative attitudes by way of more interactive advertising. A presentation of new promotional tools will allow students to put faces and personality to writing centers, thus making writing centers more approachable to students.

What Can You Say to a (Belligerent) Brick Wall?: Responding to Difficult Tutorials - Panel
Presenter: Lacey Long
Winthrop University

Tutors are sometimes called upon to act as a teacher (sometimes, a mind-reader of the student or the student's instructor). I will focus on sessions with students coming from difficult-to-understand instructors, students outside the writing field, and those who consider writing centers a crutch, an extra credit source, or a place to have someone simply "fix" their paper. I'll consider the tutor's options in helping the students write for themselves despite their confusion, frustration, apathy, and, sometimes, manipulation. How can we respond to the questions: "why should I CARE?," "what does this MEAN?," and "what (exactly) should I write?"?

Negotiating "Creativity" in the Writing Center - Panel
Presenter: Stephen Barker
Winthrop University

Freshman students can get "creative" with their assignments. This creativity can include a range of imaginative responses to academic assignments, including telling stories, or writing personal narratives. These types of response can be useful to students, but more often lead them to write poorly constructed academic papers. I will discuss the tensions between "creativity" and academic discourse in student papers: between self-expression and what students perceive as dry or dusty "school-writing." When correctly used, the creative impulse is a powerful motivator for students; I will identify useful strategies for helping creative students harness their imagination in service of appropriate writing.

E2
Kitty Hawk
Adapting to Vernacular in the Writing Center – Individual Workshop
Presenter: M. Jeanette Pitts
Furman University

English is subject to the influences of the rise of the surrounding languages and dialects—a process that has been occurring since the early Middle Ages. It is no surprise that with the rise of the digital age there is an increase in vernacular; languages that dominate instant messages and e-mails have worked their way into the writing center. How should the employees deal with the vernacular? Should it be learned? Or should proper English always remain dominant? I plan to map out the best way to remain up-to-date in a rapidly changing future.

E3
Appalachian
Grammar(s) and the Writing Center - Panel
Presenters: William F. Heinz III, Richard Blankenship, Steve Fogleman, Kyle Blochl
Appalachian State University

This panel is interested in discussing the role of nonstandard grammars in writing and the writing center. Since slang and colloquial grammar are unlikely to be accepted as appropriate to academic forums, Speaker 1 would like to help students find appropriate venues for their modes. Speaker 2 will discuss how best to appreciate vernacular language of American subcultures. Speaker 3 will explore the reasons for privileging one mode of language over others in an academic setting. Speaker 4 will consider the style that consultants use to discuss writing issues and how this impacts the effectiveness of a session.

Understanding English as a Foreign Language (EFL) Students - Panel
Presenters: Tedd Clevenger, Allison Cate, Emily McKenzie
Appalachian State University

This panel will concentrate on EFL (English as a Foreign Language) student consultations. Speaker 1 will focus on the importance of maintaining the personal voice of an EFL student amidst “proper” English vernacular. Consultants must work with the words that the student has already utilized on the page, instead of suggesting completely new sentence structures that communicate the same idea that they had initially, “incorrectly,” expressed. Speaker 2 will focus on the varied ability levels that EFL students bring into the writing center. She will define the different EFL—multi-lingual, bi-lingual, ESL, etc.—and look at the implications that each of these demographics has on their respective writing center consultations. Speaker 3 will look at the significance of a student’s cultural background as it relates to their expectations and agenda in the writing center. He will focus on the importance of aligning agendas between parties, strategies for doing so, and potential techniques for consulting an EFL student.



E4
Cape Fear

Standpoints on Community Work -- Panel
Presenters: Julie Wilson & Kristal T. Moore
Warren Wilson College and University of North Carolina at Chapel Hill

We will narrate how, as one Black woman and one white woman, we led writing workshops with urban Black youth co-sponsored by a public library and a university writing center. Kristal drew upon Black feminism to create a space for teens to express themselves from their particular standpoints. She found the writing of Black female participants to be connected to an early Black literary tradition and influenced by elements in popular culture. Julie was educated about the rich diversity within Black literary culture and made progress toward undoing the racism she had learned growing up white in the South.

E5
Blue Ridge

*Sharpening The Whale Bone Of Change: Transforming
Traditional Intellectualism Through Organic Writing Center Practice*
Presenter: William Harle, Jr.
Bryan College

Every day Writing Center staff and supporters shape the definition of good writing across the academy. Whether ensuring support for at-risk and under prepared students, uncovering collaborative opportunities with faculty, or fostering rhetorical flexibility through composition.

