

## WRITING CENTER SESSIONS AT Cs, WEDNESDAY, MARCH 11

IWCA Collaborative @CCCC

Continental Ballroom 3

**NOTE: YOU MUST BE PRE-REGISTERED TO ATTEND; THE EVENT IS FULL!**

**Session:** WE.2 on Mar 11, 2009 from 9:00 AM to 5:00 PM **Cluster:** n/a) Not Applicable

A refiguring of the previous years' writing center workshops, the Writing Centers Collaborative (WCC) will orchestrate a day-long examination of the waves that writing centers continue to make. Scholarship on research agendas, multimedia tutoring, sustainability, diversity, assessment, and collaborations across campuses, disciplines, communities, and continents will be examined through both presentations and discussion tables. Participants will use this space to share successful programs and explore common concerns, to discuss new developments and ideas, and to develop networking and mentoring relationships. WCC will offer a total of fifteen presentations that will include larger group activities, featured sessions, and smaller, concurrent roundtables. Facilitators for the day will be experienced scholars in the field, newer center directors, graduate students, peer tutors, and other writing center professionals.

## WRITING CENTER SESSIONS AT Cs, THURSDAY, MARCH 12

### Assessment Initiatives for Writing Centers

Mason, 6<sup>th</sup> Floor

**Session:** A.09 on Mar 12, 10:30 to 11:45 AM

**Cluster:** 102) Composition/Writing Programs

**Chair:** John Hyman, American University, Washington, D.C.

**Speakers:** Judy Arzt, St. Joseph College, West Hartford, CT, "Riding the Wave: Best Practices for Online Tutoring"  
James Warren Boyd, San Francisco State University, CA, "Talk to Me: The Evolution of an Online Academic Support Environment for Writing Center Tutors"

Michelle Deal, University of Massachusetts, Amherst, "Convergences of Talk and Text: A Qualitative Assessment of Writing Center Tutorials"

### 2009 Computer Connection – Continental Ballroom 8, Ballroom Level

Sponsored by the CCCC Committee on Computers and Composition, the CCCC Computer Connection offers presentations on new software and technologies for teaching composition and literature, computer-facilitated classroom practices, best practices for teaching online, new technology resources, and electronic journals. More info is available at <http://computersandwriting.org/cc/>. —*Douglas Eyman, Computer Connections Coordinator*

**Thursday, March 12: A Session 10:30 a.m. – 11:45 a.m.**

**Tamed Technology in the Writing Center--**Shareen Grogan, National University

### Next Generation OWLs: Customized Solutions and the Move Toward Open-Sourcing Yosemite A, Ballroom Level

**Session:** C.07, Mar 12, 1:45 to 3:00 PM

**Cluster:** 102) Composition/Writing Programs

This session identifies technologies for next generation online writing centers, describing customized solutions for online tutoring and the potential for making these into open-source technologies for other centers. Presenters will discuss new

OWL technologies, definitions for changing technologies, and OWL pedagogy and praxis, as well as usability, development, and...

**Chair:** Tammy S. Conard-Salvo, Purdue University, West Lafayette, IN

**Speakers:** Matthew J. Gilchrist, University of Iowa, Iowa City

Tammy S. Conard-Salvo, Purdue University, West Lafayette, IN

### **Visualizing the New Writing Center: Integrating Verbal and Visual Rhetorics Union Square 15/16, 4<sup>th</sup> Floor**

**Session:** C.27, Mar 12, 1:45 to 3:00 PM

**Cluster:** 102) Composition/Writing Programs

Writing centers around the country are responding to the challenges of new media. The possibilities and pitfalls of new technologies are felt perhaps most profoundly in the writing center, where students writing in a wide variety of disciplines come to work on texts in an equally wide variety of media.

