

IWCA Collaborative, WEDNESDAY, MARCH 17

IWCA Collaborative @CCCC

Galt House, Louisville

NOTE: YOU MUST BE PRE-REGISTERED BY MARCH 12 TO ATTEND!

Register here: <http://writingcenter.ou.edu/cccc10/>

Overview

The IWCA Collaborative 2010 program features sessions that are relevant to all writing center professionals and include topics such as:

- Making a case for centers in times of high stakes testing, assessment, and budget crises
- Identifying and rethinking best practices in tutoring and tutor training
- Understanding difference in writing center practice
- Implementing technology in the center

The Collaborative will also feature Carol Mattingly, founder of the Writing Centers Research Project, as the lunch-time speaker. Registration for the Collaborative includes morning coffee and tea service, lunch, and an evening reception with light appetizers and cash bar. Consider joining your colleagues for a full day of thinking, talking, collaborating, and resource sharing on March 17, 2010 at the Galt House in Louisville, KY.

Please direct any questions to co-chairs, Nathalie Singh-Corcoran (Nathalie.Singh-Corcoran@mail.wvu.edu) and Karen Rowan (krowan@csusb.edu).

WRITING CENTER HALF-DAY WORKSHOP, WED, MARCH 17

Creating Safe Writing Center Spaces for Diverse Students

Session: AW.05 on Mar 17, 2010 from 1:30 PM to 5:00 PM **Cluster:** 102) Composition/Writing Programs

Type: Workshop: Wednesday Afternoon

Interest Emphasis: not applicable

Level Emphasis: all

Focus: cultural studies

This interactive workshop will help writing center administrators 1) identify and define the ways in which their campuses and their writing centers are diverse, 2) become aware of the needs of diverse students and tutors in the writing center, and 3) learn ways of addressing these needs in our writing [[More](#)]

Participant	Affiliation	Speech Title (if known)
Trixie G. Smith	Michigan State University	Session Contact Person
Pamela B. Childers	The McCallie School	
Tammy Conard-Salvo	Purdue University	
Steven T. Lessner	Michigan State University	
Richard Sévère	Purdue University	

WRITING CENTER SESSIONS AT Cs, THURSDAY, MARCH 18

A New Taxonomy of Research Methodologies for Writing Center Studies

Session: A.14 on Mar 18, from 10:30 to 11:45 AM Convention Center, Room L2, Lower Level

Type: Concurrent Session (3 or more presenters) **Interest Emphasis:** not applicable

Level Emphasis: all **Focus:** not applicable

The subject is research in writing center studies . . . again. But this presentation will not rehash why it's needed—"to legitimate writing center work through the production of scholarship and research, to understand and improve writing center practice, and to prove the writing center's value to local [[More](#)

Participant	Affiliation	Speech Title (if known)
Michele Eodice (Chair)	University of Oklahoma	A New Taxonomy of Research Methodologies for Writing Center Studies
Sarah Liggett (Speaker 1)	Louisiana State University	"Constructing a New Taxonomy of Methodologies in Writing Center Research"
Steve Price (Speaker 2)	Mississippi College	"Interpreting the New and Redefined Modes of Inquiry in the Taxonomy"
Kerri Stanley Jordan	Mississippi College	"Critiquing the Taxonomy through a Problematic Writing Center Scenario"

Bringing WAC Back: From Suspended Animation to Revitalization

Session: A.13 on Mar 18, 2010 from 10:30 AM to 11:45 AM Convention Center, Room L1, Lower Level

Type: Concurrent Session (3 or more presenters) **Interest Emphasis:** not applicable

Level Emphasis: all **Focus:** WAC/WID

Overview: The usefulness and sustainability of cross-curricular writing programs has long been a

topic of discussion in WAC circles. McLeod’s 2008 plenary address at the International WAC Conference signaled four areas that affect WAC sustainability which, she acknowledged, were, present at the birth of WAC in 1970, just in different forms. [[More](#)]