F1
Triad West

Why Rhetoric Matters in the Writing Center

Chair: Dr. LaVie Leasure

Presenter: Kimberly C. Harper

East Carolina University and North Carolina Agricultural and Technical State University

Why Rhetoric Matters in a Writing Center: Using Rhetorical Practices to Help Teach Critical Thinking Skills At the essence of rhetorical theory lays the rhetorical situation and the things that call rhetoric into existence (Bitzer). Helping students understand how rhetoric operates in their written assignments can help them recognize the rhetoric in other people's writing. This session will discuss how writing centers can use rhetoric as a means for helping students develop what is natural for them into a useful, meaningful form of communication. One way of approaching this subject is through the development of critical thinking skills based on the rhetorical process, and the writing center environment is a perfect place to teach this skill.

Beyond Grammar: Training Writing Center Tutors to Recognize African American Vernacular English (AAVE) and Providing Tutors With Strategies to Teach Code-Switching

Presenter: Leah Jobe

Middle Tennessee State University

Writing center tutors are often one of the first in the line of battle when trying to correct deficiencies in writing that are due to an inability of the student to effectively code-switch from African American Vernacular English (AAVE) to Standard English. Unfortunately, many tutors do not even know that they are being faced with this issue. Armed with handouts about grammar and spelling, tutors sometimes ineffectively tackle the issue that is keeping the students from writing at college level. In this presentation, Leah Jobe proposes to talk about opportunities to train tutors in recognizing AAVE and helping students code-switch into Standard English.

F2
Triad Central

Making the Writing Center Matter—Panel

Chair: Mary Lou Odom

Presenter: Rebecca Shockey

Winthrop University

With the economic crisis many universities are experiencing, it is becoming increasingly difficult to avoid budget cuts. In many cases, writing centers are the first to be affected. Although often located around and staffed by the English department, writing centers provide campus wide services. Each department and every major has a writing component. It is imperative, therefore, that writing centers report annually not only how many students are being helped, but also which disciplines are being aided. In reporting these findings, and continuing to provide help to students across the University, writing centers can avoid being unfairly hindered by lack of funding.

The Road to China Runs Through the Writing Center: Responding to the Internationalization of the University—Panel

Presenters: Mary Lou Odom, Rachel H. Greil, Rose Afzal-asr, Robert Rockett
Kennesaw State University

In times of budget cuts across higher education, colleges and universities are increasingly looking to international student enrollment as a way to not only diversify their student populations but to raise tuition revenues. With these larger international populations, however, come a myriad of new challenges—challenges which writing centers are prepared to meet in unique and mutually beneficial ways. This panel will address three key components of writing centers' responses to the internationalization of the university: centers' abilities to connect to the international mission of their institutions; diverse staff with sensitivity to linguistic, social, and cultural issues; and collaboration with other campus ESOL resources.

F3
Kitty Hawk

The Impact of Seeking Diversity on Our Writing Center—Panel

Presenter: Ted Roggenbuck
Millsaps College

This panel session will discuss what a Writing Center Coordinator and undergraduate tutors from a "highly selective" private liberal arts college have gained from volunteering at an after-school program for 7-12 grade males from two Jackson-area schools. The tutors will describe how their experience in the after-school program has impacted what they do in the Writing Center, especially as it pertains to body-language, confidence, collaborative vs. directive tutoring, and working with resistant learners.

F4
Blue Ridge

First Impressions in the Writing Center

Presenters: Mary Alm, Roy Andrews, Luiza deCamargo, Amanda Bowen, and Daniel Smedley
University of North Carolina at Asheville

What do client writers notice when they enter your writing center for the first time? What strategies create the sense of welcoming that we want associated with our writing centers? Our workshop will help you think about your writing centers through various lenses. We've looked at space, attire, and behavior (including the language we use). We've considered how different life experiences generate different perceptions of us and our work. Come prepared to think in new ways about what happens in your center, and come prepared to have some interactive fun.

