

**East Central Writing Centers Association 2009 Conference  
 April 3-4, 2009  
 Purdue University, West Lafayette, IN**

**Conference Schedule Overview**

**Friday, April 3, 2009**

Registration	7:30 am- 5:00 pm	STEW 214 A&B
Vendor Exhibits	8:30 am- 5:00 pm	STEW 214 A&B
Poster Display	8:30 am-5:00 pm	STEW 214 A&B
Walking the Labyrinth	8:40 am-5:05 pm	PMU Lounge
Continental Breakfast	7:30 am-9:30 am	STEW 214 A&B
Welcome	8:00 am-8:30 am	STEW Fowler Hall
A Session	8:40 am-9:55 am	
B Session	10:10 am-11:25 am	
Live Poster Session	9:55 am-11:30 am	STEW 214 A&B
Lunch	11:30 am-1:00 pm	PMU South Ballroom
C Session	1:00 pm-2:15 pm	
D Session	2:25 pm-3:40 pm	
E Session	3:50 pm-5:05 pm	
Keynote Banquet & Awards	6:00 pm-8:30 pm	PMU South Ballroom
Special Event	9:00 pm-10:30 pm	HEAV 226

**Saturday, April 4, 2009**

Registration	7:30 am- 12:30 pm	HEAV 226
Vendor Exhibits	8:30 am- 3:30 pm	HEAV 223 & 225
Poster Display	8:30 am-3:30 pm	HEAV 223 & 224
ECWCA Board Meeting	7:30 am-9:30 am	HEAV 226
Continental Breakfast	8:30 am-9:30 am	HEAV 226
F Session	9:30 am-10:45 am	
G Session	11:00 am-12:15 am	
Lunch & Breakouts	12:15 pm-1:45 pm	
H Session	2:00 pm-3:15 pm	

## Friday, April 3, 2009

### All Day Events

Registration	7:30 am- 5:00 pm	STEW 214 A&B
Vendor Exhibits	8:30 am- 5:00 pm	STEW 214 A&B
Poster Display	8:30 am-5:00 pm	STEW 214 A&B
(Poster presenters will respond to attendees' questions and comments during B session, 10:10 am to 11:25 am)		
Walking the Labyrinth	8:40 am-5:05 pm	PMU Lounge

**Continental Breakfast**                      **7:30-9:00**            **STEW 214 A&B**

**Welcome**                                      **8:00-8:30**            **STEW Fowler Hall**

### Walking the Labyrinth: Reflection, Learning, and Writing Center Work

PMU Lounge                                      **8:40am-5:05 pm**  
MaryAnn K. Crawford, Morgan Glazier, and Jamie Light.  
  
Central Michigan University

People have been walking labyrinths for centuries, using the labyrinth walk as a “time out” for reflecting and gaining insights about themselves, their lives, their work. We invite you to walk the labyrinth any time today, then come to share and discuss your experiences, especially in relation to writing center work. A discussion session for the labyrinth will take place during E Session, 3:50-5:05, in the PMU Lounge.

### A Session                      **8:40-9:55**

A.1    STEW 307    **The Ecology of Workshops: Making Connections, Creating Interdependence, and Sustaining Programs**  
Roberta Henson, Aly Berry, Travis Mattison, Megan Roessler, Ashly Stage, Elizabeth Prenger, and Megan Tait  
  
Indiana Wesleyan University

This panel will discuss how offering workshops to other departments builds relationships and fosters interdependence, which in turn, helps sustain both the Writing Center and the departments being served. As example, the panel will discuss workshops they have offered students in the Chemistry department and in the Freshman Composition program.

A.2    STEW 310    **Doh You Wanna Write?**  
Laura Warnement

The University of Findlay

In this session, the participants will relate the process used in creating a sculpture to that of the writing process, including revision steps. This approach gives students a visual and hands on approach to learning the steps of writing. The method discussed is appropriate for middle school grades and above.

A.3 STEW 311 **Tutors in the Center \_and\_ the Critical Conversation: Sustaining Our Ecosystem through Research**  
Alexis Stern

The Ohio State University

This presentation will explore the benefits and challenges of encouraging tutor participation in research initiatives. It will highlight some particularly effective practices we have developed at The Ohio State University's writing center, and will end with collective brainstorming of strategies to better-facilitate tutor-led research projects.

**Sustaining the Writing Center Long-Term: The Tutor Newsletter as Nascent Development Project**  
Laura Plummer

Indiana University

IU produces a tutor newsletter to help peer tutors network, provide them with publishing experience, and reiterate the usefulness of tutoring experience to subsequent employment. The latent goal is long-term development: to establish alumni support for the sustainability of the WC. Participants will brainstorm starting points for similar projects.

**Tutor Ecology: Nourishing Tutors' Growth at the Root Level**  
Barbara Bird

Taylor University

This session describes a qualitative analysis any writing center can use for analyzing tutoring sessions to develop focused training for the center and individual improvement for tutors, training that is organically derived from your own writing center and from each tutor, targeting your unique ecological system.

A.4 STEW 313 **Superheros and Storytellers in the Writing Center: Engaging in Community Outreach Through Technology Workshops**  
Karissa Chabot, Joseph Darowski, and Trixie Smith

Michigan State University

Participants attending this panel can expect to walk away with an overview of the Comic Life and Digital Storytelling workshops that MSU hosts through its Writing Center as well as some strategies and resources for implementing similar outreach efforts at their own institutions.

A.5 STEW 314 **That's Not What I Meant! Commenting in Asynchronous Online Sessions**

Glenn Taylor and Alexander Grabski

Central Michigan University

This workshop will focus on the use of open-ended questions in asynchronous online sessions, discuss the communicative “uptake” involved in reading and ascribing meaning to comments, and compare the usage of these questions between face-to-face and online sessions.

A.6 STEW 318 **Systemic Support for ESL Students: Writing Center Ecology at a Research University**

Hazel Emery, Mary Assad, Cassandra Freudenrich, and Megan Swihart Jewell

Case Western Reserve University

Representative staff and administrators from one research university’s writing center will discuss the interconnected ways in which their center provides support for ESL graduate and professional school students. Each presenter will discuss her in-depth work in each area of support. Participants will then engage audience members in a discussion.

A.7 STEW 320 **Extinct in the Wild?: Re-Introducing Theory into the Center via Continued Tutor Education**

Andrew Rihn, Leroy White, Yvonne Williamson, and Stacy Orsich

Kent State University Stark Campus

Many undergraduate tutors are exposed to writing center theory during a training program. These same tutors remain in the center after such training has ended. But by creating a sustainable environment for theory in the writing center, tutors stay involved in both the activism and the reflection of writing center work.

A.8 STEW 322 **When Bad Things Happen To Good Writing Centers: Steps to Recovery**

Jill Shull, Minh-Tam Nguyen, Katherine York, and Tyler Bailey

Western Michigan University

All writing centers face adverse administrative decisions that impact their staff and students. In this interactive workshop we will encourage participants to share their own experiences and offer positive coping strategies to combat the negative side-effects of these decisions.

