

Sessions A—Thursday 8:00-9:15

- Ballroom 1 **Theory and the Everyday**  
Meg Carroll, Katy Dorchie, Jennifer McGaw (Rhode Island)  
Writing tutors frequently complain that they become burnt out as writers by the time they're juniors. They've learned how to succeed in their academic writing, but these "successful" papers begin to feel more and more formulaic. During staff preparation meetings, sessions that are partially designed by fully-participating returning tutors as well as new recruits, space is set aside for alternative discourses that breathe new energy into traditional academic writing. Tutors will present their projects and will provide space for participants to experiment.
- Ballroom 2 **efx of dis r 2 impt 4 u 2 ignoR**  
Amy McAllister, Rachel Corbett, Natalie Mahaffey, Ford Simmons, Ashley Leamon, Lauren Stout (Francis Marion)  
In an interactive presentation, a group of undergraduate tutors will discuss the recent development of Internet lingo as a discourse and offer advice on how to address it effectively in writing center tutorials.
- Commerce **Formative Space: A Portfolio Approach to Tutor Development**  
Lori Salem, Elizabeth Allan, Rebekah Buchanan, Daniel Ellis, Dan Gallagher, Jaime Lynn Longo (Temple)  
In this roundtable, we will report on an effort to understand and articulate what tutors learn in a tutor development program. Our presentation is based on the multi-year, on-the-job, portfolio-based tutor development program at Temple University. We will show several portfolios and discuss what they reveal about tutors learning.
- Congress **Out of the Attic: One Writing Center's Growth into New Spaces**  
Daniel Frick, Amanda Blewitt, Jill Fonda (Franklin and Marshall)  
We will discuss how a new in-class workshop program redefines our Center's space in the college community by moving tutors into the classroom and expanding notions of what we do. Once perceived exclusively as a place for remediation, our Center is now understood as a vital presence in academic life.
- Caroline **Invisible Disabilities in the Writing Center**  
Julie Garbus (Northern Colorado), Charlene Hirschi (Utah State)  
College students who are hard of hearing or have psychiatric disabilities, though increasingly able to attend college, face difficulties insufficiently addressed by many student services providers. Writing center advisors can help such students learn to work with their disabilities to attain college success. Our presentation discusses writing issues hard-of-hearing studentd and those with psychiatric conditions commonly face, and what we, as long-time writing consultants and administrators, have learned about how to help these students work to their full potential.
- Preston **Talk Takes Shape: Exploring the Contextual Spaces in which Writing Center Talk Occurs**  
Ann Litman, Breanne Benkovich, Michelle Gaffey (Duquesne)  
Does talk in the Writing Center have a shape? How do different contexts affect the talk we do within and about the Writing Center? This presentation explores the space of the Writing Center and how our talk functions inside and outside of it. Presenters will discuss the cultural contexts of ESL students, a Writing Center's promotional rhetoric, and the metaphorical construction of a Center's space within the academy.

Capital **Sculpting Analysis Skills in an Outdoor Writing Center Workshop** Daphne Thompson (Johnson & Wales–Charlotte)

"It's a bird, it's a plane, or is it a bug?" students wonder while scrutinizing sculptures during an outdoor Writing Center workshop. Who says workshops must be within the space of four walls? Help spatially/creatively oriented students learn the process of critical analysis in a fun and unusual way.

**Demystifying Spaces: Methods for Improving Writing in Art**

Amanda Simons (Michigan–Flint)

Art appreciation students must translate visual information into literal information. Writing center tutors, while not members of the art discourse community, have a responsibility to respond to this translation of information. This presentation will explore methods of treating visual information as literature from which to cite rhetorical information.

**Putting Plato and Aristotle to Work: Using Classical Rhetoric in Writing Center Tutoring Sessions**

John Paul Ewing, David Sweeten (Sam Houston State)

Both Plato and Aristotle held that the art of dialectic, or the Socratic Method, should be implemented in all forms of rhetoric and oratory to construct the strongest arguments possible. This presentation will attempt to explain the basics of the classical art of dialectic and instruct writing tutors on how they can implement these methods when tutoring clients who must logically defend a position or contention to fulfill a writing assignment.

Texas

**A Look into the Effects of Tutor Training Modules on Tutors' Understanding of their Roles in the Writing Center**

Alison Brown (California–Santa Barbara)

This presentation will share the results of an investigation into the perceived benefits of tutor-training courses compared to workshop-style tutor trainings. The data gathered on the participating writing tutors, trained in the two different modules will explore the tutors' conceptualization of their roles in relationship to writing center philosophies.

**Missing Texts and Unexamined Assumptions: Complicating Tutors? Reflective Practice**

Susan Dinitz, Jean Kiedaisch (Vermont)

We present two ways to complicate tutors' reflective practice by bringing in texts often left unexamined: (1) the writing brought by the student to the session and (2) the story of the session as told by the tutor, analyzed using Welch's "The Return of the Suppressed" as a framework.

**Unlocking the Door: Keys to A Successful Writing Fellow Feedback Model**

Jasmine Swaniker (Duke)

This presentation explores the benefits of a peer tutoring model that pairs trained individual tutors with a specific first year composition class. What is different about this type of tutor/tutee relationship in terms of authority? How does the type of feedback the writer receives differ from teacher/other peer review/regular writing center tutor responses?

Sessions B—Thursday 9:30-10:45

Ballroom 1

**Shared Space: Collaboration, Writing, and Community**

Andrew Jones, Lisa Loch, Allison Perlman, Zach Garcia, Lisa Avery (Texas)

We will present a discussion of our attempts at the UT Undergraduate Writing Center to create inclusive collaborative spaces in a variety of contexts. These include not only the specific, local spaces in which our consultants work with

students, but also the virtual spaces of our online journal, our online writing website and the larger academic and local environments.

- Ballroom 2 **The Matrix Factor: Instructional Potential of Word Matrices**  
Kris Gottlieb, David Clarke, Allison Newton (Sam Houston State)  
We have come across a tool that succeeds in helping students to express themselves succinctly, the Emotional Word Matrix. This draws on a student's reading vocabulary and brings forgotten words into their working vocabularies. We present the Matrix in hopes that it will inspire others to utilize and expand it.
- Commerce **Stories of Personal Betrayal (or How Tutors' Relational Needs Influence the Perceived Success of Tutoring Sessions)**  
Margaret Weaver, David Gross, Lyndsey Fronterhouse, Janell Derryberry, Kelly Money (Missouri State), Gayle Mercer (Wisconsin-Whitewater).  
This roundtable will share several case studies of graduate tutors working with basic writers. Success was defined by the students' ability to fulfill the relational needs of the tutors, not by what the students accomplished. We will explore whether identification must involve an emotional component and if this reflects an over-valuing of students' voices
- Congress **A Synthesis of Qualitative Studies of Writing Center Tutoring**  
Rebecca Babcock, Kellye Manning, Travis Rogers, Amanda McCain (Texas-Permian Basin) and Loy Pearce (Texas-El Paso)  
We will present a synthesis of qualitative studies of writing center tutoring. The study used a grounded-theory research team approach. Members of the research team read qualitative studies and through grounded theory coding determined relevant themes. From this coding and analysis they developed a theory of writing center tutoring practice. In this 90-minute panel presentation the members of the research team will each share aspects of the research project and its results.
- Caroline **Thirdspace Views of Writing Centers**  
Tiffany DeJaynes (Teachers College, Columbia), Moira Ozias (Kansas), Sadie Robb (Kansas)  
This panel identifies what academic and urban spatial discourses have to offer each other, and how writing centers can become intermediary spaces from which we can work with more integrity as we attempt to speak and collaboratively affect change.
- Preston **Revisiting the Correctness Conversation**  
Shareen Grogan (National), Brandi Blahnik (MiraCosta College)  
Tensions remain between faculty who expect writing centers to be the grammar police and writing centers who want to work with writers, not with papers. To revisit the correctness conversation, we talk on film to a diversity of faculty about their expectations for student writing and writing centers.
- Capital **Operating After Hours: Adventures of a Discipline-Specific Tutor?**  
Joel Carter (Houston-Clear Lake)  
A discipline-specific tutor program can exponentially increase the space in which the writing center operates by bringing it directly to the classroom. Attaching a discipline-specific tutor to a writing-intensive class creates a mini-writing center but without the limited space and hours of operation. This session will discuss how to increase the reach of the writing center by building (with or without funding) an effective discipline-specific tutor program.
- The Satellite Writing Center from a Nursing School Perspective** Lawrence

Schwegler (Texas-San Antonio)

This study examines how writing centers explore new spaces through launching satellite writing centers. I attempt to understand what local and cultural forces assisted in the creation of a satellite writing center at a regional nursing school, and where writing centers might be launched in the future.

**A Small Step for Writing Centers, A Giant Leap for Nursing Students** Cheryl Carithers (Texas Christian)

In recent years, the national shortage in nursing has precipitated an increase in nursing majors at both two year colleges and four year universities. Thus, writing centers are being called upon to make "space" for nursing students, taking on more responsibility for teaching them writing, both basic skills and those appropriate for their profession. Therefore, this paper will explore the approaches consultants and centers may take to create space for nursing students, including how to meet the demands of the program criteria and writing assignments and maintain a healthy relationship with the faculty in the program.

Texas

**Guerilla Marketing Operations: Using In-Class Workshops as Advertising Space for the Writing Center**

Kennie Rose, Mark Rickert (Middle Tennessee State)

The presenters will give an interactive demonstration of two in-class workshops: one dealing with essay organization, the other related to APA style. Both are designed around a 30-minute PowerPoint "shell"?the presentations offer a fun, image-laden outline, but to fill the average class period, they must be supplemented with collaborative activities.

Library

**Conversation with Writing Center Legend Muriel Harris**

Sessions C—Thursday 11:00-12:15

Ballroom 1

**Let's Chat: The New Virtual Center**

Chloe Diepenbrock (Houston-Clear Lake) Rebecca Damron (Oklahoma State)

This panel session reports on a study of WCOOnline's beta version of its Interactive Chat Module (ICM). Tutors from Oklahoma State University and the University of Houston-Clear Lake conducted conferences with each other via chat. Conferences were assessed through tutor reflections, questionnaires, and discourse analysis of chat transcripts.

Ballroom 2

**The Chutzpah Ethos and Writing Center Leadership**

Emily Nye, Sohee Jung, Rae Ann Ianniello (Cal State-East Bay), Erin Goldin (Cal State-San Marcos)

This session explores ways to renegotiate the professional ethos of writing center administrators using chutzpah—a Yiddish word depicting audacity or brazenness. The chutzpah ethos offers a tongue-in-cheek invitation for us to step from an often marginalized position to one of authority, where writing is central in the campus community.

