

Saturday, February 9th

8:00am-9:00am ~ Continental Breakfast ~ Ballroom ~ Drop in for assorted pastries, coffee, and juice before heading out to the day's sessions.

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9:15am-10:30am ~ Poster Session Two ~ Ballroom ~ **FUTURE DESTINATIONS—multimedia and/or visual displays, texts, and presentations that emphasize innovation and research in practice**

Moderator: **Deborah Reese** (Armstrong Atlantic State University)

**Let's All Be Furies Today: The Ever Changing World of Writing with Technology.** With students tapping into virtual spaces like blogs and sites such as *Facebook* and *MySpace*, is it possible that instructors/writing assistants can utilize a virtual world such as *Second Life* to encourage and facilitate student writing?—**Dianna Baldwin** (Middle Tennessee State University)

**“Signal flags” and the “Tutor Treasure Trove.”** These unusual communication systems allow us to share information quickly and efficiently without flooding tutors' inboxes with Email, plus keep our staff informed and amused.—**Vicki Behrens, Kimberly Abels** (The University of North Carolina at Chapel Hill)

**Non-Tutoring Uses and Applications of Writing Center Spaces and Staff.** Our four posters illustrate our Center's commitment to revitalizing and reconceptualizing our student publications, *The Pick* and *Gambit*, which serve to recognize the academic and artistic accomplishments of the student body; interactive workshops and literary presentations each fall and spring through our Speaker Series; our laid-back study environment complete with coffee and conversation; our innovative use of multimedia orientations to encourage the involvement of our incoming classes, which are growing each semester at an unprecedented rate; as well as other services designed to compliment and accommodate other academic programs and organizations.—**Jayetta Slawson, Melanie Marse, Sherman Fitzsimons, Alysia Catanzaro** (Southeastern Louisiana University)

**Imagined Cartographies: Visions of the Writing Center as a Zone of Engagement.** This poster maps one possible future, envisioning the writing center in terms of zones of engagement, as a space for interdisciplinary collaboration; as a focal point for integration on college campuses; and as a vehicle for community outreach. —**Carrie R. Matthews** (The University of North Carolina at Chapel Hill)

**Writing Centers on the Web: A Multimedia Presentation.** Developing an online presence is a necessity for writing centers on today's technologically-oriented campuses. Handouts will be provided that outline the essentials of web design and provide information on how to build a site for your center. Using a laptop, conferees can explore writing center websites (including ours!) for inspiration.—**Mary McCoy, Amanda Bowen** (The University of North Carolina at Asheville)

**Remapping Mindsets About Writing as Technology.** This session will display the findings of experiments, reflections, and discussions that question the boundary between writing and technology during writing consultations.—**Katherine Myers, Chad McLain** (Furman University)

**Bridging the Gap: Consultant-Instructor Collaboration in Summer Bridge Programs** Freshman retention rates are higher among students who have gone through a bridging program. Writing centers can play a key role in working with faculty and students to enhance academic success.—**DiAnna E. Ritola** (The University of North Carolina at Chapel Hill)

**A Reality Check: Tutoring in a Visual Literacy Environment.** In an increasingly multimodal academic environment, writing centers are challenged to help students with a variety of assignments. Both the object of the written response (photography, film, paintings, web sites, comics/graphic novels, etc.) and/or the response itself might be multimodal. This presenter will share resources and discuss how best to prepare and train tutors to respond to these varied texts.—**Vicki Russell** (Duke University)

**Chipping at the Ol' Block.** When struggling with writer's block, everyone immediately turns to the same old devices: outlining, freewriting, timed writing, etc. While these classic approaches don't always work, there are many suitable alternatives.—**Daniel Smedley** (The University of North Carolina at Asheville)

**Testing Michael Harvey's The Nuts and Bolts of College Writing.** An interactive poster will demonstrate the success of two formats (face-to-face and online) of a writer's workshop designed to improve writing skills through increased accessibility.—**Leslie Valley** (East Tennessee State University)

**Paving Potholes in the Road: Working with ESOL Writers.** Just as tutors often have difficulty explaining basic writing concepts to ESOL students, such learners frequently struggle to understand advice given to them. This poster display presents new approaches to some of the obstacles on this two-way street.—**Joe O'Connor, Erin Christian, Stephanie LaSalle, Crystal Davis, Elizabeth Larrimore, Joey McPeters, Francisco Resto, Johnny Flynn, Josh Coleman, Megan Stern, Donnette, Ansah, Deborah Reese** (Armstrong Atlantic State University)

