

IWCA Collaborative at CCCC 2017 Program of Sessions

Check-in SMSU 355/38
8:00–8:45am

Breakfast & Opening Activity SMSU 355/38
8:45-9:30am
Jennifer Follett & Lauri Dietz

A Sessions: 9:45-10:45am

A.1 room 238

Collaborative Writing Circle: Developing a Community of Practice for Small-Scale Evaluations of Writing Centers

Lori Shontz, University of Oregon; Courtney Munther, University of Oregon

Participants will work together to develop small-scale evaluations—targeted and minimally labor-intensive—that can be part of an ongoing assessment protocol. In the process, they will lay the groundwork to build a community of practice to support each other’s work. This will also build a foundation for eventual sharing of data and techniques—and, ideally, lead to published research that can benefit the profession beyond this group.

A.2 room 294

Workshop: Coding, DeCoding, and ReCoding: Content Analysis of Alumni Tutor Survey for Program Development

Harry Denny, Purdue University; Tammy Conard-Salvo, Purdue University; Talisha Haltiwanger-Morrison, Purdue University; Elizabeth Geib, Purdue University

A workshop on how to code and do grounded theory generation using “live” results from an IRB-exempted survey of peer tutor alumni. We intend to build awareness of theory and its application and provide opportunities for participants to collaborate with us and make sense of answers to open-response questions from an alumni tutor survey replicating other landmark versions.

A.3 room 296

Workshop: Teaching Threshold Concepts in Critical Tutor Education

Sarah Blazer, Fashion Institute of Technology (SUNY)

Many writing center activists have been inspired to cultivate anti-racist, counter-hegemonic, and translingual perspectives and practices in an effort to foster more humane and inclusive writing center spaces. To interrogate complex ideologies responsibly, our staffs need facility with threshold concepts in critical tutor education. How and to what extent they gain facility with such transformative and troublesome concepts and translate stance to practice is an enduring question. With a focus on one particular threshold concept in critical tutor education--*monolingual ideology*--participants will engage with an excerpt from a brief but influential article that concisely compares monolingual with multi- or translingual perspectives and practices. Participants will explore limits and possibilities for using professional scholarship to explore threshold concepts in critical tutor education. Emphasis will be placed on co-creating interactive and reflective learning opportunities to scaffold tutors’ experiences with complex scholarship.

A.4 room 298

Roundtable: Supporting Faculty Writing / Supporting Faculty Teaching of Writing

Jessica Kem, Amherst College

Amherst College's writing center, like many others, has begun to support faculty writing by offering structured retreats and other group writing events. They are popular and productive for faculty scholarship, but do they also impact how participants teach writing and support their students' writing processes? Conversely, do our separate supports for faculty teaching of writing affect the participants' own writing practices? This session will create a forum for interested writing center practitioners to discuss and develop guiding questions, methods, and hypotheses about our current and potential faculty development efforts supporting both faculty writing and their teaching of writing.

A.5 room 333

IWCA Board Meeting

B Sessions: 10:55-11:55am

B.1 room 238

Collaborative Writing Circle: Gender and pronouns: Writing toward equitable practices

Katie Levin, University of Minnesota–Twin Cities; Michele Eodice, University of Oklahoma; Shareen Grogan, National University; Amy Heart, Wormbook Press; Neil Simpkins, University of Wisconsin–Madison

Because of the nature of our work with students and texts, writing center leaders have both the opportunity and the responsibility to intentionally communicate to our programs and our campuses about inclusive language. In this session, participants will produce the first draft of a statement affirming writers' right to use gender-inclusive pronouns. The statement will ultimately be shared with IWCA leadership and the LGBTQIA SIG; we anticipate that writing centers will also use the final version on their websites and in documents for administrator, faculty, consultant, and client audiences. After facilitators provide brief context, the group will spend most of the hour writing in community. Participants are encouraged to bring laptops/tablets.