Commerce

**Justifying Our Space: Making a Critical Choice in Writing Center Assessment**

Jennifer Liethen Kunka, Matthew Nelson, Phillip Gardner, William Ramsey (Francis Marion)

Join us to discuss the theory and practice of our new assessment strategy, which engages both tutors and writers in describing the critical thinking exercises that take place during tutorials. An assessment strategy focused on critical thinking skills can help directors justify their spaces in terms that administrators can

understand.

Congress **"Turn Left at the Coffee Pot": Navigating the Intersections of Ethical, Methodological, and Institutional Space in Writing Center Research**  
Kate Brown (Louisville), Tonya Cochran (Union), Beth Godbee (Wisconsin-Madison), Anne Heintzman (Louisville)

This interactive workshop will involve participants in consideration of ethical issues in research, including methodological design, the human subjects review process, and the fair usage of data collected for administrative purposes. Following short presentations, participants may join two of four small groups focused on ethics in research.

Caroline **To the Breaking Point: Stress and Peer Writing Assistants**  
Tiffany Turcotte (Lansing Community College)

In this workshop, participants will learn what the common causes of PWA stress are and how to effectively deal with them. This primarily psychological based session will also look at statistics on stress, the simplified stress model and types of burnout and strain. Physiological, psychological and behavioral stressors in the writing center will be defined. How to deal with stressed co-workers and students, as well as coping methods and relaxation techniques will also be highlighted

Preston **The Writing Center as Mothership: Synergizing Tutoring Missions**  
Kathy Evertz, Gene Bauer (Carleton)

This workshop will focus on how institutions can make multiple use of writing tutors to achieve the goals of several related writing programs. We will discuss how we offer three different tutoring programs (the writing center, the Writing Assistant Program, and ESL tutoring) with a single group of consultants. Participants will learn how to weave recruiting, hiring, training, and supervising into what they are already doing at their own institutions.

Capital **Whose Space is it Anyway?**

Ali Mageehon (New Mexico State -Alamogordo)

Space and the ways in which tutors, students and the writing center director negotiate that space are critically important in any writing center. In this presentation I will explore the ways in which my tutors and I have negotiated space, how we have used training and professional development as a way to encourage ownership of the writing center, and how we have encouraged students to negotiate space within the writing center.

**One Space, Two Space, Green Space, Blue Space: On the Other Side of "Otherness"**

Maryann Whitaker (Texas A&M-Commerce)

Last year, I presented a paper about the otherness of tutors in the Writing Center. Now I am a teaching assistant. I can park in the prized blue faculty spaces, but I experience new feelings of otherness leaving the safe, warm environment of the Writing Center for the TA office.

**Space for Inner Peace: Remaining Empathetic While Avoiding Empathy Overload**

Deborah Murray (Kansas State)

This workshop's aim is to help tutors remain compassionate while maintaining healthy boundaries. We will practice ways to avoid being drained by "energy vampires." In addition to offering hypothetical scenarios, this workshop will also share a brief meditation aimed at helping tutors gain energy from our interactions with others.

Texas

**Do This! Do Whatever: Directive versus Non-Directive Tutoring**

Sean George (Texas A & M--Commerce)

While students' can be empowered when they generate ideas for drafts and proofread, students seem to miss "something" when tutors assume a non-directive role in the writing center. I hope to shed new light on this common debate examining past scholarship and current writing center theories while also conducting my own research.

**Deepening the Collaborative Identity: Adventures in Teaching an Undergraduate Writing Center Course**

Carol Mohrbacher (St. Cloud State)

One way to motivate explorations of the writing centers untidy mix of theory and practice is bring in the experts the experienced tutors themselves. This narrative paper tells how a writing center director and staff collaborated in teaching an undergrad writing center theory and practice course.

Library **Conversation with IWCA President Clint Gardner**

Sessions D—Thursday 1:45-3:00

Ballroom 1 **Practicing the Art of Neogitation**

Roberta Kjesrud, Mary Wislocki (Western Washington)

The administrative work of writing center directors invariably includes the challenging tasks of advocating for our programs and negotiating for resources with upper level administrators. Despite this fact, few of us have either the training or the experience that prepares us to work skillfully with our superiors in difficult situations. To help develop our negotiating skills, workshop leaders will present several strategies based on business and communication models (Meyerson; Rosenberg). Participants will practice these strategies in the context of scenarios featuring typical administrative conflicts.

Ballroom 2 **Duality and the Undergraduate Peer Tutor: Examining the Shift between Specialized and Generalist Tutoring**

Lisa Stalbaum, Aimee Kappes (Purdue)

This presentation will focus on one writing center and the generalist role of its undergraduate peer tutors in its satellite locations as compared to the specialized role the tutors fill in its main writing center. Presenters will look closely at characteristics of satellite centers that cause peer tutors to function in a generalist role, include personal experiences about how tutors negotiated these dual roles, and discuss research findings from both interviews with peer tutors and surveys on satellite centers at other universities

**Space and Place: Tutoring Faculty in the Writing Center George**

Evelyn Schreiber, Christina Mueller (George Washington)

We present one model of training tutors to work with faculty members or advanced graduate students on research projects. Breaking down the "academic" intimidation barrier and role reversal of the "person supposed to know" helps tutors envision their own projects in more manageable and mature ways while enhancing their tutoring techniques.

Commerce **Writing Centers: The Space Between**

Amanda Bates (Texas A&M and Blinn)

Writing centers are traditionally viewed as external to traditional academic spaces, but in reality, they function as hallways that connect the confined space of the teacher with the limitless world of the student. This project examines these

unusual spatial relationships and their effects on teacher, writing center, and student.

**I Hear An OWL Call My Name: Audio Online Feedback for Writers**

Vicki Russell, Tori Scala (Duke)

When designing an online service for the first time, this presenter will share the rationale behind deciding to offer student writers a combination of audio and written feedback. What are the benefits and drawbacks? How does this type of feedback differ substantively from written comments? What are the profiles of students who might prefer oral to written comments or vice versa? How do tutors respond to using one rather than the other?

Congress

**The Writing Center Consultation as Courtly Love**

Kandace Lytle, Chair

Karen McClellan, Respondent

Deann Armstrong (Southwestern)

This paper anecdotally explores the ways in which Slavoj Zizek's theory of courtly love informs the practice of writing center consultations. I align the role of Lady with the role of consultant and suitor with consultee, and I identify both valuable and detrimental aspects of engagement in the etiquette-governed masochistic game of negotiating the paper.

**Close Consultation: Familiarity and the Small University's Writing Center**

Bethany Leidlein (Southwestern)

As peer consultants at a small liberal arts university, we daily negotiate the challenges of maintaining professional rapport with consultees with whom we are very often at least somewhat acquainted. This paper examines the difficulties and benefits of paper critique and consultant/consultee interaction when familiarity meets professional removal.

**The Grateful Native: A Revision and Reevaluation of Post-Colonial Theory in Writing-Center Scholarship**

Jacob Beswick (Southwestern)

The application of post-colonial theory to the writing center has sought to maneuver the various forces operating within consultations by advocating the student-subject's manipulations and selections. I argue that this proves contrary to post-colonial thought and that the implications of such a method are inconsiderate of student interests while inconsistent with post-colonial theory. The resolution lies in the negotiation between post-colonial and multi-cultural theories.

Caroline

**Big Bang vs. Intelligent Design: Creating Stellar Writing Center Teams**

Amber Malinovsky (Blinn)

How does a director put together and lead a team of tutors that will collaborate to achieve the center's goals? This session will examine how tutor selection, work relationships, communication venues and skills, motivation techniques, and director demeanor and support can be used to create a stellar team.

**Managing Your Personnel Space in the Writing Center**

Yvette Valdez (Delmar College)

As a campus resource utilized by thousands of students every year, the Stone Writing Center has evolved into a large operation that emphasizes time management and effective communication among staff to ensure efficiency and maximum productivity. Specifically, we utilize a managerial system that emphasizes accountability, professional training, and a reward system, and that ultimately allows us to sufficiently accommodate the growing numbers of students on this community college campus.

**Willing to Share: Using Interviewing Techniques to Discover Clients**

Angela Lee, Sara Caldwell (East Central)

Tutoring sessions can be thought of as a type of interview. Every tutoring session contains the same elements as an informational interview, both of which consist of at least two parties asking questions and gaining insight. We can only learn as much as the student is willing to share, but by attempting to investigate who the student is, we learn how to help them and at the same time show them we are human too.

Preston **A Look in the Mirror: A Longitudinal Study of the Work Students and Writing**

**Center Tutors Perform**

Doug Enders (Shenandoah)

This presentation looks at the results of a four-year longitudinal study of the kinds of writing tasks that tutors and students from various disciplines addressed in over 3,200 writing center tutorials and examines the implications of these findings on future writing center practice, tutor training, and administrative reporting.

**When the Inmates Run the Asylum: My Experiences as a Writing Center**

**Administrator**

Jeremy A. Hurley (Texas A & M--Commerce)

Detailing my time spent as the Interim Director of the Writing Center, I hope to bring to light issues that other graduate students may discover when placed in this position by examining some of the unique issues that graduate students may face when they find themselves in similar situations.

**Crossing Boundaries: Faculty and the Writing Center**

Betty Ramey, Marsha Taylor (Francis Marion)

The strongest advocates for our Writing Center tend to be the English faculty who tutor in it. However, faculty from all disciplines can offer support to improve the visibility and viability of the Writing Center. Writing Center directors do well to cultivate the support and involvement of all faculty members.

Capital **The Writing Center as “Un-centered” Space for Community Language** Kathleen

Jernquist (U.S. Coast Guard Academy)

This session presents strategies for successful collaboration among a Writing Center director and faculty members in both first-year composition and the STEM majors. It proposes that a common language for communication in and across disciplines can help first-year writers develop confidence and competence and lead to a smoother transition from expository to technical writing.

**Tutor Accreditation: Lessons from Writing Assessment and Institutional Contexts**

Brian Fallon (Indiana Pennsylvania), April Sikorski (Art Institute of Pittsburgh)

The presenters will discuss data collected from Colorado institutions of higher education that indicate a writing center's institutional context influences its epistemological underpinnings and local tutor training practices. The presenters will pose problems with nationwide accreditation for tutors based on the Colorado research and on current trends in writing assessment.

**Online Scheduling Programs: Affecting/Effecting Change in Writing Centers**

Carole Lane, Robert Haslam, Jacqueline Jones, Marissa Fugate, (Arkansas--Fayetteville)

Quality Writing Center staff discuss their adoption of an online scheduler-database, their adapting it to fit the center's needs, and effects on students, staff, tutors, and administrators. This move has generated more options and ease of use for students, has promulgated significant adaptiveness in the tutoring process, including offering both 30 and 60 minute appointments, and provided administrators with more options with scheduling, appointments, and reports. In the end, this technology has promoted vital, substantive change in our center.