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9:15am-10:30am ~ Panel SA1 ~ Room 104 ~ **Destination FYC: How University Writing Centers Can Prepare Future College Writers**

Moderator: **Christine Gattas** (Kennesaw State University)

**Writing Centers Reaching Out to High Schools: A Bridge to the University.** All too often, university writing center tutors encounter freshmen who state, "They never prepared us for this in high school." This is an unprecedented opportunity for writing centers and where a high school outreach program comes in. This panel will discuss two different but effective outreach endeavors to prepare future college writers.—**Jared Miller, Leah Hale, Nicole Lane, Beau Harper, Christine Gattas** (Kennesaw State University)

9:15am-10:30am ~ Panel SA2 ~ Room 107 ~ **As the World Turns: Our Writing Center's Response to "Our Changing World"**

Moderator: **Maren V. Henry** (University of West Georgia)

**Core Curricula and Assessment Programs.** The panel presentation will address the need, design, implementation, initial assessment, and pedagogical implications of The Enhanced Program, which targets students with low writing proficiency and requires them to spend one hour per week in The University of West Georgia's Writing Center.—**Brandy James, Pat Reinhardt, Denise Slavinski, Maren Henry** (University of West Georgia)

9:15am-10:30am ~ Panel SA3 ~ Room 124 ~ **Foraging in Our Field(s): Strategies for Effective Writing Center Research**

Moderator: **Jennifer Liethen Kunka** (Francis Marion University)

**The Tutor as Researcher: Jumping from Practitioner to Scholar.** Recent interest in tutor scholarship is part of an academic paradigm shift that promotes undergraduate research. Scholarship in tutor-training classes and collaboration among directors and tutors create a writing center "culture of research." Tutors benefit personally through greater autonomy; they also identify knowledge that broadens our academic conversation.—**Jane Bowman Smith** (Winthrop University)

**Tracking Our Progress: Steps toward Effective Data Management.** The writing center community needs to do a better job of publicizing methods for creating, tracking, and assessing empirical data. This presenter will share strategies for effective data management, including steps toward collecting, storing, and analyzing data, as well as strategies for avoiding missteps in the data management process.—**Jennifer Liethen Kunka** (Francis Marion University)

**Getting Grounded: Grounded Theory and Ethnographic Research in Our Writing Centers.** Ethnographic research continues to be a valuable resource for Writing Centers. This presenter will discuss the application of grounded theory in ethnographic approaches, including the use of coding, as well as the consideration of advantages and difficulties inherent to this form of data collection.—**Heather E. Epes** (Francis Marion University)

9:15am-10:30am ~ Panel SA4 ~ Room 125 ~ **A Collaboration in Progress across the Atlantic: From Memphis to Belfast and Back Again**

Moderator: **Clayann Gilliam Panetta** (Christian Brothers University)

**Defining Ideas about Transatlantic Boundaries between Writing Programs.** This presentation will illustrate the benefits of international collaborative writing outreaches by discussing the continuing relationship between the Christian Brothers University Writing Center in Memphis, Tennessee, and the St. Mary's University School Writing Centre in Belfast, Ireland. For two consecutive years, the Writing Center/Centre staffs from each of these two locations have participated and hosted joint workshop series for their two staffs.—**Kristin Moore, Bonnie Burgette, Amanda Pitt, Tim Miller, Clayann Gilliam Panetta** (Christian Brothers University)

9:15am-10:30am ~ Panel SA5 ~ Room 126 ~ **Mastery Rejected: The Development of a Post-Process Writing Center**

Moderator: **Luke Nailer** (The University of Alabama)

**The Writing Center Tutorial as a Work-in-Progress.** This presentation draws upon the work of Lee-Ann M. Kastman Breuch to theorize the physical and philosophical renovation of a university writing center from a post-process standpoint. Presenters will discuss how recreating a writing center challenges a reliance on expertise and renews a commitment to dialogue.—**Cait Lovely, Sarah Braithwaite, Alaina Jobe** (The University of Alabama)

9:15am-10:30am ~ Panel SA6 ~ Meeting Suite ~ **Speaking, Listening, and Learning: Meeting the Global Needs of International Students in the Writing Center**