F5
Appalachian

Angsting about Apostrophes: A Documentary on Student Views about Grammar—Panel

Presenters: Jennifer Kunka, Shannon Pratt, Daniel James, and Brittany Nance
Francis Marion University

Why do grammatically challenged college students think they struggle with usage issues? What kinds of anxieties do they have about grammar? How do they view their history of grammar instruction? What kinds of strategies actually help them learn proper usage? In this session, presenters will show a documentary they have created that investigates students' and anxieties about grammar and grammatical instruction. By interviewing students about their grammar histories, presenters investigate commonly shared preconceptions and frustrations students have about standard written English. This ethnographic study will help consultants and administrators adjust their tutoring practices to help students write more effectively.

F6
Triad East

We Represent the Center Too: HBCU's and Writing Center Work—Panel

Presenters: Terry Bozeman, Melissa Pearson, and Karen Rowan
Spelman College, University of South Carolina Benedict College and California State University –San Bernardino

For those concerned with educational equity and the complex roles writing and rhetoric play within that, HBCUs are important sites of innovation, theory and practice, and alternative ways of looking at how work at writing centers in these particular institutions gets done. This panel addresses a range of writing-center related issues at HBCUs seeking to promote productive conversations about these particular schools and their place within the field.



G1
Cape Fear
Dialect Awareness in HBCU Writing Centers
Presenter: Cecilia Shelton
Saint Augustine's College

College composition research drew connections between dialect and writing long ago, but despite a clear relationship, little attention has been devoted to understanding how dialect impacts tutorial instruction of composition on college campuses, which typically takes place in writing centers. Moreover, even less research deals with the strategies that Historically Black College/University (HBCU) writing centers employ to address this challenge, given the overwhelming non-standard dialect diversity of their student populations. This study will explore existing language attitudes and dialect awareness at HBCU writing centers across North Carolina and will implement and assess strategies for addressing dialect in the Saint Augustine's College Writing Center.

G2
Kitty Hawk
Let's Get Together: Incorporating Collaborative Tutorials in the Writing Center
Presenter: Dylan D. Phillips
Winthrop University

The traditional model of peer-tutoring, one tutor with one student, does not take full advantage of collaborative learning opportunities that foster long-term and fundamental improvement in writing. Peer-tutored writing labs could improve effectiveness by combining similar sessions into group learning experiences, facilitated by trained peer tutors that present invaluable input from the multiple perspectives of students. With synthesis of relevant scholarship on collaborative learning and peer tutoring, a detailed proposal will be made for possible situations through which collaborative tutorials can be incorporated in the writing center.

G3
Triad West
Exploring Visual Elements as a Means of Reinventing the Writing Process
Presenters: Andrew Zheng, Eriks Reks, Chrissy Di Nicola, and Sam Alexander
Duke University

New pedagogical approaches to multi-modal learning make the visual element an increasingly important part of the learning and writing process. By looking at a variety of tools - including photography, film, virtual worlds, and physical spaces — the presenters will explore ways of reinventing and reinvigorating the tutoring process to meet the needs of each individual writer. Whether it is using film and photography to bring out the writerly instinct in students, creating innovative virtual spaces to enhance collaborative projects, or reconsidering the impacts and role of our physical writing environments, this presentation seeks to challenge traditional methods of tutoring visual learners.



G4

Triad Central

A Change of Place: When a Different Campus Demands a Different Kind of Writing Center Satellite—Panel

Presenters: Philip Adams and Kerri Bright-Flinchbaugh
East Carolina University

East Carolina's University Writing Center has employed a satellite model on its main campus since 2000. The next step was reaching out to the College of Nursing and other departments on the new Health Sciences campus. To handle the new challenges of this different environment, we have created a satellite that is atypical of our current peer-tutoring model. With our Writing Program's current Assistant Director now also serving as the Health Sciences writing consultant, she transitions daily from administrator and faculty liaison to writing consultant, managing the challenges of very different roles

Check Yourself: ECU's Writing Program Assessment as a Tool for Writing Center Development—Panel

Presenters: Kerri Bright-Flinchbaugh and Jim Kirkland
East Carolina University

Over the past year, ECU's Writing Program has begun assessment of its WAC program and WI courses. This assessment has yielded a better understanding of the specific kinds of writing, the distinct uses of writing, and the unique objectives of writing in different disciplines across curriculum while the results helped direct our writing center to common problem areas in different disciplines. The results of our assessment led directly to changes with our writing center, encompassing tutor training, website content, and writing center outreach across campus.