## **B Session            10:10-11:25**

### **B.1    STEW 307        **Thoughts on Retaining Qualified Writing Center Consultants**** Nicole Diederich

The University of Findlay

Writing centers would not succeed without dedicated peer consultants. Shifting schedules and other demands make retaining consultants a challenge. This session discusses retention of consultants at The University of Findlay. Pay, job security, training, and recognition will be considered and audience input invited.

**The Leader (Director) of the Pack (Writing Center)**  
Fern Kory

Eastern Illinois University

In this discussion-based session we will “revel...in the recognition that a real leader leads from his or her own individual strengths and talents,” exploring and critiquing from various vantage points and subject positions the consequences of the ways administrators with diverse skill sets give direction to our Writing Centers.

**Expanding Ecologies: When Demand Surpasses Supply**  
Elizabeth Tapia

Illinois Institute of Technology

Illinois Institute of Technology’s Academic Resource Center is a unique ecological system due to its size and scope. IIT’s focus on mathematics and science is reflected in the peer tutoring center, which currently tutors in 13 subjects. As demand outstrips supply, how do we as administrators modify our ecology?

### **B.2    STEW 310        **The Center of the Center**** Leslie Nielsen, Jessica Slaughter, Amy Oakley, and Michelle Ball

Malone University

This session explores Bronfenbrenner’s Ecological Systems theory, applying it to the University Writing Center: the role of tutors, how the particular worldview of the university or broader culture affects the writing center’s operations, and ways this theory can be used to provide richer, more relevant writing experiences.

### **B.3    STEW 311        **Grammar as a High(er) Order Concern: Evolving to Better Meet the Needs of Non-Native English Speaking Clients and Writing Center Consultants****

Elena Adkins, John Castronova, and Deanna Koenig

Michigan State University

Differences regarding \"doing grammar\" are where many of the tensions between ESL clients and consultants seem to be rooted. What if we meet the grammar-learning needs of our clients while we confidently and comfortably maintain our roles as improvers of writers? This workshop presents a possible method to accomplish this.

B.4 STEW 313 **Read This and See How It Sounds: Tales from an Art School Writing Center**

Betty Spence

Memphis College of Art

An art school writing center is a compelling study in a specific habitat, or biome, within the larger biosphere of higher education. The writing center is just as integral to the smaller, more specialized environment as it is to the larger university environment. While interrelationships are strong, sustainability can be a challenge.

**Writing Centers and Writing Across the Curriculum: Making Connections to Make Sustainable Writers**

Julie Lenhart

Grand Valley State University

Through conscious tutoring, writing centers can build sustainable writers by helping students to transfer their writing skills from one class to another. This presentation will share current research and use discussion to explore how consultants can make these specific cross-discipline connections with students.

**Against the “Anywhere Writing Center,” or, What I’m Learning from the Jesuits**

Cynthia Wallace

Loyola University Chicago

This presentation examines the local ecologies of Jesuit universities, exploring the ways in which the characteristics of Jesuit education—such as dialogue, holistic concern for individuals, and justice—relate to writing center work, along with the tensions that can arise for centers in a religious environment.

B.5 STEW 314 **Writing Center: The Musical!**

Ashley Caggiano, Jonathan Holmes, Jacob Greene, Doug Moser, Terry Gomes, Erin Tobin, Wendy Mohler, Katie Waldrop, Matthew Bible, and Samantha Boring

The Ohio State University at Newark

Writing Center: The Musical! is a musical comedy chronicling the journey of a tutor-in-training as he negotiates a new identity based upon tutoring theories he confronts in the classroom and attempts to employ in the field. This presentation takes a lighthearted yet cerebral look at integration into a new community.

- B.6 STEW 318     **Collaborative Tutoring: Two for the Price of (N)one**  
Minh-Tam Nguyen, Jill Shull, Allison Pavlicek, and Katherine York

Western Michigan University

Western Michigan University's Writing Center has been using collaborative tutoring as (1) a method of training new consultants and (2) a means of transforming good sessions into great sessions. We will discuss our collaborative processes and work with audience participants to consider positive and problematic possibilities of "tag-teaming" and the logistics that might ensure its success.

- B.7 STEW 320     **A Delicate Balance: Openness and Privacy in Writing Center Ecologies**  
Joyce Stewart, Rick Fisher, and Louise Johnson

University of Wyoming

A commonly perpetuated belief about the value of an "open" writing center ecology suggests that centers escape restrictive boundaries and create liminal spaces that foster liberatory or even "evolutionary" dialogue. However, this openness can diminish our ability to nourish an ecosystem that serves the needs of users while maintaining privacy.

- B.8 STEW 322     **Recycle, Rethink, Reform: Creating Sustainable Relationships in the Center**  
Samantha Howard and Shavon Doyle

Grand Valley State University

Sustainability in the Writing Center should extend beyond recycling. This session will focus on how to create and maintain sustainable relationships between students and tutors. This workshop invites you to push the definition of sustainability in the Writing Center beyond "going green" through group discussion and strategic planning.

## **Live Poster Session 9:55-11:30**

- STEW 214A&B     Conference attendees will have the opportunity to interact with poster presenters, ask questions, and engage in during this interactive display.

### **Peer Review Workshop: The Student Becomes the Teacher**

The idea of a peer review workshop is to help students develop their critical thinking skills and learn about the Higher Order Concerns (HOCs) of writing. Students read one another's work and give feedback putting them into the tutor position so they can learn what kind of questions to ask themselves about their own writing.

Molly Bovos  
Purdue University

### **The Forgotten Tales: Kate Turabian's Manual and the Chicago Style in Historical Writing**

History is a much-maligned genre for academic writers. The problem seems to be the unfamiliarity of writers and especially tutors with the Chicago style and Kate Turabian's venerable *A Manual for Writers of Term Papers, Theses, and Dissertations*. This workshop will give participants a primer in both styles.

Jason Csehi  
Kent State University—Ashtabula

### **Swapping Writing Center Stories, Metaphors and Truths**

This session stems from a project which utilizes two metaphors within colonial theory. The first metaphor, Writing Centers as a place where colonization is happening and participants in that space are dealing with it, adjusting within it and negotiating the self through one's writing. And secondly, Writing Centers as a place of recovery, where de-colonization occurs and the effects of imperialistic ideologies are remedied and bandaged. It is my hope that the use of these two metaphors pushes forward Mary Pratt's epic contact zone illustration of working spaces where communication happens. Thus, for the sake of pushing the conversations forward, this session will focus only on the second metaphor, which illustrates the importance of belief and recovery to aid in the deconstruction or dismemberment of colonial discourses that perpetuate violences against bodies that write.

LaToya Faulk  
Michigan State University

### **English Language Learners at Indiana University Southeast: A Survey of Student Experience**

This presentation addresses the significance of ELL issues at IU Southeast. The proposed poster will display a survey of ELL students developed by the poster presenters, and exhibit several ideas designed to

spark discussion on campus about how the campus community can work together to creatively address ELL writing issues.