Texas

**Just Where Should We Go? A Look at Selecting a Location for a Writing Center**

Nancy M. Staub (Lamar)

Location in business is key. So how key is it to a writing center? I will consider the locations centers inhabit and investigate the impact and implications of them on a center's services, funding, autonomy, mission, and pedagogy. I hope, then, to answer just where we should go.

**Fitting In: Spaces In (and For) the Writing Center**

Kimberly Crowley (North Dakota)

The writing center provides space for writers and for tutors to work. Centers also need space, both physically and fiscally. Seeing the writing center as a set of spaces can help directors decide how those spaces interact and how they can be updated for a changing role in the university.

**Writing Centers Real and Imagined: Constructing our Shared Space**

Nathalie Singh-Corcoran (West Virginia)

What is space? What is place? How are we as tutors and administrators shaped by space and how do we shape the places where we work? Space and place have varied and dynamic meanings, especially within a writing center context. Our spaces are physical, virtual, and perceived. Our centers are real and imagined. This presentation explores the real and imagined work of the center through the lens of human geography. Audience members will be challenged to deconstruct and reconstruct their own writing centers.

Library **Conversation with \_\_\_\_\_ (IWCA Article of the Year winner)**

Sessions E—Thursday 3:15-4:30

Ballroom 1

**A Place for Secondary School Writing Centers within the Writing Center Community**

Pamela B. Childers (The McCallie School), Sonja S. Bagby (Carrollton High), Jeanette Jordan (Glenbrook North High), Chad Littleton (Tennessee-Chattanooga), William Morris (Western Reserve Academy), Meg Tipper, (Gilman School)

Secondary school writing centers hold an important place within the international writing center community. This panel will present a variety of perspectives on how writing centers can and do function within an institution, among institutions of different academic levels, and within the larger professional writing center community. A roundtable will allow shared perspectives on the significant role a writing center can play in the thinking, writing, and learning of a secondary school community and beyond.

Ballroom 2

**Expanding the Space of Face-to-Face: Writing Centers and Audio/Video Conferencing**

Kathryn Wozniak, Melanie Yergeau, Peter Vandenberg (DePaul)

Synchronous audio/video/textual conferencing is a superior alternative to email tutoring, linking tutors across distance while approximating the tenor of f2f, sustaining critical "social cues," and enhancing interaction and exchange. We will theorize and demonstrate the value of synchronous digital exchange, including functions such as real-time modeling and web-based referencing

Commerce

**Theorizing the Learning Space of Writing Centers**

Kathryn Valentine (New Mexico State), Rebecca Jackson (Texas State-San

Marcos), Nancy Grimm (Michigan Tech)

This panel explores how writing centers can draw on the theorizing of space from other fields to understand and articulate what we do. Using three current approaches to learning spaces--community of practice (Wenger), affinity spaces (Gee), and third spaces (Moje)--we examine alternative ways to frame learning, particularly learning that occurs outside of traditional classroom spaces.

Congress

**To Infinity and Beyond: Creating an Organic Writing Space for the College Student**

Kyung-Hee Bae, Michelle Miley Doss, Mary Gray Colley Hodges, Austin Westervelt-Lutz (Houston), and Jennifer Wilson (Toronto)

With one of the most diverse student bodies in the nation, the University of Houston Writing Center addresses a variety of compositional needs. We present our Developmental English, multilingual, linked, and WAC/WID programs as models providing a safe writing space for the incoming student that expands throughout his/her college career.

Caroline

**Space Switcharoo: An Exploration of GSA Positions in Flux**

Trixie G. Smith, Rachel Robinson, Tanya McLaughlin (Middle Tennessee State)

Through role-playing scenarios, storytelling, and open dialogue, we propose to explore the roles of Graduate Student Administrators in the writing center. In this session participants can confront problems, share solutions and tell stories of their own programs in flux.

Preston

**Stacking the Deck: Guidelines to Better Tutor-Tutee Transactions**

Trish Fadely (Houston--Downtown)

Tutors and tutees can unwittingly engage in three negative psychological games: "Close-to-Student," "Helpful," and "I know Best." After reviewing Eric Berne's principles of Transactional Analysis, role playing, and discussing avoidance strategies, participants can spot seemingly plausible, innocent opening moves and stop games from proceeding

**Launching New Writers into Self-Discovery**

Marjory Hall, Amanda Ritter, Kathryn White (Henderson State)

Pre-writing activities—launch pads—that encourage remedial English students to bring their unique experiences and personalities to the composition process have proven effective and enjoyable, allowing students to forget supposed inabilities and become absorbed in refining their work; their personal ownership enhances our efforts in teaching revision and editing skills

**On the Same Page, In the Same Space: Language Marks the Spot** Heather Epes (Francis Marion)

I will compare tutor and tutee language use as measures of critical awareness about writing process and writing assignments. Language can "mark the spot" in which tutorials occur, and tutors, acting as GPS's, can zero in on tutee language to gain the most productive position for the tutorial.

Capital

**Different Strokes for Different Folks: Graphology in the Writing Center**

Abigail Ucur (Texas A & M--Commerce)

Graphology is often seen as a parlor trick to divine character traits, yet it has many redeeming uses in hiring, forensic science and psychology. This paper seeks to find if graphology can be used as a research tool in Writing Center studies.

**When Rhetorics Collide: Situating Student/Tutor/Teacher Space(s) through Corderian Rhetoric**

Elise Flanagan (Texas A & M--Commerce)

I contend that many of our assumptions regarding student and peer tutor relationships in the Writing Center are informed by other various spaces which we, as tutors inhabit. This paper will explore how these various spaces--student, tutor, teacher--might overlap. A thorough reflection regarding the various spaces we occupy is not only necessary, but quite beneficial in examining the pedagogical angles and dynamics within the Writing Center and the rest of the academy.

**Generational Aesthetics in the Writing Center: Tutor Identity and the Reinvention of Writing Center Spaces**

Andrea Nicole Miller (Texas A & M-- Commerce)

Writing center spaces can only be enhanced by personal touches that humanize the space, thus making it more hospitable to patrons. This presentation will examine the way generations of writing center tutors embrace, personalize, and change the physical writing center space to both make it their own and accommodate patrons.

Texas

**Excuses, Pretexts, and Passing of the Buck: The Writing Center as Scapegoat**

Steve Sherwood (Texas Christian)

Writing center practitioners too often accept more responsibility and blame than they deserve. This presentation examines ways through which writing centers can limit their risk of becoming scapegoats through careful definition of a center's mission, clear communication to clients, good record keeping, and the use of hold harmless clauses.

**Writing Centers, Mimetic Capital, and Mechanisms of Conversion**

Elisabeth Piedmont-Martin (Southwestern)

Discussion in our field often returns to the question of whether writing centers are better positioned as institutional outsiders, margin-dwellers, or as fully vested insider members of the academic culture. Using Stephen Greenblatt's anatomy of sites of conversion in New World encounters, this paper argues that the outsider-insider map posits a false dichotomy and that writing centers are always already embedded in a complex economy of conversion and representation.

**Ari and Manny in the Burkean Parlor: Philosophical Ethics in the Writing Center**

Kevin Davis (East Central)

Which ethical philosophies are most valuable in guiding writing center practices? Aristotle and Immanuel Kant are sure to chime in on this discussion of writing center ethics, but don't be surprised if Philippa Foot, John Stuart Mill, and other ethical philosophers stop by to contribute to this discussion.

Library **Conversation with Writing Center Legend Jeanne Simpson**

Sessions F—Thursday 4:45-6:00

Ballroom 1

**Too Close for Comfort? Balancing Questions of Community and Ethics in Small Spaces**

Kate Pantelides, Adam Robinson, Chris Hoerter, Melinda Floyd, Rachel Parsons (Louisville)

Small spaces create close community, but they also breed unrest. Graduate student tutors will consider how to navigate the inevitable biases and discomfort caused by close quarters. They will evaluate their role in the tutor-client community in terms of ethics and the concerns that arise when public, private, and privileged spaces collide.

- Ballroom 2 **Minimal Space, Maximal Impact: The Small Writing Center as Model for Change**  
 Brian Johnson, Ashley Heider, Sean Wion, Julia Ross (Oklahoma)  
 Our presentation will describe the benefits gained from our being a small writing center situated within a (relatively small) Honors college environment. We will explain how smallness facilitates collaboration between teachers, writing fellows, and student-writers. We will go on to argue that many "writing fellows" practices should be implemented in other writing center environments.
- Commerce **The IWCA Survey on Assessment, Certification, and Accreditation: Results and Recommendations**  
 Michael Pemberton (Georgia Southern), Jeanne Simpson (Arizona State), Brad Hughes (Wisconsin–Madison)  
 The IWCA Committee on Assessment and Accreditation recently invited writing center directors to participate in a survey about the role IWCA should play in future assessment, certification, and/or accreditation efforts. Three members of the committee will offer a historical context for the survey, present some of its most significant results, and discuss possible recommendations to the IWCA Executive Board.
- Congress **A Broad Perspective on Mentoring**  
 Pamela Childers (McCallie School), Leigh Ryan (Maryland)  
 This workshop will begin with an overview of the concept of mentoring, then explore both formal and informal mentoring. Participants will build a list of roles and responsibilities of both mentors and mentees in the writing center. Discussion will include the mentoring of students, peers, faculty across disciplines, staff, as well as administrators
- Caroline **The Writing Center and Establishing an Independent Department of Writing and Rhetoric**  
 Deborah Burns, Kathryn Nielsen-Dube, Kathleen Shine Cain, Michael Rossi (Merrimack)  
 Writing Centers, partnered with an independent department of writing and rhetoric, are ideally situated to serve as the catalyst for broad-based literacy education that is emerging as a central educational goal for 21<sup>st</sup> century colleges and universities.
- Preston **Journal Writing in the Composition Classroom: Spacing Out, Tuning In**  
 Melissa Kizina (Louisiana--Lafayette)  
 This presentation will discuss journal writing as a successful medium that enables the development of personal and communal spaces within which students are able to "own" part of their class time, and how sharing journal entries promotes a sense of community in the classroom. I will elaborate on the functions of journal writing and sharing, give suggestions for potential journal topics, and discuss methods of collecting and "grading" journals.
- Working Together to Find, Define and Shape Space**  
 S. Elizabeth Florian (Wisconsin-Milwaukee)  
 Within the Writing Center, writing tutors find ways to shape and define rhetorical, physical, emotional and intellectual space for themselves and the other tutors and writers with whom they work. This paper explores the strategies used to make a creative environment during sessions, and ways in which limited physical space encourages collaboration.
- Tutor or Counselor: Helping Students Find Their Words by Helping Them**

### **Find Themselves**

Rick McCraw (Texas A & M--Commerce)

Reaching within themselves to explore their convictions can be a daunting task for some students, especially if those views are formed through negative experiences. Many times, fears and misgivings must be faced before the students realize the impact of their belief systems as they relate to their assignments and learn their true prospective as writers. Tutors find that it is sometimes necessary to play the role of counselor in bringing the opinions of these students to the surface.

