

Friday, February 8th

8:00am-9:00am ~~ Savannah Morning Breakfast and Business Meeting ~~ Ballroom ~~ Start the day right with a hot Southern-style breakfast. We'll seat ourselves according to our Special Interest Groups and pay attention as our board members update us on organizational matters.

9:15am-10:30am ~~ Workshop FA1 ~~ Room 104 ~~ **The Things They Carry; The Things We Carry: Vulnerability in the Writing Center**

Moderator: **Glenda Conway** (University of Montevallo)

Carrying All You Can Bear, and Then Some. The most successful writing center sessions often require a sharing of carried things. And from the best sessions come little carryings-away: the student leaving with a better understanding of his/her role as writer and potential to communicate ideas and the tutor leaving with a better understanding of his/her role as tutor and an appreciation for the opportunity to impart often mysterious knowledge.—**Treasure Ingels Thompson, Katherine E. Henderson, Susan Lewis Smith, Glenda Conway** (University of Montevallo)

9:15am-10:30am ~~ Roundtable FA2 ~~ Room 107 ~~ **Specific Strategies for Working with Basic and EFL Writers**

Moderator: **Bonnie Devet** (College of Charleston)

When English is a Foreign Language: How Writing Centers Work with EFL Writers. We will share our experiences teaching English in Senegal and Egypt to different student populations. Our discussion explores how EFL students respond to and guide their own English education, how native language affects learning and understanding English, and how cultural environment affects language learning. Our focus is on using this understanding for effective writing center practice.—**Rob Waskom, Stirling Grodner** (The University of North Carolina at Asheville)

Dispelling Writing Lab Consultants' Misconceptions about Grammar. This interactive presentation provides three training techniques to help consultants dispel their assumptions about grammar. If consultants recognize they hold these misconceptions, they will be able to see when their clients believe them, too. Then, consultants can be sympathetic and even emphatic to the needs of student writers, and become better tutors.—**Bonnie Devet** (College of Charleston)

9:15am-10:30am ~~ Panel FA3 ~~ Room 124 ~~ **Extending Writing Center Theories to Media Literacy, Visual Interpretations, and Multidisciplinary Writing**

Moderator: **Mary Alm** (The University of North Carolina at Asheville)

Destination Media Literacy: Using Writing Center Influence as a Work in Progress to Combat New Media. Media literacy is a growing problem among students across the nation. Content found on the internet continues to gouge critical interpretation of texts. While professors help shape students' research skills, writing center professionals must also consider showing and reinforcing the importance of establishing media literacy.—**Jamerson Magwood** (The Citadel)

Articulating a Path Forward: What Can We Learn From the Visual Arts. What can writing centers learn from the peer critique process in the visual arts? How does the process of reading a visual composition inform our reading of a text? A professor of Studio Art and an instructor of English will consider these questions while proposing a path forward.—**Karl Fornes, Jennifer Onofrio Fornes** (The University of South Carolina at Aiken)

Connecting WAC and Writing Centers through Consultant Education. One writing project serves two ends on a small liberal arts campus—first, to educate new undergraduate writing consultants about writing in the disciplines, and second, to educate faculty about their own disciplinary writing practices in contrast to a more general notion of academic writing.—**Mary Alm** (The University of North Carolina at Asheville)

9:15am-10:30am ~~ Roundtable FA4 ~~ Room 125 ~~ **Where Are You Going? Where Have You Been? Ideas for Tutor Training**

Moderator: **Debra Dobkins** (Brenau University)

Navigating the Unknown. How do we prepare as well as we can for the amorphous enterprise at the heart of writing center life, the always-unfamiliar work in progress? This panel discussion will present ways to train tutors for the uncharted experience that each writing conference promises, equipping them with navigational tools for the journey, wherever it goes.—**Rebecca Espana, Liz Faucette, Maegan Mercer-Bourne, Catherine Nettles, Debra Dobkins** (Brenau University)

9:15am-10:30am ~~ Roundtable FA5 ~~ Room 126 ~~ **Establishing Writing Centers that Meet Unique Institutional Needs**