Leigh Ann Meyer, Rebecca Yeager and Brittany Perez  
Indiana University Southeast

**Title Needed**

Jayne Piepenburg  
Purdue University

**The Planned and the Emergent: Team Tutoring in the Writing Center**

This poster session focuses on writing center facilitated study teams and reports on research conducted at Michigan Technological University's Center. Drawing on New Literacy Studies and complex systems theory, this poster offers a description of team tutoring and proposes an ecological framework for exploring writing center work in general.

Lori Rogers  
Central Michigan University

**Community Outreach in Writing Centers**

This poster focuses on writing centers and community outreach programs. It looks at some of the different ways in which writing centers are involved in communities. It also looks at the benefits that these programs provide for the communities, writing centers, and writing center employees who are involved.

Cassandra Sanborn  
Purdue University

**Growing Honest Writers in a Globally Diverse Environment**

We serve a growing number of international students with non-Western backgrounds. Those from other countries have not been raised with the same environment of what is ethical in writing. This presentation is about developing an ecology of honest accreditation and avoiding plagiarism.

Ruth Shillair  
Lansing Community College of Liberal Arts

**Hands-On Tutorials for Kinesthetic Learners**

5-15% of the population are kinesthetic learners. Tutors need to recognize possible signs that a student is a kinesthetic learner, such as fidgeting. Techniques tutors can employ when tutoring a kinesthetic learner include assuming a certain role, adapting the environment, and incorporating movement at all stages of the writing process.

Lindsay Wiegman  
Purdue University

**Lunch** **11:30am -1:00 pm**

Purdue Memorial Union South Ballroom

**C Session** **1:00-2:15**

C.1 STEW 307 **Concerning Professor Involvement in the Writing Center**  
Stephanie Gallagher

Kent State University--Stark Campus

This presentation explores the thoughts of my university's professors on the Writing Center. Through surveys sent out to the faculty, I was able to recognize the issues and assumptions some professors had about our Writing Center, which enabled me to form an action plan to better involve professors with the Writing Center.

**Tutor/ Instructor Symbiosis: Professionalization and Growth  
Through Extended Collaboration**

Amy England and Kyle Doan

University of Cincinnati

At the University of Cincinnati, the writing center places tutors in their developmental writing classes. Whereas this strategy's original objective was to provide developmental students with the assistance they need, this arrangement has also created the ideal symbiotic environment where both tutors and teachers can thrive and develop as professionals.

C.2 STEW 310 **Remixing The Training Process: Preparing Effective Consultants for a Classroom-Based Tutoring Program**  
Dan Kenzie, Randall Seltz, and Kyle Krol

Western Michigan University

In this session we will focus on the changes we've made in several key areas of our class-based program: developing better avenues of communication between consultants and instructors, creating informative and interactive training sessions, and fostering a collaborative environment among the team.

C.3 STEW 311 **Creative Writing and Writing Centers: Workshopping in New Ways**  
Julie Allen and Michael Lala

Michigan State University

This workshop will discuss how to transfer the techniques used in creative writing workshops to one-on-one consultations within the writing center. Participants will be asked to workshop a creative piece and then discuss how those techniques can be used in a traditional writing center environment.

C.4 STEW 313 **Organization Is The New Green: Sustainability Tips for LD Students in a College Writing Center**

Elena Garcia Ansani

Columbia College

Organization is a key factor for all students. Students with Learning Disabilities must develop good organizational skills to be successful academically. Learn what works and what doesn't for LD students in Writing Centers and how Writing Centers can ensure the sustainability of LD student's needs are met.

**Learning Disabilities and the Writing Center**

Kara Carowick

Kent at Stark

My presentation will start by showing a group of individuals from around the world that have played a part in history and that have some form of a learning disability. I hope to pick three or maybe four individuals and explain what form of disability they had and possibly state how they overcame that disability. I start the presentation out in this manor for many reasons: 1st to grab my audience's attention, 2nd to show that a learning disability doesn't discriminate, and 3rd to prove how common learning disabilities really are. With those things in mind, I can explain what a learning disability is and how important the writing center is to the student with L.D. I will also mention that when the writing center and the office of students with disabilities work together there is a greater chance for success for the L.D. students. The use of simple techniques that can be used to help and aid in a tutorial is also a need. I will explain some of those techniques and their importance. I will explain how visual prompts can trigger a series of events to bring together a student's paper. I'm hoping to make this discussion on L.D. and the writing center interactive by asking my audience how they have helped their fellow peers overcome the hurdles that have block their writing process and achieve success.

**Status Relations and Collaboration**

Cristina Costa

Purdue University

Tutors can manipulate their perceived statuses to elicit normative interactive responses from students. To promote collaborative efforts, tutors must work to avoid situations in which status

differences are unclear or too powerful. There are a number of indicative and expressive cues which tutors can utilize to influence their perceived statuses.

C.5 STEW 314 **Re-imagining Ecology: Sustainable Writers**  
Alyssa Lord

Messiah College

How do you ensure the survival of your species? Create sustainable writers. We will consider the tutor in her natural environment and how she can use her tutoring methods to make that environment natural for the client as well, re-imagining the relationship between tutor and client to foster independent expression.

**Agenda Setting in Tutorials: Description and Implications**  
Laurel Reinking

Purdue University

Agenda setting is a crucial component of tutorials. Yet we know little about who sets the agenda, when it is set, its length, and of what it consists. Video clips and transcripts of tutorials with international graduate students will provide transparent evidence of agenda-setting components. Possible implications will be discussed.

**'You Can't Always Get What You Want': Assessing the Accuracy of Student Writers' Pre-Session Writing Expectations**  
Rodney Dick

Mount Union College

This presentation will discuss findings on data comparing what students who use the center think they need to work on prior to each visit and what tutors indicated they actually worked on during the session, as well the implications for writing teachers, writing center staff and tutors.

C.6 STEW 318 **Writing Center Prisoners: Adapting to the Reluctant Client**  
Meghan Dykema, Allison Pavlicek, Minh-Tam Nguyen, and Katherine York

Western Michigan University

When students are sentenced to the writing center by instructors rather than seeking our services on their own, the insecurity and apathy they often bring to the session present numerous challenges for consultants. Together, participants and panelists will discuss approaches to serving this unique client group and communicating our policies across campus.

C.7 STEW 320 **Maintaining a Balanced Ecology on a Regional Campus Through Diverse Relationships**

Christie McCartney, David Gardner, and Carolyn Skinner

The Ohio State University-Mansfield

This panel presentation discusses the special ecology of a regional writing center, as well as the relationships involved in maintaining a balanced ecology, while ensuring diversity. The panel will approach interactions between tutors and students, and provide training strategies pertinent in the equalization preserved by writing center participants.

C.8 STEW 322 **Bilingualism in the Writing Center: Helping Clients Via a Foreign Language**

Rodger Swan and Yan Jiang

Western Michigan University

This presentation aims to showcase the importance of having bilingual writing center consultants and will showcase the advantages of having consultants who are at least familiar with a second language. Participants will be encouraged to share their own unique stories pertaining to bilingualism and ESL students in the writing center, and through this a conversation will emerge showcasing the benefits of hiring multilingual writing consultants.