Moderator: **Robert A. Russell** (East Tennessee State University)

**American English Pronunciation Training, Conversation Practice, English Table, and Staffing Challenges.** Serving the learning needs of the university's growing international community is a major component of the Writing & Communication Center's mission. In response to the diversity of abilities, needs and learning preferences present in our international student population, we have developed a network of peer-delivered services to assist them. These include individual consultations on pronunciation (tutoring and practice), conversation, and listening skills, and two conversation groups. We are constantly trying to meet the challenges of funding and staffing in order to continue these services.—**Katherine Blevins, Jessica Fitzpatrick, Tiffany Williams, Robert A. Russell** (East Tennessee State University)

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Random moment: Pause. Breathe. Remind yourself of your favorite quote about writing. Use the space below to jot down something you want to remember about the conference. Smile. Move on.

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10:45-Noon ~ ~ Workshop SB1 ~ ~ Room 104 ~ ~ **Working with Recalcitrant Students**

Moderator: **Kathleen Blair** (The University of North Carolina at Asheville)

**How Can I Be Tutored When I'm Terrified?** Visiting a writing center can be extremely distressing for some students, especially first-timers. A close examination of all aspects of a visit within individual writing centers can make tutors more aware of their performance and greatly reduce distress in clients, promoting an environment and emotional state conducive to improving writing.—**Lacey Long** (Winthrop University)

**Motivating Students to Participate in Groupwork and Collaborative Activities.** Students are frequently expected to engage in collaborative work, which can be challenging to students and teachers. We have designed handouts and will engage participants in discussion of the strategies to make groupwork smoother and to optimize writing centers for collaborative teams.—**Luiza DeCamargo, Kathleen Blair** (The University of North Carolina at Asheville)

10:45-Noon ~ ~ Panel SB2 ~ ~ Room 107 ~ ~ **Tutors as Epic Heroes: History-in-Progress (In)Forming Practice**

Moderator: **Kathi Griffin** (Millsaps College)

**How Our Histories Shape Our Presents and Future.** Since 1984, our writing center history had remained oral. Then, like Homer we began: "Tell us, O Muse, of the ingenious heroes...." Thus we began to narrate our journeys, to identify foundational moments. Recently, we realized that our history, a work-in-progress, had begun to inform our practice, a process both motivating and unsettling.—**James Rice, Amy Marcellus, Kathi Griffin** (Millsaps College)

10:45-Noon ~ ~ Panel SB3 ~ ~ Room 124 ~ ~ **One Writing Center, Three Destinations**

Moderator: **Noreen Groover Lape** (Columbus State University)

**Working with Learning and Cognitively Disabled Students: A Case Study.** In my paper I will share the numerous tools that tutors can use to identify and help the cognitively and learning disabled student during writing center consultations.—**Gretchen Nevins** (Columbus State University)

**Do You Understand Me Now? : The Voice Recording Process in Online Tutoring.** I seek to make our OWL services closer to an actual face-to-face session by avoiding the directiveness that is often a consequence of the "read and comment" method.—**Cassandra Ellis** (Columbus State University)

**Reciprocity in the Writing Center: Peer Tutors as Transformative Learners.** I will focus on three key phases of Jack Mezirow's scheme – the "critical assessment of epistemic, sociocultural, or psychic assumptions"; the "disorienting dilemma"; and the period of "self-examination"—in order to suggest how directors can shape a learning environment based on reciprocity, geared toward transformative learning, and committed to social justice.—**Noreen Groover Lape** (Columbus State University)

10:45-Noon ~ ~ Panel SB4 ~ ~ Room 125 ~ ~ **When Thelma and Louise Run the Writing Center: A Feminist Road through Collaboration**

Moderator: **Mary Lou Odom** (Kennesaw State University)

**How Feminist Theory Lends Itself to Understanding Writing Center Studies.** Like writing center work itself, such administration works best when it is most invisible and is thus open to the kinds of critiques leveled at many feminist modes of leadership.—**Rachel Greil, Mary Lou Odom** (Kennesaw State University)

**How Feminist Theory Forges Relationships between the Writing Center and Part-Time English Faculty.** By reaching out to these faculty in non-threatening, informal ways, this fledgling program welcomes these marginalized individuals into the conversation and collaboration of the Writing Center and, by extension, the department and university.—**Rick Bombard, Mary Lou Odom** (Kennesaw State University)