Participant	Affiliation	Speech Title (if known)
Chris Anson (Chair)	North Carolina State University	
Amy Patterson (Speaker 1)	Virginia Tech	The Slow Death of a University Writing Program: Politics and Legacy at a Large Research University
Jennifer Cover (Speaker 2)	Virginia Tech	The Slow Death of a University Writing Program: Politics and Legacy at a Large Research University
Gwen Gray Schwartz (Speaker 3)	Mount Union College	WAC Assessment at a Liberal Arts College: Rejuvenating a Stagnant Program from the Ground Up
Judy Arzt (Speaker 4)	Saint Joseph College	Remix: Commingling Online Tutoring with a Writing Associates Program

Conflict and Dissent in Collaborative Learning	
Session: C.38 on Mar 18, from 1:45 to 3:00 PM	Convention Center, Room 214, Level 2
Type: Roundtable	Interest Emphasis: not applicable
Level Emphasis: all	Focus: not applicable
<p>An emphasis on community in all its varied implications has become central to composition studies, particularly since the "social turn" of the late 1980's and early 1990's. The idea of community is most particularly significant in writing centers, where an ethos of inclusiveness and collaboration, perhaps in response to [More]</p>	

Participant	Affiliation	Speech Title (if known)
Harvey Kail (Chair)	University of Maine	

Sherry Winans (Speaker 1)	Whatcom Community College	When Students Say No
Valerie Balester (Speaker 2)	Texas A&M	What Color is Collaboration? Writing Centers, Race, and Consensus
Jon Olson (Speaker 3)	Penn State University	What Does Conflict Look Like from under the Shade of a Mango Tree?
Roberta Kjesrud (Speaker 4)	Western Washington U	When Collaborations Fail--What Then?
Mary Wislocki (Speaker additional)	Union County College	How Do We School Ourselves for Administrative Conflict?

FYC Assessment and Retention Remixed: Inviting students into education through writing

Session: C.40 on Mar 18 from 1:45 to 3:00 PM

Convention Center, Room 218, Level 2

Type: Concurrent Session (3 or more

Interest Emphasis: not applicable

Level Emphasis: all

Focus: first year composition

In 2007-08 we completed an assessment of student retention in introductory composition (IC). Our study and subsequent report are situated amongst the groundswell of activity on student retention and engagement at the CC level: CCSSE and the more focused follow-up, SENSE. Differentiated from these studies ours specifically tries to understand [[More](#)]

Participant	Affiliation	Speech Title (if known)
Ron Christiansen (Speaker 1)	Salt Lake Community College	"I only cared about writing a good paper": Expectations hell-bent on collision
Brittany Stephenson (Speaker 2)	Salt Lake Community College	The pleasure of student voice in creating a community space
Clint Gardner (Speaker 3)	Salt Lake Community College	Trickster Crossroads: The WC as research collaborator

Remixing Research on Equity and Social Change: Three Approaches to Studying Talk and Interaction Around Writing

Session: D.33 on Mar 18, from 3:15 to 4:30 PM	Convention Center, Room 207, Level 2
Type: Concurrent Session (3 or more presenters)	Interest Emphasis: race/ethnicity
Level Emphasis: all	Focus: not applicable

This panel documents microinteractional moments of social change that occur in three sites of talk about and around writing: intercultural rivaling forums, writing conferences, and peer review sessions.

Participant	Affiliation	Speech Title (if known)
Rasha Diab	University of Texas	(Chair)
Sundy Watanabe (Speaker 1)	University of Utah	'You Know How We Feel About Writing': Tensions of Presence and Performance in Interactional Talk
Beth Godbee (Speaker 2)	University of Wisconsin-Madison	Small Talk, Big Change: Potentials for Social Change in One-With-One Talk About Writing
Stephanie Kerschbaum (Speaker 3)	University of Delaware	Between Classroom and Institution: What Interactional Research in Writing Classrooms Can Contribute to University Diversity Efforts

The International Writing Centers Association SIG on Multiple Issues Effecting Writing Center Professionals and Their Work **MARRIOTT BALLROOM 3, SECOND FLOOR**

Session: TSIG.25 on Mar 18, 2010 from 6:30 PM to 7:30 PM	MARRIOTT BALLROOM 3, SECOND FLOOR
Type: Special Interest Group/Business Meeting	Interest Emphasis: not applicable
Level Emphasis: all	Focus: not applicable