C.9 GRIS 160 **Strengthening Our Branches: Sustaining Relationships with Creative Writers, Science Students, and Aspiring Publishers**

Shaynon Munn, Allie Chandler, Maureen DiVirgilio, Hillary Fishler, and Tom Mervenn

Grand Valley State University

This panel focuses on the promotion of sustainability in terms of strengthening writing center infrastructures to cultivate relationships with the broader environment of writers across the curriculum. We will specifically address how writing centers can more effectively sustain visitors writing in the disciplines of biological sciences, creative writing, and publishing.

C.10 GRIS 166 **Cultivating a Passion for Writing**

Karen Saupe

Calvin College

Bored writers write boring papers. Tutors who know how to find passion (e.g., love, antagonism, or energy) for their own writing can inspire it in clients. Passion motivates better writing and drives genuine long-term skill development. Come learn ways to help your clients discover self-motivating passion for their work!

C.11 GRIS 155 **Intrinsic Reflection in the Writing Center**

Ashley Harrell

University of Michigan Flint

As tutors develop reflective skills, they learn more about themselves. However, this alone won't stimulate quality reflection, often focusing on technical questions, like how to accomplish "x." This does not encourage interpretation of assumptions. Instead, current theory explains that to learn, reflection should focus on moral, political, and emotional questions.

**Consultants' Session Notes: Communication or Pedagogy Sites?**

Vanessa Rouillon

University of Illinois, Urbana-Champaign

Session notes at the Writers Workshop are designed primarily as communication sites for consultants. However, as part of a larger project that understands writing centers as activity systems and that explores notes' purposes beyond communication, this session discusses preliminary findings suggesting that these notes connect to practices involving writing pedagogy.

**Authentic Assessment of Writing Tutors in a Drop in Lab**

Eric Mast and Jeff Cook

University of Cincinnati

Since a writing tutorial session is essentially a conversation, it can be difficult to authentically assess tutoring performance without a videotape of the session. Student evaluations and tutor self-evaluations often do not address the paralinguistic element of the tutoring session, which is vital to encouraging student use of a drop in center and perhaps also to student learning.

**D Session            2:25-3:40**

D.1    STEW 307    **Grass Roots Partnerships: Building Writing Support and Relationships across Campus**

Jim Stull

Ohio Wesleyan University

The metaphor of ecology applies appropriately to a new integrated model adopted by the Writing Center at Ohio Wesleyan University. For the last ten years, our writing center has provided little instructional support beyond our tutoring program. In an effort to expand our services without an increase in resources, our plan centers on developing a more sustainable infrastructure that serves additional students and includes both self-directed learning and faculty outreach--with the ultimate goal of transforming a tutor-only Writing Center into a multi-faceted Learning Center that better supports all segments of the Ohio Wesleyan community.

**Planting Where the Soil Is Already Tilled: Using Existing Programs to Increase WC Outreach**

Dawn Hershberger and Richard Marshall

University of Indianapolis

WCs can meet the challenge of providing outreach with limited resources by using existing programs on campus as the roots for outreach efforts. The UIndy Writing Lab will describe how using this strategy has increased outreach, and we will help participants develop ideas of how to bolster their own outreach programs.

**Branching Out: Tutoring Beyond the Center**

Tyler Germain

Saginaw Valley State University

Saginaw Valley State University, which coordinates the Bay City Central High School Writing Center, has extended tutoring into the classroom with embedded tutoring. Because it offers a more personal tutoring relationship, embedded tutoring is extremely beneficial to students, teachers, and tutors.

- D.2 STEW 310 **Assignments and Error: Leveraging the Role of a Peer Tutor**  
Julie Percha, Katherine Campbell, Laurelyn Schaefer, and Tracy Sutphen

University of Pittsburgh

Assignments and error provide a lens through which we challenge notions of remediation and illustrate the interesting and complex relationship of peer tutors with other members of the academic community at large: professors, more experienced consultants, the students whom we tutor, and ourselves, in our role as students.

- D.3 STEW 311 **Creating Effective Poster Presentations: Employing CRAP Across the Disciplines**

Trixie Smith and Deanna Koenig

Michigan State University

While poster presentations vary in different fields, many similarities can be found across disciplines. The most important of these is the emphasis on visuals. Using information gathered in professor interviews, we have developed a workshop designed to teach writing consultants how to incorporate the principles of visual rhetoric to better aid clients in creating effective poster presentations.

- D.4 STEW 313 **Integrating Assessment for Learning (AfL) in ESL Writing**  
Shanshan Wang, Yifan Geng, and Maria Bourdet McNeel

Central Michigan University

Assessment for Learning (AfL) is a new concept in ESL writing. In AfL, learning is a goal, and assessment is the means to achieving the goal. This workshop aims to discuss the key concepts of AfL and provide practical suggestions to help consultants implement AfL in their ESL tutoring sections.

- D.5 STEW 314 **E-mails, and Chats, and TutorTrac—Oh My! : One Writing Center’s Journey into Cyberspace**  
Elizabeth Keller and Mary Wiard

Indiana University-Purdue University Fort Wayne

Writing consultation presence is usually conceived as physically face-to-face; however, to better reach distance education students, we are implementing synchronous online consulting through the TutorTrac whiteboard platform. We will demonstrate a TutorTrac consultation, discuss the benefits and shortcomings of using this platform, and will actively solicit audience participation and critique.

- D.6 STEW 318 **Using Online Data Collection to Understand Writing Center Clients**  
Doug Dangler and Megan Swihart Jewell

Ohio State University

Writing centers have long collected data in the form of client surveys. This presentation will cover some basics of data collection as practiced by two writing centers using electronic collection means. Limitations and benefits of each system will be discussed, especially as they apply to writing center physical spaces.

- D.7 STEW 320 **Behind the Scenes: Community Building in Peer Consultant Performance**  
Erin Moehring and Shelley Hart

Indiana University-Purdue University Fort Wayne

This presentation aims to explore and define various attributes of peer consultant performance and offer strategies that writing centers can adopt to help build a community that heightens each consultant’s sense of ownership and self-determination, which in turn can enhance writing center performance overall. We will stress the need for experimentation, growth, and risk-taking individually and as a group within the Writing Center Community.

- D.8 STEW 322 **What's All the Buzz About**  
Jessica Fischbach

Grand Valley State University

While traditional methods of advertising, (such as in-class presentations, instructor recommendations, and posters) have been effective in the past, it is increasingly important to understand the role of social media and other non-traditional marketing in creating a "buzz." This workshop answers the question: What are creative ways to generate word-of-mouth advertising for your writing center?