**Chair:** Douglas Hesse, University of Denver, CO

**Speakers:** Corinne E. Hinton, St. Louis University, MO, "Theorizing Visual Rhetoric in the Writing Center"

Eliana Schonberg, University of Denver, CO, "Training Writing Consultants to be Visual Rhetoricians"

Sue Mendelsohn, St. Louis University, MO, "Leading from the Center: Writing Centers as Hubs for Visual Rhetoric"

### **Calm Seas or Tidal Waves: The Role of Writing Fellows Within the Writing Program and the Institution -- Imperial A, Ballroom Level**

**Session:** D.08, Mar 12, 3:15 to 4:30 PM

**Cluster:** 102) Composition/Writing Programs

Abstract: Whether they are called Writing Fellows, Mentors or Assistants, these individuals have unique roles within the writing program and the institution. The relationship among Writing Fellows, faculty across disciplines, and students is an unpredictable one for the director of the program. Each of these presenters will discuss the balancing act that exists at their institutions, how they navigate these sometimes volatile waters, and why directors need to consider the importance of both calm seas and occasional tidal waves that allow for the improvement of the quality of writing, teaching and learning.

**Chair:** Pamela Childers, The McCallie School, Chattanooga, TN

**Speakers:** Carol Severino, University of Iowa, Iowa City, "Sources of Turbulence in Writing Fellows Programs: Should We Calm the Seas or Make Some Waves?"

Kathy Evertz, Carleton College, Northfield, MN, "Who's Steering This Ship?: Charting Writing Center Pedagogy, Writing Assistants, and Faculty Expectations"

Joan Mullin, Illinois State University, Normal, "Changing Direction: Tracking through the Waters of Institutional and Curricular Change with Writing Mentors"

Holly H. Bruland, University of Hawaii-Manoa, Honolulu, "On Location: Adding Writing Mentors to the First-Year Composition Curriculum"

**Respondent:** Terry Zawacki, George Mason University, Fairfax, VA

### **(Dis)Connects: Writing Centers, Digital Natives and Digital Immigrants Golden Gate 7, Lobby Level**

**Session:** D.12 on Mar 12, from 3:15 to 4:30 PM

**Cluster:** 105) Research

As writing center professionals, we deal increasingly with the issues that accompany digital technology. Most of our traditional clients—roughly those under 25—have never known a time without digital technology: computers, video games, music players, web cams, and cell phones. These traditional students routinely engage in instant messaging, blogging, vlogging, online...

**Chair:** Leigh Ryan, University of Maryland, College Park

**Speakers:** Leigh Ryan, University of Maryland, College Park

David Taylor, University of Maryland University College, Adelphi  
Cheryl Hawkinson-Melkun, University of Mary Washington, Fredericksburg, VA

## WRITING CENTER SESSIONS AT Cs, FRIDAY, MARCH 13

### Writing Centers: Questions and Innovations Union Square 22, 4th Floor

**Session:** F.21 on Mar 13, 8:00 AM to 9:15 AM

**Cluster:** 102) Composition/Writing Programs

**Chair:** Benjamin Miller, CUNY, New York, NY

**Speakers:** Karen Keaton Jackson, North Carolina Central University, Durham, "Tales from the Other Side: A Focus on Tutor Identity Formation when Working with Multicultural Writers"

Lynn Shelly, Indiana University of Pennsylvania, "Fostering Involvement and Building Community: A New Role for Writing Centers"

Steven Corbett, Southern Connecticut State University, New Haven, "Writing On-location Waves with Diverse Students"

### Making Waves with Writing Center Peer Tutors Continental Ballroom 9, Ballroom Level

**Session:** F.38, Mar 13, 8:00 to 9:15 AM

The purpose of the series of mini-conferences for our writing center peers is to motivate them to attend conferences as well as to submit proposals for conference sessions. Focus of the session: 1. To share our experience of putting together mini-conferences for our peer tutors 2. To share what went...