Capital **New Spaces, New Authors - Same Center? How Face-to-Face Tutoring Prepares Writers for Electronic Texts**

Phillip Heasley (Oklahoma State)

This presentation will examine one-on-one tutoring as a valuable tool for training writers for electronic texts. Electronic writing is increasingly collaborative, reader controlled, and dialogic. Interactional-interpersonal skills like co-construction, debate, meta-textual dialogue, and reader assessment are needed to write these texts and one-on-one tutorials help to develop these skills.

**Virtual Language, Virtual Space: Defining the Role of Distributed Learning Technologies**

Phillip Presswood (Houston-Clear Lake)

Our language is changing. A by-product of communication technologies has Our language is changing. A by-product of communication technology is an exponential increase in the rate of language evolution. As language is a foundation for culture, the way in which an individual learns and processes information is adapting to these changes. To meet the needs of future writing students, a cooperative partnership between academia and government hopes to encourage educators and students alike to utilize this new virtual space.

**A Synchronous/Asynchronous Space: Implications of the Hybrid Online Writing Center and its Spacetime**

Mitchell Ogden (Minnesota)

This paper examines hybrid a/synchronous online writing consultancy and its attendant (re)considerations of practice, praxis, and pedagogy. The complications of space, time, and spacetime frame the contemplation of the remediation of face-to-face consultation into hypertextual interfaces and mediated interactions. SWS.online, University of Minnesota's innovative hybrid online consultancy application provides a case study.

Texas

**Space/Time Continuum**

Michele Eodice, A. Brian Benson, Mary Carter

Henri Lefebvre states that "Space considered in isolation is an empty abstraction; likewise energy and time." We learned this and more as a 20 year old writing center underwent a physical, pedagogical, and philosophical transformation. By reflecting on the changes and engaging in deliberate activities to understand how students perceive change, we learned that "space implies time and visa versa" (Lefebvre).

Library **Conversation with Writing Center Journal Editor Beth Boquet**

Sessions G—Friday 8:00-9:15

Ballroom 1

**Expanding the Physical Space of the Writing Center through a Campus-Wide "Peer Review Day"**

James Palmer (Prairie View A&M)

To expand our physical space and promote our services, the Writing Center coordinates 'Peer Review Day,' making over one-hundred volunteer reviewers available at various locations on campus. This presentation will: 1) explain our goals, 2) describe the ways that we organize, promote, and encourage participation and sponsors, 3) share challenges, and faculty and staff comments, and 4) provide a cost-benefit analysis of this activity.

**Student Rights, Home Languages, and Resource Management in the Writing Center: A Forest Perspective**

B. Cole Bennett (Abilene Christian)

This paper asks whether the 1970s call to honor a student's particular home language has been misapplied and/or carried too far inasmuch as writing centers are often too timid to admit to natural academic parameters that prevent learning to take place. I would argue that recognizing such communication limitations do not violate such student rights, nor do they inhibit the open-admissions policies that revolutionized education. Rather, they serve students better by routing them to resources that help them.

**Loss of Space: "On Location" in the Writing Classroom**

Raina Garrett, Megan Ward (Miami University) In this collaborative presentation, we will explore the issues that we face as we negotiate a tutor-less classroom. We are first-year composition instructors and teach at a university that does not have on-location consultants. How does a lack of centralized consulting space affect our students and our pedagogies?

Ballroom 2

**No Room for Reading: Finding Space for Literacy Support in Higher Education**

Erin Lambert, Karen McDonnell, Kurt Schick, Laura Schubert, Mark Thomas (James Madison)

How might writing centers help students handle the demanding volume and complexity of college reading? This panel explores solutions from five alternative spaces: the introductory composition course; humanities curricula; reading-intensive content courses across diverse disciplines; learning centers; and disciplinary sites beyond traditional postsecondary language arts.

Commerce

**Inclusion and Exclusion: Creating and Breaking Down Boundaries in a University Writing Center**

Joseph McCarren, Dana Betzler, Mike Goodwin, Julie Brunner and Melanie Gagich, Matt Filingo, Jessica Dandoy (Slippery Rock)

This presentation seeks to detail the variety of physical and virtual environments constituting the Writing Center at Slippery Rock University. The panel will discuss how issues of exclusiveness and inclusiveness can be understood by examining the physical, personal, and philosophical boundaries forming Writing Center spaces.

Congress

**Making a Space Outside of Traditional Schooling: Students Tutoring Faculty on Assignment Design**

Francis Fritz (Ursinus), Jacob Blumner (Michigan--Flint), Carrie O'Connor (Ursinus), Brooke Baker (Michigan--Flint)

Presenters will discuss how writing center tutors can take an active role in curricular change via tutoring faculty on their writing assignments. Presenters will share the more relevant observations as well as their most significant conclusions based on qualitative data derived from transcripts of these tutoring sessions.

Caroline

**Special Interest Group: Writing Center Research**

Rebecca Babcock (Texas--Permian Basin)

This SIG is for anyone interested in doing research on writing centers, from beginners to those with completed projects. We will share methods and ideas and discuss the formation of a research support network. We will also brainstorm solutions to current research problems and help those considering projects get started.

Preston **The Space between Our Words: Ethnopoetic Notation and Writing Center Talk**

Mike Mattison

Building upon previous efforts to analyze writing center talk, this session employs ethnopoetic notation, a practice that Bonnie Sustain calls “both an ethnographer’s tool and an aesthetic device.” Our conversations are turned into poetry, with line breaks and white space. The space between our words is literally put on the page.

**Writing In-between Places: Negotiating an Anglophone Writing Center in Paris**

Ira Allen (Indiana)

I examine the negotiation of an Anglophone writing center at the Francophone Institut Catholique de Paris, in solidarity with the American University of Paris. This collaboration between two universities places notions of space and place in an unusual dialogue, challenging writing consultants and writers to succeed in an “in-between place.”

**From Comfort Zone to Contact Zone, or What I Learned from my Year in a Belfast Writing Centre**

Kathleen Shine Cain (Merrimack)

The value of my experience working in a Belfast writing centre was not so much what I was able to teach my Belfast colleagues about American writing center theory and pedagogy, but what I learned about the benefits of interrogating common assumptions that underpin any national academic culture.

Capital **The Power of Space: Spatial Situation, Social Stratification, and the Placement of the Writing Center**

Carolyn Kinslow (Cameron)

Looking at the ways in which architectural and geographical space reiterate existing hierarchies and affirm power can assist us in interpreting what the confluence of status and space says about the placement of the writing center within the larger university and enable us to counter or affirm that statement in productive ways.

**Theory in Its Place: A Rhetoric of Art, Design and Space for Writing Centers**

Beth Burmester (Georgia State)

Drawing on interior design and studio pedagogy, this presentation offers writing center administrators and tutors rhetorical tools and theories to enhance and shape the spaces they work in. With attention to space, arrangement, and design, centers can become spaces generating conversation, reflection, and common ground(s), evoking the atmosphere of cafes and workshops.

**Filling “The Empty Space”: What Writing Tutors Can Learn from Peter Brook**

Nancy Sorkin (Philadelphia)

To director Peter Brook, a key element of theater is understanding and exploiting the empty space which actually is fluid and full of possibility. We will explore the premise that like theater, tutoring is bound by space (real or virtual) and time, is performative, and hopes to effect a transformation. The session will involve interactive discussion of parallels between theater and tutoring suggested by Brooks work, and their implications for tutoring and tutor training.

Texas

**The Writing Center and its Virtual Space: Some 'Room' to Grow for the Future**

Rusty Carpenter (Central Florida)

Writing Centers are moving online in order to meet the needs of diverse student populations. This presentation tracks the progress of KnightOWL--an online writing lab in its infancy--and shows how, through technological initiatives, the online writing lab can situate itself in this virtual environment and expand in the future.

**Virtual Space: Another Frontier**

Diane Dowdey, Frances Crawford Fennessy (Sam Houston State)

For tutors, directors, and administrators, this panel presents a review and analysis of writing center Internet usage, including web pages, blogs, interactive forms, multimedia, and podcasts aimed at students, the public, and tutors. It will include an open discussion about the weaknesses and strengths of using the Internet as a resource for writing center enhancement.

**E-Mail Etiquette: Inviting Writing Centers to the Party**

Julie Story (Lock Haven)

E-mail is a party to which writing centers should be invited. The crude shorthand that writers have developed through informal online writing moves from college to the workplace--with disastrous results. This presentation will show how writing centers can encourage undergraduates to practice e-mail etiquette and become better online communicators.

Sessions H—Friday 9:30-10:45

Ballroom 1

**Consulting in Cyberspace: Reducing Transactional Distance in Virtual Spaces**

Candace Schaefer, Brady Creel, Allison Barrineau (Texas A&M)

At the Texas A&M University Writing Center, our writing consultants sometimes struggle with the best way to answer online writing lab submissions. This session will discuss the training we conduct for our consultants. These training sessions reinforce our philosophy and offer ways to incorporate that philosophy as consultants interact with students in cyberspace. In addition, we will talk about how we have integrated "help-desk" software that helps us manage our online chats and paper submissions.

Ballroom 2

**The Tutoring Landscape**

Samantha Christopher, Hilary Collins, Victoria Hurst, Molly Wright (Warren Wilson)

Warren Wilson College tutors have discovered that flexibility in the setting of a tutoring session increases the number of students willing to take advantage of the center's services. Tutors will share their knowledge of how to conduct helpful tutoring sessions outside or in a comfortable space, which may be helpful for any writing center looking to expand beyond a single setting.

Commerce

**Inventing a New Space – the Birth of a Writing Center in a Private LD Secondary School**

Karen Boozer, Jan Kirkland, Mary Schuster (Fairhill School)

The panel presentation will detail the approach to a Writing Center in a private LD Secondary school, where students struggle with impulsivity, disorganization, processing difficulties, and a slow rate of word production. Speaker 1 – the creation of the program. Speaker 2 – the center's methodology. Speaker 3 – working as a parent tutor.