D.9 GRIS 160 **Oh, You're Not an English Major, Are You?: Life as a Non-English Major Consultant**  
Tyler Bailey, Ashley Hartfik, Caroline Lampinen, and April Bryan  
Western Michigan University

When staffing a writing center, what do directors and consultants expect from their new hires? Clearly a grasp of writing, along with skills in being able to relay said understandings to their clients, is expected. However, as many writing centers are staffed by English majors, we can't help but wonder if we would be more effective as a center if staffs were more academically diverse. Are there times when non-English majors can be as effective, or more effective, than their center's counterparts?

D.10 GRIS 166 **Anti-Oppressive Tutoring in the Writing Center**  
Cynthia White, Sal De Sando, Ash Kini, Kimberly Norris, and Priscilla Lizasuain  
University of Illinois-Chicago

We seek to tutor in a way that is effective, but not at the cost of resentment or a loss of dignity. All too often, writing education leads people to "hate English," or to feel excluded from the world of writing. Though no tutor intends to be oppressive, oppressive methods can occur unintentionally. Often, tutors who have had the advantage of being a part of a dominant group need to see things from the perspective of students who have had to face discrimination. When we consider the quality of our tutoring sessions, therefore, we should consider our ability to negotiate differences in matters like class, race, gender, sexuality, and religious belief.

D.11 GRIS 155 **The Writing Center and the First Year Writing Program: The Struggle for a Symbiotic Relationship**  
Kristin Ravel, Todd McCarty, Chris Williams, and Hideaki Noguchi  
Columbia College Chicago

We would like to explore what it means to have a symbiotic relationship between the writing center and the first year writing program by discussing the actions and methods that can help create an "ideal" relationship.

D.12 GRIS 170 **Surviving and Thriving During Tough Times: Fiscal Ecology in The Writing Center**  
Jill Pennington and Leslie Farris

Lansing Community College

Tough times require imagination and innovation; if proactive, writing centers can position themselves to weather the economic storm. In this session, we will educate participants about how colleges determine “bottom line” cost-effectiveness and brainstorm creative solutions for surviving and thriving during times of institutional budget crises.

**E Session            3:50-5:05**

- E.1    STEW 307        **Stepping Outside Our Environments: Peer Reviews of Writing/Learning Center Services**  
Mary Arnold Schwartz, B. Jane Ehle, Jackie Harris, Jennifer Haley, and Gary Ritz

Indiana University-Purdue University Fort Wayne

Teams from three Indiana/Ohio colleges/universities visited each others' campuses to peer review how services of their learning centers (all containing writing centers) were perceived by administrators, faculty, and students. We will share information about how to conduct similar reviews, and we will open the floor to discussion of the process.

- E.2    STEW 310        **Guided Rhetorical Moves: Debating the Use of Templates in the Writing Center**  
Andrea Riehl, Grace Williams, Bethany Erickson and Danielle Waller

Central Michigan University

The use of writing templates presented in the composition guide *They Say, I Say* may provide struggling writers with the extra assistance they need in presenting clear ideas. This presentation will present the theory behind using these ready-made language forms and discuss the implications of using them in writing center sessions.

- E.3    STEW 311        **A Close Look at the Interrelationship Among the Writing Centers, ESL Writers and Classroom Instructors**  
Scott Chiu and Trixie Smith

Michigan State University

Increasing ESL populations are bringing challenges and ecological changes to the Writing Centers. This presentation provides a profile of the complex relationship between the increasing ESL populations and the Writing center, as well as behind-the-scene reports from different perspectives including those of ESL writers, instructors and writing consultants.

**Filling in the White Space—A Two-Copy Method to Address Local and Global Issues with ESL Writers in Writing Centers**

Jenna Caruso

DePaul University

This presentation will offer a “two-copy method” as a method for addressing both local and global issues with ESL writers in writing centers in the United States. Attendees will have the opportunity to workshop this method during the presentation.

**Where to Go from Here: ELL at EIU**

Andrew Eichel

Eastern Illinois University

While EIU has made some changes to better serve international student-writers, there is still ample room for improvement. In this session, we will discuss a variety of options—yours, mine, and those recommended by experts—looking for ways our writing centers can more effectively reach out and support these student-writers.

E.4 STEW 313 **LiveJournal: Explorations of Audience**

Caitie O’Neill, Jason Harrod, Rachel Jackson, Timothy Mason, and Brian Orr

University of Michigan – Flint

Student writers often feel alienated from academic audiences. To address this, we have introduced online journaling to English 109 groups using [www.livejournal.com](http://www.livejournal.com). Taking LiveJournal as a starting point, we will discuss ways writing centers can provide access to a variety of audiences, and how this impacts writing for the academy.

E.5 STEW 314 **Location, Location: All Writing Centers are Local**

Jeanne Smith, Jay D. Sloan, and Bill Macauley

Kent State University

How can writing centers provide directors and staff with the benefits of professional development and networking with the high cost of travel to distant regional and national conferences? A strong mini-regional organization can provide many of the networking benefits that a writing center needs, but closer to home and far more economically.

E.6 STEW 318 **Are We a Creative Writing Center?: How Poetry and Fiction Fit into Consultations**

Craig Skinner and Elizabeth Keller

Indiana University-Purdue University Fort Wayne

Is creative writing a solitary activity, limited to late nights in a darkened room? Furthermore, is creativity conducive to collaboration? Elizabeth Keller and Craig Skinner, two consultants from the IPFW Writing Center, will present information gleaned from interviews with faculty within their university's English department and open the discussion with attendees.

E.7 STEW 320 **Creating a Writing Center Culture of Assessment**  
Kim Ballard and Meghan Dykema

Western Michigan University

Writing center assessment literature includes little outcomes-based work. This presentation contextualizes how such assessment can help centers communicate our roles to others and can help us better understand our work. Among cautions about outcome-based assessment, presenters will share rubrics, bibliographies, and surveys to help participants consider program assessment in their centers.

E.8 STEW 322 **Living Through Literacy**  
Jamie Wendorf and Chelsea Smith

Saginaw Valley State University

This roundtable will explore different ways literacy can live on through multiple generations. It focuses on SVSU's Living Through Literacy program, which offers writing center services to terminally ill patients and their families in order to create written heirlooms. It will discuss both the extension and benefits of the program.

E.9 GRIS 160 **What Not to Wear: Using Visual Rhetoric to Examine Writing Center Dress Codes**  
Karissa Chabot and Tiffany Turcotte

Michigan State University

Using the techniques of visual rhetoric and a perspective of ethos, pathos, and logos, this panel analyzes how dressing up (or down) affects the pedagogy and mission of the writing center and addresses strategies for recognizing, diffusing, and remedying ambiguous standards of dress.

E.10 GRIS 166 **Tutoring with "Style": Understanding and Addressing Different Learning Styles in Tutoring Sessions**  
Misty Braden and Tara Adrian

Monroe County Community College

There is a definite need for tutors to understand and be able to compensate for problems that arise between tutors and tutees with different learning styles. The Monroe County Community College Promotions Committee has begun an initiative to address this problem as well as develop innovative, tutor-created methods of helping students with writing, regardless of

learning style. We hope to encourage other writing centers to begin their own programs to address these issues and create a better tutoring environment.