With a special emphasis on ways a difficult economy forces us to re-see sustaining our work, this SIG will include multiple mini-SIG roundtables reflecting the many issues faced by writing center

professionals, including: Research, Activism and Advocacy, Professional Status, Directing multiple programs (WAC/WID/WPA/WCD), Graduate student administrators, and Future of the writing [[More](#)]

WRITING CENTER SESSIONS AT Cs, FRIDAY, MARCH 19

Remixing Scholarship: Sharing Undergraduate Research

Session: H.09 on Mar 19, from 11:00 to 12:15 PM

Marriott, Place Room, First Floor

Type: Concurrent Session (3 or more presenters)

Interest Emphasis: not applicable

Level Emphasis: all

Focus: not applicable

Remixing Scholarship: Sharing Undergraduate Research This session focuses on the dissemination of student undergraduate research beginning with FYC through the writing major. Session Description: Toufic Hakim, author of How To Develop and Administer Institutional Undergraduate Research Programs, distinguishes undergraduate research projects from more conventional assignments that require students to do research by [[More](#)]

Participant	Affiliation	Speech Title (if known)
Joyce Kinkead	Utah State University	Sharing Research through Celebrations of Writing and Undergraduate Journals
Muriel Harris	Purdue University	Tutors and the Scholarly Conversation
Laurie Grobman (Speaker 3)	Penn State University-Berks	Young Scholars in Writing, a Peer-Reviewed Journal for Undergraduate Research
Bump Halbritter	Michigan State University	Students' Right to Their Own Conversation(s): FYC, Publishing, and the Teacher's Media Cabinet.

Rethinking the Center: Anti-Racist, Anti-Oppressive and Feminist Pedagogies and the Writing Center

Session: H.06 on Mar 19, from 11:00 AM to 12:15

Marriott, Kentucky Ballroom F, First Floor

Type: Concurrent Session (3 or more presenters)

Interest Emphasis: not applicable

Level Emphasis: all	Focus: not applicable
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Social Justice and the Writing Center: The goal of this presentation is to show how theories of anti-racist, anti-oppressive and feminist education can be put into practice in the context of writing centers. By offering both an administrative and student viewpoint of how our center's mission and practices have grown, we hope that the issues, obstacles, and questions that have emerged from the rewriting of our tutor training handbook as well as our participation in this presentation, will offer teachers a resource to start or continue to move forward in promoting social justice.

Participant	Affiliation
Lydia Saravia	University of Illinois at Chicago
Charitianne Williams	University of Illinois at Chicago
Vainis Aleksa	University of Illinois at Chicago
Alex Wulff	University of Illinois at Chicago
Charlyne Sarmiento	University of California, Riverside

Revising Writing through a Multimodal Lens	
Session: H.38 on Mar 19, from 11:00 AM to 12:15	Convention Center, Room 210, Level 2
Type: Concurrent Session (3 or more presenters)	Interest Emphasis: not applicable
Level Emphasis: all	Focus: not applicable

Participant	Affiliation	Speech Title (if known)
Lindsey Joyce	West Virginia University	
Bob Samuels (Speaker 1)	UCLA	Writing as Editing: Composition in Re-Mixed Culture
Eliana Schonberg (Speaker 2)	University of Denver	"Not the 'What' but the 'How'": A Pedagogy of Multimedia Design

Susan Mendelsohn (Speaker 2) St. Louis University "Not the 'What' but the 'How'": A Pedagogy of Multimedia Design

Angela Kohnen (Speaker 3) University Of Missouri, St. Louis Using Multimodal Collages in the English Classroom to Improve Critical Thinking

Writing Centers as Contact Zones

Session: K.40 on Mar 19 from 3:30 PM to 4:45 PM	Convention Center, Room 219, Level 2
Type: Concurrent Session (3 Presenters)	Interest Emphasis: not applicable
Level Emphasis: all	Focus: not applicable