Moderator: **Laura Bokus** (Caldwell Community College and Technical Institute)

Destination Unknown—Charting a Course. As our teacher core became younger and younger, we discovered that our curriculum and our Writing Center weren't changing fast enough to keep pace. So; we reshaped the Writing Center into the Literacy Center. We propose to provide a workshop that will concentrate on explicating our work in plotting a new course for our Writing Center.—**Andrew Jeter, Ellen Griffith** (Niles West High School)

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“You Kids Can Have a Model Writing Center”: First-time Administrators Explore the Role New Writing Centers Play within an Established Community College. Our roundtable discussion will explore the establishment and development of a Writing Center at the community college. What types of institutional challenges are unique to a work-in-progress Writing Center? How can first time administrators collaborate to “grow” the Writing Center(s) and best meet the needs of students and faculty?—Wyatt Reynolds, Laura Bokus (Caldwell Community College and Technical Institute)

9:45am-10:30am ~ ~ Special Presentation FA6 ~ ~ Meeting Suite ~ ~ Undergraduate Research in Writing Centers

Featured Speaker: Christopher Ervin (The University of South Dakota)

This workshop is intended for writing center administrators who are interested in collaborating with undergraduates on research projects or starting an undergraduate research program in their writing centers. The focus is on developing mentoring strategies and connections. Peer tutors interested in writing center research are also welcome to attend.

10:45am-Noon ~ ~ Workshop FB1 ~ ~ Room 104 ~ ~ Mapping Direction: Theory, Practice, and Tutoring Strategies in Conference Transcripts

Moderator: Kerri Jordan (Mississippi College)

Moving “Beyond the Basics” in Thinking Critically about Writing Center Theory and Practice. Workshop participants will articulate key assumptions about effective tutoring strategies. We will then analyze conference transcripts, identifying and discussing specific moments that support, inform, and/or complicate our understandings of tutoring “best practices.” The workshop will emphasize uses for transcript analysis in tutor preparation, writing center research, and assessment.—Sarah Liggett (Louisiana State University), Steve Price (Monmouth College), Kerri Jordan (Mississippi College)

10:45am-Noon ~ ~ Workshop FB2 ~ ~ Room 107 ~ ~ Process, Paper, Scissors: Back to the Basics for Tutors as Writers

Moderator: Sandee McGlaun (Roanoke College)

Demonstrating how building process models facilitate the enlivened language of image and metaphor. Workshop participants will create visual and/or sculptural models of their writing processes and reflect on them, exploring the language of image and metaphor. We will discuss how this form of tutor training fosters a “creative” writing center identity, contributing to tutors’ ability to see themselves as authentic and inventive writers.—Megan Brosnan, Laura Jennings, Tanee Mason, Ryan O’Connor, Kently Page, Jennifer Treadway, Sandee McGlaun (Roanoke College)

10:45am-Noon ~ ~ Panel FB3 ~ ~ Room 124 ~ ~ Administration and Assessment Concerns

Moderator: Beth Burmester (Georgia State University)

Building a University Writing Center, Building Relationships. This presentation is a new University Writing Center director’s narrative on relationship building. In the course of the narrative, I outline four major strategies for prioritizing and focusing on those relationships that put the writing center to the most immediate and visible use.—Robert T. Koch, Jr. (The University of North Alabama)

The Problem of Assistant(s): Solutions to Dealing with Administration Balance in the Writing Center. Writing center administration is often a “work in progress,” and while WC directors are typically faculty positions, assistant directors often fall under the staff or non-tenured track umbrella. In this roundtable, we propose to talk about our respective roles as assistant directors and encourage a dialogue on how other WC administrative “assistants” view their positions. Rachel Strickland, Stacia Watkins (Middle Tennessee State University)

“All That You Can’t Leave Behind”: Historical Destinations to (Re)Create Writing Centers as Working Spaces of Free Inquiry and Intellectual Exchange. My presentation explores assessment of writing center work, specifically for enhancing writing centers participation in SACS reviews and Quality Enhancement Plans. I share results and lessons from my Writing Studio review of 2005, and offer suggestions to explore historical destinations—the coffeehouses of 18th century London—creating new lines of intellectual descent for writing center work and practice.—Beth Burmester (Georgia State University)