G5

Appalachian

Universal Design and the Writing Center - Panel

Presenters: Tonya Hassell, Beth Carroll, Tara Moore
Appalachian State University

Recent scholarship calls for more attention to implement Universal Design in writing centers (e.g., Jean Kiedaisch and Sue Dinitz's "Changing Notions of Difference in the Writing Center: The Possibilities of Universal Design," 2007). A true universally designed writing center is easily accessible, flexible, and simple, among other features. This panel will explore how principles of Universal Design can be applied to both the physical and instructional sites of writing centers. Presenter 1 will consider how implementation of a Universal Instructional Design writing center teaches consultants effective pedagogical principles useful in a wide variety of educational contexts. Presenter 2 will explore Universal Design as it relates to staff education, particularly consultant training courses. Presenter 3 will discuss how the principles of Universal Design can be adapted to the physical space of writing centers and the face-to-face consultation.



Contradictory Destinations: Mapquesting Writing Center Identity—Panel

Presenter: Jennifer Pooler Courtney
University of North Carolina at Charlotte

Historically, writing centers have been classed as laboratories and clinics created as bandaids to cover \"problems\" in student writing. These centers represent current-traditional rhetoric and arguments of common sense. While the field is advancing each year, directors have to return to basic questions as we educate new tutors who are entering the conversation for the first time. We operate as though our tutors embrace these ideas. However, I will argue that common sense current-traditional views are much more prevalent than we make visible. For most tutors such changes happen gradually over time as they reconstruct their identities as teachers.

G6

Blue Ridge

Effective Project Design for Writing Center Research

Presenters: Kerri Jordan, Steve Price, Susan Lassiter and Sarah Liggett
Mississippi College

To help promote and elevate writing center research in our region, we propose a practical workshop for participants interested in designing effective writing center research projects. As a foundation for our session, we will discuss our findings regarding research strategies evident in articles that have won the IWCA's Outstanding Scholarship Award., we will shift into a scenario-based interactive session in which participants effective projects that address significant writing center issues. Our key emphases will articulate focused research questions, choosing appropriate means for gathering and interpreting data, and following through with dissemination of findings in forums such as SWCA and conferences and in writing center publications. As a conclusion to our session, we will discuss processes for SWCA and IWCA grants that support writing center research and scholarship.



H1
Triad Central
Race and the Writing Center – Panel
Presenters: Ash Kin, Cynthia White, Kimberly Norris, Priscilla Lizasuain, Sal De Sando, Somaiyya Ahamd, Vicky Lim
University of Illinois at Chicago

The material that we have put together analyzes some of the critical lenses that we as tutors can look through in writing centers. We also reflect on our own experiences when dealing with racial issues. We would like centers to identify that racial justice and anti-racism is important in writing centers, and hope that talking about these issues will help make that an important factor in centers across the country.

H2
Appalachian
Duck!: Tutoring Writers in A Virtual Qwaq Space
Presenters: Vicki Russell and Holly Ryan
Duke University

What additional tools do we need to tutor effectively in the 21st century? A dynamic virtual world offers a range of exciting possibilities for extending and enhancing the writer/tutor experience. By expanding the physical spaces for writing, tutors and students have the freedom to collaborate in unique ways. If we expand our repertoire of tutoring strategies to increase our access points by including more aural, visual, and kinesthetic options, we will serve our students more effectively. This interactive workshop offers an opportunity to explore the Qwaq virtual world space, brainstorm possible applications, and articulate the usefulness of integrating learning styles and writing center pedagogy into this environment.

H3
Triad West
The Development of Tutor Language Awareness (TuLA) in Peer Tutors
Presenters: Judith Casey and Elizabeth Dayton
University of Puerto Rico at Mayaguez

At the Writing Center at the University of Puerto Rico at Mayagüez, undergraduate and graduate peer tutors who are non-native speakers of English (NNS) are trained to tutor other NNS student writers. This paper focuses on increasing the language awareness of our tutors (TuLA) using an approach designed to increase their tutoring effectiveness. It also addresses some unique problems that the social context of Puerto Rico raises for the development of language awareness, particularly the idea that Puerto Ricans often display linguistic insecurity with respect to their native variety of Puerto Rican Spanish and that they feel similarly insecure about their use of English.



H4
Blue Ridge

Making it Cool to be Smart—Panel

Chair: Kevin Dvorak
Presenter: Dorothy Hardman
Fort Valley State University

Our research project, *Making it Cool to Be Smart: How One Busy Writing Center is Reaching Generation Y to Make Our Center the “Cool Tool for School,”* is designed to focus and expand upon the common issues that Generation Y faces and what can be done to assist students. Our presentation will offer detailed strategies to create an environment where students do not feel they are being lectured. Our overall view is that the Writing Center should be a fun, educational tool for students.