Participant	Affiliation	Speech Title (if known)
Kate Warrington (Speaker 1)	Lindsey Wilson College	Remixing Basic Writing: Offering a New Spin or Just Spinning our Wheels?
Allison Smith (Speaker 2)	Lindsey Wilson College	Remixing Basic Writing: Offering a New Spin or Just Spinning our Wheels?
Christopher DiBiase (Speaker 3)	University of Massachusetts Amherst	Remixing Place into Writing Center Scholarship: A Geographic Approach

New Media Writing as the Future of WAC and WID: One Writing Center’s Experience Developing New Media Writing Curricula

Session: K.07 on Mar 19, from 3:30 to 4:45 PM	Marriott, Kentucky Ballroom G, First Floor
Type: Concurrent Session (3 or more presenters)	Interest Emphasis: not applicable
Level Emphasis: all	Focus: not applicable

The proliferation of new media forms across the university, and the growing interest of faculty from a wide range of departments in bringing these media into the classroom to “meet students where they are,” creates both an opportunity and a responsibility for writing programs and writing centers.

Participant	Affiliation	Speech Title (if known)
Anne Gere	University of Michigan	Chair
Naomi Silver (Speaker 1)	University of Michigan	The WAC and the WID of New Media Writing
Jennifer Michaels (Speaker 2)	Ohio State University	Multimodal Web-Based Documentaries: Using Genre to Transform Teaching and Learning
Christopher Schmidt	University of Michigan	Developing Interdisciplinary Curricula with New Media Writing

Remixing Perspectives on Peer Tutoring and Literacy Education

Session: K.16 on Mar 19, from 3:30 PM to 4:45 PM

Marriott, Clubhouse Room, Second Floor

Type: Concurrent Session (3 or more presenters)

Interest Emphasis: not applicable

Level Emphasis: all

Focus: WAC/WID

Addressing an audience of College English readers in 1983, Harvey Kail asserted that, “The problem that peer tutoring will pose in the next few years is simply whether or not it is worth the trouble” (598). Kail questioned whether or not established epistemologies were so ingrained in our institutions that [[More](#)]

Participant	Affiliation	Speech Title (if known)
Brian Fallon (Speaker 1)	Fashion Institute of Technology - SUNY	Epistemological Kaleidoscope: Remixing the Peer Tutoring Experience
Dawn Fels (Speaker 2)	Indiana University of Pennsylvania	Reconsidering Standardization: Peer Tutors as Vernacular Architects
Moira Ozias	University of Kansas	A Remixed Community of Practice: Notes from Peer Tutor Alumni

WRITING CENTER SESSIONS AT Cs, SATURDAY, MARCH 20

Reinvigorating Writing Center Research: Toward a New Millennial Agenda

Session: L.09 on Mar 20, from 9:30 to 10:45 AM Marriott, Marriott Ballroom I, Second Floor

Type: Concurrent Session (3 or more presenters) **Interest Emphasis:** not applicable

Level Emphasis: all **Focus:** not applicable

Writing centers have become the sites for putting into practice larger currents of compositions studies, and the field has benefited from the lessons learned in the everyday experiences of one-to-one learning that happens in writing centers. Paradoxically, this intellectual labor goes on, too often we believe, without a coherent [[More](#)]

Participant	Affiliation	Speech Title (if known)
Harry Denny (Speaker 1)	St. John's University	Institutional and Professional Counter-Currents to a Sustainable Writing Center Research Agenda
Michele Eodice (Speaker 2)	University of Oklahoma	Tapping Professional Associations and Networks for Guidance toward a Writing Center Research Agenda
Elizabeth Boquet	Fairfield University	Engaging Institutional and National Conversations about Assessment and Accreditation to enliven Writing Center Research Agendas

Questioning Assessment Practice

Session: L.35 on Mar 20, from 9:30 to 10:45 AM Convention Center, Room 219, Level 2

Type: Concurrent Session (3 or more presenters) **Interest Emphasis:** not applicable

Level Emphasis: all **Focus:** not applicable

Participant	Affiliation	Speech Title (if known)
Deb Brown	University of Central Oklahoma	(Chair)
Irvin Peckham	Louisiana State University	Data Mining Writing Assessments: Using Flawed Models for Useful Gain