E.11 PMU Lounge **Discussion Session**

**Walking the Labyrinth: Reflection, Learning, and Writing Center Work**

MaryAnn K. Crawford, Morgan Glazier, and Jamie Light.

Central Michigan University

People have been walking labyrinths for centuries, using the labyrinth walk as a “time out” for reflecting and gaining insights about themselves, their lives, their work. We invite you to walk the labyrinth anytime today, then come to share and discuss your experiences, especially in relation to writing center work.

**Keynote Banquet 6:00 pm-8:30 pm**  
**Awards Ceremony**

Purdue Memorial Union South Ballroom

The Writing Center as Sierra Club  
Jon Olson, Director, Center for Excellence in Writing  
Penn State University

Jon Olson (Ph.D. University of Southern California) has directed the Center for Excellence in Writing (CEW) since its inception in December of 1997. He teaches an undergraduate and graduate course in English each year and oversees the CEW’s four programs: the Undergraduate Writing Center, the Graduate Writing Center, the Writing Across the Curriculum Program, and the Public Writing Initiative. He was President of the International Writing Centers Association (IWCA) 2003-2005. He received the 2008 NCPTW Ron Maxwell Award for Distinguished Leadership in Promoting the Collaborative Learning Practices of Peer Tutors in Writing. Olson came to Penn State in 1997 from Oregon State University where he alternately coordinated the Writing Center and interim-directed the Writing-Intensive Curriculum Program, 1990-97. His publication titles include “The Fun We Have in Writing Centers: What Salvador Sings,” “The Conflict between Assessment and Accreditation,” “Plagiarism Might Go Away If We Don’t Talk about It,” “Student-Centered Assessment Research in the Writing Center,” “Tutor Training,” “Outreach through Inreach: Writing Centers and Extended Education,” “A Question of Power: Why Frederick Douglass Stole Grammar,” “Writing-Intensive Curriculum Roots,” and “Bibliotherapy, Autobiography, and the Psychology of Composition.”

**Special Event 9:00pm -10:30 pm**

HEAV 226 **Build Your Own Sundaes, Game Time and Writing Lab Open House**

## Saturday, April 4, 2009

### All Day Events

Registration	7:30 am- 12:30 pm	HEAV 226
Vendor Exhibits	8:30 am- 3:30 pm	HEAV 223 & 225
Poster Display	8:30 am-3:30 pm	HEAV 223 & 224

**ECWCA Board Meeting**    **7:30-9:30**                    **HEAV 226**

**Continental Breakfast**    **8:30-9:30**                    **HEAV 226**

### F Session 9:30-10:45

F.1    HEAV 101        **Great Expectations: The Amazing Adventures of a New Graduate Assistant Coordinator**  
Andrew Johnson and Mary Arnold Schwartz

Indiana University-Purdue University Fort Wayne

We will share experiences creating the new Graduate Assistant Director/Coordinator position at IPFW. Developing the identity and potential for this position has required continuous imagination and negotiation. Attendees will be regaled with our missteps—and enriched with a framework for developing their own Graduate Assistant position.

F.2    HEAV 102        **Putting Our Work Under the Microscope: Vital Research in the Writing Center**  
Libbie Morley, Stacy Haynes Monica Hofmann, and Beverly Tsai

University of Illinois Urbana-Champaign

The parts of the writing center system, like the elements in any ecological system, must work together to thrive. Like scientists in the field we need to examine the parts regularly. These consultants will present their research and ask the audience to develop research plans for their own writing centers.

F.3    HEAV 104        **What You Bring and What You Take: Classroom Teachers in the Writing Center**  
Dan Kenzie, Randall Seltz, Kyle Krol, and Patrick Love

Western Michigan University

In this session, we will lead a discussion about the benefits and drawbacks of being a teacher in a writing center and the impact that being a consultant first can have on one's classroom. Both panelists and participants will share their diverse experiences.

F.4 HEAV 105 **Enhancing Student Writing: The How-To's of Sentence Structure and Word Choice**

Karla Walther and Lindsay Pavlovick

Purdue University

In this session, presenters will discuss the 6-trait + 1 writing process, which is a popular method used by secondary educators to help students improve their writing. Presenters will show student writing samples to demonstrate how writing can be improved through a variety of sentence structures and a diverse vocabulary.

**A New Grassroots Effort: Freeing Our Spaces of Bulky Workbooks for On-line Alternatives**

Angela Messenger

Youngstown State University

I will review grammar workbooks that have moved with the Writing Center over the years. The presentation will include a review of on-line tools such as MyCompLab, Criterion Online Writing Evaluation Service, and ComFit Online Learning Center besides e-portfolio systems and e-versions of handbooks because of a growing web-based ecology.

**Who Gives a F\*\*\* about the Oxford Comma: Encouraging Content Building in Tutorial Sessions**

Ryan Conatti and John Gallo

Mount Union College

The goal of this presentation is to recognize that tutors often spend a majority of time on surface level grammar issues when what is really needed is to put an emphasis back on the importance of content building in tutorial sessions

F.5 HEAV 106 **Sustaining Dissertaters: The Ecology of Dissertation Writing Groups**

Rachel Clark

The Ohio State University

I will discuss the benefits and challenges of interdisciplinary dissertation writing groups and explain how the Ohio State University Writing Center uses those groups to foster sustainable writing practices in dissertating students.

**Revision Practices of First Year College Writers**

Diane Boehm

Saginaw Valley State University

This presentation will present findings from a joint Saginaw Valley State University Writing Center/First Year Writing Program research study that used a survey and focus group to investigate the revision processes of first year writers. The presentation will share the survey and the results of the study.

**Is Someone Listening? Five "Reluctant" Writers Speak Up**

David Dzaka and Alyssa Lord

Messiah College

This paper offers some insights into the nature of the situation of 5 struggling writers viewed from their own perspectives. By means of a series of interviews, these self-identified "basic" writers comment on their attitude to writing, their writing processes, and the sort of help they think might be most supportive of their efforts.

F.6 HEAV 107 **Growing Community Connections: Writing Center Engagement and Public Scholarship**

Allen Brizee and Jaclyn Wells

Purdue University

The presentation describes an engagement project between a writing center and an adult basic education organization that develops resources to improve literacy skills in marginalized populations. Panelists argue for empirical and participatory methods to help establish engagement as viable scholarship and to address issues of funding, institutional cooperation, and assessment.

F.7 HEAV 108 **Fresh Ideas for the Globalized Writing Center**

Joyce Hicks, Victoria Chambers, and Eric Gutierrez

Valparaiso University

The new ecology of the globalized campus means more non-native English speakers as writers. How can writing centers meet the needs of these students without becoming editing services or without abandoning other clientele? Roundtable discussion will focus on consultant education, center partnerships, updated policies, and time-honored writing center practices.