B.2 room 294

Workshop: What We Already Know: Connecting Writing Center & Institutional Data

Jennifer Wells, New College of Florida; Tom Truesdell, Northwestern College

Bell and Frost (2012) demonstrate that writing center directors can measure center effectiveness by connecting existing center and institutional data. This roundtable applies Bell and Frost's work to retention. After learning about published and ongoing research that links writing centers and retention, participants will consider how quantitative writing center data can connect with existing institutional retention data. They will also consider how institutional data can be informed by qualitative data provided by peer tutors.

B.3 room 296

Workshop: Revitalizing the 1960s - 1990s in Theory and Praxis: Traces from the Past and Trajectories toward the Future in Millennial Writing Center Scholarship

Citlalin Xochime, University of Nevada, Reno

This workshop explores a representative typology of influential theories, practices, writing strategies, and themes in the writing center scholarship circa 2000-2013. Findings suggest that multiple theoretical constructs and relatable practices partially inform the writing center scholarship through postmodernist subjectivities; postmodernism and postcolonial criticisms; collaborations; and, decentralization of the author, authority, knowledge-owning and knowledge-making activities.

B.4 room 298

Roundtable: Changing Spaces: A Multiliteracy Center in the Making

Celeste Del Russo, Rowan University

This roundtable invites participants who are at various stages of developing multiliteracy centers at their local institutions. We engage discussion around what we have found to be a collaborative journey of transition from a traditional center to a multiliteracy center, addressing experiences and challenges in developing foundational principles, approaches to tutor training, gathering of resources, and gaining university buy-in. Participants will leave with action plans to implement next-stage movements towards their center's development.

B.5 room 333

Workshop: Design Thinking for Graduate Writing Support

Ami Sommariva

Changes in graduate student demographics as well as assumptions that graduate students have completed their development as writers point to the need for a greater focus on graduate writing support (Madden 2016). This workshop draws upon "design thinking" strategies to guide participants through a creative process to devise interventions for improving graduate writing support at their institutions. Design thinking involves storytelling, rapid prototyping, and other activities that help practitioners move beyond assumptions that block the emergence of effective solutions. Participants will engage with one another to enrich their understandings of graduate writing experience and discover ways to provide effective support.

Lunch: 12:00-1:00pm SMSU 355/38

C Sessions: 1:10-2:10pm

C.1 room 238

Lab Time: Tracing Consultants' Histories of Writing: An Analysis & Coding Lab

Enrique Paz, Miami University; Megan Schoettler, Miami University

This Lab Time seeks to refine methods for analysis and coding a challenging dataset from an ongoing study of consultants' writer identities. Our research asks: what experiences and histories influence consultants' construction and definition of these identities? To address this question, we will examine posters created by consultants, in which they mapped, drew, traced, or otherwise visually represented their relationship to writing or learning to write. We will collaborate with session participants to consider what forms of analysis and coding we might apply to this asymmetrical dataset while offering our own tentative coding schemes for application and revision.

C.2 room 294

Workshop: Rethinking OWLs: What User-Centered Design and Usability Studies Can Offer Writing Centers

Cassandra Book, University of Louisville & Old Dominion University; Megan Boeshart Burelle, Old Dominion University; Casey Reid, Lane Community College; Elaine Brown, Allie Crawford, Malachi Hallmark, Belle Hight, Christan Norris, Gail Stevenson, Marin Wadsworth, and Joe Wicks, Lane Community College

With its focus on participation and access, usability studies and user experience design research provide frameworks laden with possibilities for writing center administrators and practitioners concerned with increasing both the access and usability for OWLs. After presenting key aspects of user experience design and usability studies, facilitators will guide participants in developing a plan for incorporating user experience in their centers, emphasizing re-calibrating training materials for online tutors. Participants are encouraged to bring electronic and hard copies of training materials. To conclude the workshop, participants will be asked to share their plans and training materials in a public wiki in an effort to extend the conversation.

C.3 room 296

Workshop: We've Got the Data, Now What?: Cross-Institutional Writing Center Research

Eric Klinger, University of Colorado Boulder; Harry Denny, Purdue University; Eliana Schonberg, Duke University

Each workshop leader will use local data to foster a collaborative discussion about data collection and analysis, as well as points of intersection across and within institutional types. Participants will then brainstorm ways that such analysis may help them answer questions about student success and retention at their own institutions. This will be followed by a breakout session where participants work in small groups to try this type of analysis with either their own data sets or, if they prefer, with those provided by the facilitators. Participants will be encouraged to develop data collection and analysis plans to take home.