Kim Ballard (Speaker 2)	Western Michigan University	Blending Outcomes and Direct Measures With New Definitions of Validity and Reliability: Rethinking Writing Center Assessment Practice and Theory
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Revisiting Ethics in the Writing Center

Session: M.38 on Mar 20, 11:00 to 12:15 PM	Convention Center, Room 219, Level 2
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Type: Concurrent Session (3 or more presenters)	Interest Emphasis: not applicable
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Level Emphasis: all	Focus: not applicable
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Panel Session Title: Revisiting Ethics in the Writing Center Twenty-first century writing centers are being transformed and energized by a greater range of diversity in many forms. Both consultants and the writers they help come from a broader spectrum of ethnic, cultural, socio-economic, national, and linguistic backgrounds. The resources [[More](#)]

Participant	Affiliation	Speech Title (if known)
Winchester Stuart	SUNY College at Old Westbury	Writing Center Ethics and the Stress Level of Consultants
Barkley Heuser (Speaker 2)	SUNY College at Old Westbury	Descriptive vs. Prescriptive Ethics: Using Self-examination to Strengthen Ethical Decision Making
Jody Cardinal (Speaker 3)	SUNY College at Old Westbury	Peerness and Ethical Authority in the Writing Center

Taking the stage: Reconsidering peer, professional, and faculty tutor identities in the writing center

Session: N.09 on Mar 20, from 12:30 to 1:45 PM

Marriott, Show Room, First Floor

Type: Concurrent Session (3 or more presenters)

Marriott, Show Room, First Floor

Level Emphasis: all

Focus: not applicable

Grounded in post-modern, social-constructionist and Piagetian theories of human development, the writing center tradition still privileges the peer tutor as the actor who is paradoxically the most free to act imaginatively, empathetically, and effectively (whatever that might mean) within the writing center's walls. Scholars as diverse as Kail & [[More](#)]

Participant	Affiliation	Speech Title (if known)
Alison Bright	University of California, Santa Barbara	Session Contact Person
Scott Miller	Sonoma State University	Revisiting the Writing Tutor Identity
Sheryl Cavales Doolan	Santa Rosa Junior College	Revisiting the Writing Tutor Identity

Writing Center Tutors' Roles Remixed

Session: O.13 on Mar 20, from 2:00 to 3:15 PM

Marriott Ballroom VIII, Second Floor

Type: Concurrent Session (3 or more presenters)

Interest Emphasis: not applicable

Level Emphasis: all

Focus: not applicable

Participant	Affiliation	Speech Title (if known)
Kathie Cheng	St. John's University	(Chair)
Ryan Witt (Speaker 1)	Temple University	Remixing or Remastering?: Examining Informal Socialization among Peer Tutors in the Writing Center
Erin Kane (Speaker 2)	University of Alabama	Remixing the Writing Center: Why Everyone Stands to Gain

(Speaker 2) Alabama

Catherine DeLazero The College of New Rochelle Undergraduate Tutors Present Research on Best Practices in Writing Pedagogy

Reconsidering Research on Writing Fellows/Mentors in the Classroom

Session: P.11 on Mar 20, from 3:30 to 4:45 PM Convention Center, Room L2, Lower Level

Type: Concurrent Session (3 or more presenters) **Interest Emphasis:** not applicable

Level Emphasis: all **Focus:** WAC/WID

Writing fellows programs have existed since the 1980s; however, many have moved beyond tutorials in the writing center to classroom-based tutoring (Leahy 1999, Spigelman and Grobman 2005, Hughes and Hall 2008). This session presents new research on the effects of diverse roles of writing fellows in the classroom, specifically first-year [[More](#)]

Participant	Affiliation	Speech Title (if known)
Joan Mullin	Illinois State University	(Chair)
Terry Zawacki	George Mason University	(Respondent)
Holly Huff Bruland	University of Hawai'i Manoa	Exploring On-Location Mentoring in First-Year Composition Classroom Cultures
Trixie G. Smith (Speaker 2)	Michigan State University	Defining and Redefining Roles for Classroom-based Tutoring by Mentors Across Disciplines
Pamela Childers (Speaker 3)	The McCallie School	Redefining University Models for Classroom-based Writing Fellows in Secondary Schools