F.8 HEAV 109 **Initiating and Using Podcasts in Your Writing Center and Classroom**

Karissa Chabot and Noah Ullmann

Michigan State University

This workshop stimulates discussion about the value of new technologies in the writing center and classroom through an exploration of podcasting. Our interactive discussion asks the audience

to consider how we can foster tech-friendly environments in our writing centers and classrooms and what challenges we confront as technology advocates.

- F.9 HEAV G01 **Graduate Students as Natural Resources in the Writing Center: Branching Out or Split at the Root?**  
Danielle Cordaro, Matthew Allen, Kristen Moore, and Christina Saidy  
Purdue University

Graduate assistants are a rich, renewable resource for writing centers. As students, tutors, tutees, and mentors they bring expertise, energy and fresh insights to their work. In turn, writing centers provide an environment where graduate students learn, collaborate and advance professionally. However, this relationship is not always perfectly symbiotic. This roundtable invites conversation on how graduate students' interaction with writing centers can be both tricky and fruitful.

- F.10 HEAV 227 **Developing IM in the Writing Center: Platforms, Discourses, and Hidden Benefits**  
Nikki Caswell, Jason Luther, and Jackie Grutsch McKinney  
Kent State University

Although tutoring has long been the central concern of writing center scholarship, the focus has often been on traditional "sessions." Less has been written about ways in which we foster writing cultures on our campuses. This panel delves into an alternative point of contact, writing center instant messaging, exploring the technologies, languages, and analyses necessary to sustain this emerging writing center practice.

## **G Session 11:00-12:15**

- G.1 HEAV 101 **An Intricate System of Growth and Support: International Students, the Writing Center, and the University**  
Kate Francis, Joy Jiao, Xin Yu, and Qing Liu  
Miami University

In any functioning ecological system, every element operates both independently and as a part of the larger whole. Intricately intertwined and interdependent, even the smallest interaction has the ability to affect the entire system. This presentation considers the role writing centers can play in establishing a supportive and nurturing system for the international students who use them, and by so doing also provide support to the larger, university-wide system of which it is a part.

- G.2 HEAV 102 **Beyond Sustainability: Learning from Appreciative Inquiry (AI)**  
Mark Bassett and Judith Olson-Fallon  
Case Western Reserve University

Using the Appreciative Inquiry (AI) method, participants will analyze our individual work with students and our campus outreach efforts. The AI model—pioneered by David Cooperrider, of Case Western Reserve University—challenges stakeholders to rely exclusively on positive language and values in achieving success, by creating an inclusive, collaborative environment among student writers as well as the writing center staff.

G.3 HEAV 104 **Writing Centers and Community Relationships: An Expanding Environment**  
Jennifer Curtis

Indiana University of Pennsylvania

A growing number of university and college writing centers are connecting campus and community environments by engaging in civic and community outreach. This session reviews civic engagement literature and current writing center/community connections.

**"We Will be Meeting in the Writing Center": The Mutual Influence of Writing Centers and Student Organizations**  
Jonathan Holmes

The Ohio State University at Newark

Our writing centers interact with students who are encouraged to participate in student organizations. Such organizations provide resources and recognition, while writing centers encourage communication and a sense of academic community. This presentation will demonstrate how, together, writing centers and student organizations can have a significant impact on students' lives.

**New Resources in Writing Center Ecology: The Rise of Public-Access Writing Centers**  
Noah Essenmacher

Saginaw Valley State University

This presentation explores public-access writing centers by comparing and contrasting them with a collegiate writing center. To demonstrate the comparison and contrast, this presentation will analyze the results of online sessions from public-access writing centers and a collegiate writing center upon the submission of the same documents to each service.

G.4 HEAV 105 **Navigating Extreme Ecological Change in the Writing Center**  
Elizabeth Gillis, Matthew Filingo, Katy Rittle, Jon-Paul Wimer, Nick Katsiadas, and Abigail Grant

Slippery Rock University of Pennsylvania

The Slippery Rock University Writing Center unexpectedly changed directors. The resulting changes in the Writing Center's ecology have been drastic. By looking to current research on space, purpose, and methodologies regarding writing centers, our discussion will examine the effectiveness and effects of the ecological changes experienced by tutors and students.

- G.5 HEAV 106 **A Writing Center for Basic Writers: Negotiating our Mission as a Center and Discovering our Roles as Peer Tutors**  
Krista Stonerock, Rebekah Fracassa, Heidi Irvine, Jennifer Lloyd, Joshua Pritchard, Mikel Sinnott, Emily Stacy, and Christine Zimmerman

Ohio Christian University

This presentation will illuminate the benefits and challenges of a Writing Center situated within a first-year writing program. The administrator and peer undergraduate tutors will specifically address the tensions faced while aiming to support university retention goals and targeting the needs of basic or underprepared writers who enter the university.

- G.6 HEAV 107 **Professional Formatting Rules of Thumb: Sustainable Business Writing Visual Critique Skills for Tutor Training**  
Lars Soderlund and Elizabeth Below

Purdue University

Business writing documents seem ubiquitous in writing centers, but tutors' comfort in dealing with them is not. Tutors can generally address tutees' content issues in business writing documents, but tutors often feel out of their depth in addressing the visual design of these documents. This presentation attempts to facilitate sustainable practices in the training of tutors in business writing document design.

**Connecting Professional Writing and the Writing Center**  
John Lauckner

Michigan State University

Within the theme of ecology, I investigated how to make the writing center more accessible to Professional Writing (PW) students and how to encourage them to use the writing center. I conducted research on which types of genre and technology help would make the center more accessible.

**Using Activity Theory to Analyze How Students Revise After Writing Conferences**  
Sam Van Horne

University of Iowa

Researchers have used a variety of theoretical frameworks in both naturalistic and experimental studies of the effects of writing center conferences on student revision. I will review these studies in a discussion of writing center research and discuss how I am using activity theory as a framework for my study.

G.7 HEAV 108 **Poetic Ecology: Helping Students Writing About Poetry**  
Dana Bisignani

Purdue University

Poetry has its own unique ecology. This workshop will present strategies to help students write about issues of poetic form, content, and language with more confidence. Participants will discuss sample poems and ways of tackling poetic tutorials. A handout of useful online and print resources will also be provided.

G.8 HEAV 109 **The Effects of Gender Stereotyping in the Writing Center**  
Nicole Whitmer

Kent State – Stark

Communicative ecologies in the Writing Center are affected by various physical realities; the most prevalent is the sex of the tutor/tutee. Through a random sample I found that on average male tutees sessions lasted ten to fifteen minutes longer than tutorials with female students. Even more disturbing is that fewer key points were covered during the male students' tutorials. Underlying gender stereotypes subconsciously affect the interaction between female tutors and male tutees. One theory examines that gender stereotyping dominates not only the reactions of the tutees but also those of the tutor.

**Feminized Simulations: The Writing Center as Remedial Clinic and Enforcer of the Status Quo**  
Paul Blom

DePaul University

Writing centers' most valuable resource is the language we use to discuss our work. My case-study of DePaul's writing center is a content analysis of primary documents to argue that the writing center has moved away from the natural world and toward the status of a feminized simulation.