**Speakers:** Helen Szymanski, College of DuPage, Glen Ellyn, IL

Jennifer Staben, College of Lake County, Grayslake, IL

### Going Global by Going Local: Connecting Study Abroad & International Students With the Writing Support They Need – Golden Gate 6, Lobby Level

**Session:** F.39 on Mar 13, 8:00 to 9:15 AM

**Cluster:** 101) Practices of Teaching Writing

In recent years, the waves of over 582,000 students per year who study at U.S. universities from abroad has returned to pre-9/11 levels. Likewise, the hundreds of thousands of out-bound U.S. study abroad participants has reached record level. This session will examine the largely un-tapped possibilities for supporting the writing...

**Chair:** Mark Schaub, Grand Valley State University, Allendale, MI

**Speakers:** Ellen Schendel, Grand Valley State University, Allendale, MI, "What American Writing Centers Can Learn from International Writing Centers about Supporting International Writers"

Kate Stoetznner, Grand Valley State University, Allendale, MI, "Writing in Andra Pradesh to Writing on Your Campus"

### Educating the Third Wave of Writing Program/Center Administrators Continental Ballroom 7, Ballroom Level

**Session:** G.06 on Mar 13, 9:30 to 10:45 AM

**Cluster:** 102) Composition/Writing Programs

Intro: In the past fifteen years, a number of institutions have recognized the need to provide training in the theory and practice of writing program administration and have begun to offer coursework in WPA studies at the graduate level. This panel will address the question of whether and how this coursework...

**Chair:** Shirley K. Rose, Purdue University, West Lafayette, IN

**Speakers:** Shirley K. Rose, Purdue University, West Lafayette, IN, "Surveying Difference: A Comparison of WPA and WCA Responses to a National Survey"

Michael Pemberton, Georgia Southern University, Statesboro, "Preparing Future Writing Center Administrators for the Real World"

Jonikka Charlton, University of Texas-Pan American, Edinburg, "GenAdmin Identity: Preparing the Next Wave of Writing Program/Writing Center Administrators"

## **New Waves for Writing Centers Union Square 25, 4th Floor**

**Session:** I.11 on Mar 13, from 12:30 to 1:45 PM

**Cluster:** 102) Composition/Writing Programs

**Chair:** Brenda Glascott, California State University-San Bernardino

**Speakers:** Tracey Baker, University of Alabama at Birmingham, "Contact Zones: Tutors and Basic Writers"

Jeanne Simpson, Arizona State University, Tempe, "Perfect Messes: Chaos Theory in the Writing Center"

Veronica Oliver, Southern Illinois University, Carbondale, "The Writing Center, Remediation, and the Ripple Effect: The Relationship of the Writing Center to Academic Success Programs"

## **Government, Funding, and the Role of Outcomes Assessment at the University of South Africa: A Preliminary Report -- Union Square 21, 4th Floor**

**Session:** J.39, Mar 13 from 2:00 to 3:15 PM

**Cluster:** 107) Institutional and Professional

**Topic:** How government-driven outcomes assessment is affecting funding for writing centers in South Africa, specifically at the University of South Africa.

**Chair:** Patricia Stephens, Long Island University, NY

**Speakers:** Patricia Stephens, Long Island University, NY

Clifford Ndlangamandla, University of South Africa, Pretoria, Gauteng Province, "Outcomes Assessment and Academic Literacies Interventions at University of South Africa"

## **Writing Centers, CAC, and First Year Seminar Collaborations Continental Ballroom 7, Ballroom Level**

**Session:** K.02 on Mar 13, 3:30 to 4:45 PM

**Cluster:** 102) Composition/Writing Programs

**Chair:** Deanya Lattimore, Syracuse University, NY

**Speakers:** Elaine Hays, College of the Holy Cross, Worcester, MA, "Setting Sail: Integrating Interdisciplinary Peer Tutors into a Universal First-Year Program"

Gretchen Fleisher Moon, Willamette University, Salem, OR, "Waving them in: A Writing Center/First-Year Seminar Collaboration"