C.4 room 298

Roundtable: Ways of Being and Knowing: Using Staff Development to Foster Greater Individual and Sociocultural Awareness Among Consultants

Rachel Azima, University of Nebraska-Lincoln; Nicole Green, University of Nebraska-Lincoln; Katie McWain, University of Nebraska-Lincoln

This roundtable session will allow participants to generate strategies for fostering consultants' individual, epistemological, and sociocultural awareness through a conversation about staff development practices that emphasize habits of mind and ways of being in the writing center. The facilitators will highlight three key contexts: individual emotional awareness, disciplinary and academic awareness, and social, cultural, and political awareness. In order to help participants develop concrete approaches for cultivating this increased awareness, presenters will facilitate a variety of activities, including opportunities for brainstorming and reflection, breakout small-group discussions, and hands-on pedagogical exercises.

C.5 room 333

Works in Progress

Facilitated by Trixie Smith, Sherry Wynn Perdue, Steve Price, Rebecca Martini

Cultivating Programmatic Recall with Reflective Writing Center Archival Profiles

Roger Austin, Georgia State University

Developing and Sustaining Assessment for Writing Fellow Programs

Laurie Cella, Shippensburg University, Karen Johnson, Shippensburg University

How can our Writing Center support the new WAC branch at our school?

Crystal Spring, University of Notre Dame

RAD Research--Extending Thompson and Mackiewicz's "Questioning in Writing Center Conferences"

D. Alexis Hart, Allegheny College

Toward Recovering the Body in the Writing Process with Mediating Tools and Digital Technologies

Danielle Farrar, University of South Florida; Sandy Branham, Embry-Riddle Aeronautical University

A Translingual Approach to Writing Tutoring

Amanda Presswood, University of Massachusetts Boston

Writing Center as Mentor: Balancing Relationships and Tutor Dependence

Kristen Bales, Daytona State College; Jessica Lipsey, Daytona State College

Writing Center Tutors or English Language Tutors: How Middle East Writing Center Tutor Training Documents

Position Tutors and How Tutors Position Themselves

Tony Schiera, Indiana University of Pennsylvania

D Sessions: 2:20-3:20pm

D.1 room 238

Lab Time: Telling Our Stories, Considering Our Practices: Towards a Collaborative Narrative of Writing Center Leadership

Richard Sévère, Valparaiso University; Robert Mundy, Pace University; Paul Ziek, Pace University

Little scholarship has been written to address best practices of writing center leadership and how such practices have come to exist. Our most recent study, which looks at the intersection of gender and leadership, articulated incongruous approaches--at times recapitulating some aspect of the writing center grand narrative and at others challenging these assertions. The presenters will therefore utilize the session to further identify and examine recurring themes relating to writing center leadership. Through free-write and open dialogue, we aim to further develop our empirical model by documenting local narratives that challenge and complicate common assertions about writing center leadership.

D.2 room 294

Workshop: Combining Writing and Content Peer Tutor Training

Nancy Johnson Squair, Douglas College; Cecil Klassen, Douglas College; Heather Urschel, Tacoma Community College

Writing Centers are increasingly being incorporated into larger Learning Commons centers, and writing center directors may be asked to justify their specialized writing training as well as train tutors in other content areas. This workshop will briefly describe a combined writing and content tutor training program as a starting point. Participants will then work to develop a set of best practices for tutor training, and tutor training activities for writing and content tutors that emphasize an interdisciplinary perspective.