**Helping Students Negotiate Dialects in the Writing Center**  
Kristi Kohlenberg

Eastern Illinois University

Come to this session to learn how training writing center consultants to recognize dialect features can allow them to help students move between their home dialect and Standard Written English.

The session will include a short description of the dialect features of African American English as an example.

G.9 HEAV G01 **Geometric Forms of Communication in the Writing Center**  
Courtney Duncan, Stuart Chipman, and Jake Ballard

Saginaw Valley State University

We will highlight the importance of visual diagrams in tutoring sessions in complementing the dialogue between students and tutors. Participants will be asked to share any useful visuals of their own in order to stimulate discussion on the utility and effectiveness of illustrations in tutoring sessions.

G.10 HEAV 227 **Getting Better All the Time: Techniques for Assessing Your Tutoring**  
Ellen Schendel, MaryAnn Crawford, and Bill Macauley

Grand Valley State University

In this workshop for tutors, we'll explore several common self-assessment methods drawn from the fields of teacher education and writing assessment to discuss how individual tutors—or entire tutoring staffs—might incorporate these techniques to learn more about their strengths and weaknesses, track their growth as tutors, and assess their effectiveness in working with writers.

## **Lunch 12:15-1:45**

HEAV 226 Please pick up your lunch and join us for breakout sessions for mini-regionals and tutor professional development.

Breakouts for Mini-Regionals:

Indiana

Michigan

Ohio

Breakouts for Tutor Professional Development:

## **H Session 2:00-3:15**

H.1 HEAV 101 **Professional Development in the Writing Center—What Does it Look Like, What Could it Look Like?: A Roundtable Discussion**  
Trixie Smith, Jacob Blumner, Diane Boehm, and Jill Pennington

Michigan State University

Directors from a number of different types of colleges/universities in Michigan will briefly talk about how they facilitate staff professional development in their writing centers, as well as their dreams and wishes about how professional development could function in their centers. Then we will invite audience participants to discuss their professional development achievements and goals.

H.2 HEAV 102 **Sustaining a Writing Center Identity by Creating an Identity-Collage**  
Jennifer Anderson

Central Michigan University

This workshop will ask participants to reflect on who they are and who they hope to become as writing center professionals. Participants will create a collage that represents these stages. They will share and discuss their creations and discuss what is ideal in writing center philosophy and best practices.

H.3 HEAV 104 **Stepping Away from the Draft without Losing the Writer**  
Shem Hinkle, Amber Arnold, and Vincent Mendez

Indiana University-Purdue University Fort Wayne

Have you as a consultant ever looked at a student's paper and asked, "Where do I even begin?" Have you ever thought you needed to address fundamental writing skills and not even address the student's paper during the consultation? Our presentation will engage the audience with these questions.

H.4 HEAV 105 **Branching Out: Not Your Typical Session**  
Kristin Maile, Dan MacGregor, Travis Oberlin, Bethany Schlotterer,  
Vanessa Sellers, and Nathan Yussy

Kent State University

Join the discussion and explore with us the possibilities of branching out from traditional tutoring sessions, bringing an entire class to the Writing Center. We examine the relationships between teachers, tutors, and students as we review a semester of an ESL Writing class' regular visits to the Writing Center.

H.5 HEAV 106 **"Workshopping" in the Writing Center: The Ecology Between Tutor and Creative Writer: A Three Genre Workshop**  
Ann Zgodinski

The Ohio State University

Experience the unique dynamic of the creative writing workshop. This workshop engages participants in the critique of creative writing samples of poetry, fiction, and creative non-fiction.

Participants will learn how to approach creative writing in the writing center, the techniques and needs of the writers, and characteristics of each genre.

H.6 HEAV 107 **Passing It On: Sustaining Tradition and Shaping the Future of IU's Writing Center**  
Jo Ann Vogt

Indiana University

Writing Tutorial Services (WTS) is a writing center charged with serving any IU student responding to any kind of writing assignment. WTS employs a mix of roughly 15 undergraduate peer tutors and 25 graduate tutors. With a staff of 40 tutors and some turnover each year, it is essential to build in activities designed to allow tutors to share the culture and philosophy of WTS and to participate in shaping its future. Presenters--including a mix of trainees, experienced peer tutors, and graduate tutors--will illustrate the value of the Jamboree through video clips, audio clips, and transcripts, inviting participants to share questions and comments throughout the session.

H.7 HEAV 108 **Voices of International Students: Reflecting on Writing Center Experiences**  
Sean Duffie, Michelle Sanchez, and Kiera Wilson

Grand Valley State University

International students report on writing center experiences during this panel, in which participants will assess the state of international outreach in their writing centers, and will reevaluate common practices. Participants will formulate strategies to refocus their work with international students.

H.8 HEAV 109 **"Places Everyone": Sustaining Writing Center Places**  
Claire Lutkewitte, Sarah Burns, and Emily Standridge

Ball State University

"Digital Places: Sustaining a Writing Center's Online Presence(s) Using Computer Technologies" This presentation will address the different and individualized ways in which writing centers use computer technologies to sustain the interconnections writing centers can and should make to create an online environment that works together with the writing center's physical environment. Such technologies include: email, blogs, websites, Facebook, YouTube, and social bookmarking.

H.9 HEAV 227 **The Egret and the Cow: How the Scholarship of Virtual Reference Services Can "Feed" Virtual Tutoring in the Writing Center**  
Joel Boehner

Bethel College – Indiana

The well-established and resource rich field of library and information science has scholarship that can be used to inform the increasing practice of synchronous virtual tutoring by writing centers. Points of connection between these two fields illuminate resource-saving techniques and strategies for writing center administrators.

### **The Online Writing Center as Ecological System**

Dr. Renee Ramsey

Northcentral University

Northcentral University, located in the high desert country of northern Arizona, is an online university of approximately 7700 students. The online NCU Writing Center provides writing tools and resources to our mainly graduate learners, much like Writing Centers in traditional universities. However, given our focus on using technology to reach our learners, there are profound differences in the internal relationships and partnerships necessary to complete our writing support mission. The idea of the Writing Center as an ecological system, dependent and interdependent on partnerships for survival and sustainability, aptly describes the relationships that coexist and even grow for us here. This paper will investigate how the online Writing Center and its four system components, the Writing Center website, Rhetoric and Composition courses, Resources for Learners, and Resources for Mentors come together through our constantly evolving technology, process design, and partnerships. In addition, the paper will explore in detail the relationships with other internal constituencies (Mentor Services, NCU Library, Academic Advisors, Information Technology) that partner with the Writing Center to create a sustainable and evolving ecological system. Finally, extending our technological commitment to partner externally with an online tutoring service will further grow and maintain the balance of the technology-based ecological system that is the NCU Writing Center.

### **Rethinking the Role of Writing Center Websites**

Noah Ullmann

Michigan State University

Online tools offer users the ability to create rich social networks. Little is known, however, of what makes a social network successful. We explore the history of writing center websites, and examine recent research by the MSU Writing Center to rethink writing center websites from the ground up.