## **Risk and the jWPA: Rocking the Boat on the Voyage Toward Tenure Golden Gate 5, Lobby Level**

**Session:** K.03, Mar 13, from 3:30 to 4:45 PM

**Cluster:** 107) Institutional and Professional

**Abstract:** The 1985 Position Statement on the Professional Concerns of Writing Center Directors tried to make waves. In it, the executive board of the NWCA stated that Writing Center Directors (WCDs) should be tenure track faculty or administrative positions, not staff positions. Yet, the most recent Writing Center Research Project Survey revealed that only 15% of responding directors were tenured and only another 26% were eligible for tenure. Now, over two decades later, articles and presentations on the issue of tenure for WCDs are rare.

**Chair:** Kate Ryan, University of Montana, Missoula

**Speakers:** Kate Ryan, University of Montana, Missoula, "jWPA Ethos: What do We Mean by Responsibility?"

Jackie Grutsch McKinney, Ball State University, Muncie, IN, "Professional Concerns of Writing Center Directors: What Happened?"

**Respondent:** Nicole Caswell, Kent State University, OH

## **Creating Waves in the Text: Student/Faculty Views of Creativity Union Square 5/6, Fourth Floor**

**Session:** K.26 on Mar 13, 3:30 to 4:45 PM

**Cluster:** 110) Academic Writing

In *Creativity and Beyond*, Robert Weiner discusses the value placed on the concept of creativity, noting that “people from all walks of life and all economic classes—seem to want to be viewed as creative in some respect” (2). A simple glance at the telephone listings of any large American city...

**Chair:** Pamela Bourgeois, California State University, Northridge

**Speakers:** Irene Clark, California State University, Northridge, “Ripples in the Text: Should Student Writing Be Creative?”

Julie Lippman, University of Puget Sound, Tacoma, WA, “‘Is the tide in or out’: How Students’ Ideas of Creativity Change from First Year to Senior Year”

Catherine Hale, University of Puget Sound, Tacoma, WA, “When the Tide is Out: What Students and Faculty Say”

## **Writing Centers SIG -- Preparing for the Next Wave Golden Gate 2, Ballroom Level**

**Session:** FSIG.25, Mar 13, from 6:30 to 7:30 PM

**Cluster:** 102) Composition/Writing Programs

With something for professionals from all types of writing centers, including those situated in the community, K-12 schools, and two- and four-year colleges and universities, this SIG will provide opportunities for discussion and exchange around a number of pressing professional concerns, including research, activism, professional status, leadership, and assessment. IWCA board members facilitating the conversations will especially focus on how addressing these concerns shape the next wave, the future of writing centers.

## **WRITING CENTER SESSIONS AT Cs, SATURDAY, MARCH 14**

### **SIN(x), Where X Equals Identity: A Grounded Theory Investigation of “Development” in a Tutor Development Program -- Franciscan A, Ballroom Level**

**Session:** L.22 on Mar 14, 9:30 to 10:45 AM

**Cluster:** 102) Composition/Writing Programs

How do tutors “develop” in tutor development programs, and how does their development relate to their identities as academics and writers outside the writing center? “Development” implies “progression,” and one might be tempted to think of a tutor development program as steadily adding to tutors’ store of knowledge about...

**Chair:** Lori Salem, Temple University, Philadelphia, PA

**Speakers:** Lori Salem, Temple University, Philadelphia, PA

Rebekah Buchanan, Temple University, Philadelphia, PA

Daniel Ellis, Temple University, Philadelphia, PA

Ryan Witt, Temple University, Philadelphia, PA

Dan Gallagher, Temple University, Philadelphia, PA

### **Tutor Development and Tutoring's Influence Powell, 6th Floor**

**Session:** M.16 Mar 14, 11:00 to 12:15 PM

**Cluster:** 102) Composition/Writing Programs

**Abstract:** As part of the Peer Tutor Alumni Research Project, Jean Kiedaisch and I sent surveys that reached about 200 of our former tutors. This presentation analyzes what specific abilities and skills tutors felt they gained from tutoring, the range of career paths tutors followed, and how those abilities and skills were instrumental to their careers.