D.3 room 296

Roundtable: How to Serve and Support ESL Students in the Writing Center

Levin Arnsperger, Emory University; Thomas McNamara, California State University, Fresno; Yu-Kyung Kang, Gonzaga University; Elizabeth Leahy, University of Tennessee at Chattanooga; Gina M. Sully, University of Nevada, Las Vegas

How to best structure tutoring services for students for whom English is an additional language? How to best support them? I am hoping to bring together administrators and managers to identify possible paths forward in a time of growing international student populations. At the same time, I want to make sure that we determine what it actually means to “best support” ESL students – what in other words constitutes effective assistance and how do we know what this population “needs”? In a nutshell, I want to give participants the chance to a) discuss their approaches to tutoring ESL students, b) address relevant research findings, and c) indicate ways to evaluate forms of ESL tutoring support.

D.4 room 298

Roundtable: Affirming our Liminality & Writing on the Walls

Georganne Nordstrom, Scott Ka'alele, Nicole Kurashige, Isaac Wang, Nicole Furtado, Greg Gushiken, Avree Ito-Fujita, Christina Togafau, Kaitlyn Iwashita, University of Hawai'i at Mānoa

The goal of this roundtable is to collaboratively identify best practices to support inclusion in our centers in response to recent hate crimes and violence on college campuses. Snapshots of efforts we have initiated in our center provide a starting point to critique and identify strategies for inclusion. We then ask participants to visually and textually represent their centers and brainstorm ideas for making our spaces welcoming and safe for all writers by literally writing/drawing on the walls. This activity foregrounds how writing center practitioners can reinforce inclusivity by affirming our liminality, a space “both privileged and illegitimate” (Denny).

E Sessions: 3:30-4:30pm

E.1 room 238

Roundtable/Lab Time: Writing Centers as Brave/r Spaces: A Roundtable-Focus Group with the Editors of The Peer Review's 2017 Special Issue

Rebecca Hallman Martini, Salem State University; Travis Webster, University of Houston-Clear Lake; Ryan Smith, University of Houston-Clear Lake

The roundtable/lab time session acts an extension of *The Peer Review's* CFP, "Writing Centers as Brave/r Spaces." Our primary purpose is to help practitioners strategize about and navigate their centers in light of 2016's tumultuous events, such as the presidential election, Campus Carry legislation, and Orlando's Pulse tragedy. We also seek to reflect on the session's work and use it to inform how we frame our research about WCs and brave/r spaces. We welcome a range of writing center practitioners from all institution types interested in WCs and social justice work.

E.2 room 294

Workshop: Leaving the Center: Envisioning Edgy Models, Implementing Frontier Pedagogies

Roberta Kjesrud, Western Washington University; Sarah McDaniel, Western Washington University; Gabe Gossett, Western Washington University

As scholars urge us to replace lore with theory-rooted, evidence-based practices, our center is changing; we now offer completely integrated support for research, reading, and writing, and we offer incrementally scaffolded strategies instructed in a series of mini-consultations while writers are in process. In this session, a writing specialist and two research specialists will guide participants in brainstorming new consulting models for enriched student learning. Participants will leave with action plans for implementing innovations relevant to their own Centers.

E.3 room 296

Workshop: Extending the Writing Center: Using Tutor-Created Interactive Videos to Deconstruct Fundamental Writing Skills

Nisha Shanmugaraj, Carnegie Mellon University

We seek to extend the reach of the writing center as a place to deconstruct and practice fundamental writing processes through interactive videos. In this workshop, I will present our production of a tutor-generated video that teaches paraphrasing, and ask participants to provide their input. The video teaches students to first analyze the rhetorical context of a task before deciding how to engage with the source text. It also explains paraphrasing on a spectrum of knowledge telling to transforming, and engages students through quizzes and think-aloud protocols. We will discuss results from our preliminary assessment and consider future applications.

E.4 room 298

Roundtable: Creating Communities of Writers by Fostering Student Engagement in Writing Group Programming, Sessions, and Events

Claire McMurray, University of Kansas; Natalya Androsova, Ryerson University

This round table explores the question of how to foster student engagement in writing groups and such events as write-ins, write-a-thons, dissertation boot camps and writing retreats. The facilitators will pose a series of questions focused on student engagement and the advantages and challenges of writing group programming in writing centers. This will stimulate a highly interactive discussion as audience members exchange advice, experiences, questions, and concerns related to this topic.

Closing Reception SMSU 327/8/9

4:30-6:00pm