Congress **Rethinking Tutorial Space; Interdisciplinary Graduate Writing Consultants Cross Writing Center Borders**

Paula Gillespie, Lorelle Lamascus, Paul Heidebrecht (Marquette)

A writing center director and two graduate writing consultants (GWCs) will introduce an interdisciplinary, cross-program initiative that uses writing center tutor training to prepare Ph.D.-level teaching assistants, eventually from all disciplines, to become GWCs for their programs, rather than working in the writing center. Leaders will then invite audience interaction.

Caroline **Writing Centers as Professional Spaces: The Pedagogy of Professionalization in Tutor Training Courses**

Tammy S. Conard-Salvo, Jingfang Ren, Joy Santee (Purdue), and Serkan Gorkemli (Stanford)

This panel addresses peer tutor professionalization and the role of tutor training courses in establishing writing centers as professional spaces. We examine Judy Gill's definition of professionalization, describing how revisions to our business writing tutor training course led to a pedagogy of professionalization and a discipline-specific, professional identity for tutors.

Preston **Laboratory Lessons**

Neal Lerner (Massachusetts Institute of Technology)

While many writing center directors would eschew our roots as writing laboratories with the associated clinical images, the essence of the laboratory as a site for experimental, student-centered learning holds great promise. To guide us towards this promise, I offer the history of science education's alignment with laboratory teaching.?

**Writing Center as Ambivalent Institutional Space: Refractions of Bakhtin's Carnival**

Kristen Garrison (Texas Woman's)

Mikhail Bakhtin's concepts of dialogism and answerability have been applied to writing center work to analyze the success of tutoring sessions. This paper will continue this thread by considering the unexplored potential of his concepts to help us theorize the relationship of the center to the institution. Specifically, Bakhtin's concept of carnival, elaborated in Rabelais and His World, offers some insight to direct how we appropriate his key concepts. This paper will explore how the writing center provides space for unofficial voices while concomitantly acknowledging and engaging in dialogue with official, hegemonic discourse in order to achieve responsible dialogue.

**Writing without Tutors: Deconstructing the Myth of Authoritative Space In the Writing Center**

Paula Brown (Louisiana Tech)

The cumulative effect of facilitative questioning can sometimes erode student confidence by creating a mystifying, dominating authority that it was designed to do away with. Facilitative questioning by itself does not necessarily avoid judgment and does not necessarily grant the student any more space to fashion ideas than the more traditional commentary upon student papers. As a matter of fact, it is in some ways more dangerous because it convinces those who use the technique that they more open to alternative views than they actually are.

Capital **Elements of Power: A Territorialist Take on the Role of the Writing Center Director**

Luke Niiler (Texas--Tyler)

In this presentation I will employ a territorialist theoretical construct to discuss the impact of the presence and/or absence of the writing center director within the space of the writing center, and how that presence and/or absence can enable or

compromise the quality of a tutoring staff's professional development.

**Inviting Apprentices to Refresh Writing Center Spaces**

Julie Simon (Southern Utah)

Considering De Certeau's distinction between dynamic spaces and hidebound places, our center is employing first-semester freshmen as "apprentices."

Consequently, we are being prompted to rethink the hierarchy-and even the snobbery--we create when we reserve our tutoring positions for the "best and brightest" of our advanced English majors.

**"So, How May I Help You Today?": Conversation Analysis of Rapport Building Practices in Writing Center Pedagogy**

Abhijit Rao (Iowa State)

This study uses conversation analysis to show centers provide students with a sense of hope and support about their writing skills in addition to addressing the academic needs of the student. During writing sessions, tutors address students' need to be reassured about their competency as writers within an academic construct.

Texas

**Making Space for MLA and APA Template Software: The Good, the Bad, and the Ugly**

Teresa Henning (Southwest Minnesota State)

This presentation describes how APA and MLA template software works and analyzes the good, the bad, and the ugly consequences that can result from this sharing of "space" by considering the impact this software can have on the relationships among tutors, writers, and faculty.

**The Writing Conference as Multimodal Interaction**

Rodney H. Jones (City University of Hong Kong)

This paper explores the way participants in writing tutorials strategically combine communicative modes -- speech, gesture, gaze, posture, timing and written and graphic texts -- for various social and pedagogical goals -- and how different modal configurations affect social identity and roles, task negotiation and pedagogical outcomes.

**Public Spaces, Private Thoughts: The Writing Center in an Age of Increasing Electronic Surveillance**

Claudia Grinnell (Louisiana--Monroe)

A shift in paradigms has gradually taken place: where Writing Centers used to be places of quiet reflection or places of boisterous interaction and dialogue, the "new" Writing Center" is filled with technologies that can threaten privacy, open/free expression, and even civic responsiveness. The paper will first discuss the types of technology found in most Writing Centers and then discuss various ways in which this new technology impacts students and workers in Writing Centers.

Library **Conversation with Writing Center Legend Pam Childers**

BANQUET / KEYNOTE 11:00-1:30

**Valerie Balester**  
**Texas A&M University**

**Jim MacDonald**  
**University of Louisiana--Lafayette**

Sessions I—Friday 1:45-3:00

- Ballroom 1 **Open minds, an Open Door, and the 21 Qualities of Leadership: Developing Stronger Writing Center Interns to Help Diverse Clients**  
 Laura Rakes, Meghan Whitfield, Edwina Williams, Jana Norfleet, Karilyn Brown & Allison Holland (Arkansas--Little Rock)  
 Working in a writing center with an open door policy creates special challenges and unique opportunities for learning, training, and program development, especially when client visits are unscheduled, faculty demands are wide ranging, writing center interns earn credit for service, and the numbers of available interns changes from semester to semester. This presentation explains how using the corporate concepts of the 21 Qualities of Leadership can energize intern training and improve service.
- Ballroom 2 **(Filling the) White Space: Getting Students to Write More in the Writing Center**  
 James Black (Susquehanna), Jane Kokernak (Mount Ida)  
 Departing from the dialogue model for tutorials, this workshop presents techniques that get students to generate sustained writing in a 1:1 conference or workshop. Led by "alumni" of Bard College's Institute on Writing & Thinking, participants will consider and devise - through writing -- prompts and strategies to bring back to their centers.
- Commerce **The Consultant, the Center, and the Community**  
 Chris LeCluyse (Westminster), Sue Mendelsohn (Saint Louis), Eliana Schonberg (Denver)  
 Central to writing center theory is agency. Our presentations scrutinize the metaphor of writing consultation as translation in light of linguistic theory, problematize received notions of collaboration, and apply sophism to situate our work in the public sphere. We argue that moving beyond orthodoxy maximizes writers and writing centers' agency.
- Congress **Changing Spaces with Classroom-based Tutors: Expand Our Presence, Theories, and Practices**  
 Joan Mullin, Susan Schorn, Parth Gejji, Derek Davidson, Ananda Baca, Anna Hamilton (Texas--Austin)  
 Four writing fellows and two program coordinators examine how classroom-based tutors change student and faculty perceptions of writing centers, challenge the perspectives of tutors, and invigorate collaborations across the curriculum. In light of this classroom work, panelists call for an examination of traditional writing center theories and practices.
- Caroline **Written Off?: Advocating for a Broader Definition of Writing Center Scholarship**  
 Wayne Robertson, Dennis Bennett, Lisa Ede (Oregon State)  
 Individuals and institutions often struggle with the question of what should "count" as scholarly work. This panel will explore writing center scholarship and advocate for a richer understanding of the ways people contribute to our field. We'll discuss traditional and alternative forms of scholarship and discuss their advantages and disadvantages.
- Preston **How Can You Be in Two Places at Once When You're Not Anywhere at All?**  
 Barbara Schneider (Toledo)  
 I take my present location as director of both composition and the writing center to extend my earlier study of the structural relationships between the two programs. I propose that trying to traverse the ground between these disparate locations

brings productive pressure to bear on the contradictions inherent in the assumptions of both writing programs, forcing creative alliances that might be mined for research agendas.

### **'The Absorbent Mind' Grows Up: Potential Application of Montessori Pedagogy in Writing Centers**

Mary Elizabeth Lasseter (Agnes Scott)

Writing center theory largely does not incorporate existent educational theory, despite the fact that tutors often wind up teaching tutees whether the tutors realize it or not. Incorporating educational theory into writing center theory and practice is a wise move. What would this look like? I'll respond by examining the work of Maria Montessori in the context of the Agnes Scott College Writing Center.

### **Hidden Spaces and Writing Center Places: Mental Spaces and Writing Center Consultations**

Rebecca Damron (Oklahoma State)

In this presentation I draw on the methods of discourse analysis and theoretical framework of cognitive science to examine a writing center space that is hidden in plain sight?the interactional discourse space of a tutorial. This approach can help us identify practices in the interaction that are best for writers.

### Capital **A Place of Their Own: Traditional and Non-traditional Students**

Cheryl Hawkinson Melkun, Jane Gatewood (Mary Washington)

Farrell-Childers observes, writing centers "mirror the philosophy of the institution and the director." When the University of Mary Washington opened a second campus geared toward non-traditional students, the need for separate centers became clear. Both centers' directors will discuss the differences in physical, cultural, demographic, and rhetorical space that inform the design and approach of their centers.

### **Tutoring Our Elders: Writing Centers and Cultural Space for the Non-traditional Student**

Samuel Unger (Sam Houston State)

This presentation defines the non-traditional student, outlines the difficulties that can occur in dealing with them, and suggests some approaches to aid tutors in adapting to benefit them. Issues discussed will include the range of attitudes students bring to sessions, presuppositions about authority roles and educational processes, and ESL complications.

### **Standard Silences?**

Katherine Oldmixon (Houston-Tillotson)

While writing center professionals may agree students need "Standard Written English" proficiency to succeed in professional and academic arenas, many recognize that privileging any dialect of a global language raises ethnic and class issues. Should these issues be acknowledged in our spaces? If so, why, when, how and by whom?

Texas

### **Writing Centers and Service-Learning: Expanding Our Space**

Gail Nash (Oklahoma Christian)

The Oklahoma Christian University (OC) writing center is expanding its space and mission to include "emerging needs" in two areas: ESL literacy and high school seniors. Although these two groups are diverse with different needs, the OC writing center is using one approach to meet the needs of both groups: Service-learning.

### **Embassies in the Exclusive Space of Academia: How Writing Centers Can Become a Place of Inclusion for Students with Disabilities**

Georgeann Ward (Lee)

By offering essential services that instructors are often unable to provide, writing centers can be inclusive spaces for students with disabilities. After providing

background information on legislative guidelines, instructor limitations, and students' needs, I will present practical tips for serving this population.

**I Can't Hear You: Working with the Hard of Hearing in the Writing Center**

Charlene Hirschi (Utah State)

Hard-of-hearing students outnumber deaf students by 92%. Often invisible and underserved, it is highly probable that all writing centers have clients and tutors with hearing loss. Ms. Hirschi, herself a hard-of-hearing WC director and former tutor, will offer suggestions on how to recognize and work with this population.