Creative Approaches to the 21st Century Writing Center – Panel

Presenters: Kevin Dvorak and Shanti Bruce
St. Thomas University and Nova Southeastern University

Using *Creative Approaches to Writing Center Work* as a frame, this panel will discuss innovative writing center strategies employed by centers across the country. These strategies are applicable to tutoring, administration, and outreach. Panelists will also discuss the potential positive and negative outcomes these strategies may have and their effects on diverse student populations. Audience members will be invited to participate throughout the session.

H5
Cape Fear

The Efficacy of Informality in Creating a Successful Student/Consultant Dynamic – Panel

Chair: Sara Littlejohn
Presenter: Sarah Hamrick
University of North Carolina at Greensboro

Even though we often think of formality as constructing an effective authoritative student/consultant dynamic, it is an informal affect that constructs the most effective consultant/student interactions, particularly with diverse student populations. Consciously choosing to use an informal approach fosters an environment of trust and mutual respect between the consultant and the student. This approach also makes the student more comfortable taking authority over their own work while remaining open to suggestions from the consultant, generating successful consultations and fostering confidence in the writer.



Teachers Who Tutor and Tutors Who Teach: Building Foundations for Student Success – Panel

Presenters: Alice Myatt, Jim Shimkus and Juliette Kitchens
Georgia State University

In many colleges and universities, teachers who tutor and tutors who teach often comprise a significant portion of writing center personnel. The teacher/tutor roles are complex: at times, they diverge in significant ways, even while they often complement each other. Thus, it is vital that tutors who are also teachers understand the challenges facing them as they seek to be not only successful tutors but successful teachers.