10:45am-Noon ~ ~ Roundtable FB4 ~ ~ Room 125 ~ ~ Ethical Debates within Writing Center Practice and Theory

Moderator: Robert Barrier (Kennesaw State University)

All Things to All People? What is the Work of the Writing Center? Is the work of writing centers to be all things to all people? Should we take on the responsibility of “all things writing” in order to better serve our college communities? This presentation explores how writing center directors demarcate the work of our writing centers in an effort to balance “usefulness” with our missions.—Erika Spohrer (Eckerd College)

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Academic Writing: Abandon Hope All Ye Who Enter Here? In their efforts to assist students with assignments, writing centers inadvertently may perpetuate the notion that there is a singular and uncontested format for academic writing. By sharing personal stories and experiences we hope to generate a greater understanding of how to encourage academic writing without suppressing individual style and creativity.—[Emily Zucchini](#), [Jaime Gresalfi](#), [Andrea Mariategui](#) (The University of North Carolina at Asheville)

Works in Progress: Veteran Tutor and Clueless Student, or Keeping the “Truth” to Yourself? When tutors are confronted with student papers that misinterpret texts in damaging and sometime hilarious ways, what should they do: ignore the directive impulse to inform the student about the received interpretation or intervene in the process to protect the student?—[Kevin McKenzie](#), [Robert Barrier](#) (Kennesaw State University)

10:45am-Noon ~~ Roundtable FB5 ~~ Room 126 ~~ **Destination Success: NCCU as a Work in Progress**

Moderator: [Karen Keaton-Jackson](#) (North Carolina Central University)

Strategies for Gaining Support from Administrators, for Eliminating Misconceptions about Writing Centers, for Supporting Interdisciplinary Writing, for Making Technological Progress, and for Contributing to Writing Center Research. In this presentation, a Director and her staff at an historically Black university explore the various ways in which we educate our campus of the true work done in writing centers and our potential to benefit students and faculty in multiple ways, including academic success and retention. [LaKela Atkinson](#), [Anitra Canty](#), [Curtis Henderson](#), [Amanda Jones](#), [Ahna Ledbetter](#), [Karen Keaton-Jackson](#) (North Carolina Central University)

10:45am-Noon ~~ Interactive Multimedia Session FB6 ~~ Room 113 ~~ **Bending Time and Space on the Cheap: Small Colleges Leveraging Big Technologies**

Presenter: [Jasna Shannon](#) (Coker College)

This presentation will look at a pilot project at Coker College that attempts to provide highly personalized writing assistance to its nontraditional students on remote campuses, using Citrix Systems’ “GoToMeeting” service. I’ll discuss the project’s outcomes and lessons learned.

11:15-Noon ~~ Special Presentation FB7 ~~ Meeting Suite ~~ **Creative Tutorials: The Good, the Bad, and the Unexpected**

Featured Speaker: [Kevin Dvorak](#) (St. Thomas University)

This workshop is intended for consultants who incorporate creativity—especially art, films, movie clips, visual literacy, and art, into tutorial strategies. The results can be surprising and sometimes upsetting. I plan on discussing ways to minimize the bad and maximize the good aspects of creativity.

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Noon-1:15pm ~~ Classic Box Lunch ~~ Ballroom ~~ You’ve already been up awhile and you’ve still got plenty left to do, so take a break and refuel with a ham, turkey, roast beef, or veggie sub before returning to the sessions.