*Chair:* Raymond Oenbring, University of Washington, Seattle

*Speakers:* Sue Dinitz, University of Vermont, Burlington, “Peer Tutoring: The Ripple Effects In Tutors’ Lives”  
Joshua Lenart, University of Utah, Salt Lake City, “Words that Kill: Writing Centers, Writing Programs, and Student Anxiety”

### **Forget the Waves--We Aren't Even in the Same Rowboat: Disrupting Grand/Master Writing Center Narratives – Union Square 23/24, 4th Floor**

**Session:** N.11, Mar 14, 12:30 to 1:45

**Cluster:** 102) Composition/Writing Programs

So many writing centers are still working from the margins of their campuses, disciplinary divisions, and libraries. This marginalization has been imposed, to be sure, but one must ask how much these prejudices have been internalized by writing center professionals, how writing center directors and workers have participated in that ...

*Chair:* Bill Macauley, The College of Wooster, OH

*Speakers:* Bill Macauley, The College of Wooster, OH, “Watching the Waves”

Chris Fosen, California State University, Chico, “Who is Rowing?”

Kathryn Byrne, Johnson County Community College, Overland Park, KS, “Keeping a Hand on the Rudder”

### **Writing Center Research: Qualitative and Quantitative Yosemite C, Ballroom Level**

**Session:** O.08 on Mar 14, 2:00 to 3:15 PM

**Cluster:** 105) Research

*Speakers:* James Williams, Soka University, Aliso Viejo, CA, “Peer Tutoring and Urban Myth: A Longitudinal Study of Peer v. Professional Tutoring”

R. Mark Hall, University of North Carolina, Charlotte, “Friends of the WritingCenter: A Social Capital View of Building Campus Alliances”

Courtney Werner, Texas State University–San Marcos, “Making Waves in the Writing Center, Making Waves in Empirical Study: Tutors’ Perceptions of the ‘Non-Traditional’ Student-writer”

Kathryn Valentine, New Mexico State University, Las Cruces, “A Critical Discourse Analysis Approach to Understanding Tutor Training Manuals”

### **Collaborative Learning and Peer Tutor Training: Breaking Waves and Confused Seas Imperial B, Ballroom Level**

**Session:** O.10, Mar 14, 2:00 to 3:15 PM

**Cluster:** 102) Composition/Writing Programs

Abstract: How is collaborative learning being adapted, changed, challenged, or superseded today in writing center peer tutoring theory and practice? For the purpose of stimulating audience discussion, the roundtable presenters will each take seven minutes to talk about how they engage collaborative learning. These presentations will provide the a brief look at contemporary practices in collaborative learning, and suggest ways in which collaborative learning pedagogy has been rethought and extended in today's writing centers. After the presentations, the audience and participants will have time to raise issues and to theorize the development of and changes in collaborative learning in writing centers.

*Chair:* Harvey Kail, University of Maine, Orono

*Speakers:* Jon Olson, The Pennsylvania State University, University Park, “Multi-modal Literacies, Tutor Training and Collaborative Learning”

Roberta Kjesrud, Western Washington University, Bellingham, “Creating a Community of Scholarship”

Paula Gillespie, Marquette University, Milwaukee, WI, “Navigating Interdisciplinarity, Interprogram Boundaries: A Graduate Writing Consultant Program”

Candace Schafer, Texas A&M University, College Station, TX

Sherri Winans, Whatcom Community College, Bellingham, WA, “Using Improv to Create Collaborative Space”

Gerd Braeuer, University of Education, Freiburg, Germany, “Making Collaborative Learning a Centerpiece of Continuing Education”