**How Feminist Theory Can Guide the Development of Training Manuals for Beginning Writing Center Assistants.** The manual's design, content, and tone embody a feminist mindset—welcoming yet informing and reflective of the Writing Center's approach to learning.—**Christine Gattas, Mary Lou Odom** (Kennesaw State University)

**How Feminist Theory Can Shape Writing Center Outreach Programs to Composition Classes.** This incredibly successful initiative exemplifies what is gained when students learn of the Center and its services from their peers rather than from more authoritarian or impersonal sources.—**Nicole Lane, Mary Lou Odom** (Kennesaw State University)

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10:45-Noon ~ ~ Panel SB5 ~ ~ Room 126 ~ ~ **Respect and Difference**

Moderator: **Chrstina Romanelli** (Appalachian State University)

**A Worker in Progress: The Myth of the Depersonalized Consultant.** I explore the role of the writing consultant in working with opinion papers. I argue that the consultant is not a depersonalized controller of "correct" grammar; instead, as part of the dialectic of writer and reader, the consultant takes part in an ongoing dialogue.—**Kevin Young** (Appalachian State University)

**The Destination of Diversity.** The emphasis on diversity and difference in writing center theory leads to further alienation rather than unification of aims and purpose between consultants and writers. I would like to present difference as part of a universal condition that cannot be ignored, but should not be highlighted in our efforts as tutors or consultants. Instead we should concentrate on methods that can help us to reach all clients, regardless of nationality or social status.—**Christina Romanelli** (Appalachian State University)

**Negotiating the Term "Peer."** Muriel Harris talks about the paradox of the term "peer consultant" and how a real peer relationship can never be achieved because the consultant or tutor is always in some position of power. By drawing on writing center theory and actual practice, this paper will address the ways consultants might navigate between consultant identity and purpose and the client's perceptions.—**Becky Woodard** (Appalachian State University)

**Contrastive Rhetoric Strategies.** I will provide possible answers to the question: To what extent can writing teachers of ESL students respect the rhetorical conventions of the student's culture? Mainly, I will explore links between identity and the use of language, and precisely the way in which writing in a foreign language changes a writer's thinking.—**Elitza Kotzeva** (Appalachian State University)

10:45-Noon ~ ~ Workshop SB6 ~ ~ Meeting Suite ~ ~ **Developing Heuristic Guides for Student Success**

Moderator: **Lyndall Nairn** (Lynchburg College)

**Writing to Think and Learn: Writing Centers as Intellectual Hubs of Learning.** After discussing different techniques of establishing a writing center as an intellectual hub to all disciplines in any learning community, participants will collaboratively create a working library of ideas to take back and incorporate into their writing center practices.—**James Newell** (Daytona Beach Community College)

**Freshman Writing: A Work in Progress.** Previous attitudes towards and experiences with writing in high school will influence the success of college freshmen's essays. This presentation will discuss the results of a questionnaire designed to identify the levels of freshmen's writing skills, thus enabling tutors to provide more effective guidance during tutorials.—**Karen Hatter, Rosalind Eberhart, Katie Graves, Leslie Harris, Jennifer La Plante, Lyndall Nairn** (Lynchburg College)

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**Noon-2:15pm ~ ~ Savannah Barbeque Buffet Banquet and Closing Plenary Session ~ ~  
Ballroom ~ ~ Considering the Future Past**

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

**Beth Burmester** (Georgia State University)

**Marcy Trianosky** (Hollins University)

**Featured Speakers: Christine Cozzens** (Agnes Scott University)

**Kevin Dvorak** (St. Thomas University)

**Michele A. Eodice** (The University of Oklahoma)

**Christopher Ervin** (The University of South Dakota)

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2:30pm-3:45pm ~ ~ Board Meeting ~ ~ Room 104 ~ ~ SWCA board members meet to conduct their closing session.

2:30pm-3:45pm ~ ~ Afternoon Excursions ~ ~ Atrium Lobby ~ ~ Polish off your visit to Savannah by participating in one of our afternoon events: (1) Lafayette Square Sojourn, (2) Historic Savannah Guided Tour, (3) AASU Art Gallery and Writing Center Tour. Connect with your tour guide and fellow travelers in the lobby before departing for your destination.

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