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1:30pm-2:45pm ~~ Workshop FC1~~ Room 104 ~~ **Incorporating Art and Play into Tutorials**

Moderator: [Jennifer Johnson](#) (Savannah College of Art and Design)

Toy Story: Using Manipulatives in Writing Center Sessions. This workshop explores using manipulatives (toys) in sessions with students who exhibit a variety of learning styles and intelligences and who benefit from learning in multiple modalities. Participants will experiment with various methods and manipulatives in groups, to explore strategies for prewriting, organization, and revision.—[Margaret F. Swezey](#), [Jacqueline E. Whitt](#) (University of North Carolina at Chapel Hill)

Making Words Our Medium: Designing the Writing Process. Workshop participants will learn creative processes of artists and designers, particularly filmmaking, graphic design, sequential art, and painting, as a way to adapt artistic practices into writing center work so that students from all disciplines and ways of knowing can learn to communicate their ideas creatively and effectively.—[Jennifer Johnson](#) (Savannah College of Art and Design)

1:30pm-2:45pm ~~ Workshop FC2 ~~ Room 107 ~~ **Tutor Training: Focus on Interdisciplinary Concerns**

Moderator: [Chris Fudge](#) (The Citadel)

Blurring Boundaries While Building Bridges: Innovative Theory and Practice Reconfigure Tutor Training. This workshop will address the comparison of specialized function and generalized skills. We will show the need to integrate the specialist and the generalist to give our tutors as much autonomy as they can handle and to act as quickly as possible on what seem to be good ideas. In short, we will demonstrate how we train our tutors to emphasize teamwork with other departments.—[Judy Burges](#), [Jessica Mixon](#), [Kelly Cooper](#), [Chris Fudge](#) (The Citadel)

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1:30pm-2:45pm ~ Panel FC3 ~ Room 124 ~ **Alliances and Transformations: Changing the Idea of a Writing Center**

Moderator: **Christina Bourgeois** (Georgia Institute of Technology)

The Hybrid Writing Center: Post-Colonial Theory and the Satellite Campus. Is it possible to say that a satellite writing center is to the main campus writing center as a colony is to the imperial metrocenter? We think so. Further, we think that Benedict Anderson and Homi Bhabha have insights to offer all writing centers that juggle multiple identities.—**Barbara Rau Kyle** (University of Central Florida)

Don't Worry, I Got Your Back: Developing a Strength in Numbers Approach to Writing Center Alliances. This paper argues for carefully designed connections between campus WPAs, even when connections are by nature strained and complicated by different reporting lines and issues of budget. I will highlight a design we have come up with at Elon University, which is to form a university committee, called eWPA, on which all acting WPAs sit, and I will compare this with situations at several sister institutions.—**Michael Strickland** (Elon University)

Transforming the Writing Lab into a Communication Studio: Rethinking, Revising, and Reforming the Idea of a Writing Center. For over three decades, the idea of a writing center has not really changed and remains focused entirely on one thing: writing. Despite evolving needs of students, curricula, and universities, despite the proliferation of multimedia and technology, writing centers, as the name reflects, remain tethered in the 20th century in a single mode of communication. We at Georgia Tech argue that a transformation in writing centers is necessary.—**Christina Bourgeois** (Georgia Institute of Technology)

1:30pm-2:45pm ~ Roundtable FC4 ~ Room 125 ~ **Training Consultants and Writers: Altering the Material Reality of Writing Center Work**

Moderator: **Sara Littlejohn** (The University of North Carolina at Greensboro)

Creative (Re)Vision: Workshop Model meets Writing Center Session. A new training rhetoric reorients consultants and writers away from conceptions of the Romantics' "poet as genius" and Ginsberg's "first word, best word," which view revision (at best) as superfluous and (at worst) as stifling to creativity, toward the workshop model, while maintaining the collaborative energy of a non-directive session.—**Jennifer Whitaker** (The University of North Carolina at Greensboro)

Don't Buy it Now! In the faceless world of one-click shopping, writers visit the online writing center expecting quick fixes and instant gratification. Training online consultants to emphasize the human element and the importance of conversation can redefine Internet consultations and "train" writers to experience online sessions as sites of collaboration rather than consumption.—**Alan Benson** (The University of North Carolina at Greensboro)

Recognizing Racialized Discourse. As we have trained staff to monitor and change gendered language in academic discourse, we can also work toward changing seemingly invisible and embedded racialized language. Beginning with staff training and culminating in cultural change (however slow), consultants can "train" writers, affecting language use that reflects and becomes new reality.—**Sara Littlejohn** (The University of North Carolina at Greensboro)