Library **Conversation—Peer Tutors Open Discussion** facilitated by peer tutors Chris Graves, Jimmy Mai (Houston–Downtown), Katie Beth Benson (East Central)

Sessions J—Friday 3:15-4:30

Ballroom 1 **The Writing Center as Oz**

Josh Bowen, Christina Norum, Amanda Nolan (Sam Houston State)

Analysis of tutoring session forms from 2002-05 at Sam Houston State University reveals a number of patterns among student responses. Peer tutors can more effectively meet the needs of students by exploring these patterns according to metaphors found in "The Wizard of Oz,"

**Meet Me on the Holodeck: The Space for Creative Play in the Writing Center**

Tara Parmiter (New York)

What can *Star Trek* teach us about the writing center? In this paper I use the *Star Trek* holodeck as a lens for reading the creative work we do in the cub: how we are simultaneously a space for escape, risk, dependence, and imagination.

**Creating an Effective Writing Center Space: The Dilemma of Hiring Good Tutors**

Kirsten Komara (Schreiner)

In a successful Writing Center, tutors have a commitment to learning more about writing and to sharing that knowledge. I will discuss several helpful strategies for recruiting and hiring reliable, academically solid peer tutors, and for developing a long term hiring system that will cultivate a vibrant, well-respected Writing Center.

Ballroom 2 **The Writing Center Goes to Jail: Inmates Tutoring Inmates in a Total Institution**

Shannon Carter, Jake Pichnarcik (Texas A&M-Commerce), Lucy Smith (Texas HOPE Literacy, Inc.)

Examines a Texas-based prison literacy program that trains inmates to work one-on-one with their incarcerated peers. Speaker 1 will discuss potential implications for writing center scholarship and practice. Speaker 2 (a Certified Language Therapist) will describe the program's origins. Speaker 3 will articulate the benefits of collaboration as experienced as both a former inmate tutor and—more recently—a tutor in a university writing center.

Commerce **Countdown to Blast Off: Effective Pre-writing**

Perri Graves, Mary Leigh, Dana Smith, Martha Dale Cooley (Henderson State)

To judge the effectiveness of pre-writing, we have initiated a study to instruct and aid freshmen students in using pre-writing techniques. We have monitored their progress in grades received for writing assignments in our attempt to prove that effective pre-writing will assist students in achieving a higher score.

Congress **Examining Our Core Assumptions About Writing Center Praxis**

Sonja Bagby (Carrollton High), Pam Childers (The McCallie School), Muriel Harris (Writing Lab Newsletter), Joan Mullin (Texas--Austin), Jeanne Simpson (Arizona State - Polytechnic)

This session is for experienced writing center directors who want to engage in a collaborative debate about our core assumptions. We want to pose questions for investigation and to model a process for critically examining assumptions as a function of responsible writing center scholarship and practice

Caroline

**A WID Dilemma: How "Identity" Informs/Interferes With Learning in Three Disciplines**

Julie K. Chisholm (California State--Maritime), David Bernardy (Minnesota), Heather Bigley (Florida)

Future nurses, technology professionals and mariners often have misconceptions of what it means to communicate their professional identities, as well as the degree to which writing is relevant to their careers. As professors of discipline-specific writing, with little to no experience in our students' fields, should we gloss over these often disadvantageous misconceptions or attack them head-on? Should we subvert our field-specific goals in order to help our students develop a more holistic sense of themselves? In other words, must we believe that our students know who they are already?

Preston **The Absent Presence: Writing Centers in HBCUs, HSIs, and Tribal Colleges**

Karen Rowan (Morgan State)

This presentation contributes conversations about diversity and difference in writing centers through an examination of writing centers in minority-serving institutions, including historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and tribal colleges. The presentation considers the history, mission, and current status of such institutions and reports on a national survey of writing centers in minority-serving institutions.

**A Different Kind of English: A Study of Strategies for Tutoring AAVE Speakers**

J.R. Hudspeth Jr. (Alaska--Anchorage)

My presentation will explore the ways in which the strategies and modes of tutoring that are successful for ESL students (as commented upon by leading writing center researchers) may be able to help tutors work more efficiently and effectively with students who come from the AAVE (African-American Vernacular English) background.

**Using Black English Vernacular to Teach Empathy**

Denise Kruienga-Muro (Mt. San Jacinto-Meniffee Valley)

Tutors are some of the best writers on campus: smart, patient, creative, and eager to help others. Yet working with ESL students and dialect speakers can be a challenge to even the smartest and most patient of tutors. An assignment requiring tutors to write in Black English Vernacular helps tutors empathize with students for whom English is as foreign as BEV is to the tutors

Capital **Space Invasion: Justifying Writing Center Effectiveness**

Amber Malinovsky (Blinn)

This presentation details the process and results of a study at Blinn College that aims to prove that one-on-one writing tutorials increase student engagement and success. The study monitored the progress of 45 students who were required to visit the center to discuss their graded papers.

**Internal VS External Space: An Assessment**

Roberta Henson, Sharon Stephenson (Indiana Wesleyan)

This study compares writers who receive instruction solely in the classroom (internal space) with writers who supplement classroom instruction with the Writing Center (external space). Data triangulates qualitative and quantitative measures to quantifiably assess the efficacy of our writing center, to instruct

tutoring practices, and to suggest future research.

**Leaving the Comfort Zone: Switching Documentation Styles with Confidence**

Carrie Cook (Georgetown College), Barbara Szubinska (Eastern Kentucky)

This paper offers strategies to help tutors understand the fundamentals and commonalities of documentation styles, specifically MLA and APA, in order to help tutors develop the ability to contrast styles, consider the syntax of bibliographic entries, and show value for different styles. Such awareness helps tutors grow in confidence and leads writers toward a greater appreciation and understanding of styles.

Texas

**Tutoring Second Language Writers: “Eye Learners” and “Ear Learners” in the College Writing Center**

Sarah Nakamaru (New York)

Second language writers with different backgrounds may bring different strengths and needs with them to the college writing center. Should we expect differences in the way international and U.S.-educated ESL students respond to and make use of oral feedback on their writing? Findings from a series of case studies will be presented and discussed.

**Facing Accountability: How Peer Tutoring Can Help ESL Students Struggling in High School**

Mary Pyron (Morton Ranch High School)

Secondary ESL students face tremendous pressure as they prepare to graduate from high school, struggle to learn English, and adapt to a new, sometimes hostile, environment. In a semester-long peer tutoring project, I examined the struggles and breakthroughs of ten ESL students and their peer tutors as they prepared for the TAKS test, for graduation, for college, and for their careers.

**A Priori: False Assumptions and the Writing Needs of English Language Learners**

Susan Cotton, Camille Stewart (Kingwood)

Writing centers need to meet the challenges posed by ESL students. Often, the tutoring staff lacks a background in language acquisition and cultural values affecting the language learner's success. This presentation provides an overview of second language acquisition with an application to tutoring. Additionally, cultural elements influencing intercultural communication will be described, especially in terms of student expectations, tutor expectations, and the depiction of expectations during a session. A general discussion will follow the presentation.

Library **Conversation—Graduate Student Tutors open discussion** facilitated by graduate students Brice Nordquist, Bryce Doty, Julie Sosebee, Daniel Wheeler, Shanna Early (Abilene Christian)

Sessions K—Friday 4:45-6:00

Ballroom 1

**Electronic Portfolios: A New Room for Writing Center Staff Development**

Gen Oroszvary, Betsy Friedrich (Coe)

The presentation will introduce the Writing Center staff's electronic portfolio project, present samples of the portfolios, explain how the projects was initiated, and introduce a variety of staff development opportunities electronic portfolios now make possible.

**Epicenter, Liminal, or in-Between: Writing Centers and the Campus Disciplinary Map**

Jeanne McCarthy (Ogelthorpe)

Situated in the region of overlap between constituencies advocating "active learning" and those seeking disciplinary mastery, a Writing Center necessarily occupies an uncertain liminal space, aiming to be neither prescriptively "hegemonic" nor antagonistic to the traditional academy by promoting the notion of good writing as flexible and audience sensitive.

**McWriting Studio: The Writing Center as a Consumer Space**

Damien Schlarb, Andrew Davis (Georgia State)

This paper explores the relationship between American consumer culture and the writing center tutorial. Throughout this project we use the metaphor of the "fast food restaurant" for the writing center space to illustrate how students view writing in the same fashion that they view efficiently, quickly, and cheaply prepared food.

Ballroom 2

**Making Space: Peer Tutors in the Classroom**

Davie Davis (Central Missouri)

Several years ago, one of our peer tutors developed a series of mini-lessons that writing center tutors can present to classrooms. This presentation will describe the evolution of the project, including faculty survey to determine needs, creation of the presentations in various portable formats, channels for offering this service to classroom instructors, and assessing the effectiveness of the program.

**Ordered Disorder: Musings of the new writing center director at Marian College**

Valerie Murrenus Pilmaier (Marian)

This paper considers the challenges and opportunities of directing and tutoring in a small writing center on a small, private liberal arts campus in Wisconsin. I shall reflect on my first year as director, with an emphasis on how my staff and I have worked to overcome challenges of location, environment, staffing, and marketing. I will also explore possibilities for the future.

Commerce

**Where Are You?: Choosing and Getting the Best Space for the Writing Center**

Melina Baer (Jackson State Community College), Lynda Nance (Northern Illinois)

A writing center's location is critical to its success. Historically, writing centers have been relegated to poorly furnished, small rooms in inconvenient places on campus. Others who are permitted to select their own locations must determine what constitutes a good writing center space. How can more writing centers negotiate for better spaces on their campuses? This panel offers insights to benefits and limitations of various spaces and advice for those advocating for more appropriate spaces.

**Methods of Outreach: Connecting Their Space to Our Space in a World of Noise**

Ashly Bender, Justin Boyle (Texas State–San Marcos)

Pamphlets are a thing of the past. Today's multimedia generation needs to be introduced to your Writing Center instead of just informed about it. We will discuss ways to tailor student outreach for the overstimulated young college set, those whose nearly bookless lives make them need you the most.

Congress

**Basic Concerns: The Situation of Basic Writers and Mandatory Tutoring Sessions in the Writing Center**

Justin Moody (Wisconsin–Milwaukee)

While Writing Center tutors are trained to conduct sessions with all students in a similar fashion, certain specific challenges can arise when tutoring sessions become mandatory. The study explores the situation of these mandatory tutoring sessions for Basic Writing students at UWM and seeks to explore possible

solutions to these concerns.