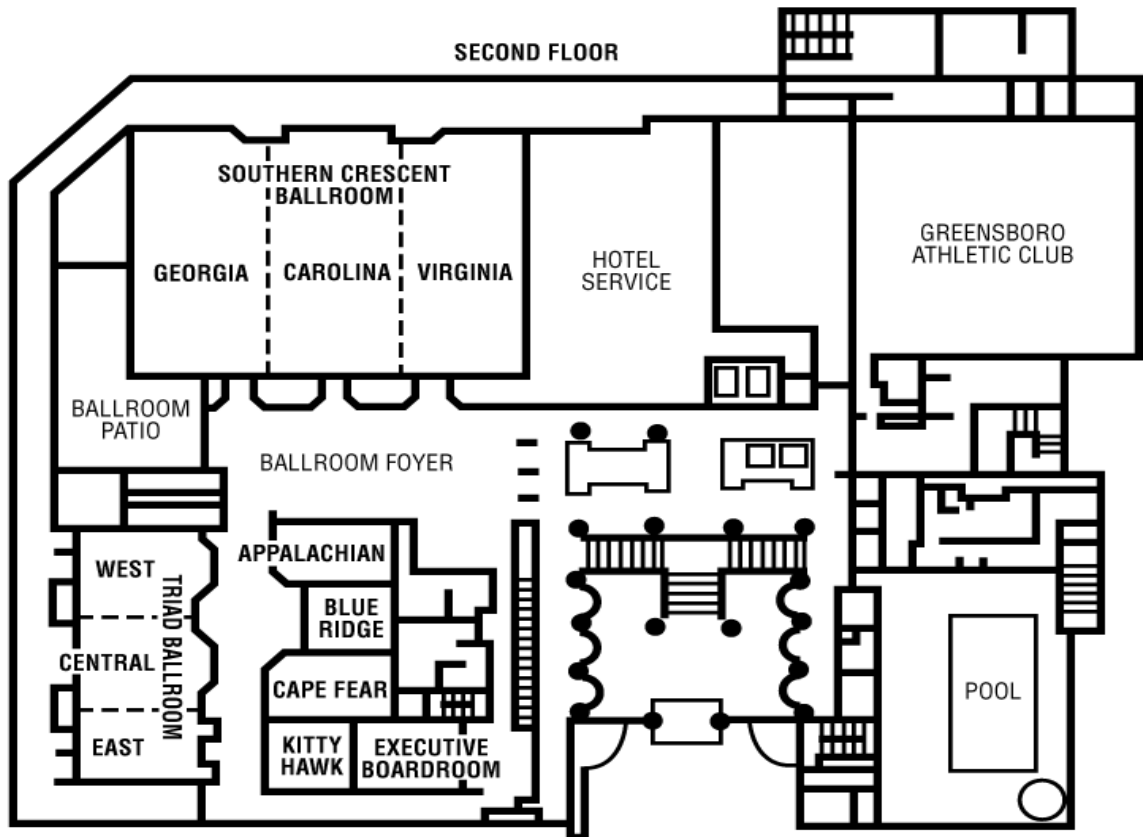
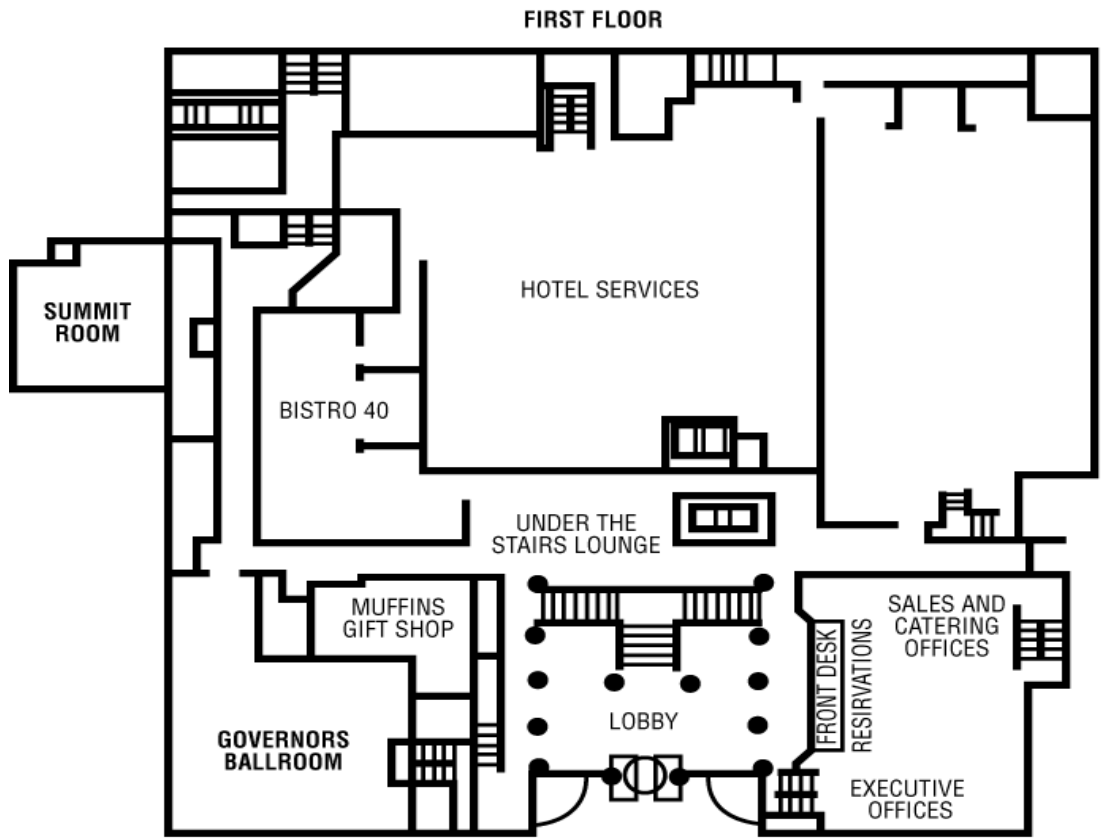
From a Bird's Eye View: Societal Awareness in the Writing Process - Panel

Presenter: Crystal Hunter
North Carolina Agricultural and Technical State University

Often, the tutor encounters the deemed unimaginative tutee who has never been propelled into the world of "isms" and awareness. These tutees struggle when faced with critical thinking assignments—which require assessment from a macrocosmic perspective. The writer can confidently approach a phenomenon encountered the "why." Society inevitably and directly affects us all, and tutors possess the responsibility of stimulating the consciousness of the tutees, which will foster insightful rhetoric. This study analyzes the forces behind societal blindness, and the writing center's role in creating awareness and removing the veils that impede critical writing.

NOTES:

Meeting and Banquet Rooms Map





SWCA *the* **Southeastern
Writing Center
Association
Conference**



NORTH CAROLINA AGRICULTURAL
AND TECHNICAL STATE UNIVERSITY

Photo by Charles E. Watkins