1:30pm-2:45pm ~ Roundtable FC5 ~ Room 126 ~ **To Infinity and Beyond: Enlarging the Writing Center into Virtual Space**

Moderator: **Tom Brandt** (Berkeley Preparatory School)

The Technologized Center. In response to a self-study of technology in writing, Berkeley has decided to adopt live, synchronous tutoring as the sole method for online tutoring. We will conduct a study of the efficacy of such program and report on our findings.—**Elizabeth Paushter, Zoe Street, Tara Braun, Nitya Kanuri, Joey Rosati, Caitlin Attal, Tom Brandt** (Berkeley Preparatory School)

1:30pm-2:45pm ~ Interactive Multimedia Session FC6 ~ Room 113 ~ **It's All Jazz: Reconciling Two Paradigms of Creative Writing Center Management**

Presenter: **Jeffrey Cebulski** (Kennesaw State University)

This seminar, based on a reaction to Beth Boquet's 2007 SWCA keynote address, will study the methods of two modern jazz provocateurs, Art Blakey and Miles Davis, in order to shine a light on the kinds of "jazz" leadership possible in Writing Centers, creating centers where leadership leads to tutorial excellence.

2:00pm-2:45pm ~ Special Presentation FC7 ~ Meeting Suite ~ **Talking Writing/Writing Talking in the Writing Center and the Writing Classroom**

Featured Speaker: **Christine Cozzens** (Agnes Scott College)

We know from the success of one-to-one writing conferences that talking about writing is a powerful tool for improving it.

This presentation explores the relationship between both formal and informal talk and writing, including tutoring strategies, classroom activities, and course assignments that more purposefully link these two interrelated modes to help students become better communicators.

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3:00pm-4:15pm ~~ Poster Session One ~~ Ballroom ~~ **LOCAL DESTINATIONS—multimedia and/or visual displays, texts, and presentations that address individual centers with a focus on the past and/or present-day practices**

Moderator: **Glenda Conway** (University of Montevallo)

Balancing Encouragement and Instruction. The Writing Center at Jackson State is itself a work in progress. We *work* in a self-reflective and dynamic environment. We value *progress* as a challenge to prevailing norms. This panel explores how writing tutors facilitate student progress, how tutoring and teaching interact, and how we value progress as a guiding principle.—**Raina Shults, Jeremy Crowe, Melina Baer** (Jackson State Community College)

Escaping Formality: Unlocking the Portal to Creative Personal Statements. Students want help with deciding how to approach writing assignments, what sources to use in reading assignments, what tone to take in personal statements that accompany graduate school applications, and what points to emphasize in job application letters and résumés. To serve them, the Center is developing new specializations, new workshops, and refining its data collection.—**Jill Caputo** (Florida State University)

To the Library and Beyond: Exploring New Locations and Offering New Resources. This poster session will illustrate ways our center is branching out by opening a satellite location in the library, by creating new instructional materials for students, and by conducting workshops on writing issues for the campus.—**Meagan Kittle, Caitlin Springs, Aaron Butler** (Catawba College)

A Place for Reading: Forging New Relationships between the Writing Center and the Reading Student. Students want help with deciding how to approach writing assignments, what sources to use in reading assignments, what tone to take in personal statements that accompany graduate school applications, and what points to emphasize in job application letters and résumés. To serve them, the Center is developing new specializations, new workshops, and refining its data collection.—**Jenise Hudson** (Florida State University)

Elenchus, Epagoge, and Dialogical Tutoring. The relationship between tutor and tutee has traditionally been a marginalizing binary where “tutor” has denoted an authoritative student, while “tutee” has denoted an immature or inadequate student. Reformulating the tutor-tutee relationship in terms of the Platonic Elenchus-Epagoge model provides a practical means of describing/prescribing the tutor-tutee dialectic.—**Adam M. Paction** (East Tennessee State University)