**Safe Houses and Contact Zones: The Writing Center as Mutable Space**

Brooke Baker and Sue Montross (Michigan-Flint)

As tutors we support basic writers in the College Writing Workshop. One approach is the safe house that affords writers a comfortable writing space. A second, more confrontational model is derived from contact zone pedagogy.

Tutors will discuss and model how the writing center can and should function as both of these

**Writing Fellows, by Any Other Name? Investigating Alternative Spatial Designs for Classroom-Based Writing Tutoring**

Steven J. Corbett (Washington--Seattle)

An ongoing study is currently being conducted at the University of Washington, Seattle comparing two classroom-based tutoring (CBT) models: one more deeply imbedded, and one less embedded, in the classroom. We will discuss the comparative pedagogical implications of these two models of CBT for first-year underrepresented/ non-mainstream student writers.

Caroline

**Knowing Our Place: Law and Medical School Personal Statements Inside and Outside the Writing Center**

Catherine Savini (Columbia)

Students writing law and medical school personal statements often seek help in the writing center. How can we prepare ourselves for this work? My experience with this peculiar high stakes genre revealed the risks of remaining within the confines of the center and the benefits of partnerships that

invite  
experts  
in and  
allow us  
to  
venture  
out

**Coming (and Going) to a Local Literacy Organization Near You: Revising Community Literary Spaces to include Writing Center Theory and Practice**

Casey Reid (Metropolitan C.C.–Longview), Annete Spates (Literacy Kansas City)

In their article “Writing Beyond the Curriculum: Fostering New Collaborations in literacy,” Parks and Goldblatt call for “increased collaborations among university, school, and community partners as well as a greater sense of commitment...to literacy in the regions where our institutions are located.” In this workshop, we will discuss our experience with the collaborations involved in Literacy Kansas City.

**Shrinking the Space Between High Schools and University Writing Centers**

Mark Letcher (Oklahoma), Teresa Rothrock (East Central)

This session explores how university writing centers can affect writing instruction in secondary schools. One study examines using writing centers as field experiences for pre-service teachers while another traces how tutoring experience informs the teaching practices of beginning teachers. This interactive panel welcomes discussion about secondary and university writing spaces.

Preston **Extending the Possibilities of the Classroom Space**

Noelle Ballmer, Frances Johnson, Susan Garza (Texas A & M--Corpus Christi)

Writing Centers are “places of possibilities.” Writing Centers can push the educational boundaries by extending the walls of the classroom. Offering various opportunities for supplemental instruction, Texas A&M University-Corpus Christi (TAMUCC) offers extensions of the classroom, learning opportunities, including Specialized Workshops, “Assignment Reviews”, and “Ways to Open the Gate for THEA Students,” expanding the reach of Writing Center work and bridging the gap for many students and instructors.

Capital **Whose Space Is It, Anyway?**

Mary Ann Janda (Utica College)

This presentation will explore the ongoing competition for space in the Writing Center. Though our Center belongs to everyone, it is more of a disputed territory than a secure haven. The presentation will suggest how to preserve peace while making space available to serve multiple interests.

**When Your Burkean Parlor Clashes with the Neighbors' Loft: The Rhetorical and Physical Design of Writing Center Space**

Lori Baker (Southwest Minnesota State)

This presentation will explore what happens to the notion of the writing center as a Burkean parlor when the center is forced to move into a shared, larger space. The presentation will draw upon some elemental systems theory to help describe and explain how the design of our centers' physical space intersects with our rhetorical notions of the space. I will explore how we can design our "space" when we can't alter its physical location.

**Once upon a time . . . : a Writing Center moves to an Information Commons**

Nadene A Keene (Indiana--Kokomo)

Writing centers being incorporated into information commons is a current trend. The story of the move of a center in Fall of 2006 will be shared--research consulted, the hopes, and the problems and pitfalls. Issues of purview or authority, procedures, professionalism, and ethical concerns will be discussed.

Texas

**Preparing to Sit at the Head Table: Writing Center Work and Campus Leadership**

Al DeCiccio (Rivier)

This session will investigate those characteristics we customarily associate with leaders and those we associate with managers. We will highlight essential differences between the leader and the manager. These differences should illustrate why writing center work is campus leadership, because it brings about constructive changes in campus (and civic) communities.

**Twenty Five Years and Counting: Administrative Lessons Learned While Making Our Writing Center "House" a Campus Home**

Allison Holland (Arkansas--Little Rock)

Writing center histories help us understand our shared profession. This 25 year overview of a metropolitan writing center thriving in an environment of challenge and change looks at inner and outer writing space and shares the lessons learned traversing the physical, rhetorical, cultural/racial, and personal space that defined and shaped a writing center navigating the ocean of demands and needs of a university whose statewide identity is transformed by time.

**The Gulf: The Quest for Space for a Writing Center in Qatar—A Photo Narrative**

Cecelia Hawkins (Texas A&M--Qatar)

Through a photo log and narrative of the evolution of the Technical Communications Center at Texas A&M University at Qatar, the presenter will draw conclusions about the effort to maintain a presence in the budget, in the floor plans of a new building and in the consciousness of the decision-makers.

Library **Conversation—Anti-racist Activism SIG** lead by

Beth Godbee, Moira Ozias, and Frankie Condon

Since Victor Villanueva's rousing call at the 2005 joint IWCA/NCPTW conference, a flurry of conversation has begun on WCENTER and in other venues about undoing racism. To continue these conversations and to break the silence around race and racism, we invite you to gather with others to inaugurate a special interest group (SIG) meeting on antiracist activism.

**SATURDAY**

**BUSINESS MEETING—Ballroom 1—8:00-9:15**

**Sessions L—Saturday 9:30-10:45**

Ballroom 1XXXXX **Community College Workshop** (Special three hour session)

Ballroom 2 **The Writing Center as Coffeehouse** (Special three hours session)

Kevin Dvora (Keiser), Shanti Bruce (Nova Southeastern), Elizabeth H. Boquet (Fairfield), Michele Eodice (Oklahoma), Derek Owens (St. John's), Harry Denny (St. John's--Staten Island), Anne Ellen Geller (Clark), Dawn Fels, Brian Fallon (Indiana--Pennsylvania), Scott Miller (Sonoma State), Sandee McGlaun (Roanoke), Wendy Goldberg (Stanford), Jill Pennington (Lansing Community College), Timothy Miank (Lansing Community College), Cinda Coggins (Iowa)

The coffeehouse is an excellent model for writing center enthusiasts because it

demonstrates dynamic possibilities for creative writing center spaces. Presenters will create a coffeehouse-like space by brewing java and writing center innovations. Participants will join in for coffee and engage in hands-on, coffeehouse-like, writing center-ready, workshop activities.

Commerce **Space Invaders: The Results of a Four-Year Longitudinal Study on the Effects of Technology on Writing and Tutoring at Berkeley Preparatory School**

Thomas Brandt, Mitch Phillips, Nicole Berland, Nitya Kanuri, Elizabeth Paushter, Tara Braun, Venu Amar (Berkeley Prep)

This ongoing informal study continues to examine how the changing technology impacts student writing and the tutorial experience at the high school level. We hope to build on previous conclusions from past presentations, such as the blurring of the lines between formal and informal discourse and the expectations for entertainment that the technology often creates in the classroom. A new area of focus this year will be a pilot program in online synchronous tutorials.

Congress **Tending the Garden: Training the Surrogate Reader**

Karen Giddis, Bridget Bailey (Northwestern Michigan)

The metaphor of tending a garden helps demonstrate a spatial approach to training Writing Center staff to function as surrogate readers. One simple prompt elicits a wide variety of responses and provides opportunity for discussion. This multimedia presentation will take you to a riverside retreat where the meadow wages war with a barbed wire fence and elves dance in a tree.

Caroline **Enacting Reciprocity: Writing-Centered Habits of Mind**

Linda Bergmann (Purdue), Carol Peterson Haviland (California State-San Bernardino), Melissa Iannetta (Delaware), Lisa Lebduska (Wheaton-Massachusetts), Mary Wislocki (Seton Hall)

This session addresses the possibilities of transporting writing-centeredness to spaces outside of writing centers. We first examine the lack of reciprocity in writing center methodology and then demonstrate four kinds of reciprocal rather than one-way movement: feedback, listening, modeling, and play.

Preston **The \$500 OWL: Large Effects with Small Resources**

Valerie Balester, Candace Schaefer, Brady Creel, Mark Wolfe (Texas A&M)

We examine opportunities for writing centers to expand their boundaries in a cost-effective way. Writing centers with limited funding and personnel can develop tools to help students via a full-service OWL. As a case example, the panel presents the development of the Online Writing Lab at Texas A&M University.

Capital **My Space in This World: True Stories of a New ESL Specialist**

Maradee Kern (Houston-Clear Lake)

This practical presentation outlines some of the opportunities and obstacles I've encountered as a new ESL specialist responsible for creating policies, adding services, working with tutors, mentoring students, and reaching out to campus communities as well as negotiating issues of physical and mental "space" as a full-time assistant director and specialist.

**Teaching to the Test: An Entangled Union between Writing Center Tutors and International Students**

Nita Danko, Sean Shideler, Rachel Amelse, Fallon Waluszko (Purdue-Calumet)

Three tutors working with international students at PUC have approached their tutorials differently. A comparison of these different styles will not only show the

pitfalls of tutoring without a program, but will also prove useful when developing best practices as well as future training of new tutors to work with international students.

**ESL in a Different Light: Can You Hear Me Now?**

LeAnn R. Nash (Texas A & M–Commerce)

How do we address the specific needs of Deaf students in writing center work? Differences in language acquisition and use create challenges for tutors working with them in the writing center. In consideration of these and other factors, I offer suggestions for addressing these appropriately, particularly by working with interpreters.

Texas

**When Tutors Are Othered: Negotiating Boundary Work through Narratives**

Dawn Fels, Jessica Lott, Denee Page, Mai Amin Hassan (Indiana–Pennsylvania)

How can writing center directors support tutors who are othered by the writers they attempt to help? This panel highlights the narrative accounts of three tutors who responded to and resisted writers' attempts to other them and examines multiple possibilities of using narratives for training, support, and critical reflection.

Library **Conversation with WCJ Editor Neal Lerner**

Sessions M—Saturday 11:00-12:15

Ballroom 1 Community College Workshop (Continued from Session L)

Ballroom 2 **The Writing Center as Coffeehouse** (Continued from Session L)

Commerce **Seeing Is Believing: The Exclusive Space of Hard-of-Hearing and Deaf**

Susan Cotton, Debbie Moore, Rosalie Vasquez (Kingwood)

If a picture paints a thousand words, how does an interpreter know which ones to sign? The continually-emerging diversity of community college populations encompasses growing numbers of Deaf. Both in the classroom and the writing center, instructors and tutors face new challenges every day. Our mission is to find ways to rise to meet these challenges. To that end, this presentation focuses on five primary areas: hard-of-hearing vs. Deaf, visualization; ASL, deaf culture, and schema.