Why Slamming, Styling, and Student Self-Direction? Students want help with deciding how to approach writing assignments, what sources to use in reading assignments, what tone to take in personal statements that accompany graduate school applications, and what points to emphasize in job application letters and résumés. To serve them, the Center is developing new specializations, new workshops, and refining its data collection.—**Ormond Loomis** (Florida State University)

The Journey from the Résumé to the Workforce . Students want help with deciding how to approach writing assignments, what sources to use in reading assignments, what tone to take in personal statements that accompany graduate school applications, and what points to emphasize in job application letters and résumés. To serve them, the Center is developing new specializations, new workshops, and refining its data collection.—**April McCray** (Florida State University)

A New Look At Required Visits. Students who are required to go to the writing center sometimes harbor a general sense of resentment toward the staff and drain the tutors of their energy and resources. On the other hand, students who are not required to visit exhibited a genuine desire to learn. Students in both groups reportedly see definite improvement in their writing and grades after visiting the writing center.—**Ann Logan Wheeler, Cory Lockhart** (University of Montevallo)

A Space for Dialogue about Revision Outside of the Classroom Setting . Students want help with deciding how to approach writing assignments, what sources to use in reading assignments, what tone to take in personal statements that accompany graduate school applications, and what points to emphasize in job application letters and résumés. Data indicates that students who use the Center increasingly include above average first-year college writers, upper level undergraduates, and graduates. To serve them, the Center is developing new specializations, new workshops, and refining its data collection.—**Sarah Unruh** (Florida State University)

The Writing Consultation as Text: Reading Practice to Locate Theory. This presentation explores the value of “found theory,” or theory derived from reflection on concrete practice. When consultants seek to identify theoretical principles at work behind everyday WC situations, they gain valuable reflective insights about our work and challenge forced, uniform application of theory.—**Chelsea Feustel, Jessica Stewart, Danielle Fisher** (Furman University)

Process vs. Product Mentalities and the Writing/Technology Center. One of the major roadblocks in a writing consultation is when a student walks in focused more on “getting the paper done” than the actual consultation. How does one foster a process-focused mindset, and how can one utilize the technology aspect of a writing/technology center to assist in this endeavor?—**Angelica Blackman, M. Jeanette Pitts** (Furman University)

Writing Centers as Contextually Bound and Socially Constructed. As a director of more than one writing center, I examine the differences in the ways in which students at my former university perceived and utilized the Writing Center and the ways in which the students at my current university perceive and utilize the center.—**Gwendolyn Hale** (Savannah State University)

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The Politics of Location: Implications and Possibilities. The politics of location has long been discussed among Writing Center folk, and all-too-frequently, we hear of directors fighting for space in a remote corner of the building. As new writing centers enter the scene, this discussion resurfaces as directors discover the politics of location, both physically and departmentally, can determine a writing center's success.—[Netia Ports-Boone](#), [Jennifer Peper](#) (Savannah College of Art and Design)

3:00pm-4:15pm ~ Panel FD1 ~ Room 104 ~ [Nurturing Basic and ESL Writers in the Writing Center](#)

Moderator: [Joe Ballantyne](#) (Middle Tennessee State University)

Moving Beyond the Higher-Model Order. Do ESL students worry too much about grammar? Should tutors withhold grammar feedback until content and organization are sufficiently addressed? Is it time to progress beyond this simple distinction between grammar and content? The presenter will share her research and her strategies for working progressively with ESL writers.—[Gigi Taylor](#) (The University of North Carolina at Chapel Hill)

Getting Back to Basics: Training Peer Tutors to Work with Basic Writers. This paper will address the special challenges that peer tutors face when working with basic writers and consider what tutoring methods are most beneficial to these writers. Additionally, this paper will provide suggestions on how best to train peer tutors so that they can better assist basic writers.—[Lisa A. Kirby](#) (North Carolina Wesleyan College)

With Buds, and Bells, and Stars without a Name: Cultivating Literacy in the Writing Center. We must explore more creative metaphors of knowledge and understanding. One alternative is *learning is cultivation*. Reading and writing are organic, *emergent* processes in which meaning is cultivated, not built, for meaning changes, develops, and grows. Expanding on the gardening metaphor, we might say that as writing centers, we nurture gardeners and cooks.—[Joe Ballantyne](#) (Middle Tennessee State University)