Congress **Sharing Our Personal Space: Revealing the Nature of the Writing Center through Outreach**

Mary Lou Odom, Rachel Greil, Robert Barrier (Kennesaw State)

The relationship between writing center instruction and the characteristically welcoming space of a writing center remains relatively unexplored. By considering how consequential an element space can be, writing centers can create outreach efforts that capitalize on a center's physical characteristics to publicize services and ultimately even further pedagogical goals.

Caroline **Same Space, Bigger Place**

Patricia Dyer, Jayne Thompson, Susan Waller, Susan Warren (Widener)

Having maximized its space, our Writing Center is redefining its campus, community, and virtual "places." The Center has increased its visibility during orientation, in faculty development initiatives, in school connections, and with distance learners. In this interactive session, participants will be asked to share their ways of expanding "place."

Preston **Do You Have "Space" for a Graduate Writing Center?**

Dave Kuhne, Steve Sherwood, Billia Hara, Cheryl Carithers (Texas Christian)

Does your university need a graduate writing center? This panel will discuss the challenges of working with faculty members, working with Ph. D. candidates when some staff do not hold Ph.Ds, and working with dissertation writing groups.

Capital **Cultural Space: Launching Concepts into the Space of Understanding**

Jose de la Garza, Jennifer Rudolph (Sam Houston State)

Writing centers, we have a problem! Language barriers between tutor and tutee can jeopardize student understanding. Incorporating bilingual staff into the writing center atmosphere can address the issue. Launching concepts in students' mother tongues and applying these in the language of their composition facilitates a clear landing on understanding and learning.

**The Other ESL: Tutoring Generation 1.5 writers**

Jennifer Ritter, Clare Chesher, Beth Merrill-Bauer (Alaska Anchorage)

Generation 1.5 students are non-native speakers of English who are long-term residents of the U.S. and who have graduated from U.S. high schools. In our presentation, we will (a) explain the need for writing centers to better understand our tutoring practices with Generation 1.5 and (b) discuss our research findings on the tutoring and revision process with Generation 1.5 writers in our writing center.

Texas

Library **Conversation with IWCA Book of the Year author**

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Sessions N—Saturday 1:45-3:00

Ballroom 1 **"What Kind of Place Is This, Anyway?": Exploring Writing Centers as Communities of Practice**

John Boyd (Washington College), Marcy Trianosky (Peninsula), Janet Lucas (Southern New Hampshire), Kim Donovan (Hollins)

By characterizing writing centers as communities of practice - places where tutors learn by engaging in a common endeavor - this panel will explore rhetorical and gendered expressions of tutor identity, as well as the ways in which institutionalized umbrella structures such as learning centers affect writing center space.

Ballroom 2 **The Body Matrix: Identity, Consciousness, Resistance**

Frankie Condon (St. Cloud State), Harry Denny (St. John's), Brian Fallon (Indiana-Pennsylvania), Anna Rita Napoleone (Massachusetts)

Taking a socialist feminist approach, panelists in this session seek to make visible the combined effects of gender, class, sexuality, and racial ethnic status and to expose the absence of a nuanced understanding of experience. We offer a space for dialogue about how matrices of identity come into play in the writing center, what that means for our work, and what that means for sustainable conversations concerning identity politics in the fields of composition and writing centers.

Commerce **Effective Strategies for Tutor Preparation: Determining Needs, Designing Assignments, Arranging Experiences**

Steven Price (Monmouth), Sarah Liggett (Louisiana State), Kerri Jordan (Mississippi College)

No matter long we work in Writing Centers, we still seek strategies to improve conferencing and administration. In this session, three Writing Center directors will describe pedagogies used in tutor preparation courses to determine

instructional needs of tutors, to design writing projects that introduce future tutors to various genres and tutoring styles, and to arrange cross-curricular tutoring experiences.

Congress

**Safe Space in the Community College Writing Center**

Ellen Mohr (Johnson County Community College)

To be “[a] place of infinite possibilities,” the community college writing center must be a safe space. The student and the tutor must maintain a mutual respect, a tone of confidentiality and of professionalism. This presenter will share training and marketing strategies to balance the diversity of a writing center.

**Trading Spaces: Making Over the Tutoring Process**

Kim Ferguson, Krissy Vogel (Blinn)

How do students perceive the writing center? Students discussed their perceptions by “trading spaces” with tutors through a survey that asked how they would make over a tutoring session. This session will present the survey results with suggestions about how the “makeovers” apply to “everyday” tutoring.

**Surveys of Diverse Groups in Writing Center Spaces**

Dana Lynn Driscoll, Jaclyn Wells, Jo Doran (Purdue)

This panel considers the advantages and limitations of using student, tutor, and faculty surveys in writing centers as both a means of gaining new knowledge and suggestions and as a means of assessment. Along with methodological discussions of who to survey, how to survey, and where to survey, we will also discuss the results of three separate surveys conducted at a large Midwestern university with an active writing center. Our three papers will consider themes of resistance to surveys, usefulness and application of data collected, and how surveys can be used to gather diverse perspectives on writing center administrative practices.

Caroline

**ESL and the Space between Disciplines: Cross Disciplinary Perspectives on Writing, Tutoring, and Error**

Daniel Emery, Glenn Newman (Utah)

Our paper reflects an ongoing project involving a multi-disciplinary examination of writing pedagogies for L2 students, including composition, applied linguistics, EAP, and L2 acquisition. A more rigorous classification of competing L2 pedagogies should displace the common binary of directive/nondirective feedback and suggest more effective strategies for tutoring L2 writers.

**EFL Workshops: Broadening the Idea of a Writing Center**

Yunhee Whang (Seoul National)

Seoul National University offered 40 workshops on 30 different topics to EFL students last year. We learned that workshops play various crucial roles in writing center work including the expansion of participants’ socio-cultural boundaries. Practical suggestions or ideas on developing more effective workshops for ESL/EFL students will also be presented.

**ESL Guide: Developing Language and Writing Skills in the Writing Center**

Mahmoud Amer, Dawn Fels (Indiana-- Pennsylvania)

This workshop juxtaposes writing center and ESL pedagogies and allows participants to critically reflect upon how they use technology in their centers to assist ESL writers. Participants will first preview ESL Guide, a non-profit educational software created by one of the presenters who is an ESL learner and specialist. Discussion will then focus on critical questions related to the use of technology with ESL writers in the writing center and the possibilities that arise when seemingly competing theories and praxes commune.

Preston **Surveys of Diverse Groups in Writing Center Spaces**

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Capital

Texas

Library **Conversation with IWCA Key Note Speakers Jim McDonald and Valerie Balester**

Sessions O—Saturday 3:15-4:30

Ballroom 1 **Connected by Communication: Collaboration between Writing and Speaking Centers**

Laura Tuttle, Lessa Spitzer, Maggie Greaves, Christine Cozzens (Agnes Scott)

The use of space and method overlap at Agnes Scott College's Center for Writing and Speaking, an entity comprised of a writing center and a speaking center. After re-examining the theoretical and practical foundations for their original alliance, the two centers are incorporating new ways of working together.

Ballroom 2 **From Virtual to Actual: Using Writing Center Space as a Problem Solving Tool**

Jennifer Wells (Mercy High), Jeff Newton and Dave Sampson (Culver Academies), Lindsey C. Surendranath and Maura Penders, (Birmingham Senior)

In this panel, the directors of three secondary school writing centers will explore how they created their writing center spaces to match the mission and meet the challenges of their respective institutions, and in doing so, will offer all writing center professionals new perspectives on the problem solving nature of space.

Commerce **Writing Centers as Historical Spaces: Oral History Research and Institutional Identity**

Rebecca Jackson, Collette Caton, Courtney Werner, Nancy Wilson (Texas State)

Contributors to this panel argue the value of oral history research for understanding, making, and (re)making writing centers' institutional histories and identities. We argue that it is only in reading the past that we position ourselves to write writing center futures.

Congress **Spacing Out: A Place of Infinite Possibilities**

Helen Szymanski (DuPage)

College of DuPage is a community college who's writing and reading centers were staffed solely by adjunct faculty. Peer tutors were added, and these centers were consolidated into one larger center, cross training the peers and adjuncts for writing and reading. Learn some of the reading activities practiced during tutor training as the Writing Center spaced out to "a place of infinite possibilities" to go where it hasn't gone before.

**On the Inside Looking Back: The Story of the Chaffey College Writing Center**

Robert Rundquist, Laura Hope (Chaffey College)

The marginal status of Writing Centers frustrates most professionals in the field, but the growing concern related to basic skills preparedness creates an opportunity to improve learning centers institutional status. This presentation explores the centering of the Chaffey College Writing Center and how that re-positioning led to increased program efficacy.

**XXXXX Victims of Catastrophic Events Who Are Further Victimized When Their Education is Disrupted**

Janie Jenkins

Caroline

**Inviting Spaces, Inviting Success**

Laurie Jones, Carrie Buttler (Del Mar)

The Stone Writing Center at Del Mar College in Corpus Christi, Texas, is a community college offering Auxiliary Instruction, a unique learning space for students. Auxiliary Instruction consists of workshops (the Boot Camp Series, Workshop on Wheels, and Boot Camp Online), seminars (Room to Write Sessions), and classroom tutoring (Class Calls). Auxiliary Instruction offers learning opportunities within the space of the Writing Center as well as the classroom.

**Spacing Literacy**

Sarah Morgan, Kara Kniffin (Brookdale Community College)

At Brookdale Community College, the Writing Center and the Reading Center share a hallway, each center located at an opposite end. In this presentation, colleagues from each explain their efforts to traverse that hallway, focusing on their reasons for doing so, their plan, and some measure of their success. It includes segments on the historical space of the centers, current physical space, the administrative space that usually helps but occasionally hinders progress, and the philosophical/theoretical space of and between their respective disciplines.

Preston **Houston, We Have a Problem: Reflections from the 2006 Phoenix Symposium on the State of the Writing Center Profession**

Pamela Childers (McCallie), Joan Mullin (Texas-Austin), Christina Murphy (Marshall), Michael Pemberton (Georgia Southern), Jeanne Simpson (Arizona State-Polytechnic), Byron Stay (Mount St. Mary's)

IWCA/NWCA past presidents, representing 174 years of experience, critique our community's construction of research, scholarship, mentoring, professionalism, internationalization, regionals, and our organizational structure. Seeking to generate vigorous discussion and widen participation in our community, this panel invites visionary thinkers to explore new directions and take concrete actions.

Capital

Texas

Library