3:00pm-4:15pm ~ Panel FD2 ~ Room 107 ~ [Addressing Curricular Concerns in the Writing Center](#)

Moderator: [Hope Jackson](#) (North Carolina Agricultural and Technical State University)

A First-Year Electronic Portfolio Rollout: Experiments with a Blended Curriculum. The four components of the current electronic portfolio curriculum—a PowerPoint overview of the portfolio history and pedagogy, a FrontPage template with directions integrated within it, an extended guide for integrating multimedia into the portfolio, and a session on academic research and voice—will be described. Then, this paper will look at faculty and student responses to the new curriculum in order to evaluate the balance between portfolio pedagogy and technology.—[Anne B. Warner](#) (Spelman College)

Utilizing Double-Consciousness and Hidden Curriculum through our Writing Center to Improve Retention. Similar to other colleges and universities, our school, North Carolina Agricultural & Technical State University has a rejuvenated initiative towards improving student retention. Because we are an HBCU, ours has a unique perspective. Our demographics are comprised of first generation, low-income and minority students. Therefore, our retention efforts within our Writing Center conflate double-consciousness with a hidden curriculum approach.—[Hope Jackson](#) (North Carolina Agricultural and Technical State University)

3:00pm-4:15pm ~ Panel FD3 ~ Room 124 ~ [Expanding Services for More Effective Tutoring Practices: Developing a Writing Fellows Program](#)

Moderator: [Tim Catalano](#) (Marietta College)

Extending the Center's Mission with a Writing Fellows Program. This panel presentation discusses the development of a writing fellows program. Participants will hear and have the opportunity to ask questions about the initiation and ongoing development of the program, assessment of the program, and a student's perspective of the program. A current review of literature on writing fellows programs will also be presented.—[Ashley Wollam](#), [Keira Hambrick](#), [Zepeng \(Shane\) Bei](#), [Tim Catalano](#) (Marietta College)

3:00pm-4:15pm ~ Panel FD4 ~ Room 125 ~ [From Consultations to Poetry Slams: Reinventing Writing Center Outreach](#)

Moderator: [Kristin Taylor](#) (Columbus State University)

Reaching Out and Bringing Them In. In our writing center at Columbus State University, we are refocusing our student outreach in a way that not only includes all types of writers but also all types of writing needs and interests. Our presentation will concentrate on the efforts our center has made in the last year. We will also discuss how these efforts have changed student perceptions of our writing center.—[Chelsea Bullock](#), [Lawrence Moore](#), [Kristin Taylor](#) (Columbus State University)

3:00pm-4:15pm ~ Interactive Media Session FD5 ~ Room 126 ~ [A Tale of Two Writers: A Film by Two Student Consultants](#)

Presenters: [Danielle M. Thompson](#), [Ashley E. Cooper](#) (Columbus State University)

The purpose of this 30-minute film is to remind students of the various ways that they can use their interests and idiosyncrasies to aid them in their writing endeavors. In a discussion after viewing the film, consultants are prompted to consider the unique qualities of students in an effort to make the writing process a more rewarding one.

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4:30pm-5:45pm ~ Panel FE1 ~ Room 104 ~ **Examining Tutorial Narratives and Paraphrases**

Moderator: **Wesley Houp** (Union College)

Tutors as Text. Tutor narratives prove beneficial for all stakeholders on campus as we come face-to-face with writing process and practice. This presentation will examine closely several tutor narratives and other forms of tutor *text* in order to illustrate just how beneficial these narratives are in helping to strengthen writing center work.—**Virginia Bower** (Mars Hill College)

Dialogism and the Messy Text: Using Berthoff's "Interpretive Paraphrase" in Writing Tutorials. This panel presentation translates Ann Berthoff's concept of the "interpretive paraphrase" into a tutoring strategy designed to help students generate and sustain "talk" about their writing, and understand more concretely the social construction of textual meaning through their own multivoiced, "messy texts."—**Wesley Houp** (Union College)

4:30pm-5:45pm ~ Workshop FE2 ~ Room 107 ~ **Show Me, Don't Just Tell Me: Making Writing Center Assessment Visible**

Moderator: **Elizabeth S. Priest** (Winston-Salem State University)

Making Visible Our Successes. Intuitively, theoretically, and anecdotally, we "know" that interaction with writing center peer tutors improves student writing, but can we "show" that concept visually? A picture is worth a thousand words; using the 6 Traits of Writing rubric, charts visually "show" dramatic impact of writing center intervention on student writing.—**Miranda Turner, Brittany Barnes, Tecarra Sutton, Elizabeth S. Priest** (Winston-Salem State University)

4:30pm-5:45pm ~ Roundtable FE3 ~ Room 124 ~ **Putting Experience to Work for the Writing Center**

Moderator: **Jill Frey** (Presbyterian College)

Developing Leadership Roles in the Writing Center. Our roundtable will invite discussion and sharing about the contributions of experienced tutors to our writing centers beyond one-on-one tutoring: leadership in the writing center, collaboration with writers and faculty outside the center, community outreach, and research. We will examine the benefits of putting experience to work.—**Jessica Ziegler, Jill Frey** (Presbyterian College)

4:30pm-5:45pm ~ Roundtable FE4 ~ Room 125 ~ **(Re)Learning Differences: The Tutor/Tutee Dynamic**

Moderator: **Melissa Miller** (Duke University)

One of These Things Is Not Like the Other. In writing center conferences, how do tutors and tutees negotiate highly individualized approaches when they have very different learning styles and skill sets? The idea of difference lies at the heart of the tutor/tutee relationship. With specific research topics in mind, a group of undergraduate writing tutors will encourage attendees to focus on (re)learning differences.—**Rachel Alaniz, Bethany Hill, Lauren Cooper, Lauren Yei, Melissa Miller** (Duke University)

4:30pm-5:45pm ~ Panel FE5 ~ Room 126 ~ **Who We Are and Where We're Going: Exploring Identity, Authority, and Mission**

Moderator: **Rebecca Shockey** (Winthrop University)

Teachers First and Tutors Second? Competing Professional Identities in the Writing Center. How do graduate student tutors in writing centers assemble a professional identity when their roles and training—as tutors, teachers, and scholars—sometimes clash? Focusing on the experiences of graduate students who teach and tutor at the University of Florida's Reading and Writing Center, this paper explores how these roles complement and compete with one another.—**Ariel Gunn** (University of Florida)

The Writing Center or The Professor's Office? For many students, being tutored by a professor is like being in the professor's office, where they feel they are being judged and graded. This is not the professor's fault, mainly a stigma younger students attach to authoritative figures on a college campus. The purpose of this paper will be to explore this stigma and to give another perspective on the effects of professors as tutors in the Writing Center.—**Ashley Carmichael** (Winthrop University)

The Writing Center: Preparation for the Future. In order to serve students in the Writing Center, directors, trainers, and tutors should examine where we are and where we are going. By examining its methods and missions, tutor training and resources, the Writing Center can surpass expectations with future growth and success.—**Rebecca Shockey** (Winthrop University)

5:00pm-5:45pm ~ **Special Presentation FE6 ~ Meeting Suite** ~ **State of the Profession: An Overview of the International Writing Centers Association**

Featured Speaker: **Michele A. Eodice** (The University of Oklahoma)

The current president of the IWCA will discuss the Summer Institute, writing center organization issues, assessment, and so on. This session is intended not only to inform but also to respond to your questions, comments, and concerns.

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6:00pm-11:00pm~~ Evening Excursions ~~ Atrium Lobby ~~ You've worked hard; now it's time to play. Paint the town red by participating in one of our evening events: (1) Dixie Queen Riverboat Cruise, (2) Crystal Beer Parlor Supper Gathering, (3) Tybee Island Beach Trip, (4) City Markey Hangout, (5) Haunted Pub Crawl. Connect with your tour guide and fellow travelers in the lobby before loading into transportation and departing for your destination. You can use the space below to record your plans for your excursion.

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